

## A Mixed Method Approach in Changing Attitudes Towards Sexism Through Movie Intervention

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### ABSTRACT

The mixed method study aimed at exploring the use of 'The Great Indian Kitchen' as a movie intervention to bring about a change in attitude towards sexism among older adults. The sample included sixteen participants who were screened with high scores of sexism and fall under the age group of 40 - 60 years of age. Through randomization, eight of them were equally divided into a control group and an interventional group. The quantitative part of the study involved examining the effect of the study by comparing the two groups and the pretest and posttest scores, whereas the qualitative part included conducting a semi-structured interview to explore the impact of the intervention. The findings of the study showed a change in differences between the pretest and posttest scores, which implied a change in attitude towards sexism in the intervention group. The qualitative analysis led to the emergence of three themes: (1) Factors responsible for the change in attitude, (2) Changes in attitude observed after the intervention, and (3) Modifications or suggestions for improving the intervention.

**Keywords:** *Great Indian Kitchen, Movie - Intervention, Sexism, Change in attitude*

Films have the potential to evoke emotions and foster empathy unlike any other kind of media, which is why it has become such a potent tool for personal development and recovery. According to Smedema et al. (2012), comedy films generated more favorable sentiments than a movie that promoted inclusiveness and similarity or a control movie. The authors argued that utilizing humor to explain disabilities is less stressful and scary.

### *Films and India*

"Cinema has started reflecting every part of your life today. They are no more narrating bedtime stories" (Times of India, 2018), Gulzar, India's most famous lyricist, and screenwriter, remarked this in one of his interviews. Every film is situated in and develops in a certain culture. They are an important part of who we are since they represent our ideas and how we interact as individuals. In films, our concerns, attitudes, limitations, and skills are easier to see than in our regular relationships. When our dominant views and ideologies are questioned in films, we may explore ourselves and accept change. Because of audiovisual translations, people from all over the world may now watch films and learn

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about the customs of faraway cultures. As a result, even though our cultures are so diverse, we have become more unified. We have advanced to the point where films are no longer reserved for the upper crust. Films serve as historical documentation, recordings of personal thoughts, and visual and aural poetry (Elezaj, 2019). They educate the audience about various cultural norms and conflicts in many regions of the world and help to raise awareness, which influences how they see the world and the people in it (Bhugra,2003).

India produces around 1,000 films each year (including regional films), making it the world's largest producer. This gives a good idea of the industry's market and the size of the audience it serves in this nation. In India, the number of movie review reviewers are rapidly increasing, and even the average Ramesh and Latika critically analyze a film before seeing it. As a result, not only has movie output grown, but so has the quality of all areas of filmmaking.

### ***Film Interventions***

“The process of film intervention consists of a movie that would be suggested to a client by a professional in order to promote self-exploration and alteration within oneself through the movie’s characters and themes.” (Berg-Cross et al., 1990)

Movies may be a helpful therapeutic technique for people who are emotionally difficult to reach through other means. They provide a powerful and effective technique of observational learning in addition to providing opportunities to choose from a variety of attitudes and behaviors (Schulenberg, 2003). Clients can be convinced to reframe erroneous ideas, broaden their views, and embrace new viewpoints on a specific subject with the use of films. Film-based therapies have been extensively researched in the United States and Europe to psychoeducate, destigmatize, and even shift attitudes from polarized ideas. When a few German psychologists conducted a film intervention, they discovered that the great majority of the patients supported the time and money-saving method of utilizing films to teach patients about schizophrenia and schizoaffective disorder. They were able to demonstrate favorable impacts on knowledge, compliance, insight into sickness, and quality of life following the intervention (von Maffei et al., 2015).

The Naval Department of the United States produced a lot of films to educate the soldiers about the repercussions of poor mental health. These films were very successful and could be considered one of the best examples of the early applications of movies in group therapy (Katz, 1947). When utilized in counseling, films may be convinced to reconstruct erroneous ideas, expand minds, and help clients understand a certain topic from new perspectives. Some of the areas it is mostly used in restructuring attitudes towards social discrimination and gender roles (Powell, 2008).

