Investigating the Effects of Cinematic Content on Psychological Attitudes towards Social Issues

Anubhav Bhalla[1], Ramachandran Thulasiram[2], Prakhar Goyal[3], Dr. Aashka Thakkar[4], B Reddy[5], Dr. Amit Kumar Shrivastav[6], Dr. Sadaf Hashmi[7]

[1]Centre of Research Impact and Outcome, Chitkara University, Rajpura, Punjab, India, anubhav.bhalla.orp@chitkara.edu.in

[2]Professor, Department of Mechanical Engineering, Faculty of Engineering and Technology, JAIN (Deemed-to-be University), India, t.ramachandran@jainuniversity.ac.in

[3]Quantum University Research Center, Quantum University, India. prakhar.qsb@quantumeducation.in

[4]Academic Head, Parul Institute of Management and Research-MBA, Parul University, India, aashka.thakkar@paruluniversity.ac.in

[5]Chitkara Centre for Research and Development, Chitkara University, Himachal Pradesh, India, b.reddy.orp@chitkara.ediu.in

[6]Registrar, Office of Registrar, ARKA JAIN University, India, amit.s@arkajainuniversity.ac.in

[7]Associate Professor, Department of ISME, ATLAS SkillTech University, India, sadaf.hashmi@atlasuniversity.edu.in

Abstracts

Cinematic content plays a crucial role in shaping and reflecting societal attitudes, offering powerful narratives that can influence public perceptions of social issues. This study explores the impact of cinematic content on psychological attitudes towards social issues among college students. A sample of 150 students was divided into two groups: Group A (80 students) impacted the positive attitude while Group B (70 students) served as the control group with negative attitude. This study aimed to assess how cinematic narratives affect attitudes and perceptions of social issues. Statistical methods employed included t-tests to compare attitudes between groups, one-way ANOVA for with-group variations, chi-square tests for categorical relationships, and pre-post tests to measure changes in attitudes. The findings highlight the significant role of cinematic content in shaping the attitudes towards social issues, emphasizing the importance of understanding how films influence public opinion and societal norms. This analysis provides insights into the effectiveness of cinematic portrayals in driving the positive social change and informs content creators on leveraging media for educational and advocacy purposes.

Introduction

Cinematic material is a potent instrument for examining and resolving a wide range of social issues, as it has a significant impact on public attitudes and perceptions [8]. With their compelling narratives, striking images, and emotional depth, films provide viewers with a powerful and approachable way to interact with the difficulty of social issues [1]. Through the discipline of cinema, directors and screenwriters create stories that have the power to stir up powerful emotions, and subvert conventional wisdom, and insights on a variety of topics, from environmental difficulties and cultural disputes to social justice and injustice [11]. There is a significant and complex influence of movie material on psychological views among students [12]. Cinema is a special medium that can shape and reflect society's sentiments due to its dual capabilities [3]. A movie that deals with social justice or human rights concerns can encourage the viewers to think critically and feel empathy for others, which can change how they feel about these problems and how they act [2]. Films foster negative attitudes and misconceptions by presenting biased viewpoints or by perpetuating stereotypes [9]. Fig. 1 represents the characteristics of the cinematic content.
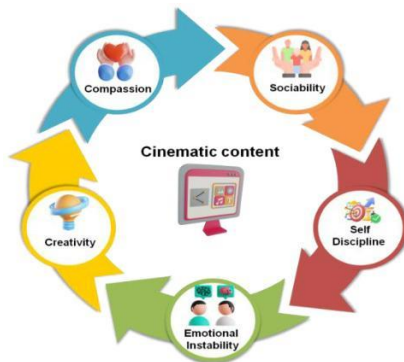

Fig 1 Characteristics of the cinematic content

The way that cinematic narratives are perceived and understood is greatly influenced not only by the substance of the films but also by the individual variables, including age, education, and life experiences. This means that various audiences interact with the cinematic content in different ways and these elements can affect how much the films affect viewers' psychological views [4]. With the rising evolution of media consumption, especially with the rise of digital platforms and streaming services, it is critical to comprehend the film's influence on people's psychological perspectives. The films function as platforms for social criticism and advocacy,

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but they also emphasize how well films can promote change and add to the public conversation. It also offers to learn a great deal about the wider effects of media on society's attitudes and behaviors by investigating how the cinematic material shapes viewers' views [16].

