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The Impact of Gender Equality Education on the Ethical Structure of Chinese Family-Themed Films in the New Century

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<p>Article History</p> <p>Article Submission 11 April 2023</p> <p>Revised Submission 08 May 2023</p> <p>Article Accepted 15 June 2023</p>	<p style="text-align: center;">Abstract</p> <p>Gender equality education is an important aspect of promoting a fair society. The impact of gender equality education on the moral framework of Chinese family-themed movies in the twenty-first century is investigated in this study. Films can be used to question conventional ideas about gender roles and gender stereotypes. They are a strong medium for promoting principles and messages of gender equality. The moral implications of movies can reveal whether or not the Chinese people support the idea of gender equality. The study uses a quantitative methodology, examining several Chinese family-themed movies and gathering information from media sources. Over three days, information from 200 respondents was gathered from media persons using a convenience sampling technique. Smart PLS 3 statistical software was used to evaluate the data (SEM). The results point to a strong influence of gender equality education on how gender roles and family relationships are portrayed in Chinese cinema, with a discernible movement towards more diverse and egalitarian portrayals. Nonetheless, the ethical framework of Chinese family-themed movies is also still being shaped by the influence of conventional cultural values and business considerations. To encourage more inclusive and empowering representations of gender and family in Chinese cinema, the study's conclusion highlights the possibility of gender equality education.</p> <p>Keywords: Gender Equality Education; Gender Stereotypes in Media; Ethical Structure of Chinese Films; Differential Treatment and Gender Education</p>
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Introduction

Education about gender equality is crucial for advancing social justice and fairness. Family-themed movies are a significant component of Chinese culture and ethics, representing the standards and ideals of Chinese society. These movies' depictions of gender roles and relationships have the power to influence and strengthen societal attitudes and views regarding gender equality. The influence of gender equality education on the moral framework of Chinese family-themed movies has grown in significance in the new century as China works to solve problems with gender inequality and advance women's empowerment. Enhancing gender-equitable attitudes and actions while simultaneously conducting a critical analysis of gender-related norms and expectations, typically with a focus on masculinity, are the objectives of gender-transformative programs and interventions. The goal of gender equality education is to raise awareness of the significance of equality between men and women as well as the necessity to abolish gender-based violence and discrimination. It emphasizes the requirement that both sexes participate in society, make decisions, and have equal access to opportunities and resources (Bustelo & Mazu, 2023). The growth of a nation is positively impacted by gender equality. The availability of labor is increased by gender equality, which also fosters greater labor force participation and raises the standard of human capital. Also, it enables nations to make better use of the abilities and capabilities of all of their population, regardless of gender. More access to educational opportunities, better health outcomes, and better access to financial services and other resources are all benefits of gender equality (Beer, 2009). They are one of five techniques that make up a continuum that focuses on tackling issues of gender (particularly gender-based power disparities), violence prevention, and sexual and reproductive health rights to bring about social change (Stewart, Wright, Smith, Roberts, & Russell, 2021). Differential treatment refers to the unfair and discriminatory ways that people are treated based on their varying social, economic, and political backgrounds (such as sex, age, education level, place of birth, race, and so forth) (Jeong & Kim, 2022). Men and women must have equal access to the same opportunities and resources for there to be gender equality. As a result, when we discuss gender disparity, we are referring to the fact that men and women don't necessarily have the same opportunities, life experiences, or sex-based perceptions of others. Since gender inequality limits the options available to women, it could have a considerable impact on the economy (Iqbal, Hassan, Mahmood, & Tanveer, 2022). In developing countries, there are gender discrepancies in the workplace and households. There is still a participation gap in economic, social, and political life in emerging nations. In addition, it is alleged that women are not welcomed in economically and industrially male-dominated fields, which could reduce their output and earnings (Iqbal et al., 2022). Discussions have been prompted by the introduction of gender equality policies. The first category of those opposed to reforms for gender equality is the "classic" subject of studies of opposition to gender equality (Jansson & Calderón-Sandoval, 2022). According to earlier research, gender disparities will negatively affect an individual's performance as well as many areas of satisfaction (such as supervisor, coworkers, team, work, and career satisfaction) (Adamovic & Molines, 2023). While the second focuses on how the labor market for women offers a high degree of inflation but low opportunity risk, which influences women's decision to pursue higher education, the first contends that family culture and parent-child interactions have a lasting impact on students' access to and performance in higher education (Luo, Guo, & Li, 2021). The objectives of the study are as (1). To examine the impact of Gender Equality Education on the Ethical structure of Chinese family-themed structure with the mediating role of differential treatment. (2). To examine the impact of Gender Equality Education on the Ethical structure of Chinese family-themed structure with the moderating role of Gender Stereotypes in Media.

The early research on gender equality looked at the influence of various socioeconomic and demographic factors. Another significant factor contributing to gender inequality is the gender gap in schooling (Iqbal et al., 2022). The scope of the impact of gender equality education on the ethical structure of Chinese family-themed films in the new century would be multifaceted and interdisciplinary, encompassing various aspects of gender equality, ethical values, cultural and social

norms, and media representation. The study would involve an analysis of Chinese family-themed films produced in the new century, exploring how gender equality is depicted, promoted, or challenged in the films. The analysis would also involve an examination of the ethical structure of the films, including the values and norms that are conveyed through the narrative, characters, and themes. The study would draw on theories of gender and media, as well as ethical theories, to provide a conceptual framework for analyzing the films. It would also consider the broader cultural and social context of China, including the history and evolution of gender roles and norms, as well as the impact of gender equality education initiatives.