### ***Sexism***

According to (Swim. J & Hyers. L, 2009), “Sexism is an “individuals’ attitudes, beliefs, and behaviors, and organizational, institutional, and cultural practices that either reflect negative assessments of individuals based upon their gender or support unequal status of women and men.” Glick and Fiske's (1996) ambivalent sexism theory distinguishes between two sorts of sexist attitudes: hostile and benign sexism and recognizes sexism as a multidimensional construct. The most common kind of sexism is hostile sexism, which includes objectifying or denigrating women. India has a long history of gender inequality, which is why the Indian government is concerned about increased crime against women. Gender-based crime has quietly crept up the policy agenda in India over the last several years. Reduced female-based

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crime is now the most significant topic on Indian political parties' agendas. While many Indian women strive for betterment by seeking education and financial independence, the number of horrible crimes against them, such as gang rapes, continues to rise (Jain et al., 2020). Thus, addressing sexism may aid in its reduction by assisting the offender in learning how to avoid encountering it in the future (Hyers, 2007) or, more widely, by modifying societal norms (Blanchard, Crandall, Brigham, & Vaughn, 1994). Confronting sexism is frequently a quick and spontaneous reaction to a single experience. Interventions aiming at eliminating sexism, on the other hand, are organized and targeted at a specific group of people, with the goal of changing their sexism-related attitudes and behaviors. These treatments are usually based on theory rather than being a quick fix like confrontation (Becker et al., 2014).

With more than 113 participants, Von Maffei et al. (2015) conducted a feasibility pilot study. A sample of 100 Nigerians took part in an intervention designed to raise knowledge of HIV-related stigma and risk perceptions in a different study by Lapinski and Nwulu (2008). The test group viewed a film made expressly to entertain viewers while addressing HIV/AIDS-related stigma and HIV/AIDS transmission pathways in Nigeria. The results showed that, particularly among the male participants, the intervention was beneficial in changing participants' views towards stigma and risk.

Walker and Scior (2013), separated a sample of 925 people into two groups and carried out an intervention to challenge preconceived notions about intellectual impairment. As part of the intervention, the groups watched videos about people with intellectual impairments, which changed the participants' views towards inclusion and lowered their social distance. In their study from 2021, Pietri et al. looked at how the documentary "Picture a Scientist" affected attitudes and actions around gender inequality in STEM. The two studies, which combined 3,955 participants, showed that viewing the movie raised awareness of gender prejudice and encouraged intents to fight it by engaging in diverse behaviors including researching the topic more, contributing to worthy causes, and promoting equality policies. Participants who watched the film more thoroughly also expressed a higher desire to fight prejudice and seek out more information. These results emphasize the potential and accessibility of the movie as an intervention tool, as well as the effectiveness of movie interventions, such as "Picture a Scientist," in modifying beliefs and behaviors linked to bias.