Related work

The cinematic self was a distinct human characteristic that impacts the narrative identity and personal experiences, as revealed by five [14]. It has connections to one's identity, feelings, growth, well-being, and ability to complete narrative tasks. It demonstrated that the cinematic self-influences self, narrative identity, and social behavior by preserving personal memories and forecasting better performance. Students preparing to become teachers saw films as a didactic tool for early childhood education. More than 87% of students acknowledged that films provide a variety of instructional possibilities, and motivation plays a significant role [6]. Perceptions were also impacted by elements including cinema consumption patterns, autonomous communities, and degrees of teacher preparation. These possibilities should be taken into account in future cinematic applications, emphasizing the value of incentives in teaching. With an emphasis on advertising campaigns, social media platform activities, trailer evaluation, and decision-making, [13] explored the effects of social media activities on Thai moviegoers. Analysis of variance (ANOVA) was utilized to analyze the data, and the results showed a significant correlation between public perception and caravan appraisal. The results imply that social networks have an impact on movie consumption and a variety of elements can cooperate to entice the viewers. More market demand for the techniques that were required to enhance the frequency of film screenings.

Western cinema' racial rhetoric was exposed by Edward Said's Orientalism dogmas. The scale suggested the means of gauging in intercultural sensitivity of literary characters. Analysts can assess the adherence to Said's doctrine by evaluating, which offers a complex perspective of character motives and attitudes. Case studies spanning from 1940 to 2015 feature films such as Hitman: Agent 47, Sera Goon Road, and The Letter, demonstrating the value of the narrative analysis were investigated by [7]. The cognitive processes lead to the implicit cognition of alterations after seeing depictions of alcohol. Before exposure, participants were placed in a state of self-regulatory tiredness. The findings demonstrated that these modifications relied on regulated, resource-dependent processes as opposed to associative and automatic ones. The results have consequences for how alcohol advertising affects public health was explored in [15].

The relationship between movie consumption and the wellbeing of university students in Romania and Brunei was examined [10]. A positive psychology methodology discovered that students' openness to different cultures and some of the welfare dimensions enhanced when they watched films like Eat Pray Love and Hotel Transylvania 2. Increased understanding of how positive psychology, intercultural competencies, and the influence of films were related. The films shape historical awareness and how they affect the target audience's mental health. It emphasized how useful audience reviews were for exploitation tactics. The relationship between prosthetic memory and societal views, stressing the benefits of film in fostering prosthetic

memory, including its ability to evoke strong imagery, historical resonance, and straightforward material presentation, was demonstrated in [5].

Methodology

The psychological perspectives on social issues are greatly influenced by cinematic aspects, including films, television shows, and documentaries. Films have the power to evoke strong feelings, dispel stereotypes, and foster empathy in viewers through narrative, characterization, and striking visual imagery. Societal topics including racism, gender equality, and environmental sustainability are frequently portrayed. These depictions have the power to change the viewers' opinions and behaviors over time. In addition to serving as a platform for social criticism, films encourage reflection and conversation about contentious social problems. Consequently, the film content plays an important role in raising awareness and can lead to social change.

Participants

The sample of 150 students in college was collected to examine the effect of movie content on psychological attitudes toward social issues. Students were divided into two groups: Group A consisted of 80 students (positive attitude), and served as the experimental group exposed to the selected film elements, while Group B consisted of 70 students (negative attitude), and served as a control group. Table I demonstrates the student's characteristics.

Table I Students' characteristics

Factors	Features	Proportions
Gender	Male	61%
	Female	39%
Age	18-19	19%
	20-21	27%
	21-24	54%
Exposure to Cinematic Content	High Exposure	60%
	Low Exposure	40%
Psychological Variable Levels	High Exposure	55%
	Low Exposure	45%
Attitude Toward Social Issues	Positive Attitude	60%
	Negative Attitude	40%
Social Issue Familiarity	Familiar with Social Issues	65%
	Unfamiliar with Social Issues	35%

Psychological Variables Influencing the Cinematic Content on Social Issues

The psychological factors impact the students' perceptions of reactions to social film material. Important elements like empathy, psychological adaptability, and moral concerns influence how students view the social events that are portrayed in movies. This knowledge facilitates the evaluation of how well films impact the views and actions of the general population. It aims to shed light on how individual variations affect the type and extent of behavioral changes that arise from film commentary by analyzing the following factors.

- Empathy Level (EL): Students who possess elevated empathy ratings feel greater attachment to the film's content, which has the potential to significantly alter their views regarding issues of society. Students' perceptions of the tales portrayed are influenced by empathy, which enables a greater involvement with the story and characters.

- Cognitive Flexibility (CF): Students who exhibit high levels of mood adaptability are more likely to interact with novel concepts in movies, which can result in deeper behavioral changes. Their receptiveness to new knowledge facilitates their willingness to be more accepting of the substance of films.

