



**SANATIN GÖÇMENLERE YÖNELİK TUTUMLAR ÜZERİNDEKİ ETKİSİ: ÜNİVERSİTE ÖĞRENCİLERİ ÖRNEĞİ<sup>1</sup>**

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**Öz**

Çok kutuplu dünyada; savaşların, ötekileştirmelerin ve ütopyaların sonucu olarak zorunlu ya da gönüllü göçler meydana gelmektedir. Toplumsal sorunları da beraberinde getiren göç ve göçmen durumu ülkeler için bir çıkmaza dönüşmüş durumdadır. Bu araştırmada da göçmenlere yönelik tutumlarda sanat eğitiminin etkisi araştırılmıştır. Toplumların ve kültürlerin ortak dili olan sanat, göç olgusunda önemli bir unsur olarak değerlendirilebilir mi? 2020-2021 akademik yılında devlet konservatuvarında, güzel sanatlar fakültesinde ve sanat eğitimi olmayan diğer bölümlerde öğrenim gören öğrenciler çalışmada örneklem olarak tercih edilmiştir. Araştırma betimsel ve nedensel karşılaştırma desenine göre tasarlanmıştır. Sanat eğitimi alan ve almayan öğrencilerin göçmenlere yönelik tutumlarında; yaş, sınıf, mezun oldukları lise değişkenleri bağlamında anlamlı bir farklılık ortaya çıkmamıştır. Fakat müzik ve güzel sanatlar alanlarında cinsiyet değişkeni bağlamında anlamlı farklılık görülmüştür. Erkek öğrencilerin tutumlarının ise olumsuz olduğu belirlenmiştir.

**Anahtar Kelimeler:** Sanat, Göç, Göçmenlere yönelik tutum.

***The Effect of Art on Attitudes Towards Immigrants: The Case of University Students***

**Abstract**

In the multipolar world, forced or voluntary migration occurs as a result of wars, marginalization and utopias. The migration and migrant situation, which brings along social problems, has turned into a dilemma for countries. In this study, the effect of art education on attitudes towards immigrants was investigated. Can art, which is the common language of societies and cultures, be considered as an important element in the phenomenon of migration? In the 2020-2021 academic year, students studying at the state conservatory, faculty of fine arts and other departments without art education were preferred as the sample in the study. The research was designed according to descriptive and causal comparison design. There was no significant difference in the attitudes of students with and without art education towards immigrants in terms of age, class, and high school graduation variables. However, a significant difference was observed in the fields of music and fine arts in the context of gender variable. It was determined that the attitudes of male students were negative.

**Keywords:** Art, Migration, Attitudes towards immigrants.

<sup>1</sup> Bu araştırma 3. ISIPAE (International Symposium on Interdisciplinary and Progressive Arts & Education, Antalya, Türkiye, Ağustos 26-27, 2023) sempozyumunda özet olarak sunulmuştur.

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## 1. Introduction

Today, the increase in cultural diversity has become a challenge to social cohesion (Zamora-Kapoor et al., 2013). Every individual or community tends to carry and preserve its cultural identity. This situation may be caused by economic, social-cultural and ideological perspectives resulting from migration (Bloemraad et al., 2008; Kivisto, 2001). The perspectives of individuals or communities can shape their behavior. The media plays an important role in this perspective (Citrin & Sides, 2008; Esses et al., 2013). The negative effects of the media can lead to negative evaluations and threats about migration and migrants (Ceobanu & Escandell, 2010; Domke et al., 1999; Schlueter & Davidov, 2013). The perception of the other and marginalization can lead to the creation of a defense mechanism. In particular, while cultural threats come to the fore in the context of social identity theory, economic reasons (O'Connell, 2005) are considered as the main starting point of conflicts. In this case, groupings are formed in the social and economic context. In social groupings, each group may have a more favourable attitude towards its own in-group than towards out-groups (Meltzer et al., 2017; Tajfel, 1981).

It can be said that this complexity has become a problem for all nations. Especially Türkiye is one of the important countries influenced by this situation as a migration route and migrant population. For this reason, researches on migration and migrants have been frequently encountered in recent years.

The phenomenon of migration also suggests that issues such as the education and integration of migrants should also be addressed. In the field of art, as in many other fields in terms of education and integration, a number of studies (In 2010, the Second World Conference on Art Education organised by UNESCO, etc.) have been put forward (Cabedo-Mas et al., 2017). The healing role of art is recognised (Romm, 2009).