Literature Review

Ethical structure of Chinese family-themed films

Family-themed films have always been an important part of Chinese cinema. In the new century, family-themed films in China have evolved to reflect changing social values and cultural norms. With the promotion of gender equality education, the ethical structure of Chinese family-themed films has also changed (Guo & Zhang, 2022). The Chinese word dictionary defines the term "ethics" as "ethics is one of the social ideologies, which is the sum of the norms of behavior that a certain society adjusts the relationship between people and between individuals and society and the state of etiquette and righteousness which has always placed a high value on ethics, has been criticized by some scholars for not insisting on exploring the origin of everything in the universe (Sun, 2022). Filmmakers should try to "produce inside the system" when they do so to successfully combine subjective feelings with market demand, and the relationship between art and politics and business should be thoroughly discussed in today's movies. In the current cinema market, highly imaginative films are not extremely competitive, but the filmmaker, as a writer, truly wants to express his thoughts and feelings (Guo & Zhang, 2022). Traditionally, Chinese family-themed films have portrayed a patriarchal family structure, with the father as the head of the household and the mother as the caregiver and homemaker. Children are expected to respect and obey their parents, and the extended family plays an important role in family life.

Gender Equality Education

In China, gender equality education has become increasingly important in recent years. The Chinese government has introduced policies and regulations to promote gender equality in various areas, including education. In recent decades, Chinese women have made impressive progress towards achieving gender equality goals. Chinese female students have achieved superior academic records than their male counterparts at all academic levels since 2004, which is one indicator (Cunningham, Hill, & Zhang, 2022). The national program for women's development in china (2001-2010)" was published in 2001 by the Chinese government and advocated for the advancement of gender equality in education and the abolition of gender discrimination in institutions of higher learning. Since that time, China's national curriculum for all levels of education now includes instruction on gender equality (Iqbal et al., 2022). The analysis that the state has appropriated the demands of the women's movement, undermined the movement's exigencies, and reframed the demands in ways that take away their critical edge, is the foundation of the more recent discussion about feminist activists and academics that are critical against gender equality. It has drawn criticism that the political effort to advance gender equality has largely evolved into a top-down initiative that creates new power dynamics (Jansson & Calderón-Sandoval, 2022). Women are thought to possess feminine values like warmth and compassion as well as talents like interpersonal interactions and relationship-building, according to a previous study on gender stereotypes and values. Men, on the other hand, are expected to possess abilities like leadership and decision-making as well as traits like aggressiveness and performance-oriented. This is also consistent with cultural value studies, which hold that men and women have comparable differences (Adamovic & Molines, 2023). The LGBT community in China has been largely marginalized and discriminated against in the past, and their legal status has been unclear. LGBT rights in China remain largely unrecognized and unenforced,

with same-sex marriage still illegal. Although attitudes towards the LGBT community have become more tolerant in recent years, discrimination against members of the LGBT community remains ubiquitous in many areas of society (Wang et al., 2019).

Differential Treatment

Differential treatment of gender in China refers to the unequal treatment of individuals based on their gender, with women often experiencing discrimination and inequality in various aspects of life. Despite efforts to promote gender equality, traditional gender roles and biases continue to shape attitudes and practices in China. Economic and societal constraints may make it difficult for women to access treatment services due to their specific treatment demands. Regarding the treatment of alcohol use disorder, gender differences have received a lot of attention during the past three decades (Jeong & Kim, 2022). There are still gender disparities that have an impact on the effectiveness and completion of therapy, and women are still less likely than men to enter and stay in treatment. While treatment engagement and retention have long been associated with successful treatment completion, gender variations must be considered (Lucabeche & Haney, 2018). Before the creation of the new China, our country had long been a feudal society. The traditional beliefs that "men manage external things, women handle home affairs," "women's lack of talent is a virtue," and other mediaeval vices consigned women to dull housework and denied them the opportunity to advance. Even though things have changed for the better, many men and repressed women who have long held positions of power in society have not fully embraced some of the changes, and they do not seek power through their careers or education. This is due to a variety of factors, including distinct regional cultural norms and worldviews (Zhang, Lyu, & Austria, 2022). The differential treatment of gender in China reflects the persistent influence of traditional gender roles and biases, despite efforts to promote gender equality. Addressing these issues requires ongoing education, advocacy, and policy changes to challenge and change traditional beliefs about gender roles and promote greater equality and opportunity for all.

Gender Stereotypes in Media

The national program for women's development in China (2001-2010) was published in 2001 by the Chinese government and advocated for the advancement of gender equality in education and the abolition of gender discrimination in institutions of higher learning. Since that time, China's national curriculum for all levels of education now includes instruction on gender equality. Stereotypes are widely held, generalized beliefs based on the classification of a group about common characteristics (including strengths and weaknesses). Conventional gendered stereotypes attribute communal attributes like caring, empathy, and care for others to women whereas agented traits like ambition, power, and competitiveness are seen as characteristics of males (Zhang et al., 2022). The "MeToo" movement has had a significant impact on the traditional patriarchal society in China. The movement has brought attention to the issue of gender inequality in China and has helped to spark conversations about sexism and sexual misconduct. This movement has encouraged more young Chinese women to pursue their dreams and to be more independent (Lin & Yang, 2019). Prescriptive stereotypes, which are beliefs about certain qualities that a person should possess based on their gender, are in addition to these descriptive stereotypes (beliefs about specific attributes a person possesses based on their gender). Social norms about the ideals and practices of masculinity and femininity (such as physical characteristics, temperament, occupation/role fit, etc.) inform gender-based stereotypes, which are influenced by culture and historical context (Stewart et al., 2021). A gender stereotype is a preconceived notion about a certain trait that distinguishes how men and women are (descriptive views) or should be (prescriptive or proscriptive ideas). These beliefs typically focus on traits, appearance, role actions, and occupations. Gender ideologies are notions about the nature of men and women or how they ought to act. They develop as a result of the aggregation of certain prescriptive stereotypes. Gender stereotypes and ideologies have an impact on a variety of aspects of human psychological functioning, such as perceptions, attention and memory, social behaviors, interests, and self-perceived skills (Ward & Grower, 2020). Promoting diversity and representation in media, raising public awareness of the harm caused by gender stereotypes, and

