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Master's Thesis

Title:

How mass & social media, cultural & traditional norms within societies, and educational biases affect the development of critical & independent thinking.

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How mass & social media, cultural & traditional norms within societies, and educational biases affect the development of critical & independent thinking.

ABSTRACT

Bias is an innate tendency in human beings that occurs in almost every aspect of our lives. It is defined as the prejudice for or against something or someone, which is often perceived as unfair or discriminatory. Biases often influence the way people think and behave, leading them to conform to certain societal norms and traditions. This is particularly evident in situations where people want to feel that they belong to the majority or a social group, such as in the workplace, family, or among friends. The fear of rejection or ostracism from one's social group can force individuals to comply with certain thoughts and actions, even if they do not believe in them. This is known as peer pressure and can lead to biases that affect critical thinking and decision-making.

Biases also cause people to be vulnerable to misinformation spread by media or individuals. Many people don't question the source of information, its reliability, or the agenda behind it, leading them to decisions that are based on false or misleading information. The rise of biases calls for attention and the importance of critical and independent thinking. Developing the skills to question things and think independently can help individuals overcome biases and make informed decisions based on sound reasoning and logic.

In light of this, it is essential that students and individuals from all walks of life learn the skills of critical & independent thinking. This includes learning how to evaluate information sources, analyze data, and assess arguments objectively. Critical & independent thinking can help people have a better understanding of the world and make informed decisions based on evidence and reason. They are skills that are highly valued in today's society, where the abundance of information makes it increasingly challenging to distinguish between fact and fiction.

To test the hypothesis that critical & independent thinking can overcome biases, this research conducts an experiment on three groups of students, each exposed to different variables. The study aims to measure the outcomes of critical & independent thinking versus biased thinking and assess the impact of social pressure and media influence on decision-making processes. The findings of this study can help individuals and organizations identify biases and develop strategies to reduce or overcome them.

Rationale for the Research

The proposed study aims to address a crucial gap in our understanding of the impact of biases on critical and independent thinking. Despite the pervasive biases in various aspects of human life, there is a lack of empirical proof on the extent to which biases affect decision-making processes and how critical thinking can overcome biases. The study will cover this gap by conducting an experiment on three groups of students, each exposed to different variables, to measure the outcomes of critical and dependent thinking versus biased thinking.

The study will also shed light on the impact of social pressure and media influence on decision-making processes. In today's information age, people are exposed to an overwhelming amount of information from various sources, making it challenging to distinguish between credible and unreliable information. The study will investigate how social pressure and media influence can affect the reliability of information and its impact on decision-making processes.

Furthermore, the research will offer perspectives on how educational establishments can cultivate critical & independent thinking abilities in students. Critical & independent thinking are essential skills that cultivate students to analyze information objectively, evaluate evidence, problem solving, and make informed decisions. The study's findings can help inform the development of educational programs that promote critical & independent thinking skills and help students overcome biases.

The study's outcomes could also hold extensive ramifications for corporations and enterprises. Biases can affect the hiring procedure, resulting in discrimination and inequality in the workplace. The study's outcomes can guide the creation of training initiatives focused on fostering diversity and inclusiveness, aiding organizations in reducing biases within the work environment.

In the bigger picture, critical and independent thinking will lead the way for society to move forward. After all, a society is made up of individuals. Educational establishments and caretakers have a huge role in advancing society by thinking forward in its socio-psychological and socioeconomic elements, to create a civilized, peaceful, and just society.
It is unfortunate to say that many societies around the world still think ‘backwards’ because of the corrupted regimes that censor facts and opinions, so they can remain in power by feeding on people’s ignorance. It is not in favor of some regimes to have civilians stand up against them and change the status quo. Hence, the importance of critical and independent thinking.

Overall, the study's results can provide valuable insights into how biases affect critical and independent thinking and decision-making processes, and how to overcome biases. The study can inform the development of educational programs that promote critical & independent thinking skills and help organizations reduce and overcome biases in the workplace. The study's findings can have far-reaching implications for social, economic, and political systems, leading to more equitable and just outcomes. Therefore, the study is essential and relevant in today's society, where biases and misinformation are prevalent, and evidence-based decision-making is crucial.

Research questions and research:

Studying teacher and authoritative bias on students raises questions about its impact. How does bias affect academic performance, emotional well-being, beliefs, and attitudes? Does it perpetuate inequality and reinforce stereotypes? By exploring these questions, we gain insights to foster equitable and inclusive educational environments.

The research questions are closely tied to the research objectives. Bias is present in various aspects of human life, including education, politics, religions, social norms, cultures, and traditions. Take education, for instance. Is the subject of "History" written from a neutral perspective, or is it influenced by the perspective of the victors? It is important to formulate research questions that align with the research objectives.

In essence, this research focuses on the comparison between biased thinking and critical, independent thinking. The objective is to ask questions and seek answers. Do people accept information at face value, or do they question its reliability and validity? In the field of education, do authority and teacher bias affect students' opinions, and if so, what negative consequences does it have? Should schools prioritize fostering critical and independent thinking skills or simply imparting information without encouraging questioning? In the realm of mass communication, should people of all ages unquestioningly believe the information presented on TV shows and news outlets?

The aim of this research or experiment is to raise awareness among individuals. They should understand the importance of critically processing information and posing inquiries before accepting anything as true. Moreover, it emphasizes that "thinking" is a skill that can be taught, acquired, and necessary in our lives.

Literature Review:

By definition – Oxford dictionary – ‘bias’ means prejudice in favor of or against one thing, person, or group compared with others, usually in a way considered to be unfair. It is frequently learned and relies highly on variables, such as a person’s educational background, socioeconomic status, ethnicity, and race. At the individual level, bias can negatively affect someone’s personal and professional relationships; at a societal level, it can lead to unfair mistreatment of certain groups based on their color of skin, sexuality, and religion. However, not all biases are bad; e.g. the choices of a healthy diet versus junk food. Bias thinking affects the way people think, feel, and behave on daily basis. Bias thinking can tremendously affect our formation of opinions, judgments, and decision-making, be it acceptable and correct and vice versa.

The literature review comprises studies that collectively explore the concept of implicit and cognitive biases in schools, educational establishments, workplaces, and social gatherings, and its potential influence on individuals' life choices, particularly in areas such as taste in movies, music, politics, and religion. The selected studies are "Measuring Implicit Bias in Schools" by the Harvard Graduate School of Education, "Understanding Teacher Bias: An Overview of the Field and Key Findings" by ScienceDirect, "The Role of Teacher Bias in Shaping Students' Life Choices" also by ScienceDirect, and the article "Authority Bias: When We IrRationally Trust the Judgment of Experts" found on nesslabs.com. Also, to have a better understanding of how social and mass media could have a powerful effect on people’s ‘opinions’, ‘judgments’, ‘beliefs’, and ‘life choices.’