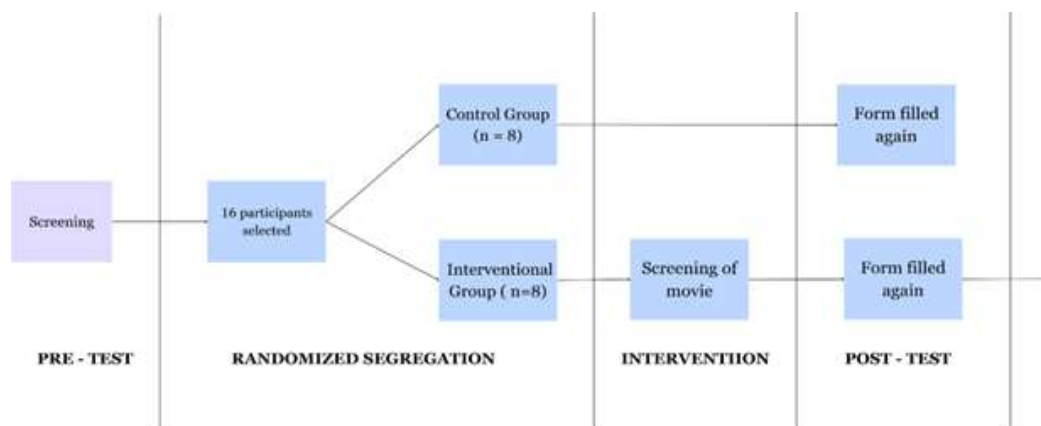
## **METHODOLOGY**

### ***Design and Sampling***

A mixed-method approach was used as the method of investigating and exploring the variables of the study. The age group selected for the study was 40 - 60 years, as the attitudes and beliefs towards traditional gender roles were seen as prevalent in this population (Shukla, 2015). Data collection was done in two parts, firstly, a Google form was distributed, which included a digitized version of the scale, a consent form, and basic demographic details. Secondly, a physical copy of the same form was used to collect data in person. This screening tool served as a pre-test to gauge the level of sexism in everyone. Following the analysis of the collected data, individuals displaying high levels of sexism were contacted. Once consent was obtained from 16 individuals, they were randomly allocated into two groups: an interventional group and a control group, with each group consisting of 8 individuals. The movie was shown to the participants. Two days later, like the control group, the participants in the interventional group were asked to fill out the form again. After conducting the pretest and posttest analysis, the participants from the

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interventional group were interviewed to gain insights into their attitude shifts and their overall experience with the movie.



*Figure 1.1 Interventional model*

### Instruments

Two instruments were used in this study,

- 1. Ambivalent Sexism Inventory:** The Ambivalent Sexism Inventory (ASI) was used as the inventory to screen people with high rates of sexism because it covered two important domains, which are hostile and benevolent sexism. These were the themes that were covered in the movie that were used as the interventional tool. It was also one of the major sexism scales used in India multiple times to assess and evaluate sexism and it has even been used to conduct the test on over 100,000 individuals (Sengupta et al., 2022).
- 2. Interventional Tool:** The Great Indian Kitchen," directed by Jeo Baby. this movie was selected for the intervention as it covers all the themes that were screened for in the sexism scale, towards which the change in attitude is going to be done. It covers gender role attitudes, gender discrimination, and sexism in Indian society (Shalini & Alamelu, 2022). The film has a duration of approximately 100 minutes and features Nimisha Sajayan and Suraj Venjaramoodu in the lead roles.

## RESULTS

### Data Analysis

#### Quantitative Analysis

**Ho1:** There will be no difference between the change of attitude towards sexism between the interventional and control groups.

*Table 1.1 Descriptive Statistics*

	Groups	N	Mean	S.D
Difference of the means	Interventional group	8	15.13	7.492
	Control group	8	1.38	2.134

The above table 1.1 indicates the large difference found in means of the interventional group, compared to the control group, this shows the highest difference between the pretest and posttest scores of the interventional group.

**Table 1.2 Hypothesis Testing (Kruskal-Wallis)**

Null Hypothesis	Test	Decision
1. The distribution of Pre-Movie is the same across categories of Groups.	.671	Retain the null hypothesis
2. The distribution of Post Movie is the same across categories of Groups.	.035	Reject the null hypothesis

The above table 1.2 indicates the presence of a significant difference because the p-value is 0.035, which is highly significant. Hence, the null hypothesis, is rejected and there is a significant difference between the change of attitude towards sexism between the interventional group and the control group in the post-test.

**Ho2:** There will be no change in attitude towards sexism using movie interventions in the interventional group.

**Table 1.3 Descriptive Statistics**

	Means	S.D
Interventional Pretest Group	68.38	6.116
Posttest	53.25	11.744

The above table 1.3, indicates the large difference found in means of the pretest and posttest of the interventional group.

**Table 1.4 Hypothesis Testing (Wilcoxon-Signed Rank)**

Null Hypothesis	Sig	Decision
The median of differences between Pre-Movie and Post Movie equals 0	.011	Reject the null hypothesis

The above table 1.4 indicates the presence of significant difference, because the p-value is 0.011, which is highly significant. Hence, the null hypothesis, is rejected and there is a significant change in attitude towards sexism using movie interventions in the interventional group.

**Ho3:** There will be no change in attitude towards Hostile sexism using movie intervention in the interventional group.

**Table 1.5 Descriptive Statistics**

		Means	S.D
Interventional Group	Hostile Sexism Pretest	32.75	32.75
	Hostile Sexism Posttest	22.75	27.75

The above table 1.3, indicates the large difference found in means of the pretest and posttest of the interventional group.