encouraging media producers to question and defy conventional gender roles are all examples of actions taken to counteract gender stereotypes in the media. We can aid in dismantling negative preconceptions and advancing greater equality and inclusion by encouraging more positive and diverse representations of gender. Currently, Chinese women-centric and LGBT+ films depict a wide range of gender profiles. This includes strong, independent female characters, characters who are questioning their sexuality and characters who are navigating their gender identity. These films often explore themes of acceptance, self-discovery, and empowerment, and represent a diverse range of gender identities and sexual orientations. These films are beginning to challenge traditional gender stereotypes and challenge viewers to think more critically about gender and sexuality (Stewart et al., 2021).

Hypothesis developments

Since the 1970s, there has been a great deal of worldwide and national declarations, action plans, and programs that have been put into place to promote gender equality and educate people about it, with a focus on the social status of women and girls. The Goals are based on the notion that education may help increase gender equality in particular and reduce inequality more generally. So, gender equality in education has two different types of goals: those geared towards gender parity (equal participation of boys and girls in all forms of education following their ratio in the relevant age groups in the population) and those aimed towards gender equality (to guarantee equality in education between boys and girls) (Aragonés-González, Rosser-Limiñana, & Gil-González, 2020).

The emphasis on human relations is the main component of traditional Chinese ethics. The study of "human ethics," or the investigation of human connections, human order, and human ethics based on the ethics of groups, is a major component of traditional Chinese ethics (Clark, 1987). According to some scholars, "abiding by the common feelings of human ethics to construct the emotional world and using human emotions to praise and devalue judgments has become a common emotional support point in Chinese films." Human relations are an important internal structural law for Chinese films that are also an important way to create dramatic conflicts and shape the image of characters (Sun, 2022). The ethical framework of Chinese family-themed films reflects the long-standing importance of gender equality education in Chinese society. The necessity of gender equality and the need to treat women as equals are frequently emphasized in these movies through the portrayal of strong, autonomous female characters. They frequently have individuals of all ages, genders, and origins cooperating to accomplish a shared objective. This is especially true for stories about old-fashioned Chinese family values like filial piety and reverence for authority figures. These movies are a significant tool for advancing gender equality education in Chinese culture since they frequently feature themes of equality and mutual understanding between the sexes.

H1: There is a significant relationship between Gender Equality Education and the Ethical structure of Chinese family-themed films.

Regional colleges and universities create a variety of educational plans based on the reality of their educational development. It encourages students to choose a major on their own, but it also limits their alternatives. The inclusion of the gender admissions system in specific professional fields in the Education Development Plan affects college and university admissions processes and provides certain genders preference (Adamovic & Molines, 2023). This scenario immediately disqualifies educated people who volunteer for higher education from these majors. Education policy has a tremendous impact on how education develops, and gender discrimination will be a direct effect of inequitable policy (Zhang et al., 2022). No of their status, including their race, gender, age, health, class, caste, or language, all have the right to equal treatment. Women experience greater discrimination and lack of access to social, political, and economic opportunities than men do. Gender roles are rarely clearly defined, particularly in poor nations. As a result, there aren't enough chances for women to work in the economy. In general, women have fewer educational and career prospects. Access to financial aid, healthcare services, asset ownership, business partnerships, and family decision-making, for instance, is subject to some restrictions (Iqbal et al., 2022).

Education about gender equality contributes to the development of a society where people are valued and given the same opportunities. It encourages awareness of how gender-based disparities in treatment affect men and women equally, how such discrepancies can be reduced or eliminated, and how to guarantee that everyone is treated with dignity and respect. Individuals can learn how to identify and address gender-based discrimination in the workplace through gender equality education, as well as how to foster an environment where everyone is respected and appreciated regardless of their gender.

H2: There is a significant relationship between Gender Equality Education and Differential Treatment.

On the other hand, workers who don't place a high value on gender equality will classify people according to their social status based on demographic and significant discrepancies. In contrast to past diversity and dissimilarity studies, our focus is on an employee's specific attitudes on gender equality rather than their overall diversity beliefs. Employees' general beliefs about diversity, which cover not only gender but other diversity types like ethnicity, nationality, age, sexual orientation, educational background, job specialization, etc., should be more significant and proximal moderators of the effects of gender dissimilarity than beliefs in gender equality because gender is given so much attention (Adamovic & Molines, 2023).

