

The Relationship between Children's Film Appreciation and Children's Subjective Film Evaluation

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Abstract

The intention of this research study is to explore the association between children's film appreciation and children's subjective film evaluation with respect to the films i) E.T.: the Extra Terrestrial and ii) Saving Private Ryan. The research study was quantitative in nature. The researcher for the collection of the data used the questionnaire as the data collection instrument. 93 school children were included as sample for the research study. The age range of the school children varied from 15-17 years of age. The school children were associated with a government school of Telangana, which is one of the southern states of India. Correlation analysis was used for data analysis. The results in the research study showed a positive relationship between school children's film appreciation and children's subjective film evaluation with respect to the films E.T.: the Extra Terrestrial and Saving Private Ryan.

Keywords: *film, film appreciation, subjective film evaluation, correlation analysis*

1.0 Introduction

Assessment is something we all do every time. We assess people, political parties, food, apparel and immaterial ideas like liberty-the number of thinkable assessment entity is countless. Therefore, it is an almost small supposition that people also assess media and more precisely entertainment media content. Movies are important fragment of individuals' media utilization. People devote a substantial time and money to watch films as an alternative in a theatre, on TV or DVD, or as video runs on the Internet. Taking into account the dual nature of films as works of art and recreation, movie assessments contemplate the entire transmission capacity of feasible evaluative results- from a natural perception of fondness or disfavor to well-grounded review. For example, on social network platforms, people may articulate impulsive optimistic appraisals by clicking the *Like* button, or they may expand their appraisals in online blogs, on purchasing websites (e.g., Amazon), or on movie platforms (e.g., Rotten Tomatoes). Simultaneously, a rising number of spectator members turn to this knowledge for recommendation regarding their own media preferences. These instances indicate that evaluations can sport numerous characters. However, what precisely is evaluation? In what manner can it help broadening our understanding about and elucidations of recreation occurrence? How do we assess films and relevant evidence? (Schneider, Welzenbach-Vogel, Gleich, & Bartsch, in press)

Assessing an entity means to ascertain how much we admire that entity: we assess the entity as nice or poor, as agreeable or disagreeable (De Houwer, 2009). Estimating appraisals frequently occur innately, however they are not as straightforward as it may seem at the first glance. For instance, bearing in mind the matter how much you appreciated the last film you have seen or the last chapter of your beloved TV show may display the multifarious character of appraisals, extending from impulsive instinctive spirits to well-deliberated decisions. All critical decisions appear to participate a shared purpose or escape entities and demeanor choices that they encounter in everyday life (e.g., De Houwer, 2009; Gawronski & Bodenhausen, 2011; Tesser & Martin, 1996). For example, if

people assess the starting of a film or a trial of a TV show negatively, they would perhaps stop viewing it. At the most conceptual position, assessment can be defined in terms of this functional distinction between good and bad or approach and avoidance, but such definition that focuses on the goals of evaluation remains unclear concerning the underlying low-level processes, the conditions under which these processes operate, or how these processes are translated into behavior (De Houwer, 2009, p. 37). De Houwer (2009, p. 38) puts it, “independent of whether evaluation is defined as a process or an effect, the study of evaluation boils down to the study of evaluative responding”.

2.0 Literature Review

Nikken, Van der Voort & Van Bochove (1997) extended the current study of the principles the mothers used in evaluating the attribute of the children’s programs (Nikken et al., 1996). This study investigated the children who were aged between 9 and 12 years of age, the sample taken into consideration was 427. These children assessed the quality of four types of children’s programs: children’s programs, educational programs for children, dramatic programs for children, and cartoons. The data were collected through questionnaires. The factor analysis concluded a list of nine types of quality standards. As per the children, two quality standards were important to them: a) comprehensibility, and b) aesthetic quality. The supplementary standards according to the children were: c) entertainment, d) involvement, e) credibility, f) innocuousness, g) restfulness, h) thought provocation and i) presence of role models. The worth the children linked to the nine-quality excellence were segregated with both program type and child characteristics. Seven of the quality standards discovered in the current study were related to the maternal quality standards which were observed at in Nikken et al.’s (1996) study. However, the comparative worth the children and mothers secured to these quality standards showed likeness, particularly in the case of cartoons, and to a small degree for children’s news programs and dramatic programs.

Linton and Petrovich (1988) conducted a study which concentrated particularly on movie evaluation criteria. The sample comprised of 192 students. The researchers asked the students to rate the significance of movie attributes when assessing a movie. The researchers found in their study two underlying dimensions which were foreground (e.g., storyline, acting, scenery, music) and background (e.g., editing, photography, director).