1. "Measuring Implicit Bias in Schools" - Harvard Graduate School of Education:

‘Implicit bias’ is an internalized stereotype or attitude that affects an individual’s understanding and perception, action, or decision-making in an unconscious manner. It could contribute to unequal treatment based on characteristics such as race, age, disability, gender, gender identity, sexual orientation, religion, socioeconomic status, ethnicity, or nationality (Michigan.gov, 2021, September 24).

The Harvard study offers valuable insights into measuring implicit bias among educators, highlighting its potential impact on classroom dynamics and student outcomes. Employing rigorous implicit association tests, the research identifies unconscious biases among teachers,

emphasizing the need for awareness and interventions to address these biases. The study demonstrates that teachers' implicit biases can affect their interactions with students, leading to differential treatment based on various social and demographic factors.

2. "Understanding Teacher Bias: An Overview of the Field and Key Findings" - ScienceDirect:

The comprehensive review in ScienceDirect emphasizes the significance of teacher bias and its implications for student achievement and development. The review article consolidates key findings from various studies, highlighting the role of teacher bias in perpetuating achievement gaps among different student groups. It also opens the door to considering how social and media biases might intersect with teacher bias to shape students' attitudes and life choices.

3. "The Role of Teacher Bias in Shaping Students' Life Choices" - ScienceDirect:

This study delves into the potential influence of teacher bias on students' life choices, examining preferences in movies, music, and politics. The research expands on the broader impact of teacher-student relationships and cultural experiences. It shows that teacher bias can go beyond affecting academic performance and shape students' beliefs, interests, and tastes. Understanding how these biases interact with teacher bias can offer deeper insights into how students' preferences are influenced.

4. "Authority Bias: When We Irrationally Trust the Judgment of Experts" - nesslabs.com:
Whether it’s a doctor, an educator, a financial advisor, or a supervisor, we sometimes follow whatever an authority figure tells us to do, even with knowing that their recommended approach is flawed, inefficient, and potentially even risky and or dangerous. Why is that? One explanation is known; authority bias. The authority bias is our tendency to likely be swayed by the opinion of an authority figure, unrelated to its actual content. Like other similar cognitive biases, the authority bias is an alternate shortcut our brains use to save up time and energy making decisions. Of course, placing trust in reliable and credible experts is the logical and reasonable thing to do. However, problematic issues arise when we rely too heavily on this speculation and assume certain authority figures have more knowledge, credentials, or skills than they actually do, which can lead to professional, and poor personal outcomes.

The article on authority bias reveals a shocking study where teachers, deceived into believing they were part of an experiment for Yale University, administered fake electric shocks to participants. The influence of perceived authority figures, be it teachers or media personalities, can further reinforce certain biases and preferences in students and other member of society. Understanding how authority bias intertwines with teacher bias and social and media biases can provide a more comprehensive understanding of students' life choices. Authority bias encompasses both mass media and social media. Just as demonstrated in a study involving Yale University's influential status, platforms like Facebook, newspapers, and news shows also hold a similar authoritative position. This authority can be harnessed for manipulation and influence. The study's persistence owes partly to the association with Yale University, indicating the trust placed in the institution. By extension, it is reasonable to assume that platforms like Facebook and other social media enjoy a similar level of trust among their users.

Mass and social media bias Mass and social media wield substantial influence over individuals due to their predisposed agendas, aiming to control and confound the masses. With the ubiquity of the internet and smartphones, information is readily accessible around the clock. Numerous news sources and trends remain obscure in their origins, with the term 'deep fake' news now familiar in our lexicon. Unfortunately, progress is stymied as biases and misinformation prevalent on the internet foster regressiveness. Media outlets like TV channels, newspapers, magazines, and social platforms exhibit varying degrees of bias, as research illustrates the manipulation of institutions, individuals, and entire societies via mass and social media.

The concept of an 'algorithm' has risen to prominence recently, defined by Oxford as a set of rules for calculations or problem-solving. Biases emanate directly from algorithms dictating online experiences; these algorithms on mass and social media and search engines work to ensnare users within echo chambers. These personalized technologies aim to curate the most captivating and pertinent content for each user, yet paradoxically reinforce users' cognitive and social biases, rendering them more susceptible to manipulation.

The more we advance, the murkier it becomes to discern an 'unbiased truth.' Embracing an unbiased perspective can be detrimental across age groups, from children to adults. However,

studies contend that achieving an entirely 'unbiased truth' is improbable. Therefore, addressing bias is paramount, necessitating the cultivation of critical and independent thinking skills to mitigate bias and promote a more balanced worldview.

Synthesis and Implications:

The synthesis of these studies underscores the critical role of understanding implicit bias in educational settings. The research shows that biases can extend beyond academic performance, potentially impacting students' life choices. Moreover, the examination of authority bias offers valuable insights into how teacher behaviors might be influenced by perceived authority figures, leading to ethically concerning outcomes.

Additionally, the literature review highlights the importance of considering social and media biases as influential factors in shaping students', and other social members' attitudes and preferences. These biases, which permeate society and popular culture, can interact with teacher bias and authority bias to influence people's choices in movies, music, and politics. The interplay of these biases creates a dynamic environment in which students and other individuals of society form their identities and make life choices.

The proposed research aims to build on these insights by exploring how these various biases collectively influence EFL students' life choices in the context of an English-speaking foreign teacher. The cultural context and diverse experiences of EFL students add another layer of complexity to the interactions between teacher bias and social and media biases, making the research even more significant.

In conclusion, the literature review establishes the significance of the research in exploring implicit bias, teacher bias, and authority bias, and their potential impact on individuals' life choices. The inclusion of EFL students and English-speaking foreign teachers, along with the consideration of social and media biases, adds depth to the research, contributing to a broader understanding of how these biases operate in diverse educational contexts.

Methodology:

Description of participants of the study.

The targeted individuals to participate in the required experiment for the hypothesis at hand, are based on 'convenience sampling.' Convenience sampling constitutes a qualitative research sampling approach in which participants are chosen based on their ease of access and availability to the researcher. Unlike being randomly selected from a larger population, individuals in this strategy are specifically chosen due to their convenient accessibility to the researcher. (Fleetwood, D. (2023).