The new wave of mainland China's films looks to represent a much more fundamental break with the past, although being less established and more recent than that of Hong Kong or Taiwan. After the communist triumph in 1949, the first generation of filmmakers who were born into adulthood expressed an almost militant dissatisfaction with both the existing standards of Chinese cinema and the existing structure of the film industry. The initiative in China came from the bottom, not the top (Clark, 1987). The ethical problem of differential treatment has long been explored in Chinese family-themed movies. These movies' ethical framework is founded on the Confucian ideals of filial piety and deference to authority. Differential treatment is frequently employed in Chinese family-themed movies to highlight the significance of respect and loyalty within the family as well as the power dynamics that exist between family members. Differential treatment is frequently used to illustrate the hierarchical and obedient traditional Chinese family system. Being the typical head of the family, the father is looked up to and obeyed. Differential treatment is used to demonstrate to kids the importance of respecting their elders and the unequal power dynamics within families. The significance of filial piety and obedience is frequently emphasized through the usage of this power dynamic.

H3: There is a significant relationship between Differential Treatment and the Ethical structure of Chinese family-themed films.

H4: Differential Treatment mediates the relationship between Gender Equality Education and the Ethical structure of Chinese family-themed films.

H5: Gender Stereotypes in Media moderate the relationship between Gender Equality Education and the Ethical structure of Chinese family-themed films.

As a result, the study's structure, which is depicted in Figure 1, was constructed based on the literature analysis and discussion presented above.

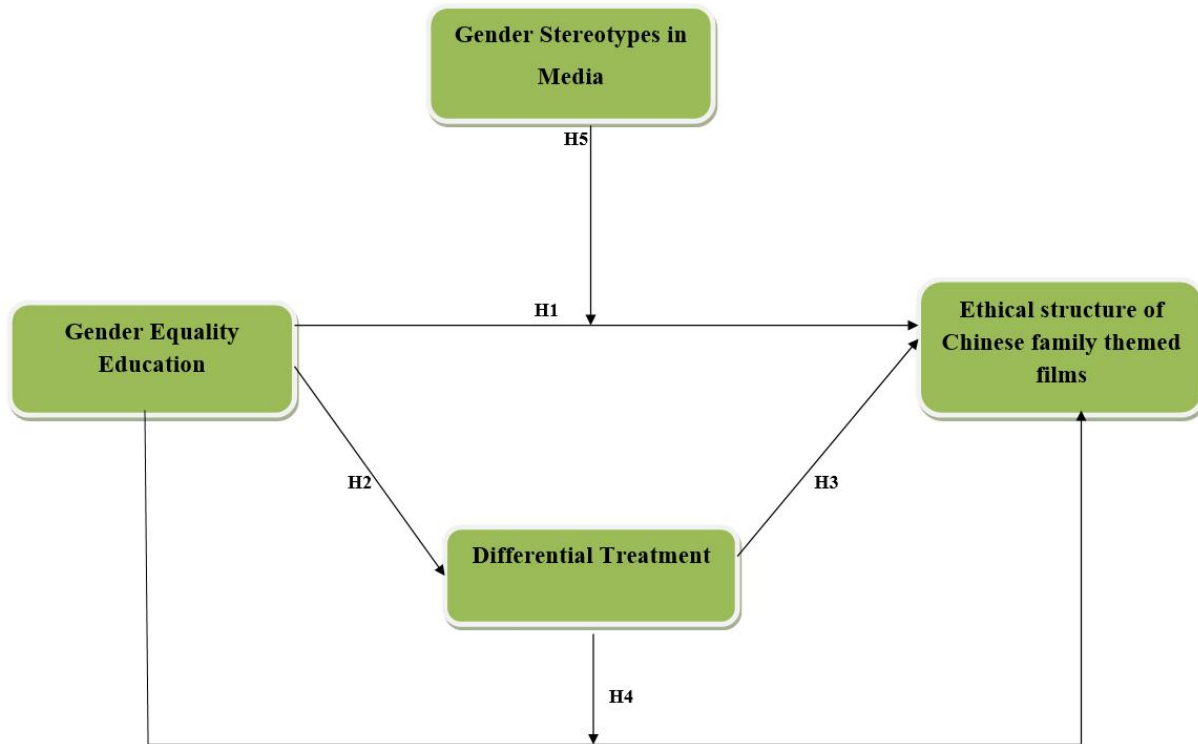


Figure 1. Conceptual framework

Methodology

PLS-SEM with Smart PLS 3.0 is used to explore how demographics and problems may be affected. The next step involves analyzing scale accuracy to determine a measurement model's reliability and validity. We evaluate reliability using AVE, composite reliability, Cronbach's alpha, and validity using an HTMT ratio. The examination of a structural model is then done to look into a correlation between variables. Data from 200 respondents were collected from media persons by using a convenience sampling technique over three days. Data collection is done via a structured questionnaire. Out of 250 questionnaires, 200 were considered for statistical analysis because 50 questionnaires were not filled. Data were analyzed with a help of statistical software named Smart PLS 3 (SEM). Empirical tests of our working hypothesis were carried out using a Structural Equation Model (SEM) with Partial Least Square (PLS). Empirical tests of our working hypothesis were carried out using a Structural Equation Model (SEM) with Partial Least Square (PLS).

Measures

Through the use of a structured questionnaire, data is gathered. Ethical structure of Chinese family-themed films (Clark, 1987), Gender Equality Education (Iqbal et al., 2022), Differential Treatment (Lucabeche & Haney, 2018), and Gender Stereotypes in Media (Ward & Grower, 2020). A data-collecting instrument was devoted to assessing a construct used in a study. A questionnaire is containing 20 items. Researchers most strongly suggested employing a 5-point Likert scale, that spans from "strongly agree" to "strongly disagree," because it would reduce the level of discomfort among patient responders while also boosting response rate and answer quality (Sachdev & Verma, 2004).

