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The Sound of Politics: An Examination of Political Orientations and Musical
Preferences Among College Aged Adults

by

Omari Stringer

A thesis submitted in partial fulfillment of the requirements
for the Honors in the Major Program in Psychology
in the College of Sciences
and in The Burnett Honors College
at the University of Central Florida
Orlando, FL

Spring Term, 2017

Thesis Chair: Dr. Chrysalis Wright

ABSTRACT

Music fits in a larger media culture that can influence the thoughts and beliefs of many people. Specifically, there is an interest in the relationship between music and any influences it may have on political views or orientations. Based on the existing literature, it is hypothesized that there will be a significant correlation between political orientations and involvement in music and political orientations with music genre preferences. It is also hypothesized that there will be a relationship between socioeconomic status and music preferences. Furthermore, it is expected that participants will report a high level of music involvement, considering how accessible music is to many students (Agbo-Quaye & Robertson, 2010; RIAA, 2016). Results indicate that there is a correlation between political orientation and several genres, in addition to demographic variables. Participants reported a high level of music involvement and high usage of music streaming services. Additional analysis indicates that two of the top five genres participants listened to (alternative and religious music) can be a significant predictor of political orientation.

DEDICATION

To my parents, who have taught me everything I know, who have tirelessly worked to provide for me, who have blessed me with wonderful role models to make me the man I am, who continue to inspire me every day. To all of my family, friends, and educators who have always believed in me and continually support me. To my most cherished Crystal, for helping me maintain my sanity through this process, and encouraging me unconditionally to be the best version of me that I can be.

Thank you for pushing me to reach for the stars.

ACKNOWLEDGEMENTS

This project would not be possible without the guidance, insight, and instruction of my chair, Dr. Chrysalis Wright. I appreciate everything you have done for me, and the priceless knowledge you have imparted me with as I continue my education and career. I also wish to thank my committee, Dr. Daniel McConnell, and Dr. Terri Fine for adding valuable differing perspectives and inspiring conversations. I would also like to thank the Burnett Honors College for sponsoring the Honors in the Major program, and providing the resources to make this thesis possible.

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CHAPTER ONE: INTRODUCTION

Music is universal. All across the world and throughout history, humanity has relied on music for pleasure, communication, and expression. Music has often been used to convey very specific messages through its lyrical content. Music fits in a larger media culture that can influence the thoughts and beliefs of many people. Specifically, there is an interest in the relationship between music and any influences it may have on political views or orientations.

Fox and Williams (1974) focused on the idea of “protest music” and other types of music that convey political messages. The late sixties and early seventies are known for the counter-culture movement and progressivism of their time. However, times have changed significantly and we have seen the advent of not only new political movements, but new music forms and new technologies as well. Music is now portable and almost everyone has access to a seemingly infinite library in their own pockets. It has been estimated that adolescents and young adults listen to music an average of three to four hours each day (Agbo-Quaye & Robertson, 2010). Additionally, Americans listen to music an average of four hours a day (Recording Industry Association of America (RIAA), 2016). It is now easier to share ideas and movements with the entire world; politics are no longer regional. Social media platforms reign supreme with young adults spending between eleven and twelve hours each day using social media (Vaterlaus, et al., 2015). Fox and Williams’ analysis suggests that the music involvement and their genre preferences are associated with political ideologies.

The influences of media can be a two-way street, with consumers selecting media that reflects our own views and some of those views in the media influencing us (Bleakley et al., 2008; Slater, 2007). Music has a profound effect on people and studying those effects in depth,

specifically in relation to a student's political ideology, encourages investigation to prove that there is indeed a relationship. As previously mentioned, there is not much existing literature regarding this topic and updating the literature that exists can open the door to investigating additional relationships. In addition, the relationship between socioeconomic status and music preference will also be examined. Socioeconomic status may show relationships between income levels and genre preferences, or any ethno-racial preferences for specific genres. While some suggest that there are associations between political ideologies and income levels, it raises the question of whether relationship applies to music preferences as well (Pew, 2014).

Music and Society

Initial studies measuring music involvement with political orientations have shown that liberal students are more likely to attend more concerts and listen to a variety of music (Fox & Williams, 1974). Other studies have found that additional time spent listening to music was more closely associated with liberalism (Peterson & Christenson, 1987).

Often studies on music and their effects are focused on younger-aged participants, specifically college students (Flynn, 1993; Fox & Williams, 1974; Hakanen & Wells, 1993; Mashkin & Volgy, 1975; Peterson & Christenson, 1987). Hakanen and Wells (1993) posit that youth specifically group certain genres of music together into what they called "taste cultures" and expect those taste cultures to be correlated to demographic groups. Other theories suggest that younger people are more influenced by media because they are still forming identities and orientations (Slater, 2007). There is also a correlation between an adolescent's knowledge of popular music and their popularity level amongst their peers (Hakanen & Wells, 1993).