Valkenburg and Janssen (1999) studied which program features in children’s entertainment television programs children aged between 6 and 11 years of age value. The researchers first collected data with the help of questionnaires among 100 Dutch and 100 U. S. with fourth graders. The most essential features for both Dutch and U. S. children were comprehensibility and action, meticulously pursued by humor, interestingness, innocuousness, realism, violence, and romance, accordingly. In both samples boys devoted more appraisal to action and violence in a children’s program in comparison to girls who attached more value to innocuousness and comprehensibility.

3.0 Objective of the Study

The objective of the study is to evaluate the relation between children’s film appreciation and children’s subjective film evaluation with respect to i) E.T.: the Extra Terrestrial and ii) Saving Private Ryan.

4.0 Methodology

4.1 Research Design

Correlation research design was used as the design of this research study. A quantitative approach was taken into regard. According to Fraenkel et al. (2011) correlational studies examine the prospect of association between only two variables, even though investigation of more than two variables are common.

4.2 Description of the Tools

Children's film appreciation embraces of 13 items. The film appreciation tool is separated into three facets which are literary, dramatic and cinematic. The tool was grasped from Teasley & Wilder, (1997). The film appreciation tool is on a 5-point scale. The number 5 designates, "very high appreciation", the number 4 designates, "high appreciation", the number 3 designates, "moderate appreciation", the number 2 designates, "less appreciation", and the number 1 designates, "no appreciation". The lowest score is 13 and the highest score is 65. The scores of the children were categorized into three ranges which were high, medium, low for the interpretation intentions. On the basis of the positions of the children, non-parametric statistical methods were implemented for investigation and interpretation of the data.

Children's subjective film evaluation criteria comprises of 32 items. The tool was developed by Schneider (2012). The scale for this instrument is based on 5-point scale. The number 5 designates "Extremely important", number 4 designates "Very important", number 3 designates "Moderately important", number 2 designates "Somewhat important", and number 1 designates "Not at all important". The scores of children are divided into low, moderate and high. The eight factors included in the subjective film evaluation criteria are story verisimilitude, story innovation, cinematography, special effects, recommendation, innocuousness, light-heartedness, and cognitive stimulation.

A pilot study was conducted to see whether this tool was appropriate for the Indian culture, a pilot study was conducted for the films E.T.: the Extra Terrestrial and Saving Private Ryan. 40 school children from a government school of Telangana in Shamshabad district were taken into consideration and a pilot study was conducted. The pilot test for the tool took place with a break of twenty days. First, the scores of the film E.T.: the Extra Terrestrial will be discussed followed by the film Saving Private Ryan.

For the film E.T.: the Extra Terrestrial the statistical exploration exhibited that the Mean score was 53 and the Standard Deviation was 2.9 during the first pilot testing. In the second occasion of pilot test Mean Score was 55 and the Standard Deviation was 2.7. The reliability coefficient (r) was detected to be 0.71. Since the reliability coefficient (r) was detected to be significant the test was reserved for the main study.

For the film Saving Private Ryan the statistical exploration exhibited that the Mean Score was 51 and the Standard Deviation was 2.8 during the first pilot testing. In the second occasion of pilot test Mean Score was 53 and the Standard Deviation was 2.5. The reliability coefficient (r) was detected to be 0.73. Since the reliability coefficient (r) was found to be significant the test was set reserved for the main study.

4.3 Outline of the Films

4.3.01 E.T.: the Extra Terrestrial (Spielberg, 1982)

A crew of extraterrestrials visit the earth to gather plants and one of them is left behind. The extraterrestrial is found by a 10-year-old boy named Elliott. Soon Elliott and the extraterrestrial begin to connect and begin a bond. The extraterrestrial finds out about the life on earth. Elliott discovers about some new beliefs for the true message of friendship. The extraterrestrial yearns to go home, but if Elliott supports him, he will lose a beloved comrade.

4.3.02 Saving Private Ryan (Spielberg, 1998)

General Marshall, the Leader of Staff, during the World War II is briefed that three of a lady's sons have been deceased and that she is going to be told of their decease at the same time. As soon as the General discovers that a fourth son is still within reach, the General makes a decision to send a team to find the fourth son and bring him back, in spite of being told that it is extremely risky. The team consists of eight men and are sent to find the fourth son.

4.4 Procedure of the Research Study

The research study was steered in a government school in Shamshabad district which is in Telangana state in India. The researcher for the research study took into consideration 93 school children as the sample. The ages of the school children ranged between 15-17 years. The school children were in standard XI. The technique adopted by the researcher was purposive sampling for identifying the sample. The design of the research study was descriptive survey research design.