Results

Measurement model

For estimation and analysis of reliability and validity, a measurement model is used (Hair Jr, Sarstedt, Hopkins, & G. Kuppelwieser, 2014). For measuring the internal consistency of variables, composite reliability is used and for measuring the reliability of elements, outer loading is used. A connection between variables is said to be normal when the reliability and validity of this construct have been established or met (Peter & Churchill, 1986). With the aid of Smart PLS 3.0, a measurement model's PLS-SEM analysis has been completed (Avotra, Chenyun, Yongmin, Lijuan, & Nawaz, 2021; Nawaz, Chen, & Su, 2023; Sandra Marcelline et al., 2022). The results of the validity, reliability, and factor loading tests performed on the items used to develop a PLS measurement model are shown in Table 1 and Figure 2, respectively. Cronbach's alpha, which gauges an item's internal consistency, must typically be 0.70 or higher. (Xiaolong et al., 2021; Yingfei et al., 2021). For the selected variables, Cronbach's correlation coefficient alpha and CR values were both higher than 0.70. This proved acceptable reliability and established convergent validity because the average variance extracted (AVE) values for discriminant validity were greater than 0.50 (Fornell & Larcker, 1981). Our findings demonstrated that 0.6, 0.7, and 0.5 values for Cronbach's alpha, CR, and AVE for all of the aforementioned measures were acceptable (Hair Jr et al., 2014).

Table 1. Construct reliability and validity

	Items	Outer Loading	Cronbach's Alpha	Rho_A	CR	AVE
Differential Treatment	DT1	0.680	0.774	0.780	0.845	0.522
	DT2	0.678				
	DT3	0.742				
	DT4	0.760				
	DT5	0.749				
Ethical structure of Chinese family-themed films	FTF1	0.809	0.752	0.798	0.834	0.515
	FTF2	0.785				
	FTF3	0.385				
	FTF4	0.818				
	FTF5	0.697				
Gender Equality Education	GEE1	0.635	0.763	0.778	0.842	0.52
	GEE2	0.815				
	GEE3	0.780				
	GEE4	0.775				
	GEE5	0.568				
Gender Stereotypes in Media	GSM1	0.521	0.802	0.832	0.865	0.568
	GSM2	0.808				
	GSM3	0.773				
	GSM4	0.850				
	GSM5	0.773				

Discriminant Validity

Discriminant was produced by comparing the correlation between a latent variable and the square root of AVE. As a general rule, it is advised to evaluate the discriminant validity of the average variance retrieved with a score of 0.50 or higher. A square root of AVE must be higher than the value of latent variables to indicate discriminant validity (Ab Hamid, Sami, & Mohmad Sidek, 2017). If an HTMT value of 1, which indicates that the null hypothesis has been accepted, is obtained, it is shown that there is no discriminant validity (Sarstedt, Ringle, Smith, Reams, & Hair, 2014). We carried out a structural route analysis after confirming that the criteria for the reliability and validity of all variables had been satisfied. We did this because we concluded that structural path analysis was required. Moreover, the HTMT values were lower than one, supporting the discriminant validity (Avotra et al., 2021).

Table 2. Discriminant Validity (HTMT)

	Differential Treatment	Ethical structure of Chinese family-themed films	Gender Equality Education	Gender Stereotypes in Media
Differential Treatment	0.723			
Ethical structure of Chinese family-themed films	0.520	0.717		
Gender Equality Education	0.584	0.700	0.721	
Gender Stereotypes in Media	0.576	0.500	0.585	0.754

This study used discriminant validity to ensure the external coherence of a model (Figure 2), comparing latent variables as given in Table 2 to determine discriminant validity. Thus, in summary, gives a variables' AVE as follows: Ethical structure of Chinese family-themed films (FTF) 0.717, Gender Equality Education (GEE) 0.721, Differential Treatment (DT) 0.723, and Gender Stereotypes in Media (GSM) 0.754. Table 2 demonstrates that AVE's square root has been higher than a latent variable correlation, demonstrating sufficient discriminant validity. Based on results from earlier research, this study clarified a framework and showed relationships between factors.