With the development of rock and roll music and counter-culture in the 1960's, there was a specific association in society that is often mentioned in the existing literature as a main focal point for studies. Flynn (1993) has found that opinions of participant's role models (opinion leaders), the involvement of the participant (interest), and their perceived knowledge of the topic were the most reliable predictors of rock music consumption behavior versus demographics. However, demographics as an outside source are known to interact and have a significant effect on listening preferences (Fox & Williams, 1974; Peterson & Christenson, 1987). Fox and Williams (1974) discussed the dichotomy of how rock music was viewed from opposing ideologies: conservatives viewed it as an affront and an assault on traditional culture, while progressives viewed it as a new way to convey messages to promote social change. Many adults felt that the danger in rock music were not the lyrics, but within the beat itself. Older adults called it "jungle music" and thought it would turn the younger generations rabid (Peterson & Christenson, 1987).

As Eastman and Pettijohn (2015) noted, popular music is deeply influenced by sociocultural changes and we see it reflect in the music stylings and lyrical content. In their study, they paid particular attention to country music using the Billboard charts and compared the relationships with socioeconomic conditions, and found that generally female artists fair better on the charts during harder economic times (Eastman & Pettijohn II, 2015). This is an example of how music interacts in our lives in a variety of ways, in many times unexpected. Gantz and colleagues (1978) found that over 60% of respondents in their study agreed that pop music "helps a person become more sympathetic or sensitive to another person's needs." Adolescents often see pop music in a positive light, as "socially acceptable," and a force for

social change (Gantz et al., 1978). As mentioned previously, political attitudes are often formed during adolescence (Rekker et al., 2015). Rekker and colleagues (2015) found that generally political views stabilize in adulthood, with the exception of ethnocentrism. Additionally, this cross interaction is also seen online. The Internet has proven to be a forum where people across the nation and world can discuss any number of things. A review of blogs or a website consisting of entries by individuals found that the number of politically related discussions were higher amongst fans of artists with political associations than regular mainstream artists with no known political messages (Pedelty & Keefe, 2010). This is not a new sensation; music and politics have had an intertwined history since 1840 when music was first used as a campaign tool, with the creation of “singing campaigns” where fans would praise or taunt candidates through song (Schoening & Kasper, 2011).

Lyrical Content

The primary mode of communication in music is often through lyrics. Though pop music generally pleases a wide audience due to its technical features such as rhythm, meter, and melody, lyrics convey the primary message of music (Chesebro et al., 1985). It is interesting to note then, that when it comes to political music or music with a message, it is often times not heard by the audience. Unless the music is overtly a protest song or has a clear message, often times the audience simply does not understand the message and focuses on the beat or melody (Edwards & Singletary, 1989; Fox & Williams, 1974). This was highlighted by the Wu-Tang Clan in their song *Triumph* (1997) with the lyrical statement that “the dumb are mostly intrigued by the drum.” This implies, then, that any influences on political views are not because the songs

endorse one ideology over another, but there may be another relationship in play to be discovered.

Political Attitudes

Alexander (2015) defines ideologies on the basis of debts owed. The ideas that follow and collectively form an ideology vary on who or what aspect the debt is owed to. He also defines three major ideologies: liberalism, socialism, and conservatism. Using his definitions, liberalism is defined by a debt owed to the self. Traditional definitions of liberalism include a worldview focused on ideas of liberty and equality. Socialism is also a debt owed to the self but through the way of society and places emphasis on the contributions to society (Alexander, 2015). Using Alexander's definitions, conservatism would be a debt owed to the self, through the traditions of the past and respect to previous generations.

Traditionally in American politics, liberalism is associated with progressivism and sometimes socialism. In the American sense, this liberalism is focused on social justice and civil liberties, with the general belief that society, sometimes through the government is required to take action to defend the rights of all, even if it means going into debt (Pew, 2014). Also according to the Pew Research Center (2014), conservatism by contrast tends to focus on economic freedoms and personal responsibility with the belief that is not up to the state but rather the onus is on the individual to take care of themselves and their compatriots.

Often times this spectrum is described "left-right" with liberals on the left and conservatives on the right (Kroh, 2007). In America, the Democratic Party typically aligns itself with liberalism, while the Republican Party aligns itself with conservatism. There is often a middle ground where many people fall where they are classified as moderates. When measuring

political attitudes, it is important to leave room for moderates; otherwise, forcing them to choose between the two positions may push them to be untruthful about where their beliefs lie (Kroh, 2007).