The chosen participants are from an international language center – where the majority are studying ESL (English as a Second Language.) The participants are all in the advanced level, to reduce the level of 'language barrier' and to be capable of expressing their thoughts and feelings proficiently. Language proficiency is a given, hence they are in the 'advanced' level. The experiment is not about how well one speaks English, but it is about showing how the participants think and how they would convey their thoughts in a clear simple and or a sophisticated manner.

The social stratification of the students/participants is more or less the same; they range from middle to upper class in society. Which means that they, more or less, have the same social norms and global exposure. Socioeconomically, the participants range from students attending highly esteemed universities to participants that have 'white collar' jobs.

The total number of participants is forty-seven individuals. Consisting of twenty-seven male individuals and twenty female individuals. The age range is nineteen to forty-five. The forty-seven participants are divided into three classes (groups); group A, which consists the total of seventeen participants; nine males and eight females. group B, which consists of the total of fifteen participants; ten males and five females. group C, which consists of the total of fifteen; eight males and seven females.

Intervention and Data Collection Tool Description:

The study's conductor is an English teacher at the language center with a passion for cinema and a filmmaking degree. He combines film and sociology for listening and discussion activities. To enable advanced classes to engage in film-related activities, the teacher initially imparts basic

filmmaking knowledge, including storytelling, script-writing, acting, and 'mise en scène'. This equips students with filmmaking comprehension, aiding expression in English. Once a week, the teacher screens popular Hollywood films in English for enjoyment and learning.

For the study's purpose, the teacher shares a personal experience of watching an 'arthouse' film without prior reviews or trailers. Despite the film's negative reviews, the teacher appreciated its artistic and entertainment value. 'Arthouse' films differ from mainstream ones, focusing on artistic integrity over profit. Bias media often shapes perceptions, exemplified by reviewers' preference for 'Hollywood Formula' adherent films. The teacher aims to demonstrate media and cognitive biases' impact on individuals' perspectives and choices.

Students are unaware of the film's details. The teacher designs a questionnaire for quantitative and qualitative research. The questionnaire consists of three sections:

1. A Likert scale with statements about storyline, script, acting, visuals, music, and moral. Participants rate using a 5-point scale.

2. A multiple-choice question asking if participants enjoyed the film ('yes', 'no', 'unsure').

3. A comment section for elaboration.

(See **Figure 1**.)

Detailed and descriptive data collection procedure.

In the process of gathering detailed and comprehensive data, the English instructor, who served as the study conductor, took measures to ensure participants possessed no prior knowledge about the film, except for its utilization as a weekly subject for listening and speaking exercises. Prior to disclosing the film's title and conducting screenings across three distinct classes, the instructor explicitly instructed students to power off their mobile devices, mitigating the likelihood of encountering online information. Participants were also informed that refraining from speaking both during and after the screening was a requirement. Notably, the entire study was conducted covertly until the film's denouement, maintaining participants' unawareness of the impending survey. (See **Figure 1**.)

Subsequent to viewing the film, the instructor apprised the experiment's subjects of their forthcoming task: completing a survey designed to elicit their reflections and sentiments regarding the film. Dispensing the survey questionnaire, the instructor diligently observed students as they proceeded to complete it, ensuring the absence of collaborative deliberations. Post survey completion, the instructor extended gratitude to the participants for their involvement. Thereafter, the class resumed its ordinary activities, engaging in discourse to exchange viewpoints. Additionally, the instructor allocated a segment of time to entertain queries from the students after the survey was completed, thereby fostering a comprehensive understanding of the research process.

Data Analysis and presentation of results of findings:

As previously stated, the experiment encompassed three distinct groups or classes. Group A served as the control group, receiving no variables or verbal communication potentially predisposing biased thinking. Groups B and C were exposed to varying variables, eliciting differing participant reactions. The total number of participants was forty-five, comprising twenty-seven males and twenty females, with an age range spanning nineteen to forty-five years.

The analysis and presentation of results will be separate for each class or group.

In **Group A**, there were seventeen students, nine males and eight females. The instructor had the students watch the film without any preliminary comments to avoid bias and teacher influence. The first part of the survey employed a quantitative descriptive approach using the 'Likert scale.' The scale's categories—'poor,' 'needs improvement,' 'satisfactory,' 'good,' and 'excellent'—aligned with six major filmmaking components: storyline, dialogue (script), acting, visual appeal, use of music, and moral of the film (story).

The assessment for storyline yielded responses of 'satisfactory' from three students, 'good' from eight students, and 'excellent' from six students. In dialogue (script), one student perceived it as 'satisfactory,' twelve students as 'good,' and four students as 'excellent.' Regarding acting, four students found it 'satisfactory,' nine students 'good,' and four students 'excellent.' Visual appeal

garnered responses of 'satisfactory' from one student, 'good' from four students, and 'excellent' from twelve students. For the use of music, fifteen students perceived it as 'good,' and two students as 'excellent.' In terms of the film's moral, one student found it 'satisfactory,' six students 'good,' and ten students 'excellent.' (See **Figure 2**.) The second part of the survey asked a qualitative multiple-choice question: "Did you enjoy watching the film?" The unanimous response from all students was 'yes.' (See **Figure 3**)
The third part of the questionnaire/survey constituted the 'comment section,' which remained blank for all students across the three groups.

Group B consisted of fifteen students—ten males and five females. The instructor introduced a variable by informing participants that the film received mixed reactions, being both loved and hated. The assessment revealed that for storyline, one student perceived it as 'poor,' four students as 'needs improvement,' five students as 'satisfactory,' and five students as 'good.' In dialogue (script), two students perceived it as 'poor,' two as 'needs improvement,' four students as 'satisfactory,' five students as 'good,' and two students as 'excellent.' Concerning acting, four students indicated 'needs improvement,' six students 'satisfactory,' four students 'good,' and one student ‘excellent.' Visual appeal garnered responses of 'satisfactory' from two students, 'good' from nine students, and 'excellent' from four students. For the use of music, four students found it 'satisfactory,' nine students 'good,' and two students 'excellent.' In terms of the film's moral, three students perceived it as 'satisfactory,' nine students as 'good,' and three students as 'excellent.' (See **Figure 4**.) The second part of the survey revealed that ten students enjoyed the film, three students did not, and two students were unsure. (See **Figure 5**.)
The third and final part remained blank.

Group C comprised fifteen students—eight males and seven females. The instructor employed an extreme variable, adopting an authoritative and heavily biased stance. The instructor sarcastically criticized the film, highlighting its negative attributes and even deriding it as a "bad" film that was amusing to watch due to its perceived lack of quality.