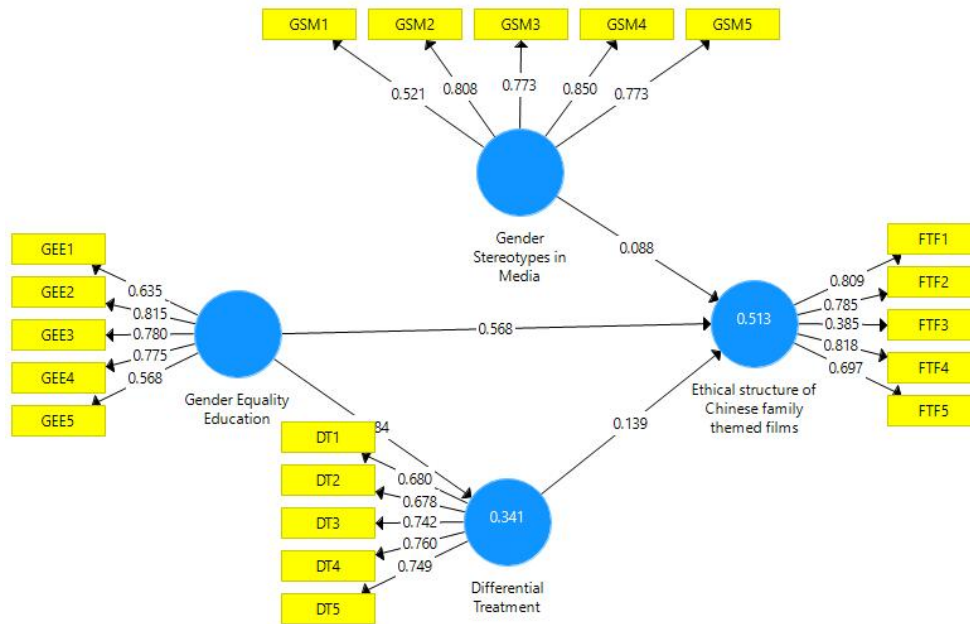


Figure 2. Structural Model

Structural Equation Model

Structural model route coefficients that show a hypothesized link were discovered to be statistically significant through the use of a PLS-SEM bootstrapping technique. According to empirical evidence, a PLS-SEM evaluation of digital health technology is a powerful predictor of psychological well-being, as indicated in Table 3 and Figure 3, which display route correlations and testing choices for the hypothesis. Table 3 summarizes the findings that the researchers came.

Table 3. Tested hypothesis

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	F Square	R Square
Differential Treatment -> Ethical structure of Chinese family-themed films	0.139	0.142	0.072	1.933	0.054	0.023	0.513
Gender Equality Education -> Differential Treatment	0.584	0.587	0.055	10.592	0.0001	0.517	

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	F Square	R Square
Gender Equality Education -> Ethical structure of Chinese family-themed films	0.568	0.566	0.074	7.715	0.0001	0.375	

According to the findings, table 4 shows the results of the hypothesis. There is a statistically significant connection between Gender Equality Education and the Ethical structure of Chinese family-themed films ($t = 7.715$, $p = 0.0001$). Therefore, Hypothesis 1 is permitted. According to the findings of a PLS-SEM analysis, there is a significant association between Gender Equality Education and Differential Treatment ($t = 10.592$, $p = 0.0001$). As a result, a second hypothesis of the study was statistically proven to be correct. The insignificance of connections that exist between Differential Treatment and the Ethical structure of Chinese family-themed films ($t = 1.933$, $p = 0.054$) was a subject of a third hypothesis that was investigated in this research hence, a third hypothesis is likewise not supported.

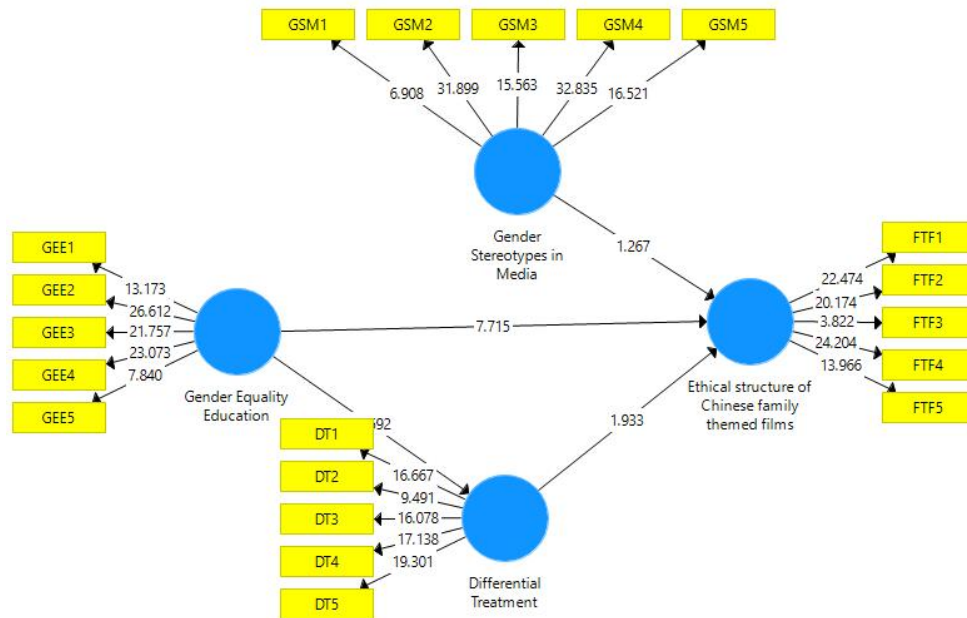


Figure 3. Structural Model

Mediation Analysis

The hypothesized indirect association between the variables is established in mediation analysis. Even when Differential Treatment was included as a mediating factor, the connection between Gender Equality Education and the Ethical Framework of Chinese family-themed films persisted. The indirect impacts of prospective factors are examined via bootstrapping. One of the most extensive

and successful methods for evaluating a mediation effect is bootstrapping, which is gaining more attention from scholars (Zhao, Lynch, & Chen, 2010). A calculated value (VAF=0.168) in Table 4 confirmed a partial mediating role of Differential Treatment in a relationship between Gender Equality Education and the Ethical structure of Chinese family-themed films (Hair Jr, Hult, Ringle, & Sarstedt, 2021). As a result, a study's findings showed that mediating hypotheses (H4) are accepted.