**Table 1.6 Hypothesis Testing (Wilcoxon-Signed Rank)**

Null Hypothesis	Sig	Decision
The median of differences between Hostile pretest and Hostile posttest equals 0	.028	Reject the null hypothesis

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The above table 1.6 indicates the presence of a significant difference, because the p-value is 0.028, which is highly significant. Hence, the null hypothesis, is rejected and there is a significant change in attitude towards Hostile sexism using movie interventions in the interventional group.

**Ho4:** There will be no change in attitude towards Benevolent sexism using movie intervention in the interventional group.

**Table 1.7 Descriptive Statistics**

		Means	S.D
Interventional Group	Benevolent Sexism Pretest	35.63	6.948
	Benevolent Sexism Posttest	25.50	8.799

The above table 1.7, indicates the large difference found in means of the pretest and posttest of Benevolent sexism of the interventional group.

**Table 1.8 Hypothesis Testing (Wilcoxon-Signed Rank)**

Null Hypothesis		Sig	Decision
The median of differences between Benevolent pretest and Benevolent posttest equals 0	8	.042	Reject the null hypothesis

The above table 1.8, indicates the presence of a significant difference, because the p-value is 0.042, which is highly significant. Hence, the null hypothesis, is rejected and there is a significant change in attitude towards Benevolent sexism using movie intervention in the interventional group.

### Qualitative Analysis

Following the implementation of the intervention and the collection of post-test results, the semi-structured interviews were transcribed and analyzed using the thematic analysis method. This analysis process resulted in the identification and categorization of various themes and sub-themes derived from the interview data.

**Table 1.9 Presents the participant's details and Background summaries.**

Sr.no.	Name	Age	Gender	Education	Scores	
					Pretest	Posttest
1	Mrs. RB	52.00	Female	Post Graduation	74.00	61.00
2	Mrs. DS	49.00	Female	Graduation	78.00	65.00
3	Mr. SS	48.00	Male	Post Graduation	65.00	45.00
4	Mrs. SA	46.00	Female	Graduation	67.00	52.00
5	Mrs. GP	23.00	Female	Graduation	64.00	51.00
6	Mr.SN	22.00	Male	Post Graduation	61.00	30.00
7	Mrs. S	33.00	Female	Post Graduation	64.00	57.00
8	Mrs.C	21.00	Female	Post Graduation	74.00	65.00

***Thematic Analysis***

The analysis of the eight transcripts led to the identification of three distinct themes, which aimed to enhance the understanding of the intervention. These themes were derived from the examination and interpretation of the content within the transcripts.

**Table 1.10 Themes and sub-themes**

<b>Themes</b>	<b>Sub-themes</b>
Factors responsible for the change in attitude	Emotional Reactions  Relatability  Personal Experiences/Reflections Theme Identification Visual Learners
Changes in attitude observed after the intervention	Cognitive shifts Increased Awareness
Modifications or suggestions for improving the intervention	Changes in the movie perspective Personal Recommendation Discussion after intervention

***Factors responsible for the change in attitude***

During the interviews, participants were asked about their overall experience and what aspects of the movie they found appealing. Based on their responses, several factors influencing attitude change within the intervention were identified.

**Emotional Reactions**

Participants are encouraged to express their emotional reactions to the film, such as empathy, indignation, grief, or annoyance. This topic might refer to the gamut of emotions elicited by the film's depiction of gender norms and sexism. And these emotions can cause mood swings, which aids in viewing a problem from a fresh angle. Participant Mr.SN narrates, *“I felt very deceived and shameful at men. Largely. I felt shame and shameful on the men community. Especially the places of you know where he will wait for the chappal and the lady will come and put the chappal and also, where he will sleep on the cot, but the lady can't sleep on the cot”*

Also, participant Mrs. C stated, *“when the protagonist was cooking and cleaning for the whole day, and her husband just came home and took a nap without even thanking her. It made me feel angry and frustrated at how little respect women often receive for their hard work.”*

**Relatability**

Participants may relate to certain characters or plot lines in the film. This subject can delve into how participants relate to the characters' experiences, struggles, or transformations, and