In the literature; the effects of art on values in education (Cabedo-Mas et al., 2017; Romm, 2009), attitudes and perceptions towards migrants and their reasons (Afyonoğlu & Buz, 2021; Akkaş & Aksakal, 2021; Akman, 2020; Ankaralı et al., 2017; Arslantürk, 2020; Ceobanu & Escandell, 2010; Dixon, 2019; Ekici, 2019; Eser & Uygur, 2019; Güleç et al., 2021; Gülsoy & Kanbir, 2022; Kaldık, 2021; Özüdoğru & Kan, 2021; Kırılıoğlu & Gencer, 2020; Parsak & Saraç, 2021; Polat & Kaya, 2017; Saçan, 2017; Sümer, 2021; Şengül, 2022; Tayınmak & Furtuna, 2022; Yeşildağ, 2022), mental health in migrant youth (Stevens & Vollebergh, 2008) and racist behaviour (Skinner-Dorkenoo et al, 2023) there are various researches on. However, as the common language of societies and cultures, there is no research on the question of whether art can be considered as an important element in the phenomenon of migration.

In order to contribute to the literature, the attitudes of university students with and without art education were discussed in the current study. Within the scope of the immigration problem, which has become a problem and continues to be a problem, what kind of an effect does art have on attitudes or does it make any difference? The aim is not to draw conclusions about any ethnic group or nation, but to determine whether art has an effect on attitudes towards immigrants in general. Can the evaluation of art from this perspective be an important tool of influence in terms of social problems? Can the emerging social crises be solved with the healing role of art? The study is addressed through these questions.

Regarding this, this study aimed to determine how demographic variables affect the attitudes of university students with and without art education towards immigrants. In line with this purpose, the problem statement of the study is; Do the attitudes of university students with and without art education towards immigrants differ significantly according to their demographic variables? Five questions were prioritised as sub-problems in the research. These questions are listed below.

1. What kind of a result emerges in immigrants' attitudes according to whether the participants have art education or not?

2. Likewise, what kind of a situation occurs in terms of demographic variables in the context of the participants attitudes?

3. What kind of a result emerges in the context of gender in participants who only receive art education?

4. Does gender make a difference in terms of attitudes towards immigrants in participants without art education?

5. How are the students of music and art departments doing in terms of attitudes towards immigrants?

## 2. Methodology

### 2.1. Research Model

The method of this study is general survey and causal comparison. The general survey to determine students negative attitudes towards immigrants is based on a causal comparative approach in terms of the relationship between the levels of negative attitudes towards immigrants and demographic variables. The survey model aims to describe an existing situation (Karasar, 2016). Causal comparisons are situations in which the parameter results of the causes of spontaneous situations are examined (Büyüköztürk et al., 2008).

### 2.2. Population and Sample

The study group of the current study consisted of students studying in a state conservatory (n = 84), faculty of fine arts (n = 63) and other departments that do not receive art education (n = 89) in the 2020-2021. The participants of this study filled out the scale on a voluntary basis. Participants were determined according to whether they had art education or not.

**Table 1.** Demographic information of students

Variables	Sub-Group	f	%
Gender	Women	132	55.9
	Men	104	44.1
	Total	236	100
With and without art education	Receiving art education	147	62.3
	Without art education	89	37.7
	Total	236	100
Section	Music	84	35.6
	Fine arts (painting etc.)	63	26.7
	Without art education	89	37.7
	Total	236	100.0
Clasroom	1	87	36.9
	2	109	46.2
	3	25	10.6
	4	15	6.4
	Total	236	100.0
Age	18-20	75	31.8

	21-23	108	45.8
	24-26	25	10.6
	27 and above	28	11.9
	Total	236	100.0
Graduated high school	Fine arts	20	8.5
	Anatolian	172	72.9
	Health	11	4.7
	Religious education	27	11.4
	Open education	6	2.5
	Total	236	100.0

### 2.3. Data Collection Tools

In the current study, the individual introduction form consisting of twelve items (originally 12-item Likert-type) developed by Jorge G. Verela et al. (2013) and transformed into a suitable form by Günay et al. (2019) and the scale of negative attitudes towards immigrants were preferred as data collection tools. This scale, which was designed in terms of self-report, was created with the aim of revealing possible negative attitudes towards immigrants. It aims to determine the effect of these attitudes.

Scale: Varela et al. (2013), developed a 30-item scale which consists of a single factor. They developed a 30-item scale consisting of a single factor to identify negative attitudes towards immigrants and to investigate the impact of these prejudices (Günay et al., 2019). However, 18 items related to migration were removed from the scale and 12 items directly related to negative attitudes towards immigrants were included. The Negative Attitudes towards Immigrants scale consists of 12 items with a single factor. The scale used in the study is a self-report measurement scale and has a 5-point Likert scale. “The validity and reliability study of the scale of negative attitudes towards immigrants was conducted with 167 participants. The 12-item scale ranges between 0.30 and 0.65 and Cronbach's alpha internal consistency coefficient is 0.86” (Günay et al., 2019, p.1831). In this study, it is. 80.