The Echo Nest & Internet Radio

Dr. Brian Whitman, MIT, conducted an informal data analysis with his company, The Echo Nest, using data collected from several Internet radio services and found a correlation between what artists Republicans and Democrats (self-reported by listeners) listen to. An interesting conclusion from the data analysis found that on average, Democrats listened to a more diverse set of genres (Whitman, 2012). With that information, some streaming services took to advertising certain political campaigns in 2012 with targeted ads based on their predicted voting preference. This initial research presents a very practical application for research further investigating any relationship between political ideology and music preference. So practical that in 2015 the popular music streaming service, Spotify, acquired Dr. Whitman's company and he is now the principal researcher for music profiles at Spotify. Given 2016 was an election year, many platforms and advertisers would relish the opportunity to be able to promote very specifically targeted ads to a crucial young populace who frequently use their services.

The Current Study

Based on the existing literature, it is hypothesized (hypothesis 1) that there will be a significant correlation between political orientations and involvement in music and political orientations with music genre preferences. It is also hypothesized (hypothesis 2) that there will be a relationship between demographic variables and music preferences, as well as

demographics. Furthermore, it is expected (hypothesis 3) that demographic variables and music preferences can predict political orientations and behavior

CHAPTER TWO: METHOD

Participants and Procedures

Considering the limitation of small sample size on previous research on this topic (Hakanen & Wells, 1993), participants in the study consisted of 500 undergraduate students at the University of Central Florida. However, due to inadequate or incomplete responses, 52 participant's results were removed. Participants were recruited via the SONA Research Participation System, which is often used by psychology courses at the university to expose students to research for required class credit or extra credit. The study received approval from the IRB (see Appendix A). Participants were required to be 18 years or older and were provided with informed consent about the study and any risks they may have encountered by participating.

The age of the students ranged from 18-50 ($M = 20.64$, $SD = 4.91$). The majority (67%) of the participants were female ($n = 301$), while 33% were male ($n = 147$). The ethnic makeup of the study was fairly representative of the campus makeup: a majority of White students (51%, $n = 227$), 22% Hispanic ($n = 99$), 16% African-American ($n = 72$), 7% Asian / Pacific Islander ($n = 30$), and 4% other ($n = 20$) (other includes those who selected more than one race or ethnicity). The socioeconomic status of the sample was middle class ($M = 0$, $SD = .686$).

The political orientation of the sample skewed liberal on the Kerlinger scale ($M = -8.6$, $SD = 14.4$) and 75% of the sample was registered to vote ($n = 337$). As the survey was held before the 2016 Presidential Election, the options for the presidential preference question contains candidates who were running during the primaries. The top results for presidential preference were: 44% of participants indicated they would vote for Bernie Sanders ($n = 196$), 21% of participants indicated they would vote for Donald Trump ($n = 95$), and 19% of participants indicated they would vote for Hillary Clinton ($n = 87$).

The musical attitudes of the sample indicate that the main source of 68% of participants was an MP3 player ($n = 253$), and 57% of participants ($n = 305$) use a combination of music streaming platforms (from the choices of Spotify, Pandora, Apple Music, Amazon Prime Music, or Google Play Music). The most popular genres were: rap/hip-hop ($n = 127$), pop ($n = 88$), alternative ($n = 46$), rock ($n = 44$), and religious music ($n = 37$) (see Table 1). In regards to music involvement, 86% of participants indicated they enjoyed music “a lot” ($n = 387$) and 93% of participants said they listened to music “daily” ($n = 417$)

Measures

Music Measures

Following the suggestion of Dixon (1980) and Kohn (1980), a self-report measure was used to assess music listening preferences and habits. A total of seven items were used to assess participants’ music listening habits. Four items were developed for this study with three additional items coming from Mitchell and colleagues (2007). Another eleven items asked participants how often they have purchased music songs based on music genre. Finally, eleven items asked participants to rate how often they listen to specific genres of music on a 7-point Likert scale, with 1 (*never*) and 7 (*almost always*). Items were modified from Chamorro-Premuzic and Furnham (2007). The complete list of items can be found in Appendix B.

Prior to the complete analysis, a correlational analysis was conducted to determine if the items used to assess how often participants purchase music based on genre and how often they listen to specific genres of music were associated with each other. All of the variables were found to be highly correlated with one another. Therefore, participants reported frequency of listening to music genres were examined as previous research has used this as an indicator of music

preferences (Fox & Williams, 1974) (Peterson & Christenson, 1987). As can be seen in Table 1, rap/hip-hop, pop, alternative, rock, and religious music were the most favored by participants. As such, the listening frequency of these genres were used in analyses.

Political Measures

A twenty-six question political orientation questionnaire created by Kerlinger (1984) was used to determine where participants fall on the liberal-conservative scale. Considering that using a Likert scale to measure political attitudes allows participants more choice to accurately reflect their views (Kroh, 2007), items range from 1 (*agree very strongly*) to 6 (*disagree very strongly*). These two measures in tandem show more detail in their political orientation rather than only party or ideological identification. Thus, we can identify participants on a spectrum from liberal to conservative and use the Presidential preference to narrow their political viewpoints. Two additional items ask if participants are registered to vote and who would they vote for in the 2016 Presidential election if it were held when they took the survey. The complete list of items can be found in Appendix C.