Table 4. Mediation Hypothesis

	Original Sample (O)	T Statistics (O/STDEV)	P Values	VAF	Type of Mediation
Gender Equality Education -> Differential Treatment -> Ethical structure of Chinese family-themed films	0.080	1.909	0.057	0.168	Partial

Moderation Analysis

The next step was to look at how gender stereotypes in the media influenced the direct path linkages within the central model. As stated, the moderators can be either qualitative or quantitative variables (Fiedler & Sivo, 2015). An interaction effect is the most popular method for studying the moderating effect in structural models, while there are other approaches. In the structural route model, this also serves as a moderating impact with a new structural relationship (Fan et al., 2016). If a substantial change from zero (that is, the null hypothesis is not supported) as it reflects moderation (Fiedler & Sivo, 2015). Table 5 demonstrates the result of the moderation analysis. Gender Stereotypes in Media negatively moderate the relationship between Gender Equality Education and the Ethical structure of Chinese family-themed films (b = -0.026, p = 0.615). Figure 4 illustrates gender stereotypes in media as a moderator between gender equality education and the ethical structure of Chinese family-themed films

Table 5. Moderation Hypothesis

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
GSM*GEE -> Ethical structure of Chinese family-themed films	0.026	0.022	0.051	0.504	0.615

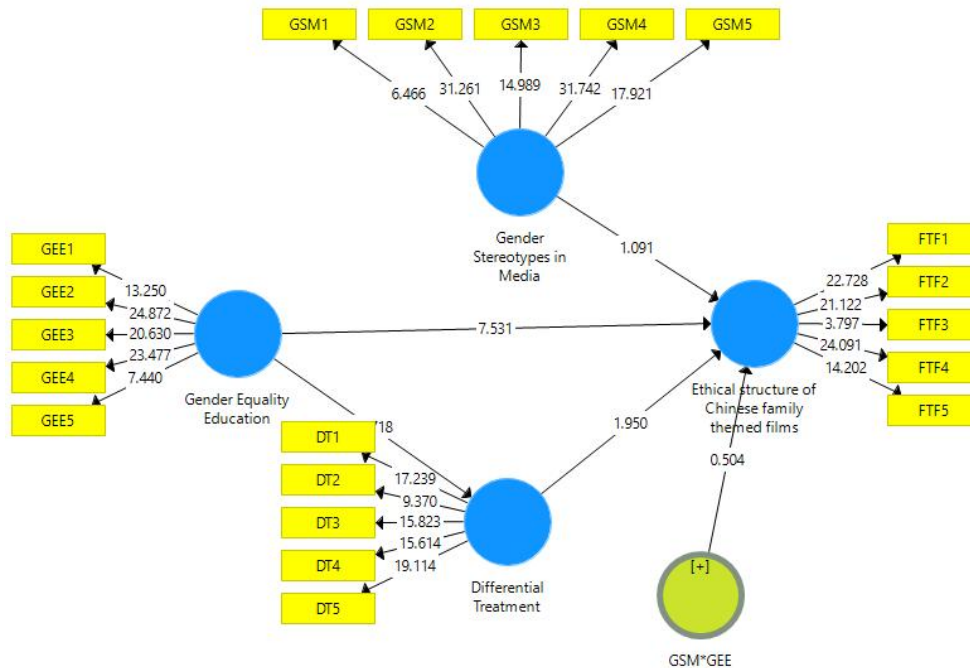


Figure 4. Gender Stereotypes in Media as a moderator between Gender Equality Education and the Ethical structure of Chinese family-themed films

From various statistical methods and instruments that are employed to generate statistical relationships, Analysis discusses the relationship between variables. The Multicollinearity Test using Tolerance and VIF, Composite Reliability and Validity, Discriminant Validity (HTMT), Hypotheses, Measurement Model, Structural Model, Moderation, Evaluation of R-square, and Evaluation of Effective Size by using smart PLS were all included in the detailed analysis that was presented. The next section will include the limitations, application implications, conclusion, and future course of action based on the discussion of these results.

Discussion

The first hypothesis of the study stated a significant relationship between gender equality education and the ethical structure of Chinese family-themed films. The relationship between gender equality education, the ethical structure of Chinese family-themed films, and media persons is a complex one. Media persons play a crucial role in shaping public opinion and promoting social values, including gender equality. Their values and perspectives can influence the ethical structure of Chinese family-themed films, as well as the portrayal of gender roles and relationships in the media. The countries and the party's overarching plans for education include the crucial tasks of developing talents and revitalizing the nation through science and technology. Fairness in education is a crucial cornerstone for fostering social cohesion and stability as well as guaranteeing economic and social justice. It effectively combines the growth orientation with the ideal fundamental human values (Zhang et al., 2022). Research has shown that gender equality education can positively influence the representation of gender roles and relationships in Chinese family-themed films. However, media persons also have a responsibility to promote gender equality through their work. They can do this by actively seeking out and promoting stories that feature gender equality, challenging gender

stereotypes, and promoting positive representations of women and men in their work. Thus, H1 is accepted.

The second objective of the study was to investigate the relationship between gender equality education and differential treatment. The relationship between gender equality education and differential treatment in media persons is an important issue to consider. While gender equality education aims to promote equal treatment and opportunities for all genders, discrimination and differential treatment based on gender continue to be prevalent in many industries, including the media. Economic and societal constraints may make it difficult for women to access treatment services due to their specific treatment demands. Women are still less likely than males to enter and remain in treatment, and there are still gender inequalities that affect treatment effectiveness and completion. Gender differences must be taken into account because engagement and retention in treatment have long been linked to successful treatment completion (Lucabeche & Haney, 2018). Research has shown that media persons, including journalists, producers, and directors, are more likely to be male than female. This gender imbalance can lead to differential treatment in terms of opportunities for career advancement, salaries, and overall treatment in the workplace. Women may also be subject to gender-based harassment and discrimination. Therefore, H2 is accepted.