### 2.4. Data Analysis

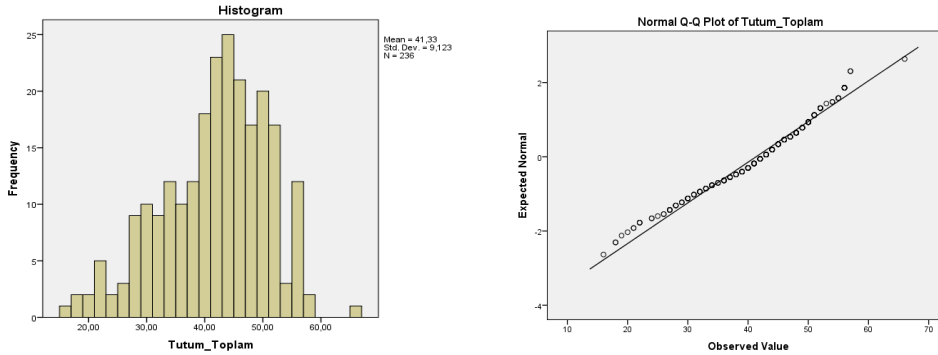
SPSS 20.0, which is widely used in data analysis, was preferred. Frequency (f), percentage (%) and descriptive statistics values of the personal information of the participants were determined and the results were given. Skewness-kurtosis values of the scores, normal distribution curves by means of histograms, Q-Q plot graph and Kolmogorov-Smirnov (K-S) test values used in cases where the group size is greater than 50 were analysed.

**Table 2.** Skewness and Kurtosis values of scale scores and Kolmogorov-Smirnov normality test results

Scale	N	Skewness	Kurtosis	Kolmogorov-Smirnov (K-S)
				p
Attitude scale towards immigrants	236	-.457	-.119	.000

The *Kolmogorov-Smirnov (K-S)* analysis of the analysed data showed that they were not normally distributed. However, the skewness and kurtosis values of the attitude towards immigrants scale show that the data are normally distributed. If the skewness and kurtosis values of the data are between +1 and -1, the data are normally distributed (Hair et al., 2014). Cooper-Cutting (2022) explains that skewness and kurtosis values within  $\pm 2$  are appropriate in terms of normality. For this purpose, the attitude scale was analysed by histogram and normal Q-Q plot test analyses. In the analysed data, it was

decided that the analyses would be performed with parametric tests. In the study, unrelated groups t-test and one-way variance analysis were performed. Bonferroni test was used to determine the differences between groups.



**Figure 1.** Histogram and normal Q-Q plot normality analysis graphs

### 2.5. Ethics of Research

The principles of scientific ethics and reporting were observed in the research. Study was conducted with the approval decision of T.C. Kafkas University Rectorate Dede Korkut Faculty of Education Dean's Office (Ethics committee meeting date: 21.04.2022/Number: 32) with the number E-13015 and the letter dated 12.04.2022.

### 3. Results

#### Scale score levels of students with and without art education towards immigrants.

**Table 3.** t test results of negative attitude scale scale scores of students with and without art education towards immigrants

Scale	Section	N	Mean ( $\bar{X}$ )	Ss	df	t	Sig. (p)
Attitude scale	Receiving art education	147	41.27	9.38	234	-.121	.904
	Without art education	89	41.42	8.72			

Table 3 shows that students who received art education and students who did not receive art education were not very different from each other in terms of scale and results ( $t_{(234)}=-.121, p>.05$ ). In this sense, it can be said that there is a similarity between the groups. However, some differences within the fields such as gender etc. are detailed in the following tables.

#### The results of university students' negative attitude towards immigrants scale score levels according to demographic variables (gender, age, class, graduated high school).

**Table 4.** The t test result of university students' negative attitude towards immigrants scale score according to gender variable

Scale	Gender	N	$\bar{X}$	Sd	df	t	p
Attitude	Women	132	40.42	9.19	234	-1.735	.084
	Men	104	42.49	8.94			

In Table 4, it was determined that the negative attitude scale score of university students towards immigrants did not differ significantly according to gender ( $t_{(234)}=-1.735$ ,  $p>.05$ ). However, in the arithmetic averages of the negative attitude scores of female ( $\bar{x}=40.42$ ) and male ( $\bar{x}=42.49$ ) participants towards immigrants, it is seen that the average scores of men are higher. This situation is similar to table 6.