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how this informs their own views on gender roles and sexism. Participant Mr. SS narrates, *“This movie was a typical movie which they wanted to depict something, and they were successful to an extent. I could relate to it. I could sense that. Okay, this, this happens. It was not something I said ‘Oh, it never happens. This is, they are showing just for the sake of the movie.’ No, I connected to it.”*

Also, participant Mrs.C stated, *“I also could see ye reality bhi hain, meine ye toh mere uncle ke ghar pe dekha hain and all. They have a specific way of making the food and makes my aunt to go through all of it, to do it.”*

### **Personal Experiences/Reflections**

Participants may discuss personal experiences with gender roles, sexism, or moments of realization and introspection prompted by the film. This topic might emphasize how the film spoke to them and spurred contemplation. Participant Mrs.DS stated, *“Haan pura din mera wahi soch soch mein nikal gya. abhi tak bass maine suna he tha ki aise neeche sone ka, matlab socha tha parr hamare log mein hota hai prr itna nhi ki ye nhi jaise dikhaya tha.”*

Also, participant Mrs. narrated, *“there were a few scenes that did leave an impression on me. but it did make me think a little bit about gender roles and the unfair expectations placed on women in households.”*

### **Theme Identification**

Understanding the underlying meaning and concepts delivered beyond the surface-level plot requires participants to identify the themes in films. When themes are mistaken, the impact might be completely different, perhaps reinforcing undesirable qualities or attitudes instead of the desired beneficial transformation. As a result, appropriately recognizing and comprehending the themes is critical to ensuring that participants receive the movie's messages correctly and experience the desired attitude shift. Here are some excerpts that indicate the identification, Mrs. RP stated *“A patriarchal society. Males are the dominating members in the society, that's it. This was the main theme that was portrayed in the movie you showed.”*

Participant Mrs.SA, narrated *“Talked about a lot of aspects regarding women discrimination.”*

### **Visual Learners**

Because of the nature of their preferred learning method, people who are visual learners are generally more profoundly influenced by movie interventions. When provided in visual or audio-visual media, such as photos, videos, or movies, visual learners digest information more effectively. Movies offer a dynamic and engaging visual experience, mixing images, sounds, and tales to communicate messages and elicit emotions. This multi-sensory method targets visual learners directly, catching their attention and increasing their engagement with the intervention. Movie visual components, including facial expressions, body language, and visual storytelling techniques, may successfully communicate complex concepts and topics, making them easier to comprehend for visual learners. Mr.SN stated *“I was learning through visuals, and some will be, auditory some would be visual So, so learning from these videos, really helped me to navigate my life. Yeah, that's my sort of learning.”*



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Mr. SS stated *“I'm more of visual than a reading person. So visual speaks to me more. Like I don't have a reading habit and I cannot concentrate much on reading. But when I am watching, I am able to grasp more than what I am reading like, that's my experience.”*

### ***Changes in attitude observed after the intervention.***

People who are visual learners are frequently more significantly affected. Understanding the observed change in attitude aids in measuring the intervention's impact by investigating how participants' attitudes have altered and to what degree the intervention has affected these changes. The extent and depth of these changes may be studied and understood by recognizing particular attitudinal adjustments. This will aid in determining the underlying factors that permitted the attitude shift. There were a lot of differences in statements and answers given by most of the participants after the intervention.

Participant, Mrs. RP stated *“Majority of the couples in the society, I have found that though they are not romantically, involved. They still tend to be happy.”*, whereas she disagreed with the statement when doing her pretest.

### ***Cognitive shifts***

Participants who engage with thought-provoking information may experience cognitive changes that challenge their previous views, attitudes, and prejudices. These cognitive alterations can assist individuals in gaining new ideas, broadening their awareness of complicated social issues, and fostering empathy and compassion for others. Examining the cognitive alterations that occur during movie treatments might assist obtain a greater knowledge of the cognitive processes underpinning attitude change, allowing interventions to be tailored to maximize cognitive engagement and increase long-term effect.