To find out whether there is any correlation between children's film appreciation and children's subjective film evaluation with respect to the films E.T.: the Extra Terrestrial and Saving Private Ryan the following alternative hypotheses has been formulated.

i) There is a significant correlation between children's film appreciation and subjective film evaluation with respect to the film E.T.: the Extra Terrestrial.

ii) There is a significant correlation between children's film appreciation and subjective film evaluation with respect to the film Saving Private Ryan.

For the purpose of testing the above alternative hypothesis is translated into null form and they were tested with Spearman's rank order correlation.

i) There is no significant correlation between children's film appreciation and subjective film evaluation with respect to the film E.T.: the Extra Terrestrial.

ii) There is no significant correlation between children's film appreciation and subjective film evaluation with respect to the film Saving Private Ryan.

Table 1: Results of Correlation between children's film appreciation and subjective film evaluation with respect to the film E.T.: the Extra Terrestrial.

Correlations				
			FAET	SFE
Spearman's rho	FAET	Correlation Coefficient	1.000	.752
		Sig. (2-tailed)		.000
		N	93	93
	SFE	Correlation Coefficient	.752	1.000
		Sig. (2-tailed)	.000	
		N	93	93

FAET- Film Appreciation of E.T.: the Extra Terrestrial.

SFE- Subjective Film Evaluation

A Spearman's rank-order correlation was run to determine the relation between Children's Film Appreciation of E.T.: the Extra Terrestrial and Subjective Film Evaluation. Spearman's rank correlation is 0.752 and the p-value is 0.000. Since the p-value is less than 0.05 the null hypothesis is rejected and the alternative hypothesis is accepted. Hence, it can be concluded that there is a significant correlation between Children's Film Appreciation of E.T.: the Extra Terrestrial and Subjective Film Evaluation. This correlation analysis meant that the school children in this sample who expressed greater appreciation for the film E.T.: the Extra Terrestrial also exhibited a high subjective film evaluation.

Table 2: Results of Correlation between children's film appreciation and subjective film evaluation with respect to the film Saving Private Ryan.

Correlations				
			FASPR	SFE
Spearman's rho	FASPR	Correlation Coefficient	1.000	.762
		Sig. (2-tailed)		.000
		N	93	93
	SFE	Correlation Coefficient	.762	1.000
		Sig. (2-tailed)	.000	
		N	93	93

FASPR: Film Appreciation of Saving Private Ryan

SFE: Subjective Film Evaluation

A Spearman's rank-order correlation was run to determine the relation between Children's Film Appreciation of Saving Private Ryan and Subjective Film Evaluation. Spearman's rank correlation is 0.762 and the p-value is 0.000. Since the p-value is less than 0.05 the null hypothesis is rejected and the alternative hypothesis is accepted. Hence, it can be concluded that there is a significant correlation between Children's Film Appreciation of Saving Private Ryan and Subjective Film Evaluation. This correlation analysis meant that the school children in this sample who expressed greater appreciation for the film Saving Private Ryan also exhibited a high subjective film evaluation.

5.0 Conclusion

The basic purpose of the study was to examine the relation between children's film appreciation and subjective film evaluation with respect to i) E.T.: The Extra Terrestrial and ii) Saving Private Ryan. The findings of correlation between children's film appreciation and subjective film evaluation with respect to the film E.T.: The Extra Terrestrial showed that the school children in this sample, who expressed greater appreciation for the film E.T.: The Extra Terrestrial also showed a high subjective film evaluation. The findings of correlation between children's film appreciation and subjective film evaluation with respect to the film Saving Private Ryan showed that the school children in this sample, who expressed greater appreciation for the film, Saving Private Ryan also exhibited a high subjective film evaluation. In regard with this result, it can be stated that those who have a high subjective film evaluation, have a high film appreciation for the films. Since most of the children have a regular access to movie theatres and viewing films online regularly every weekend as well as with friends. The children are also updated with the latest release of the new films and keep a track of the releases of the favorite actors. Discussions also follow after watching the new releases of films with their peers are also frequent. The children also watch films as a break from their study time. Most children believe taking frequent study breaks by viewing films energizes them and reduces stress. It can be stated that the influence of media on health and well-being by their possibility to manage undesirable mood stress, reduce tension and encourage relaxation (Nabi & Krcmar, 2004). This self-monitoring function of the use of media is conceptualized within mood management theory (MMT; Zillmann, 1988b; Zillmann & Bryant, 1985). Mood Management Theory is based on the assumption that people have a hedonic drive to dismiss

undesirable conditions and endeavor for more positive and pleasurable moods and levels of arousal (Knobloch-Westerwick, 2006). The theory puts forward that users selectively divulge themselves to media stimuli that achieve these hedonic aims in order to manage encouragement and to enable desired affective states.

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