Demographic Questionnaire

Participants answered eight questions related to their age, race & ethnicity, gender, and year in college. The complete list of demographic questions can be found in Appendix D.

Social Class

Social class was assessed using measures of parental education, income, and occupation as well as measures of self-identified social class identity (for a review, see Rubin 2012). Students indicated the highest education level of (a) their mother and (b) their father. Categories used included: no formal schooling, elementary school, middle school (junior high school), high school (secondary education), university or college – but did not graduate, university or college –

graduated with an undergraduate degree (e.g. Bachelors), university or college – graduated with a postgraduate degree (Masters or PhD), don't know.

Students also indicated how they thought most people would rate the occupation of (a) their mother and (b) their father in terms of its prestige and status on an 11-point scale anchored extremely high status and prestige (11) and extremely low status and prestige (1), with a don't know option available. They also provided a subjective indication of their family income during childhood using a 5-point scale anchored well above average (5) and well below average (1), with a don't know option available.

Finally, students completed three subjective measures of social class (e.g. Ostrove & Long 2007; Rubin & Wright, in press; Soria, Stebleton, and Huesman 2013; for a discussion, see Rubin et al. 2014). Participants indicated the social class that they felt best described (a) themselves, (b) their mother, and (c) their father using a 6-point scale: poor (1), working class (2), lower middle class (3), middle class (4), upper middle class (5), upper class (6), with a don't know option available.

Response options of “don't know” were coded as missing data for all items. Items were then transformed to z scores and then averaged to derive a total social class measure that was used in analyses. Alpha reliability in the current study was .80. The social class questionnaire can be found in Appendix E.

CHAPTER THREE: RESULTS

The analyses for this study included a Pearson correlation coefficient and linear regression to not only determine if there are differences but how strong certain relationships are. Specific relationships of interest are genre relations to liberalism/conservatism and music interest to that same spectrum. The data analysis was conducted using IBM's SPSS software.

Hypothesis 1

In regards to hypothesis 1, that there will be a significant correlation between political orientations and involvement in music and political orientations with music genre preferences, a correlational analysis of political orientations and involvement of music and music genre preferences were conducted. Results indicated that political orientation significantly correlated with alternative music and religious music. The analysis also indicated that there was a significant relationship between political orientation and presidential preference showing stability in political beliefs. The results of this test are partially supportive of hypothesis 1. Results of the correlational analysis can be found in Table 2.

Hypothesis 2

In regards to hypothesis 2, that there will be a relationship between demographics and music preferences, a correlational analysis found that there were several significant relationships between race & ethnicity and genre; age and genre; and gender and genre.

The correlational analysis also showed a significant relationship between some race & ethnicities and presidential preference and an instance of race & ethnicity political orientation. Results of this correlational analysis support hypothesis 2. Results of the correlational analysis can be found in Table 2

Hypothesis 3

A linear regression analysis showed that genre preferences and demographic variables can be significant predictors of political orientation. The results of the linear regression show support for hypothesis 3. Results of the linear regression can be found in Table 3

All results Tables can be found in Appendix F.

CHAPTER FOUR: DISCUSSION

While results indicate that two genres have a significant correlation to political preferences, any relationship is potentially confounded due to both the high availability of music and the high levels of involvement reported by participants. As mentioned in previous studies, involvement was also correlated to music preferences (Fox & Williams, 1974; Peterson & Christenson, 1987). But with a high level of involvement in this sample, they were not correlated. Additionally, as music becomes more “mainstream”, there is less variety and independence of genres, and more of a “blurring” of lines, meaning popular music can be a mix of several genres, with many identifying several different genres as their favorites. Additionally, as the literature reports, political attitudes are a result of a combination of factors including race & ethnicity, gender, socioeconomic status, and more. However, a significant relationship between political orientation and presidential preference confirms that most participants have consistent beliefs between their political attitudes and who they would vote for in a presidential election.

Hypotheses

In hypothesis 1, which examined correlations between political preferences and music involvement, as well as political preferences and genre preferences, the correlational analysis found that there were no significant relationships between music involvement and political preferences. However, there were significant relationships between several candidates and genres, as well as the overall political orientation with genres. Overall political orientation correlated with alternative music and rock music. Voters for Hillary Clinton correlated negatively with rock music and positively with rap/hip-hop. Voters for Ted Cruz correlated negatively with rap/hip-hop and positively with religious music. Voters for Donald Trump correlated positively with rock music. Voters for Bernie Sanders correlated negatively with religious music.

The correlational analysis in regards to hypothesis 2, examining relationships between demographic variables and music preferences, as well as exploring relationships found between demographics and political preferences. Age was found to significantly correlate negatively with rap/hip-hop, and social class, and correlate positively with religious music. Social class was found to significantly correlate negatively with voting for Bernie Sanders as well as identifying as Black or African-American. Social class significantly positively correlated with those who identified as being White. Gender was significantly correlated negatively with overall political orientation and rock music, and was correlated positively with music involvement, pop music, and religious music.

