



INVESTIGATION THE ROLE OF FILM IMMERSION ON EMOTIONAL INTELLIGENCE (EI) AMONG COLLEGE STUDENTS

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Abstract: Emotions play a critical role in our daily lives, so the understanding and recognition of emotion of self and others is crucial for human research. Appraisal and regulation of one's own emotions and others' emotions and Utilization of emotion are encompassing the "Emotional Intelligence". The present study is to find whether "film immersion" is connected with emotional intelligence of college students. The idea of focusing one's entire attention within the movie world is referred to as immersion. Data from college students who are interested in watching films was gathered by the researcher in order to learn more about its function in the development of emotional intelligence. The result indicates that even though there exists a relationship between Film immersion and Emotional intelligence, Film immersion dimensions do not contribute to predicting on Emotional intelligence dimensions except Captivation. The results are discussed in detail.

Index Terms - Emotional Intelligence, Film Immersion, Regulation of own emotion, Captivation, College students

I. INTRODUCTION

Many facets of both personal and professional life, such as leadership, teamwork decision-making, communication, dispute resolution, and stress management, depend heavily on emotional intelligence. Emotionally intelligent people typically do better at work, have stronger interpersonal connections, and are generally happier. Furthermore, they have greater resilience in the face of adversity and are better equipped to manage life's challenges.

Importance of Emotional Intelligence: -

The term emotional intelligence (EI) describes the capacity to identify, comprehend, regulate, and effectively express emotions in both oneself and other people. Psychologists Salovey and Mayer popularized the idea of emotional intelligence, and in the 1990s, Daniel Goleman expanded on it. The theoretical establishment of emotional intelligence (EI) has drawn academic attention and was defined as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990). Developing emotional intelligence involves self-reflection, self-awareness exercises, emotional regulation techniques, empathy-building practices, and interpersonal skills training. Individuals can improve their self-awareness, interpersonal effectiveness, and general quality of life by developing emotional intelligence, which will lead to more success and fulfillment in both the personal and professional spheres.

Immersive film experience and its effects on Emotional Intelligence: -

Film-watching behavior includes the routines, inclinations, and driving forces people use to watch movies. Cinematography, sound design, editing, and visual effects are examples of immersive storytelling techniques that can draw viewers into the storylines of movies and TV shows. By evoking a feeling of spatial and sensory presence, methods such as wide-angle shots, point-of-view viewpoints, and surround sound augment immersion.

Immersion describes the condition of being so completely engrossed in an action, experience, or setting that one becomes unaware of the outside world. Increased focus, concentration, and emotional connection are frequently linked to it, creating an immersive experience that captures the person's interest and sparks their creativity. In general, immersion is a condition of increased involvement and engagement that goes beyond everyday life and enables people to meaningfully and profoundly explore, discover, and interact with the world around them. The process of watching movies can have an impact on emotional intelligence because it offers chances for perspective-taking, emotional engagement, and the growth of empathy.

Immersive films have the ability to make audiences feel a variety of emotions, including empathy, terror, rage, grief, and joy. In 1995, Gross and Levenson distilled five years of work into a selection of videos that regularly elicit eight emotional states: amusement, anger, contentment, disgust, fear, neutrality, sadness, and surprise. This study showed films effectively produced the targeted emotions. It proves that viewers can gain a greater understanding of human emotions and actions by empathizing with the motivations, emotions, and perspectives of characters. This helps viewers develop empathy and compassion for others. As characters struggle with love, betrayal, forgiveness, redemption, and existential anxiety, viewers are prompted to consider their own morals, convictions, and emotional reactions to life's hardships. Viewers can learn about the difficulties of interpersonal relationships and the value of emotional intelligence in creating lasting connections by seeing how characters resolve disputes, express their feelings, and form partnerships. Viewers can develop international competency and cultural empathy by seeing films from a variety of genres, languages, and cultural contexts. This will also help them to grasp human diversity, societal challenges, and cross-cultural communication. Viewers can gain a more sophisticated grasp of narrative techniques, emotional manipulation, and the influence of media on attitudes and perceptions by dissecting and analysing films.

The studies are also trying to explore the effect of Virtual Reality and 3D films on emotional intelligence. According to them Virtual Reality (VR) surely provides a more immersive experience and stimulates stronger emotional responses to horror films (Kim, Chang, Choi, Jeon, & Lee, 2018). According to Visch, Tan and Molenaar (2010), participants who saw animated movie clips in a more lifelike and immersive virtual reality CAVE as opposed to a 3D projection reported significantly higher levels of self-reported emotion.

By understanding the relationship between Film watching behaviour and emotional intelligence related variables, a number of studies were conducted (Dekker, 2018; Nikolin, Nikolina, Nikoli & Tazov, 2018; Bhuvanewari & Vijayakumar 2021). The present study is to understand the direct relationship between Film immersion and Emotional intelligence.