For storyline, one student deemed it 'poor,' six students 'needs improvement,' five students 'satisfactory,' and three students 'good.' In dialogue (script), one student found it 'poor,' five students 'needs improvement,' five students 'satisfactory,' three students 'good,' and one student

'excellent.' Regarding acting, five students considered it 'poor,' four students 'needs improvement,' one student 'satisfactory,' four students 'good,' and one student 'excellent.' Visual appeal resulted in two students finding it 'satisfactory,' nine students 'good,' and four students 'excellent.' For the use of music, six students assessed it as 'satisfactory,' eight students as 'good,' and one student as 'excellent.' The moral of the film was perceived as 'needs improvement' by three students, 'satisfactory' by four students, 'good' by five students, and 'excellent' by three students. (See **Figure 6**.) The second part of the survey indicated that four students enjoyed the film, eight students did not, and three students were unsure. Similar to the other groups, the third and final part was left blank. (See **Figure 7**.)

After collecting and analyzing the results, a 'multiple comparison analysis' was devised to compare the results of the Likert Scale (quantitative questionnaire – Part one) and the multiple choice question (qualitative question – Part two) in a succinct approach. Part three was left blank by all the participants. Here are the numbers respectfully in the order of the groups A, B, and C:

Storyline:

Group A (17 students): 3 'satisfactory', 8 'good', and 6 'excellent'. Group B (15 students): 1 'poor', 4 'needs improvement', 5 'satisfactory', and 5 'good'. Group C (15 students): 1 'poor', 6 'needs improvement', 5 'satisfactory', and 3 'good'.(See **Figure 8**.)

Dialogue (script):

Group A: 1 'satisfactory', 12 'good', and 4 'excellent'. Group B: 2 'poor', 2 'needs improvement', 4 'satisfactory', 5 'good, and 2 'excellent. Group C: 1 'poor'. 5 'needs improvement', 5 'satisfactory', 3 'good' and 1 'excellent. (See **Figure 9**.)

Acting:

Group A: 4 'satisfactory', 9 'good', and 4 'excellent'. Group B: 4 'needs improvement', 6 'satisfactory', 4 'good', and 1'excellent'. Group C: 5 'poor', 4 'needs improvement', 1 'satisfactory', 4 'good', and 1 'excellent'. (See **Figure 10**.)

Visual appeal:

Group A: 1 ‘satisfactory’, 4 ‘good, and 12 ‘excellent’. Group B: 2 ‘satisfactory’, 9 ‘good’, and 4 ‘excellent’. Group C: 2 ‘satisfactory’, 9 ‘good’, and 4 ‘excellent’. (See **Figure 11**.)

Use of music:

Group A: 15 ‘good’, and 2 ‘excellent’. Group B: 4 ‘satisfactory’, 9 ‘good’, and 2 ‘excellent’. Group C: 6 ‘satisfactory’, 8 ‘good’, and 1’execellent’. (See **Figure 12**.)

Moral of the film (story):

Group A: 1 ‘satisfactory’, 6 ‘good’, and 10 ‘excellent’. Group B: 3 ‘satisfactory, 9 ‘good’, 3 ‘excellent’. Group C: 3 ‘needs improvement’, 4 ‘satisfactory’, 5 ‘good’, and 3 ‘excellent’. (See **Figure 13**.)

Multiple choice question: “Did you enjoy watching the film?”

Group A: 17 ‘yes’. Group B: 10 ‘yes’, 3 ‘no’, and 2 ‘unsure’. Group C: 4 ‘yes’, 8 ‘no’, and 3 ‘unsure’. (See **Figure 14**.)

Conclusions, Implications and Recommendations.

For conclusions:

In conclusion, this study aimed to investigate the impact of bias on participants' perceptions of a movie. Three groups were utilized: Group A as the control, Group B with introduced bias of mixed reactions, and Group C with heavily biased criticism. The data collected through Likert scale ratings and qualitative responses indicated varying perceptions across the groups. Notably, the control group (Group A) exhibited positive ratings for most film components, while Group B, introduced to mild bias, demonstrated mixed responses. Group C, subjected to strong negative bias, displayed lower ratings across multiple aspects. These findings underscore the influence of bias, with bias-free exposure resulting in more favorable perceptions. The study highlights the need for educators and influencers to consider the potential impact of bias on students' opinions and experiences. Further research could delve into strategies for minimizing bias effects and promoting more objective evaluations in educational, social, and professional contexts.

The findings of the aforementioned study carry significant implications for both education and societal perspectives. The study demonstrates the substantial impact that bias, whether positive or negative, can have on individuals' perceptions and evaluations. In an educational context, these results underscore the importance of promoting independent thinking and critical analysis among students.

For Implications:

One crucial implication of the study is that biased information or commentary, whether from teachers, peers, and or family members can shape individuals' opinions and influence their judgments. This can potentially limit their ability to form well-rounded and unbiased viewpoints. Educators must recognize the power they hold in shaping students' perspectives and strive to present information in a balanced and objective manner. By doing so, they can encourage students to engage critically with content and develop their analytical skills.

Promoting critical and independent thinking is key to reducing bias. When students, and other members of society, are encouraged to approach information with an open and analytical mindset, they are more likely to evaluate content based on its merits rather than external influence. Teaching individuals - whether it is at educational establishments, home, or the workplace - to question assumptions, consider multiple viewpoints, and rely on evidence can help them develop resilience against the sway of biased narratives.

Moreover, the study highlights the need for media literacy education. In an era of rapid information dissemination, members of society must learn to discern between biased and unbiased sources of information. Media literacy programs can equip them with the skills to identify and critically assess biased content, enabling them to make informed judgments and avoid being unduly influenced by partial perspectives.

In a broader societal context, the study emphasizes the importance of diverse and inclusive narratives. Exposure to a range of viewpoints and experiences can help individuals develop a more comprehensive understanding of various subjects. Encouraging diverse perspectives can counteract the tendency towards bias, fostering a more inclusive and informed society.

The study's implications are clear: bias can significantly impact individuals' perceptions, particularly in educational settings. By promoting independent thinking, critical analysis, and media literacy, educators, employers, social and mass media, can empower to approach information with a discerning eye and make informed judgments. In doing so, they contribute to the cultivation of well-rounded, open-minded individuals who are less susceptible to the influence of bias in their evaluations and decisions.