Race & ethnicity variables correlated in many ways. African-American participants correlated positively with Hillary Clinton, Bernie Sanders, music involvement, rap/hip-hop, and religious music. They correlated negatively with Donald Trump, alternative music, rock music, and social class.

White participants correlated positively with the overall political orientation, Donald Trump, alternative music, rock music, and social class. They negatively correlated with Hillary Clinton, Bernie Sanders, music involvement, rap/hip-hop, and religious music. Asian participants correlated positively with Hillary Clinton and negatively correlated with Donald Trump.

The linear regression conducted for hypothesis 3 showed that predictors for overall political orientation involved music preferences, and demographic variables. The music preferences that were predictors for political orientation were: rap/hip-hop, religious music, alternative music, pop music, and rock music. The demographic variables that were predictors

for political orientation were: social class, age, and gender, as well as the following ethnicities: Asian, Black or African-American, Hispanic, and White

2016 Election

As this study occurred before the 2016 Presidential Election, there is an interesting opportunity to compare the data collected compared to the actual turnout from the election. Despite having 5 selections on the questionnaire, participants narrowed down the most popular to 3, Bernie Sanders, Hillary Clinton, and Donald Trump. Two of these candidates, Hillary Clinton and Donald Trump would go on to represent the Democratic and Republican parties respectively. Part of the explanation for the campus results are indicated by the fact that the sample as a whole tended to lean liberal. These results did not reflect what happened in the national election, which resulted in the victory of Donald Trump. However, the certified election results according to Cook Political Reports indicate that Hillary Clinton did win the popular vote by 2.8 million votes. Without examining the specifics of electoral geography and politics, it shows that there were other demographic factors that may have impacted the result.

One topic of discussion is the effect of demographic shifts which according to the Pew Research Center, show that Donald Trump attracted more white voters with college degrees than expected, and carried a larger share of non-college degree holding whites by more than two-thirds. On average, Donald Trump was the preferred choice for non-Hispanic white voters by over 20%. Additionally, Hillary Clinton did not have a strong showing amongst the African-American and Hispanic demographics compared to the previous elections of 2012 and 2008.

Limitations

Due to this study being conducted at a university, there is a limitation on the age range of the participants. Universities on a whole tend to skew younger due to the population, and this study reflects a very young mean. Also as an institution of higher learning, there may be an

impact of the educational status of those who are taking the survey. The sample did not include large variability in educational status, considering all of those who took it had to be enrolled in a psychology course.

As the data collected relied on the participants being accurate in their reflections of their music listening habits, the nature of a self-report measure leads to a certain degree of unreliability. The types of statistical analyses additionally were predominantly correlational, which cannot show the true cause of a relationship, only the existence of a relationship. A more in depth study could possibly take a different approach to investigate specific relationships instead of trying to get a broad overview and understanding as this study did.

Beyond demographics, the study could have been improved by providing specific examples of genres that would better help define the genre for those who are unsure of what belongs in what category versus another. Listing specific artists as an example might have been beneficial to help participants understand their genre choices.

Further Research

As previously mentioned, 1974 was the last time there was major research conducted into this intersection of politics and media in the form of music. Though this study attempted to account for the impact of streaming music services and how that would increase the availability and thus the level of involvement in music, I believe it is something that needs to be further studied, and how the readily available and relative pervasiveness of streaming music has impacted both music consumption and music preferences.

Without providing a concrete example of what defines a particular genre, participants might have their own perception of a genre, which could create a research question of its own: how has popular music changed and how do people classify and perceive certain types of popular music.

In the literature, there was some examination of “campaign music” or songs that are written about political campaigns or songs that are frequently used by campaigns. Increasingly, there have been artists who have requested their music not be used for political purposes, as they do not want their songs to be equated with an endorsement of a candidate. However, increasingly celebrity (including musician) endorsements are becoming common to election season. A critical examination of the “campaign concert” would be another interesting investigation into this intersection of music and politics.

Results of religious music being involved in many of the correlations may suggest a relationship between religion and political (and other) preferences. Questions about religion or religiosity were not included in this study but could be a valuable data point to examine to understand variables that may influence political preferences.

Finally, an examination of the efficacy of targeted political advertising on streaming music services would provide data to compare against academic studies. Would advertiser data based on user interviews support the data found in this and similar studies or would their methods yield a different result? As “big data” becomes increasingly popular and important amongst technology companies, comparing their data collection against scientifically obtained results could be beneficial to all parties.

APPEDIX A: APPROVAL OF EXEMPT HUMAN RESEARCH



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/urb.html

Approval of Exempt Human Research

From: UCF Institutional Review Board #1
FWA00000351, IRB00001138

To: Chrysalis L. Wright and Co-PI: Omari Stringer

Date: April 22, 2016

Dear Researcher:

On 04/22/2016, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Music and political attitudes and orientation.
Investigator: Chrysalis L Wright
IRB Number: SBE-16-12204
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

A handwritten signature in black ink that reads "Joanne Muratori".