Mr.SN stated, *“If you look at the movies then, the core values were mostly Indian family values, respecting siblings, etc. And all of them. Carried one thing, very strongly was like, the Karma will never have a wrong address. That means if you do bad, you'll get punished. So that shaped me to an extent. It brought in a psychological fear, like you know don't do wrongdoings.”*

Mrs.C narrated, *“One movie that had a big impact on me was "Dead Poets Society." starring Robin Williams. It's about a group of boys at a prep school who are inspired by their English teacher to seize the day and make the most of their lives. It really resonated with me and inspired me to pursue my own dreams and passions. Well, at the time I was feeling a bit stuck in my career and unsure of what I wanted to do next. Watching the movie and seeing the characters take risks and follow their passions gave me the courage to do the same.”*

### **Increased Awareness**

Many interventions aim to raise awareness since they can lead to behavioral changes and encourage personal growth. Movies have the power to illuminate societal issues, views, and experiences that people may not have been aware of previously. It can build a feeling of social responsibility and drive participants to critically analyze their own attitudes and behaviors by exposing them to varied tales and challenging subjects.

Participant Mr.SN stated *‘Manichitrathazhu’ was the one thing where you can be having a being normal life, and you can have a mental illness. For somebody like me, it was an eye-opener.”*

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Also, Mrs. C stated, *“It made me realize how normalized this kind of behavior is in our society. It has made me more aware of the gender disparities that exist in our society.”*

And Mrs. S narrated, *“It did make me realize that there are still some women who face such issues, even today.”*

### ***Modifications or suggestions for improving the intervention.***

#### **Changes in movie perspective**

Changing the movie’s viewpoint can improve the effectiveness of a movie intervention dramatically. Interventions can reach a bigger audience and create a more inclusive atmosphere by including varied viewpoints. Movie interventions can provide a strong opportunity for personal growth and attitude modification by evaluating many points of view.

Mrs. RP stated, *“Inclusion of songs and humor in a movie, and at the end, conveying, whatever the director, or producer wants to convey can leave an impact. No doubt in that.”*

Now, most of the participants, like Mrs. RP, were in favor of wanting a little more light-sided movie, as they feel, that would help the message to get across better and not trigger people with a lot of negative portrayals.

Mr. SN stated, *“I think they could have done and specially attacking any religion. That whole religion or that whole set, will not even hear the message, what the movie want to convey.”* The participant expressed concerns about the potential negative impact of movies that delve into political or religious issues, which may not be directly related to the theme of the intervention. They suggested that such movies could lead to a negative attitudinal shift among viewers or even discourage their engagement with the intervention altogether.

#### **Personalizing intervention**

Every person has their own set of experiences, beliefs, and attitudes, and a one-size-fits-all strategy may not work for everyone. We may choose films that match participants' interests, values, and cultural backgrounds by personalizing cinema interventions. This personalized approach boosts participants' involvement in the intervention because they believe their wants and preferences are being met. Furthermore, personalized treatments generate stronger levels of engagement and emotional connection between participants and the movie material.

Mrs. RP stated *“Another person who's sitting next to me might watch that same movie might have a different perspective, what if he gets an idea to commit an offense? So, there are, there are number of people in a theatre who watch the movie, the same movie, but interpretation would be different for every person.”* Here, the participant is stating how one movie can impact a group of people in different ways, this points out the necessity of personalization of movie intervention.

Mr. SS stated, *“Well, if it’s a movie I like and genre is of my likeness, I might. Then again, it differs on movie to movie.”* Genres and preferences of movies play a role in the engagement of the participant, which was stated by Mr.SS.

### *Discussions*

Discussions after movie interventions are critical because they allow participants to analyze and reflect on the film's content, express their opinions, and engage in meaningful debate. Movies frequently raise complicated subjects, elicit emotional responses, and challenge pre-existing views, and conversations allow participants to delve further into these elements. Furthermore, talks promote social interaction, fostering a supportive and collaborative atmosphere in which participants may benefit from one another's perspectives and experiences. It also allows facilitators to address any questions, concerns, or misunderstandings that may occur, offering clarification and direction.

Participant Mrs. S stated, *“But, the thing is this movie was based of a book. So, literature did exist that talked about these issues. But uske aage nai badte hain, the talk, people just watch and do nothing about it not even discuss, that’s where the problem is.”*

### **DISCUSSION**

The objective of the research was to study and explore the change of attitude towards sexism of older people with high levels of sexism using a movie intervention. The participant characteristics that were needed by the population included falling under the age criteria of 40 - 60, as there were high levels of sexism prevalent there due to beliefs in traditional gender roles (Shukla, 2015). The study was analyzed in two methods quantitative and qualitative.