<u>For recommendations:</u>

To enhance the depth and comprehensiveness of the study's findings, it is recommended to conduct a detailed analysis by dividing the collected data into gender, age groups, and education levels. By doing so, the study can gain valuable insights into whether factors such as gender, age, or education play a significant role in the influence of bias on individuals' perceptions.

1. **Gender Analysis**: Dividing the data based on gender can help identify potential variations in how bias affects perceptions. It is possible that individuals of different genders may respond differently to bias, with varying levels of susceptibility. By comparing the responses of males and females within each group (A, B, and C), the study can explore any gender-related patterns in perception changes due to bias exposure.

2. **Age Group Analysis**: Segmenting the data into different age groups can shed light on whether bias has a different impact on individuals of different age ranges. For instance, younger participants might be more influenced by bias due to their relative lack of experience, while older participants may exhibit more resilience to bias. Analyzing the responses from different age groups within each experimental group can provide insights into potential age-related trends.

3. **Education Level Analysis**: Dividing the data by education levels can help determine whether bias affects individuals differently based on their educational backgrounds. Participants with higher levels of education might be more adept at recognizing bias and evaluating content objectively, potentially leading to different patterns of perception change. Examining responses from various education levels within each group can elucidate the role of education in bias susceptibility.

By conducting these additional analyses, the study can achieve a more nuanced understanding of the interplay between bias, gender, age, and education. The insights gained from such analyses can contribute to a more comprehensive interpretation of the study's results and inform future research directions. Additionally, the findings could have practical implications for educators and policymakers seeking to tailor interventions and educational strategies that effectively address bias-related influences across diverse demographic groups.

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Appendix

Class:_____ Age:_____ Sex:_____

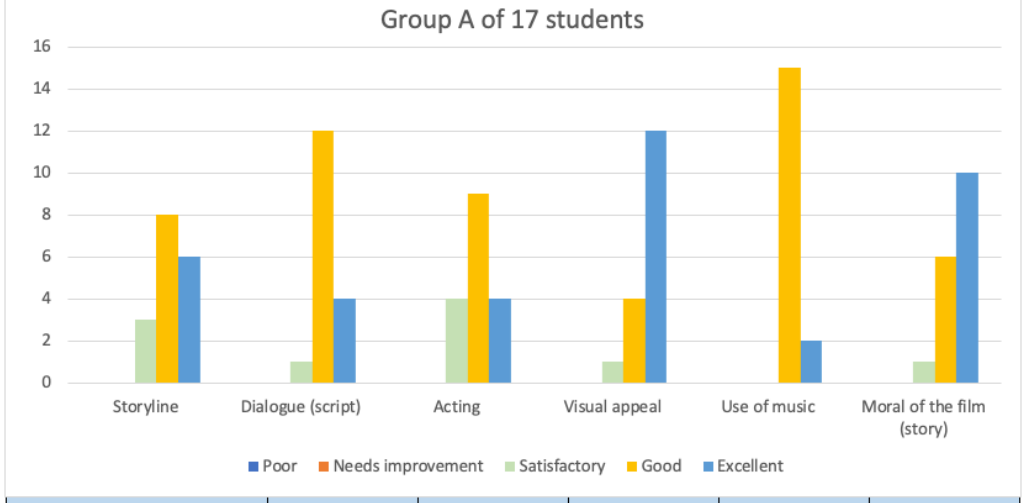
Tick the box you find suitable.

Category	Poor	Needs improvement	Satisfactory	Good	Excellent
Storyline					
Dialogue (script)					
Acting					
Visual appeal					
Use of music					
Moral of the film (story)					

Did you enjoy watching the film? Yes ☐ No ☐ Unsure ☐

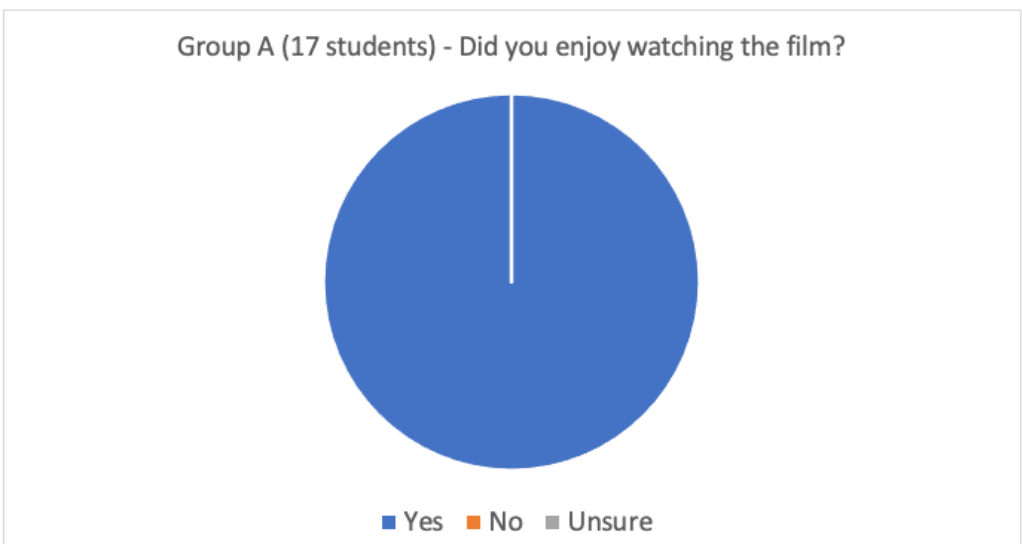
Comment Section:

Figure 1



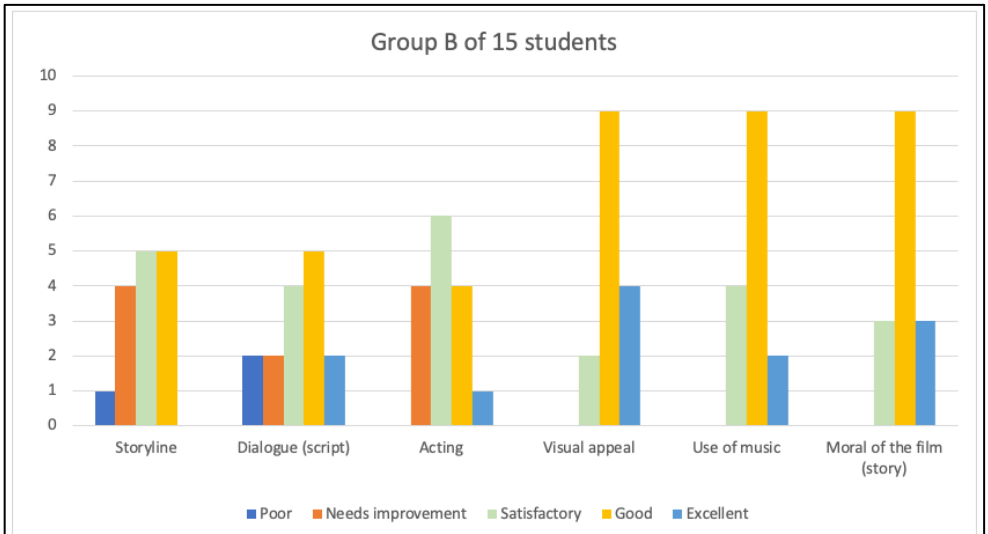
Category	Poor	Needs improvement	Satisfactory	Good	Excellent
Storyline	0	0	3	8	6
Dialogue (script)	0	0	1	12	4
Acting	0	0	4	9	4
Visual appeal	0	0	1	4	12
Use of music	0	0	0	15	2
Moral of the film (story)	0	0	1	6	10

Figure 2



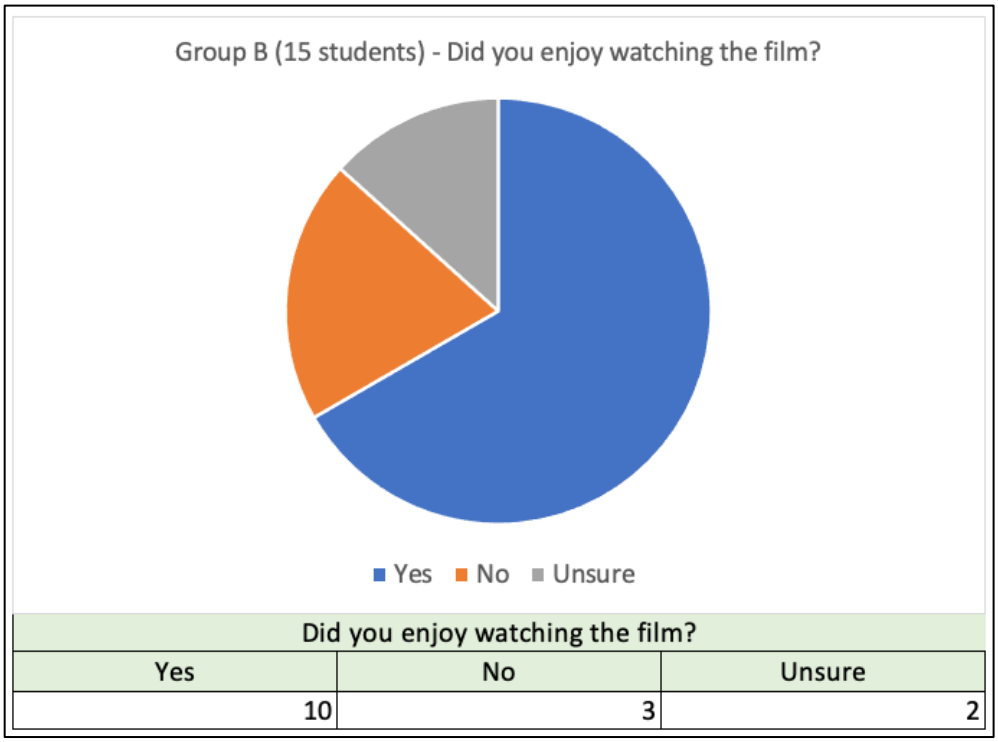
Did you enjoy watching the film?		
Yes	No	Unsure
17	0	0

Figure 3



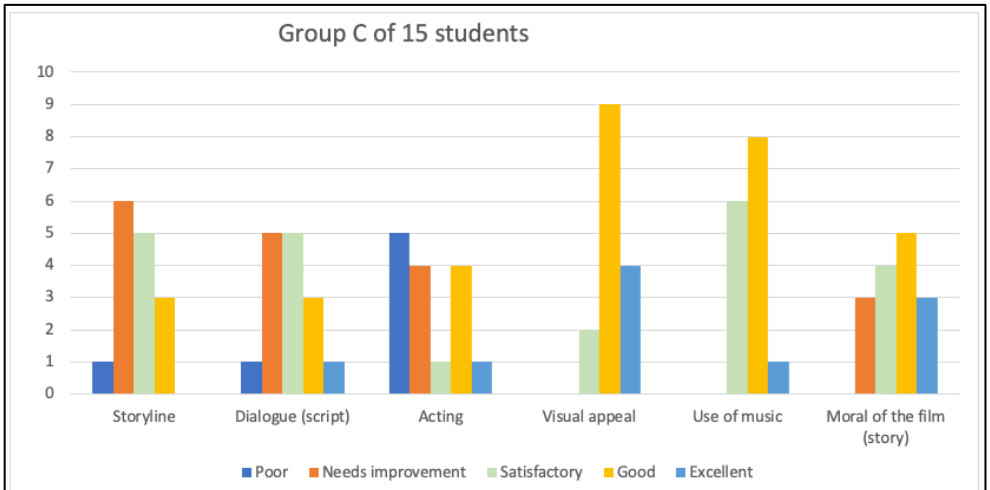
Category	Poor	Needs improvement	Satisfactory	Good	Excellent
Storyline	1	4	5	5	0
Dialogue (script)	2	2	4	5	2
Acting	0	4	6	4	1
Visual appeal	0	0	2	9	4
Use of music	0	0	4	9	2
Moral of the film (story)	0	0	3	9	3