Signature applied by Joanne Muratori on 04/22/2016 03:00:21 PM EDT

IRB Manager

APPENDIX B: MUSIC MEASURES

1. What is the main source of your music?

- a. Radio
- b. iPod / MP3 player
- c. CD Player

2. Please check the following times when you typically listen to music:

- a. Exercising
- b. Walking to class
- c. Driving
- d. Doing chores
- e. Studying / Working

3. How many concerts have you attended in the last year?

4. Which of the following services do you use or subscribe to?

- a. Spotify
- b. Pandora
- c. Apple Music
- d. Amazon Prime Music
- e. Google Play Music

5. How much do you enjoy music?¹

- a. Not at all
- b. Somewhat
- c. Moderately
- d. A lot

6. How often do you listen to music?¹

- a. Never
- b. Rarely
- c. Monthly
- d. Weekly
- e. Daily

7. On average, how many hours per day do you spend listening to music?¹

Please rate how often you listen to the following genres of music using the following scale:

- a. never
- b. rarely often
- c. sometimes
- d. often
- e. almost always

- 1. alternative music

2. rock music
3. pop
4. metal
5. rap/hip-hop
6. dubstep
7. trance/dance
8. techno
9. religious music²
10. soundtracks/showtunes²
11. instrumental (jazz, classical, folk)²

How many albums/CD's (digital or analog) have you bought in the last years in each category?

1. alternative music
2. rock music
3. pop
4. metal
5. rap/hip-hop
6. dubstep
7. trance/dance
8. techno
9. religious music²
10. soundtracks/showtunes²
11. instrumental (jazz, classical, folk)²

Note:

- ¹. Mitchell L., Macdonald, R., Knussen, C., & Serpell, M. (2007). A survey investigation of the effects of music listening on chronic pain. *Psychology of Music, 35* (1), 37-57.
- ². Chamorro-Premuzic, T. & Furnham, A (2007). Personality and music: Can traits explain how people use music in everyday life? *British Journal of Psychology, 98*, 175–185.

APPENDIX C: POLITICAL MEASURES

Given below are statements on various social problems about which we all have beliefs, opinions, and attitudes. There are no right and wrong answers. Please respond to each of the items as follows:¹

Agree Very Strongly
Agree Strongly
Agree
Disagree
Disagree Strongly
Disagree Very Strongly

1. Individuals who are against churches and religions should not be allowed to teach in colleges
2. Large fortunes should be taxed fairly heavily over and above income taxes
3. Both public and private universities and colleges should get generous aid from both state and federal governments
4. Science and society would both be better off if scientists took no part in politics
5. Society should be quicker to throw out old ideas and traditions and to adopt new thinking and customs
6. To ensure adequate care of the sick, we need to change radically the present system of privately controlled medical care
7. If civilization is to survive, there must be a turning back to religion
8. A first consideration in any society is the protection of property rights
9. Government ownership and management of utilities lead to bureaucracy and inefficiency
10. If the United States takes part in any sort of world organization, we should be sure that we lose none of our power and influence
11. Funds for school construction should come from state and federal government loans at no interest or very low interest
12. Inherited racial characteristics play more of a part in the achievements of individuals and groups than is generally known
13. Federal Government aid for the construction of schools is long overdue and should be instituted as a permanent policy
14. Our present economic system should be reformed so that profits are replaced by reimbursements for useful work
15. Public enterprises like railroads should not make profits; they are entitled to fares sufficient to enable them to pay only a fair interest on the actual cash capital they have invested
16. Government laws and regulations should be such as first to ensure the prosperity of business since the prosperity of all depends on the prosperity of business
17. All individuals who are intellectually capable of benefiting from it should get a college education, at public expense if necessary
18. The well-being of a nation depends mainly on its industry and business
19. True democracy is limited in the United States because of the special privileges enjoyed by business and industry

20. The gradual social ownership of industry needs to be encouraged if we are ever to cure some of the ills of our society
21. There are too many professors in our colleges and universities who are radical in their social and political beliefs
22. There should be no government interference with business and trade
23. Some sort of religious education should be given in public schools
24. Unemployment insurance is an inalienable right of the working man
25. Individuals with the ability and foresight to earn and accumulate wealth should have the right to enjoy that wealth without government interference and regulations
26. The united Nations should be whole-heartedly supported by all of us

27. If the election were held today, who would you vote for?
 - a. Hillary Clinton
 - b. Ted Cruz
 - c. John Kasich
 - d. Donald Trump
 - e. Bernie Sanders

28. Are you currently registered to vote?
 - a. no
 - b. yes

¹Kerlinger, F.N. (1984). *Liberalism and conservatism: The nature and structure of social attitudes*. Hillsdale, NJ: Lawrence Erlbaum Associates.