**Table 5.** Results of independent t test and one-way variance (Anova) analysis of university students' negative attitudes towards immigrants scale score according to age, class and graduated high school

Variable	Source of Variance	Sum of Squares	Sd	Mean Squares	F	p
Age	B.G.	496.284	3	165.428	2.013	.113
	W.G.	19064.271	232	82.174		
	Total	19560.555	235			
Classroom	B.G.	435.963	3	145.321	1.763	.155
	W.G.	19124.592	232	82.434		
	Total	19560.555	235			
School	B.G.	218.020	4	54.505	.651	.627
	W.G.	19342.535	231	83.734		
	Total	19560.555	235			

variables

When Table 5 was analysed, it was found that the level of students' negative attitudes towards immigrants did not differ significantly. According to age variable ( $F_{3-232}=2.013$ ,  $p>.05$ ), class variable ( $F_{3-232}=1.763$ ,  $p>.05$ ) and high school graduated from ( $F_{4-231}=.651$ ,  $p>.05$ ). It can be said that some variables of students do not have an effect on attitudes towards immigrants.

**The results related to the negative attitude towards immigrants scale score level of university students receiving art education according to gender.**

**Table 6.** The t test result of the negative attitude scale score of university students receiving art education towards immigrants according to gender variable

Scale	Gender	N	$\bar{X}$	Sd	df	t	p
Attitude	Women	79	39.56	9.72	145	-2.419	<b>.017</b>
	Men	68	43.26	8.62			

In Table 6, it was determined that the negative attitude towards immigrants scale score of university students receiving art education differed significantly according to gender ( $t_{(145)}=-2.419$ ,  $p<.05$ ). When the negative attitude scores of female ( $\bar{x}=39.56$ ) and male ( $\bar{x}=43.26$ ) participants towards immigrants are compared, the mean scores of males are higher than those of female participants. The attitudes of male art students were found to be negative in the table.

**Results related to the negative attitude towards immigrants scale score level of university students who don't receive art education according to gender.**

**Table 7.** *The t test result of the negative attitude scale score towards immigrants of university students who did not receive art education according to gender variable*

Scale	Gender	N	$\bar{X}$	Sd	df	t	p
Attitude	Women	53	41.69	8.26	87	.354	.724
	Men	36	41.02	9.46			

Table 7 shows that the negative attitude towards immigrants scale score of university students who do not receive art education does not reveal a significant difference in terms of gender variable ( $t_{(87)} = .354, p > .05$ ). It can be said that the mean scores of female and male participants' negative attitudes towards immigrants are similar. It can be said that art education does not have an effect in this sense.

**When the results of the scale of negative attitudes towards immigrants of music and painting department students who received art education and other department students who didn't receive art education are analysed.**

**Table 8.** *Descriptive statistics and one-way variance (anova) analysis results of the negative attitude scale score towards immigrants of music and painting students with art education and other department students without art education*

Scale	S.T	df	M.S	Section	n	$\bar{x}$	sd	F	p	Diffrence	
Negative attitude scale	B.G.	856,081	2	428,041	Music	84	39.19	9.98	5.332	.005	1-2 2-1
	W.G	18704,474	233	80,277	Fine arts	63	44.06	7.74			
					Without art education	89	41.42	8.72			
	Tot	19560,555	235			236	41.33	9.12			

P < .05 B.G: Between Groups, W.G: Within Groups, SS: Sum of Squares, M.S: Mean of Squares, Tot: Total

The table shows the mean and standard deviation results of the level of attitudes towards immigrants according to the department in which the students study. The level of attitudes towards immigrants according to the department in which the students study, the average of fine arts (painting etc.) department students is ( $\bar{x} = 44.06$ ), and the average level of attitudes towards immigrants of music department students is ( $\bar{x} = 39.19$ ).

When Table 8 is examined, as a result of the One-Way Variance (ANOVA) analysis of the scale of negative attitudes towards immigrants, it was determined that the students of music and painting departments who received art education and the students of other departments who did not receive art education differed significantly ( $F_{2-233} = 5,332; p < .05$ ). As a result of the Bonferroni post hoc test conducted to reveal the significant difference between the groups, the source of the difference was determined to be between 1 (music) and 2 (fine arts) groups. When the negative attitudes of students studying in the fine arts department towards immigrants were compared to other departments, it was observed that the average was higher.