- Moral Reasoning (MR): Students' interpretation of social concerns in movies can be affected by the quantity of ethical considerations, which change their conduct. More sophisticated ethical thinkers act more critically and sympathetically, which fosters deeper.

- Need for Cognition (NC): Students who need more insight are more likely to engage with complex film content, which can lead to significant changes in their behavior and interest in intellectual challenge informs their responses to feedback the great movies.

- Open Mindedness (OM): A higher level of open-mindedness allows students to consider and integrate with the new ideas from film sources, which lead to new changes in their behavior. This tendency makes them more willing to change their strategies depending on the social issue that they face.

- Resistance to Persuasion (RP): Ambivalent students can exhibit limited behavioral changes even when exposed to the film content, which is influenced by the films. Their inherent behavior cannot be easily changed by outside influences.

- Emotional Reactivity (ER): Increased emotional reactivity can enhance the impact of film content, leading to greater behavioral flexibility among students. Strong emotional responses to films can enhance the effectiveness of their content in changing attitudes towards social issues.

- Personal Relevance (PR): When students perceive the social issues portrayed in films to be personally relevant, they are more likely to engage and make noticeable changes in their behavior. Individuals involved increase the connection between the content, leading to significant changes in their perspectives.

Importance of Studying Cinematic Influence

The film content has a great power to shape the manifest social attitudes and perceptions, making it important to understand its psychological impact. Movies often deal with complex social issues and present them in a way that costs viewers interest. By analyzing how film exposure influences the ideological attitudes toward the issues can gain valuable insights into how films influence students' opinion and social norms. It helps to measure the educational and emotional effectiveness of filmmaking but also informs the content producers and suggests ways to use the media in promoting the positive social change encouraged. As the use of media evolves, especially with the rise of digital platforms, it is important to examine the impact of film content to understand the role in contemporary social discourse and support at the bottom of the back.

Statistical analysis

The statistical analyses were utilized to assess the effects of film content on psychological traits. In order to contrast the groups, a T-test was utilized. One-way ANOVA analyzed the changes in attitudes across the experimental groups based on psychological factors. The chi-square test examined the relationship between categorical variables and attitudes. A pre-posttest measured behavior change before and after the exposure to films, providing direct evidence of the effects of film content. It helps to compare how the film content influences the attitudes towards social issues.

Result

The analysis is to examine how college students' impressions of films impact their psychological attitudes toward social concerns. By examining differences in attitudes before and after exposure, this study aims to determine whether the film narratives can influence the students' perceptions of social issues that were considered important in impacting environmental issues more or less. This approach provides insight into how cinematic content representation can shape the potential change of public opinion on important social issues.

T-test comparison between groups

T-tests are used to assess whether there are statistically significant differences in the attitude adjustment between the Group A and Group B, whether observed differences in variables like moral considerations, needs, awareness, open mindedness and resistance are caused by the influence of film content and random variables in terms of tension, emotional reactions, and personal relevance are responsible for the effect of movie content on psychological attitudes towards social issues. This study statistically sheds light on how these interventions impact students' views of social issues and helps to measure how well the film material shapes the attitudes. Table II shows the comparison of T-test in groups.

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Psychological Variable	Group A		Group B		뭘 ㅡ 뜢퓳퓽풖퓲풞	퓳 ㅡ 뮶퓳퓽풖퓲풞
	Mean	Standard deviation	Mean	Standard deviation		
EL	7.5	1.2	6.3	1.4	3.45	< 0.01
CF	6.9	1.3	5.8	1.5	4.12	< 0.001
MR	7.2	1.0	6.5	1.2	3.89	< 0.01
NC	6.8	1.4	5.9	1.6	3.76	< 0.01
OM	7.1,	1.2	6.4	1.3	3.55	< 0.01
RP	4.3	1.0	5.1	1.2	−3.47	< 0.01
ER	7.4	1.3	6.2	1.5	4.05	< 0.001
PR	6.7	1.2	5.6	1.4	4.20	< 0.001

One way ANOVA

Group A and Group B variables were compared using one-way ANOVAs. Findings revealed that Group A performed much better in terms of EL, MR, CF, OM, ER, and related individualism. The content of films has a favorable impact on these psychological traits. Group

A had a statistically significant increase in empathy (팽 = 20.36, 푝 < 0.0001) and mood adjustment (팽 = 12.40, 푝 = 0.0005), indicating the impact of film commentary in articulating social problem ideologies. Table III represents the one-way ANOVA.