APPENDIX D: DEMOGRAPHIC QUESTIONNAIRE

- 1) What is your current age?
- 2) Which of the following best describes your racial background?
 - a. Black or African-American
 - b. White
 - c. American Indian or Alaska Native
 - d. Asian or Pacific Islander
 - e. Hispanic
 - f. Other
- 3) What is your gender?
 - a. male
 - b. female
- 4) What year are you in college?
 - a. first-year
 - b. second-year
 - c. third-year
 - d. fourth-year
 - e. postgraduate
- 5) What is your current grade point average?
- 6) What is your biological parents' current marital status?
 - a. married to each other
 - b. divorced
 - c. divorced and one or both parents have remarried
 - d. never married
 - e. I do not know
- 7) While growing up, how often did your family have problems paying for things that the family really needed (food, clothing, rent)?
 - a. never
 - b. very little
 - c. sometimes
 - d. often
 - e. almost always
- 8) What is your current relationship status?
 - a. not dating
 - b. casually dating
 - c. seriously dating
 - d. engaged
 - e. living with partner
 - f. married

APPENDIX E: SOCIAL CLASS MEASURE

1) The highest education level achieved by my father was/is:

- No formal schooling
- Primary school (Kindergarten to Year 6)
- Secondary or high school (Years 7 to 10)
- Senior secondary school (Years 11 & 12)
- Technical and Further Education (TAFE)
- University - undergraduate degree (Bachelor degree)
- University - postgraduate degree (Masters or PhD)
- Don't know

2) The highest education level achieved by my mother was/is:

- No formal schooling
- Primary school (Kindergarten to Year 6)
- Secondary or high school (Years 7 to 10)
- Senior secondary school (Years 11 & 12)
- Technical and Further Education (TAFE)
- University - undergraduate degree (Bachelor degree)
- University - postgraduate degree (Masters or PhD)
- Don't know

3) Please indicate how you think most people would rate your mother's main occupation in terms of its prestige and status.

- Extremely low status and prestige
- Very low
- Low
- Moderately below average
- Slightly below average
- Average
- Slightly above average
- Moderately above average
- High
- Very high
- Extremely high status and prestige
- Don't know

4) Please indicate how you think most people would rate your father's main occupation in terms of its prestige and status.

- Extremely low status and prestige
- Very low
- Low
- Moderately below average
- Slightly below average
- Average
- Slightly above average

- Moderately above average
- High
- Very high
- Extremely high status and prestige
- Don't know

5) My family income when I was a child was:

- Well below average
- Slightly below average
- Average
- Slightly above average
- Well above average
- Don't know

6) My mother's social class was/is:

- Working-class
- Lower middle-class
- Middle-class
- Upper Middle-class
- Upper-class
- Don't know

7) My father's social class was/is:

- Working class
- Lower middle-class
- Middle-class
- Upper middle-class
- Upper class
- Don't know

8) My social class is:

- Working class
- Lower middle-class
- Middle-class
- Upper middle-class
- Upper class
- Don't know

APPENDIX F: TABLES

Table 1. *Music Preferences*

| Music Genre | Listen “Almost Always” |
|-----------------|------------------------|
| Alternative | 10.3% |
| Rock | 9.8% |
| Pop | 19.6% |
| Metal | 1.6% |
| Rap/Hip-Hop | 28.3% |
| Dubstep | 3.1% |
| Trance/Dance | 6.9% |
| Techno | 4.0% |
| Religious Music | 8.3% |
| Soundtracks | 7.4% |
| Instrumental | 6.7% |

Table 2. *Intercorrelations of Study Variables*

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. |
|-------------------------|----|------|--------|--------|--------|-------|-------|---------|-------|---------|---------|--------|
| 1.Political Orientation | | -.03 | .16* | .10* | .40* | -.44* | -.09# | -.11*** | -.03 | -.06 | -.01 | .21* |
| 2.Clinton Preference | | | -.15** | -.14** | -.26* | -.43* | .07 | -.09# | -.15* | .07 | .10*** | .04 |
| 3.Cruz Preference | | | | -.08# | -.16* | -.27* | -.05 | -.04 | -.06 | .02 | -.11*** | .22* |
| 4.Kasich Preference | | | | | -.14** | -.25* | -.06 | .08# | .01 | -.09# | -.07 | .03 |
| 5.Trump Preference | | | | | | -.46* | -.06 | -.01 | .13** | -.03 | -.06 | -.04 |
| 6.Sanders Preference | | | | | | | .05 | .06 | .04 | .01 | .07 | -.14** |
| 7.Music Involvement | | | | | | | | .02 | .03 | -.03 | .07 | .07 |
| 8.Alternative Music | | | | | | | | | .58* | .04 | -.22* | -.15* |
| 9.Rock Music | | | | | | | | | | -.12*** | -.25* | -.18* |
| 10.Pop Music | | | | | | | | | | | .28* | .05 |
| 11.Rap Music | | | | | | | | | | | | .01 |
| 12.Religious Music | | | | | | | | | | | | |