### *Hypothesis 1 and 2*

When analyzing Ho1, there was a difference between the change in attitude between the interventional group and control group, and the null hypothesis was rejected pointing out significant differences present.

Also, Ho2 was also rejected, which resulted in the fact that there was a change in attitude in the intervention group after the movie intervention.

Now, this can be attributed to the fact that the posttest scores were significantly lower compared to those of the pretests of the interventional group compared to the control group, which indicates that the use of intervention did bring about the impact and not any extraneous variable. The semi-structured interview conducted upon thematic analysis resulted in many themes, of which one of the major ones is **‘Factors responsible for the change in attitude’**. Individual responses to film interventions can be impacted by previously held attitudes and beliefs (Avery & Ferraro, 2000; Hirschman & Thompson, 1997). An individual’s perception of the film is shaped by personal traits such as beliefs, viewpoints, and past information, which impact their emotional and cognitive reactions (Cohen, 2001; Oliver, 1993). Here there are around five sub-themes.

### *Emotional Reactions*

It discusses how many people commented about how they felt different emotions while viewing the movie. Individuals watch films to manage their emotions, according to the Mood Management Theory. According to the Transfer of Excitation Theory, emotional emotions experienced while watching a movie might alter viewers' moods and attitudes. Furthermore, films can elicit shared emotional experiences that have the ability to change individual perspectives (Oliver & Bartsch, 2010). The participants discussed their feelings, and it was discovered that those who expressed wrath and irritation had greater pretest and post-test change ratings than others.

### ***Relatability***

Cohen (2001) discovered that participants who strongly associated with the main character in a movie intervention exhibited more attitude change than those who did not. One of the attendees discussed how he could relate to the protagonist, while another recalled her aunt when the video was aired. These result in emotional feelings, which have a substantial influence on their cognition. Similarly, Slater and Rouner (2002) claimed that tales can encourage individuals to adopt the attitudes and behaviours shown when they relate to and locate features that are strikingly like their own. These findings highlight the importance of relatability in determining individual reactions to film interventions.

### ***Personal Experiences***

This introspective approach increases the intervention's relevance and personal significance, resulting in a larger possibility for attitude modification. Individuals who become thoroughly involved in a tale or transported into a narrative world are more likely to be persuaded by the story's substance, which can then influence their real-world opinions. This phenomenon, known as narrative transportation, happens when people become completely immersed in a tale, both cognitively and emotionally, and briefly lose touch with their surroundings (Green & Brock 2000). All the interventional group participants discussed how they pondered and thought about the movie's content after seeing it for two days.

### ***Theme identification***

Pannu et al. (2020) indicate in their study that analyzing and assessing the latent themes contained in a story might broaden their viewpoints, analyze the messages provided directly and implicitly, and participate in critical thinking about the concerns presented. It allows viewers to voice their comments and thoughts on the subject given in the movie. The participants' identification of gender roles and discrimination against them was highly important throughout the intervention group.

### ***Visual Learners***

Individuals use their visual senses to collect information in a visual learning situation. According to human cognition research, the human brain retains visual information depending on its spatial placement within the environment, with the hippocampus assumed to be the site of the spatial cognitive map. Visual learning has been demonstrated to produce better results than traditional learning approaches, suggesting its usefulness as an educational tool (Rajyn, 2016). Many participants claimed that visual stimuli satisfy and make knowledge soak in easier and better than other stimuli. This might demonstrate how, as compared to other treatments, visual storytelling has a greater influence on individuals.

### ***Hypotheses 3 and 4***

Both Ho3 and Ho4 were rejected which pointed out the presence of, a significant difference between the pretest scores and posttest scores in the domains of hostile and benevolent sexism from the pretest and posttest scores.

Now, this could be backed up by how during the interview all the participants talked about the change in attitude after the intervention, where some of them had 'increased awareness' regarding contexts of benevolent sexism, where they felt that women do not require any extra help or any kind of overlook, as it pointed out dominative-ness from their side. Also, the movie covered themes that fall in the domains of the two, which was also stated by the participants, when they were identifying the themes of the movie. The '**cognitive shifts**' and '**increased awareness**' are clear results of the rejection of the null hypotheses in the testing.