Need and Significance of the Study: -

In today's digitally connected society, the immersive experience of film has become an essential component of entertainment and cultural consumption, particularly among college students. While the impact of media on emotional reactions has been extensively researched, the specific impact of film immersion on Emotional Intelligence (EI) is a relatively unexplored field. Understanding how film immersion impacts EI in College students is critical for determining the possible benefits and drawbacks of media use on emotional competency. The study will be significant in educational settings, where educators could incorporate film discussions and analysis into curricula to foster emotional intelligence alongside traditional teaching methods. By leveraging the emotional power of captivating narratives, filmmakers, educators, and therapists can promote emotional well-being and facilitate personal growth in diverse settings.

Objectives: -

- To find out the relationship between Film immersion and emotional intelligence (EI) among college students
- To find out the how Film immersion predict emotional intelligence (EI) of college students

Hypotheses: -

- There will be significant relationship between Film immersion and emotional intelligence (EI) among college students
- The Film immersion will be significantly predicting the emotional intelligence (EI) of college students

I. RESEARCH METHODOLOGY

Understanding how film immersion impacts Emotional Intelligence (EI) among college students is critical for determining the possible benefits and drawbacks of media use on emotional competency in them. Here, the investigator has performed Pearson correlation and multiple regression analysis to know the contribution of Film immersion dimensions in determining the EI of College students. The results of the analysis discussed here in detail.

3.1 Population and Sample

The participants of the present study included 106 college students aged from 18 to 26. Among them 63 were male participants and 43 were female participants. All of the participants were southern Indian college students.

Instruments

The data were collected by using the following standardized instruments along with one background information schedule. Brief Emotional Intelligence Scale (BEIS-10) developed by Davies, Lane, Devonport, and Scott (2010) used to measure emotional intelligence. The 10-item Emotional Intelligence Scale included the following 5 factors: Appraisal of own emotions, Appraisal of others' emotions, Regulation of own emotion, Regulation of others' emotions and Utilization of emotion. The 10-item, 5-factor solution produced positive fit indices according to CFA findings. Over a 2-week period, test-retest reliability was also verified. The authors also claim good Content validity for the Scale. Film IEQ (Immersive Experience Questionnaire) developed by Rigby, Brumby, Gould and Cox (2019). After modifying the original IEQ developed by Jennett et al, 2019, the new questionnaire consisted of 31 items promising a way of measuring immersion in video media. Internal consistency of the scale was measured using Chronbach's Alpha. A value of .859 indicated a high level of internal consistency.

3.2 Data and Sources of Data

A Google form has been prepared by combining the questionnaires (BEIS-10 and Film IQE), and the same circulated among college students of the southern parts of the Indian sub-continent via social media platforms. The participants were assured that the given information will only be used for research purposes and will protect their privacy. After responding to the instruments, the instruments were collected back and checked for omissions and errors. Upon receiving the responses, the data were cleaned and analyzed by using appropriate statistical techniques.

II. RESULTS AND DISCUSSION

Relationship between Film immersion dimensions and Emotional Intelligence.

Pearson correlation analysis was executed to know about the relationship between Film immersion and Emotional intelligence. Five domains of Emotional intelligence (Appraisal of own emotions, Appraisal of others' emotions, Regulation of own emotion, Regulation of others' emotions and Utilization of emotion) are also considered for correlation analysis. The results are presented in the table 1

Table 1: *Pearson correlation between Film immersion and Emotional intelligence and its dimensions.*

Variables	A	B	C	D	E	EI
Film Immersion	.110	.217*	.296**	.050	128	.214*

* $p < .05$. ** $p < .01$

A=Appraisal of own emotions, B=Appraisal of others' emotions, C= Regulation of own emotion, D=Regulation of others' emotions, E=Utilization of emotion, EI=Emotional Intelligence

The relationship between Film immersion and emotional intelligence are presented in table 1. The “r” values of Appraisal of others’ emotions ($r=.217, p< .05$) and Regulation of own emotion ($r=.296, p< .01$) shows that Film immersion results in a faint connection with Emotional intelligence of College students. The results indicate that Film immersion positively correlates with above mentioned dimensions of Emotional intelligence which resulted in a positive relationship between Film immersion and overall Emotional intelligence ($r=.214, p< .05$).

As the Pearson correlation resulted in positive correlation between the variables, the investigator decided to conduct the regression analysis to know the predictive capacity of Film immersion and its subdimensions on Over all Emotional intelligence and its dimensions. The calculated F value ($F=1.388$) suggests that Film immersion dimensions do not significantly predict Emotional Intelligence. However, the investigator carried out multiple regression analysis to know the predictive capacity of Film Immersion dimensions on Emotional intelligence dimensions - Appraisal of others’ emotions and Regulation of own emotion- as it showed significant relationship in Pearson correlation.