Figure 4



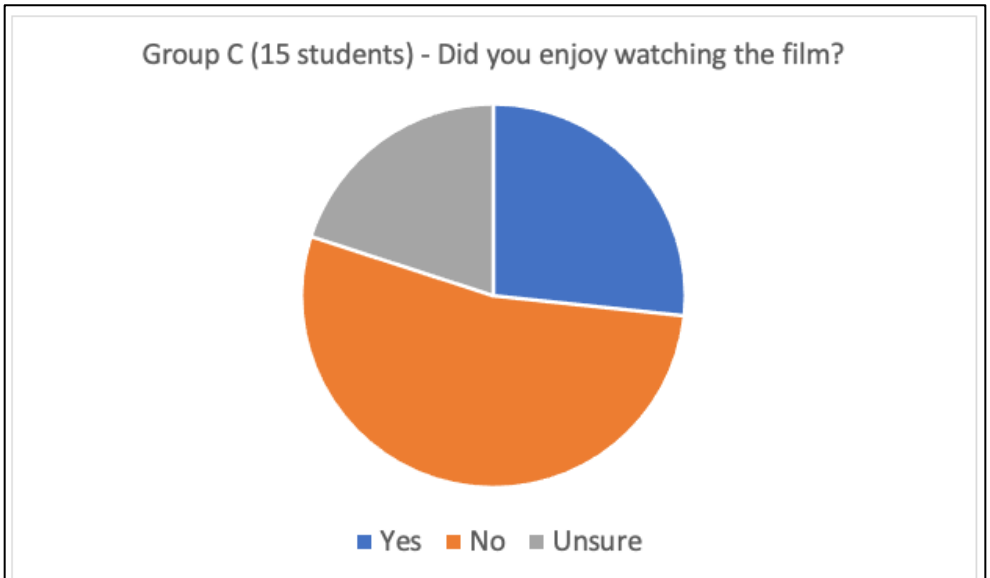
Did you enjoy watching the film?		
Yes	No	Unsure
10	3	2

Figure 5



Category	Poor	Needs improvement	Satisfactory	Good	Excellent
Storyline	1	6	5	3	0
Dialogue (script)	1	5	5	3	1
Acting	5	4	1	4	1
Visual appeal	0	0	2	9	4
Use of music	0	0	6	8	1
Moral of the film (story)	0	3	4	5	3

Figure 6



Did you enjoy watching the film?		
Yes	No	Unsure
4	8	3

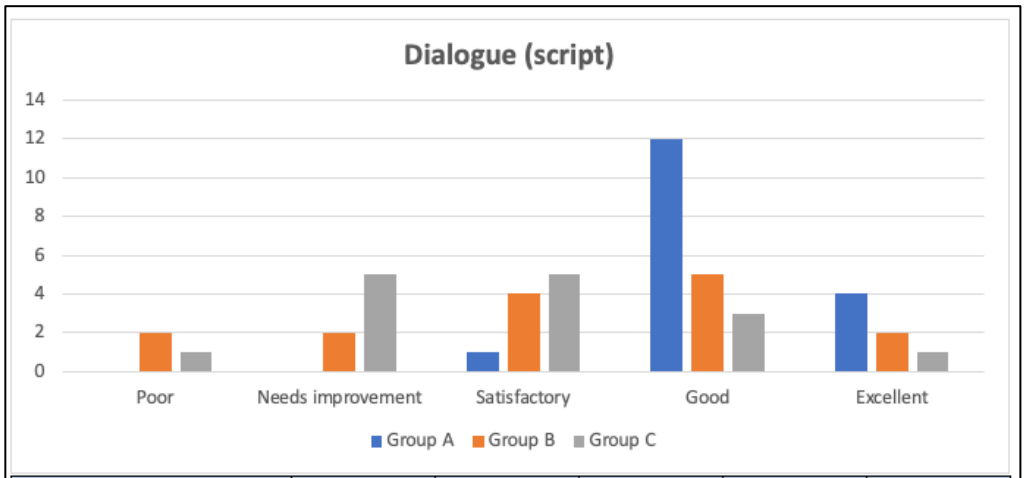
Figure 7

‘Multiple Comparison analysis’ of part one (The Likert scale)



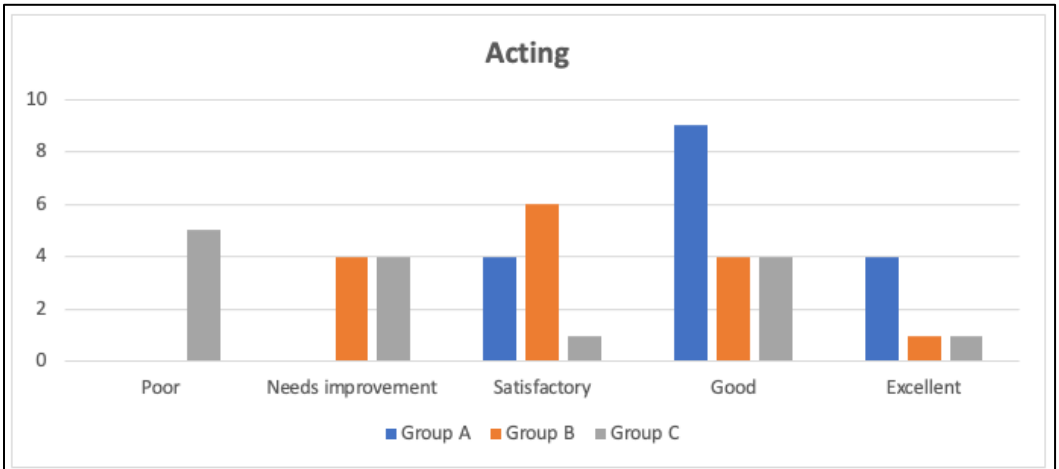
Storyline	Poor	Needs improvement	Satisfactory	Good	Excellent
Group A	0	0	3	8	6
Group B	1	4	5	5	0
Group C	1	6	5	3	0

Figure 8



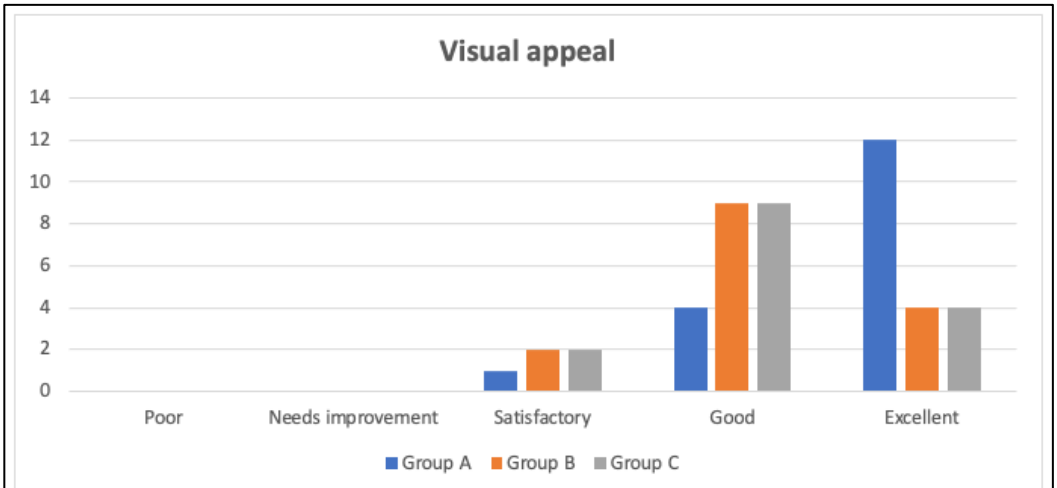
Dialogue (script)	Poor	Needs improvement	Satisfactory	Good	Excellent
Group A	0	0	1	12	4
Group B	2	2	4	5	2
Group C	1	5	5	3	1