* $p < .001$, ** $p < .01$, *** $p < .05$, # $p < .10$

Table 2 cont. *Intercorrelations of Study Variables*

| | 13. | 14. | 15. | 16. | 17. | 18. | 19. |
|-------------------------|--------|--------|--------|--------|--------|---------|---------|
| 1.Political Orientation | .04 | .09*** | -.14** | -.06 | .12** | .03 | -.10*** |
| 2.Clinton Preference | -.08 | -.00 | -.01 | .15* | -.18* | .19* | -.02 |
| 3.Cruz Preference | .07 | .09*** | .04 | -.07 | .09*** | -.05 | -.03 |
| 4.Kasich Preference | -.01 | .07 | -.08# | -.07 | .08# | -.01 | -.06 |
| 5.Trump Preference | .00 | .08# | -.08# | -.20* | .25* | -.10*** | -.05 |
| 6.Sanders Preference | .02 | -.15** | .09# | .12** | -.16* | -.04 | .11*** |
| 7.Music Involvement | .02 | -.09# | .10*** | .13* | -.14** | -.00 | .07 |
| 8.Alternative Music | .07 | -.07 | -.03 | -.26* | .17* | -.02 | .04 |
| 9.Rock Music | .09# | -.04 | -.24* | -.27* | .20* | .03 | -.02 |
| 10.Pop Music | -.06 | .02 | .26* | -.07 | -.01 | .07 | .04 |
| 11.Rap Music | -.27* | -.02 | -.03 | .24* | -.22* | .05 | .04 |
| 12.Religious Music | .10*** | -.04 | .11*** | -.29* | -.20* | .03 | -.06 |
| 13.Age | | -.17* | .06 | -.05 | .08# | -.07 | -.07 |
| 14.Social Class | | | .02 | -.12** | .11*** | .02 | .00 |
| 15.Gender | | | | .02 | -.02 | -.06 | .05 |
| 16.Black | | | | | -.44* | -.12** | -.23* |
| 17.White | | | | | | -.27* | -.54* |
| 18.Asian | | | | | | | -.14** |
| 19.Hispanic | | | | | | | |

* $p < .001$, ** $p < .01$, *** $p < .05$, # $p < .10$

Table 2 cont. *Intercorrelations of Study Variables*

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. |
|-----------------|--------------------|-------------------|--------------------|-------------------|---------------------|--------------------|--------------------|-------------------|-------------------|------------------|-------------------|--------------------|
| 13.Age | .04 | -.08 | .07 | -.01 | .00 | .02 | .02 | .07 | .09 [#] | -.06 | -.27 [*] | .10 ^{***} |
| 14.Social Class | .09 ^{***} | -.00 | .09 ^{***} | .07 | .08 [#] | -.15 ^{**} | -.09 [#] | -.07 | -.04 | .02 | -.02 | -.04 |
| 15.Gender | -.14 [*] | -.01 | .04 | -.08 [#] | -.08 [#] | .09 [#] | .10 ^{***} | -.03 | -.24 [*] | .26 [*] | -.03 | .11 ^{***} |
| 16.Black | -.06 | .15 [*] | -.07 | -.07 | -.20 [*] | .12 ^{**} | .13 ^{**} | -.26 [*] | -.27 [*] | -.07 | .24 [*] | .29 [*] |
| 17.White | .12 [*] | -.18 [*] | .09 ^{***} | .08 [#] | .25 [*] | -.16 [*] | -.14 ^{**} | .17 [*] | .20 [*] | -.01 | -.22 [*] | -.20 [*] |
| 18.Asian | .03 | .19 [*] | -.05 | -.01 | -.10 ^{***} | -.04 | -.00 | -.02 | .03 | .07 | .05 | .03 |
| 19.Hispanic | -.10 [*] | -.02 | -.03 | -.06 | -.05 | .11 ^{***} | .07 | .04 | -.02 | .04 | .04 | -.06 |

* $p < .001$, ** $p < .01$, *** $p < .05$, # $p < .10$

Table 3. *Regression Coefficients*

| | Political Orientation |
|-------------------|-----------------------|
| Age | .04 |
| Social Class | .07 |
| Gender | -.15** |
| Black | -.04 |
| White | .21 [#] |
| Asian | .07 |
| Hispanic | .05 |
| Music Involvement | -.06 |
| Alternative Music | -.11 [#] |
| Rock Music | .00 |
| Pop Music | -.05 |
| Rap/Hip-Hop Music | .04 |
| Religious Music | .27* |
| R^2 | .13 |
| F | 5.03* |

* $p < .001$, ** $p < .01$, [#] $p < .06$

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