Predictive capacity of Film immersion dimensions on Emotional Intelligence dimension- “Appraisal of others’ emotions” and “Regulation of own emotion”

According to Rigby, Brumby, Gould and Cox (2019), the Film immersion encompass four dimensions- Transportation (“how much the user felt like they were experiencing events for themselves, and how much they felt they were located in the world portrayed in the video”); Captivation (“viewer’s enjoyment, how interested they were, and their motivation to watch”); Real-world dissociation (“how much the viewer was aware of their real world surroundings”); Comprehension (“how well the concepts and themes of the video were understood”). Separate regression analyses were carried out to know the predictive capacity of these dimensions on the selected Emotional intelligence dimensions and are presented in the table 2 and 3.

The table 2 presents the multiple regression analysis of Film immersion dimensions on Emotional Intelligence dimension- Appraisal of others’ emotions

Table 2: *Relative contributions of the independent variables under study on the dimension “Appraisal of others’ emotions”*

R- .362, R Square- .131, Adjusted R Square- .096, Std. Error of the Estimate- 1.5581 F= 3.798**						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	6.616	1.466		4.513	.000
	Captivation	-.026	.023	-.148	-1.120	.266
	Real-world dissociation	-.127	.090	-.156	-1.422	.158
	Comprehension	.109	.064	.228	1.694	.093
	Transportation	.049	.036	.168	1.388	.168

The F-test ($F = 3.798$) with a p-value less than 0.01 indicates that the data is statistically significant. The results suggest that 13.1% of the variation in Appraisal of others' emotions can be explained by the predictors. Hence, all the subdimensions of Film immersion together predict the dimension of Emotional Intelligence “Appraisal of others' emotions” in a significant way. The table 3 also shows the relative contribution of each dimension of Film immersion in predicting the dependent variable “Appraisal of others' emotions”. The “t” values of all the four dimensions suggests that these factors are not predicting the emotional intelligence dimension- Appraisal of others' emotion in a significant way even though all the dimensions predicted the same jointly. The multiple regression analysis aimed at exploring predictive capacity of Film immersion dimensions on Emotional intelligence variable “Regulation of own emotion” are presented in the table 3.

Table 3: *Relative contributions of the independent variables under study on the dimension "Regulation of own emotion"*

R- .387, R Square- .150, Adjusted R Square- .116, Std. Error of the Estimate- 1.4703 F= 4.453**						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	4.585	1.383		3.314	.001
	Captivation	.072	.022	.430	3.287	.001
	Real-world dissociation	-.040	.085	-.052	-.474	.636
	Comprehension	-.003	.061	-.008	-.058	.954
	Transportation	-.045	.034	-.161	-1.345	.182

* $p < .05$. ** $p < .01$

The table 3 shows the predictive capacity of Film immersion dimensions on Emotional intelligence dimension "Regulation of own emotion". The F-test ($F = 4.453$, $p < .01$) confirms statistical significance which shows the predictive capacity of Film immersion dimensions. When the relative contribution of Film immersion is calculated, it is found that Captivation demonstrates a strong positive prediction ($t = 3.287$, $p < .01$), suggesting it significantly influences "Regulation of own emotion" in a significant way. It says that every unit change in the captivation, the level of emotional intelligence of the participants increased by 0.072 units. According to Rigby, Brumby, Gould and Cox (2019), the captivation refers to "viewer's enjoyment, how interested they were, and their motivation to watch". It indicates that, when watching films, if the viewer is interested in it and has a high level of motivation, this will help that person to control their emotions in their life. However, Real-world dissociation, Comprehension, and Transportation show no significant impact on Emotional intelligence.

The present study shows that Film immersion significantly correlates with Emotional intelligence and the dimensions of Film immersion predicts emotional intelligence dimensions "Appraisal of others' emotions" and "Regulation of own emotion". The study results partially support the hypotheses developed by the investigator. Supporting the present study many studies also showed that watching films will be influencing the emotions and other psychological variables related to emotions in a significant way (Visch, Tan, & Molenaar, 2010; Gross & Levenson, 1995; Nikolin, Nikolina, Nikolin & Tazov; 2018). The study also shows that Captivation emerges as a crucial factor in influencing Regulation of one's own emotion. However, it is important to understand the functioning of other Film immersion variables for a comprehensive understanding of Emotional intelligence variables.

III. Conclusion

The present study sought to investigate the relationship between Film Immersion and Emotional Intelligence (EI) among College students, recognizing the critical role of emotions in daily life and the importance of EI in various personal and professional contexts. While overall film immersion showed some correlation with EI, the dimensions of film immersion did not significantly contribute to the various dimensions of EI, except for the dimension of captivation. Captivation emerged as a significant predictor, particularly in relation to the regulation of one's own emotions. In conclusion, the findings of this study highlight the significance of captivation in the regulation of one's emotions and emphasize the potential of film immersion as a tool for fostering emotional intelligence among College students.

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