**Modifications/Suggestions for improving the intervention.**

One of the major themes in the qualitative analysis found was the ‘modifications or suggestions for improving the intervention’, here the participants mentioned how the change in maybe the perspective of the movie can make a difference, where they suggested a lighter mood to the movie but, it was also suggested to personalize movie interventions, where the participant’s genres and likes are taken into consideration. According to Rucker et al. (2008), developing multi-level information that is accessible to several interpretations is critical in crafting messages that may successfully impact decision-making and encourage change among a varied audience. Such techniques boost the chance of engaging a wide variety of people and favorably altering their attitudes and behaviors by allowing individuals to build personal connections with the information.

Discussing the movie after watching it was also recommended by a few participants, as it would help in understanding multiple perspectives on one issue. Katz (1947) emphasized the importance of employing motion images in group psychotherapy, calling it a wonderful therapeutic development. Counsellors were able to reach out to several individuals on an emotional level in a group environment. This method was especially useful in contexts such as military hospitals, where several customers could be served at the same time. The Naval Department's production of films to teach soldiers about the repercussions of poor mental hygiene in the military is a notable early example of using motion pictures in group therapy (Katz, 1947; Rome 1945).

***Limitations of the study***

There are several limitations to this study. The study's sample size was limited, with 8 individuals in each group. As a result, the sample may not be a representative sample of the population, and the findings cannot be generalized. The interventional condition's surroundings were not controlled, so, the influence of extraneous factors is quite likely. A self-report measure questionnaire was used to determine the amount of sexism. It is possible that the participants were hesitant to respond or to have responded in a socially acceptable manner. The participants were unable to grasp the movie's vocabulary, which might have resulted in apathy and lack of identification while viewing the film.

***Implications of the study***

These findings have far-reaching consequences for the future of film interventions. The availability of a solid theoretical underpinning for movie interventions gives mental health practitioners who want to include films in their practice peace of mind. When picking appropriate films and providing effective movie interventions, they may rely on a well-established structure and direction. Furthermore, the availability of empirical data lends credence to the use of film interventions as a scientifically validated therapeutic tool. Not only is film intervention used to change views, but it is also employed as an intervention technique to affect sexist attitudes, indicating the need to investigate further treatments to reduce sexism in society.

***Future Directions***

Increase the sample size to improve the statistical power and generalizability of the findings, resulting in a more accurate picture of the population. Conduct long-term research to assess the long-term effects of the movie intervention on attitudes towards sexism and to see if the improvements in attitudes are sustained over time. Incorporate a range of movie genres and themes to see if the intervention's effectiveness differs depending on the movie material.

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Encourage future researchers to replicate and validate the study to establish the robustness and dependability of the findings across multiple settings and groups. To understand the unique contributions, advantages, and limits of the movie intervention, compare its efficacy to that of other intervention techniques or approaches. Examine sexism-related behavioral changes to see if the reported attitude changes from the movie intervention transfer into real behavioral alterations.

### CONCLUSION

The aim of the present study was to examine and explore the effect of using the movie ‘The Great Indian Kitchen’ as a movie intervention to bring about a change in attitude towards sexism among older adults. The sample consisted of 16 participants screened with high levels of sexism. The sample was divided through random distribution into an interventional group and a control group of eight participants each. The interventional group screened the movie and later after two days after the screening of the movie, data was collected using the same scale, whereas two days after the pretest, data was collected from the control group and the same scale of the ‘Ambivalent Sexism Inventory’ was used for the pretest and posttest.

The results of the study suggest that there was a difference in the scores on the ‘Ambivalent Sexism Inventory’ of the interventional group, and similar was seen in hostile and benevolent sexism domains of the scale, whereas very non-significant change was seen in the control group. Thus, it can be concluded that the ‘The Great Indian Kitchen’, is an effective movie intervention option for trying to bring about a change in attitude towards sexism in older adults and that movies are a suggestive option as an interventional technique.

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### ***Conflict of Interest***

The author declared no conflict of interest.

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