Table III represents the one-way ANOVA

Psychological variable	Group A of Mean	Group B of Mean	Group A vs. Group B sum of Squares (SS)	With Groups SS	Total SS	Group A vs. Group B degree of freedom (df)	With-Groups df	푭 뭥푨푨뭥푨	푸 뭥푨푨뭥푨
EL	6.85	5.45	22.85	48.30	71.15	1	148	20.36	< 0.0001
CF	7.20	5.80	15.40	42.70	58.10	1	148	12.40	0.0005
MR	6.90	5.60	18.20	50.00	68.20	1	148	14.48	0.0002
NC	7.05	5.90	13.55	39.85	53.40	1	148	11.26	0.0010
OM	7.10	5.75	20.45	45.60	66.05	1	148	16.79	0.0001
RP	6.70	5.50	14.80	52.15	66.95	1	148	10.78	0.0015
ER	7.25	5.65	21.70	47.40	69.10	1	148	17.58	0.0001
PR	6.95	5.70	19.25		63.80	1	148	15.48	0.0002

Chi-square test

The impact of psychological factors on behavioral change in college students who were exposed to film content was investigated using a chi-square test. All the variables, including the degree of EL in psychological adjustment, and ER, showed significant differences, with Group A exhibiting higher chi-square values. This suggests that these psychological elements were significantly impacted by the film intervention. All variables had P-values less than 0.01, which suggested that the differences observed were statistically significant. Table IV determines the numerical outcomes of the chi-square test.

Table IV value of chi-square test

Psychological Variable	Group A	Group B	푷 − 픞푨푨뭥푨	푸 − 푭푨푨뭥푨
EL	19.34	14.56	18.65	< 0.01
CF	16.21	13.45	15.32	< 0.01
MR	21.56 +	17.23	20.45	< 0.01
NC	18.47	13.22	17.89	< 0.01
OM	17.56	15.12	16.78	< 0.01
RP	13.22	10.45	12.34	< 0.01
ER	20.78	17.34	19.56	< 0.01
PR	22.12	19.33	21.44	< 0.01

Pre-post test for group comparison

To examine the effect of film content on cognitive attitudes toward the film, post-test comparisons were made between Group A, in which 80 students were exposed to the films, and Group B, in which 70 students were not exposed and revealed the life stories, MR increased from 3.0 to 4.1, and psychological adjustment increased from 3.1 to 4.0. There were also increases in the need for insight (from 3.0 to 4.0), openness (from 3.3 to 4.2), and emotional responsiveness (from 3.2 to 4.2 and .4) from an increased personal gain rating of 3.0 to 4.3, while opposition to sanctions fell from 3.1 to 2.5. For Group B, however, these variables were slightly modified;

indicating that not watching the film resulted in little change in cognitive processes. Table V illustrates the quantitative pre-posttest comparison of groups.

Table V Quantitative of pre-post test

Psychological variable	Group A (Pre-Exposure)	Group A (Post-Exposure)	Group B (Pre-Exposure)	Group B (Post-Exposure)	풍 −췕쓺슝춰츕 폺춂 퐸춌춺	풍 −
EL	3.2	4.5	3.3	3.4	4.65	< 0.01
CF	3.1	4.0	3.2	3.3	3.82	< 0.01
MR	3.0	4.1	3.1	3.2	5.02	< 0.01
NC	3.0	4.0	3.1	3.5	4.03	< 0.01
OM	3.3	4.2	3.4	3.1	3.75	< 0.01
RP	3.1	2.5	3.0	3.4	2.67	< 0.05
ER	3.2	4.4	3.3	3.2	4.55	< 0.01
PR	3.0	4.3	3.1		4.18	< 0.01

Conclusion

The cinematic content's impact on psychological attitudes toward social issues reveals the intricate relationship between media exposure and personal perceptions. It shows that the films can profoundly affect the viewers' attitudes, resulting in both positive and negative changes based on the individuals' pre-existing attitudes and personal traits. Specifically, the film improved the positive impact of Group A students towards the elderly; it adversely affected the students who had initially negative impact in Group B. This underscores the necessity of accounting for personal differences, such as age and education when assessing the influence of cinematic content. Although the findings affirm that films can shape psychological attitudes, they also highlight the need for strategies tailored to individual characteristics to enhance the positive impacts. There were a small number of college students in this study, which cannot represent the general population. Behavioral changes were observed immediately after viewing the film, without assessing the long-term sustainability of these changes. To guarantee this study findings across the demographic groupings, studies were conducted on sizable and varied populations. Analyze how seeing a movie affects cognitive behavior over time to find out how long the attitude change lasts. To specifically identify the impacts of movie material, find strategies to account for various variables. Future research should further investigate how these factors influence the long-term effectiveness and impact of films on diverse audiences.

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