#### 4. Conclusions, Discussion and Recommendations

This study was conceived in the context of determining whether art education has an effect on attitudes towards immigrants in Turkey. The research was conducted with university students who received and did not receive art education. General survey and causal comparison designs were used together in the study. General survey approaches were used to reveal the negative attitudes of the participants in the context of immigrants, and causal comparison approaches were used in terms of the relationship between the level of negative attitudes towards immigrants and demographic variables. The research has a unique structure in terms of being designed on the effect of art on attitudes towards immigrants. In this sense, the research is considered important.

According to the results of the research, no significant difference was observed in the attitudes of students with and without art education towards immigrants. It can be said that the attitudes of students with and without art education towards immigrants are similar. However, the fact that art education did not make a difference in the perception of immigrants in this study may not mean that art education will not have an effect on different variables. As a matter of fact, Romm (2009) determined the positive effects of arts education on disadvantaged youth (poor, non-white, queer). Ayaydın (2020) also revealed the psychological reflections of art in the context of its positive effects. Dixon (2019) revealed that societies sometimes exhibit positive and sometimes negative attitudes towards groups that are similar or dissimilar to themselves (in terms of cultural identity). On the other hand, Scheepers et al. (2002) found that individuals with inadequate education and low socio-economic backgrounds have negative attitudes towards ethnicity.

It was observed that the negative attitude scale score of university students towards immigrants did not reveal a significant difference in terms of gender. However, in the arithmetic averages of the negative attitude scores of female and male participants towards immigrants, it was observed that the average scores of men were higher. This may indicate that women assume a more sensitive role in attitudes towards immigrants than men.

In this study, the fact that an enquiry was made only on the concept of immigrant may have had an effect on the results. Because when we look at the results of the studies conducted on asylum-seeking or refugees, negative attitudes are intense. The sense of threat and xenophobia (Kaldık, 2021) are effective in attitudes towards immigrants (Stephan et al., 2005). Especially in the studies conducted on Syrian refugees in Turkey, it has been revealed that the participants have negative attitudes based on the idea that they disrupt social order, economy, etc. (Karasu, 2018; Öztürk, 2020). In a study on French people's attitudes towards immigration (Jolly & DiGiusto, 2014), contrary to research, the increase in the immigrant population triggered positive attitudes in line with the contact theory. Ergün (2022) also found in his research that the role of contact in attitudes creates positive results.

The levels of students' negative attitudes towards immigrants did not differ significantly according to age, grade and type of high school graduated from. However, although such a result emerged in this study, in the study conducted by Caville and Marshall (2018) in the context of the relationship between education and anti-immigrant attitudes, it was observed that the educational increase in individuals led to a decline in anti-immigrant attitudes towards immigrants. In this sense, it can be thought that the high schools or departments studied may have an effect on attitudes.

It was determined that the negative attitude towards immigrants scale score of university students receiving art education significantly differed according to gender ( $p>.017$ ). In the context of attitudes towards migrants, men have higher mean scores. Similarly, Ankaralı et al. (2017) found that women had more positive attitudes towards Syrian asylum seekers in the attitudes of university students.



It was observed that the negative attitude towards immigrants scale score of university students who did not receive art education did not differ significantly according to gender. The mean scores of female and male participants' negative attitudes towards immigrants were similar. Şengül (2022), in his study to determine the attitudes of university students towards immigrants, found that there was no change in the attitudes of students according to gender.

The level of attitudes towards immigrants according to the department in which the students study, the average of fine arts (painting etc.) department students was higher than the average level of attitudes towards immigrants of music department students. In this sense, it can be said that the attitudes of music students are more positive in the context of immigrants. Music contributes to social cohesion, but may not lead to complete integration (Baily & Collyer, 2006). As a result of the analysis of the scale of negative attitudes towards immigrants of music and painting students who received art education and other department students who did not receive art education, it was determined that there was a significant difference ( $p>.005$ ). As a result of the Bonferroni post hoc test applied to reveal the significant difference between the groups, the source of the difference was determined to be between 1 (music) and 2 (fine arts) groups. When the negative attitudes towards immigrants of students studying in the fine arts department were compared to other departments, it was observed that the average negative attitude towards immigrants was higher. The results of this research show that art, which has a pioneering role in terms of creating an empathic perspective, does not have a serious impact on attitudes towards immigrants. This situation is thought to be worrying in the context of art education given in universities in terms of the sensitive dynamics of art.

When all these results are evaluated, the application of this research to individuals at the extremes may produce different results in the study. Or, conducting this study in a different way over groups such as Syrian, Afghan, etc. may also contribute to the literature. At the same time, the reasons for differentiation according to gender variable can be investigated in future studies. This work can also be applied to other ages, areas, levels, etc.

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