Figure 9



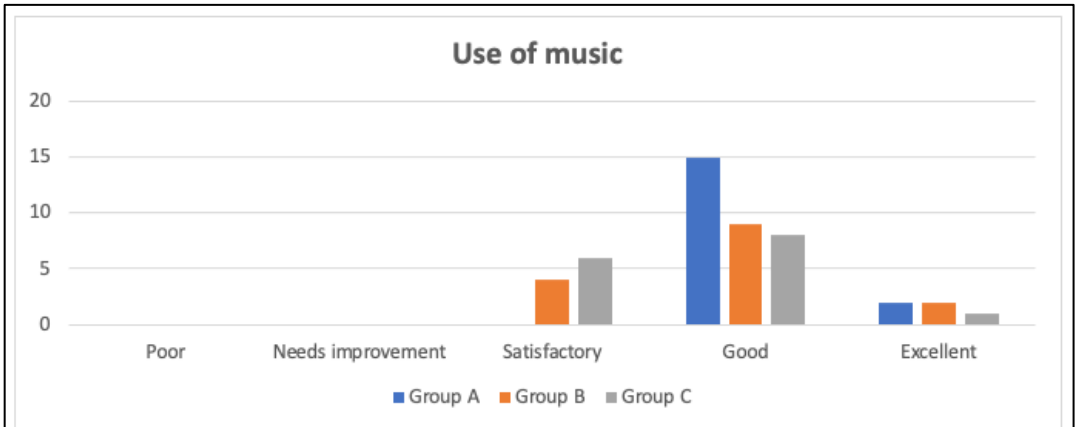
Acting	Poor	Needs improvement	Satisfactory	Good	Excellent
Group A	0	0	4	9	4
Group B	0	4	6	4	1
Group C	5	4	1	4	1

Figure 10



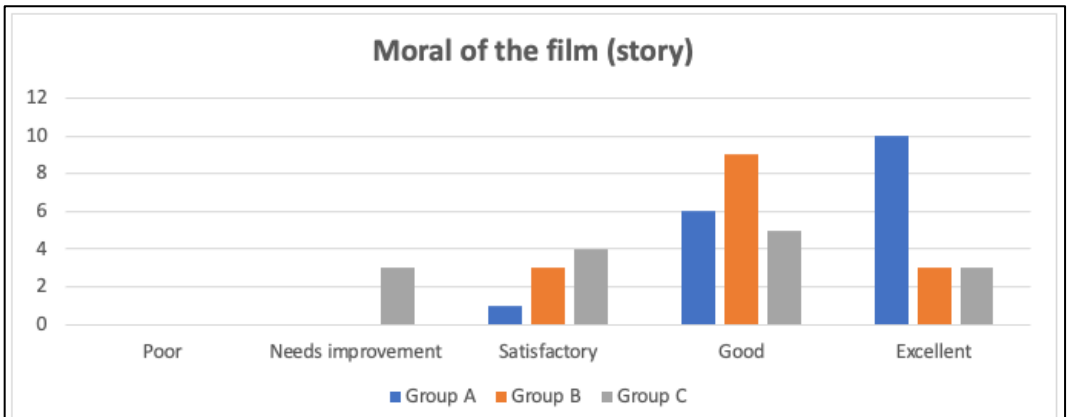
Visual appeal	Poor	Needs improvement	Satisfactory	Good	Excellent
Group A	0	0	1	4	12
Group B	0	0	2	9	4
Group C	0	0	2	9	4

Figure 11



Use of music	Poor	Needs improvement	Satisfactory	Good	Excellent
Group A	0	0	0	15	2
Group B	0	0	4	9	2
Group C	0	0	6	8	1

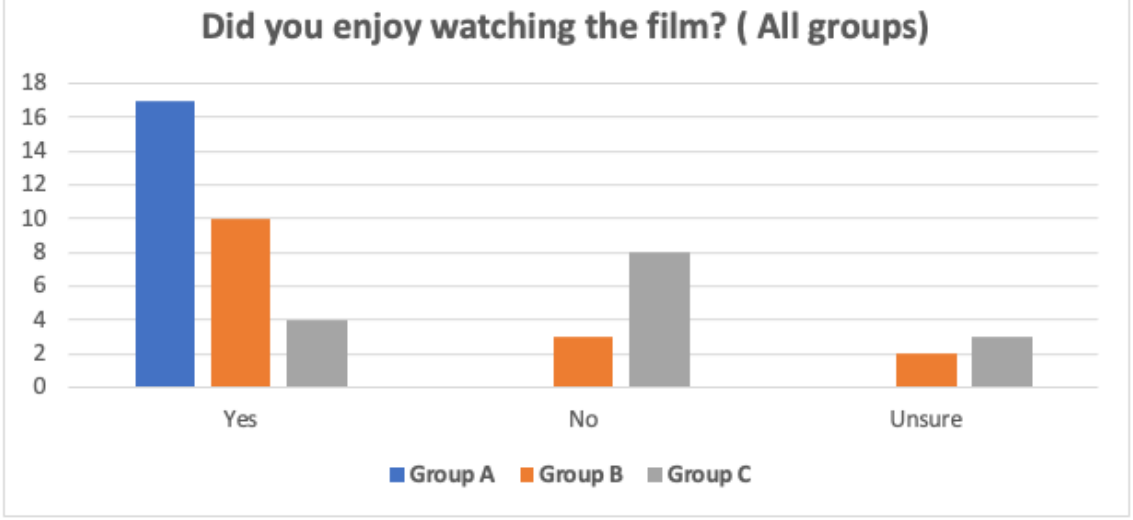
Figure 12



Moral of the film (story)	Poor	Needs improvement	Satisfactory	Good	Excellent
Group A	0	0	1	6	10
Group B	0	0	3	9	3
Group C	0	3	4	5	3

Figure 13

‘Multiple Comparison Analysis’ of part two of the survey.



Did you enjoy watching the film?	Yes	No	Unsure
Group A	17	0	0
Group B	10	3	2
Group C	4	8	3

Figure 14