The third objective of the study was to investigate the relationship between differential Treatment and the ethical structure of Chinese family-themed films. There may be a relationship between differential treatment and the ethical structure of Chinese family-themed films. Differential treatment based on gender can lead to the perpetuation of gender stereotypes and biases, which can influence the way that gender roles and relationships are portrayed in the media, including in Chinese family-themed films. This article's goal is to examine the discussion around gender quotas in the entertainment industry. The number of governments that have implemented gender equality provisions in film policy has expanded as a result of the recent focus on gender and diversity in the film industry in European nations. The employment of quotas or efforts similar to quotas is one of the most hotly contested practices, according to the growing area of gender equality in film (Jansson & Calderón-Sandoval, 2022). Research has shown that gender biases in the workplace can impact the types of stories that are produced and the way that they are presented. Media persons who are subject to differential treatment based on their gender may be less likely to have their ideas and perspectives heard and may be limited in their ability to influence the content that is produced. This can lead to a lack of diversity in the stories that are told and the perspectives that are represented, which can perpetuate stereotypes and biases. These studies are aligned with the findings of our results thus based on the above discussion H3 is not accepted.

These findings are aligned with previous studies H4 regarding mediation analysis. These hypotheses stated differential treatment that mediates a relationship between gender equality education and the ethical structure of Chinese family-themed films. Gender equality education can help to promote awareness of gender biases and promote equal treatment and opportunities for all genders, including within the media industry. Media persons who receive gender equality education may be more likely to challenge gender stereotypes and biases in their work, which can lead to more positive and accurate representations of gender roles and relationships in Chinese family-themed films. The feminist movement in China has resulted in significant progress in terms of gender equality. While there is still work to be done, the Chinese government's commitment to gender equality is helping to create a more gender-equal society (Ekhtator, 2022). The classification of people into "me" and "others" or "in-group" and "out-group" based on social group or category is the most significant issue of differential treatment occurring inside societies and organizations. The dual process hypothesis of social cognition can account for it. For instance, in the process of identifying person A, A is initially identified by mindless classification based on his or her first look, including skin tone, age, sex, religious beliefs, and business card without exerting any cognitive effort. Second, beyond judgment on the unconscious and primarily denotative, he or she is recognized by the individuation process through personality, strengths, view of value, and individuality (Jeong & Kim, 2022). By promoting gender equality education and providing opportunities for media persons to receive

training and education on gender issues, media organizations can help to create a more inclusive and equitable workplace that values diversity and promotes equal treatment and opportunities for all. Since the Chinese revolution in 1949, the country has made significant progress in terms of family reforms for the equal rights of women. Since the 1950s, the Chinese government has adopted a series of measures to promote gender equality and bring about reform in the traditional Chinese family structure. However, despite these legal reforms, there have also been cases of conflict and resistance to the implementation of these reforms. Overall, the progress and conflict over family reforms for equal rights of women in China since the Revolution has been mixed. While the Chinese government has taken steps to promote gender equality and bring about reform in the traditional family structure, there has been considerable resistance from certain sections of society and traditional values and beliefs (Walstedt, 2015). This can help to promote positive and accurate representations of gender roles and relationships in Chinese family-themed films and other forms of media. The fifth objective of the study stated gender stereotypes in media moderate the relationship between gender equality education and the ethical structure of Chinese family-themed films. The results of this study demonstrate that. In particular, higher gender stereotypes in media were found to moderate the negative relationship between gender equality education and the ethical structure of Chinese family-themed films. It is unlikely that there would be a negative moderation relationship between gender equality education and the ethical structure of Chinese family-themed films. Gender equality education aims to promote equal treatment and opportunities for all genders, which includes promoting positive and accurate representations of gender roles and relationships in media, including in Chinese family-themed films. In recent decades, China has made significant progress towards gender equality. This progress has been supported by a range of social, political and economic forces. In the 1980s, the "one-child policy" was introduced, which was designed to reduce population growth and pressure on resources. This policy has helped reduce gender-based discrimination. A combination of social, political and economic forces have been instrumental in promoting progress towards gender equality in China (Subrahmanian, 2015). While some individuals who receive gender equality education may have different perspectives on what constitutes ethical or appropriate portrayals of gender roles and relationships in Chinese family-themed films, the overall goal of gender equality education is to promote a more inclusive and equitable society. Studies finding significant results were rather evenly distributed across all age groups, supporting the idea that the effects of rigid gender standards and stereotypes are not age-discriminatory. Although the vast scope of this evaluation limited the ability to conclude the influence of ageing based on the synthesized studies, the profile of studies reporting statistically significant results indicates that no associations between impact and participant age were discovered (Stewart et al., 2021). The presence of Chinese-language LGBT+ films in cinemas could help to create a more tolerant and accepting atmosphere for LGBT+ people, as well as provide a platform for LGBT+ stories to be heard. This could help to create a better understanding of LGBT+ people and issues and help to combat the discrimination and prejudice faced by the LGBT+ community (Tedeschi Gallo, 2017). It is important to note that the portrayal of gender roles and relationships in Chinese family-themed films can be influenced by a range of factors beyond gender equality education, including cultural norms, social values, and market demand. It is therefore important for media organizations and content creators to be mindful of these factors and to strive to promote positive and accurate representations of gender roles and relationships in their work. This study is not supported our finding and hence H5 is not accepted.

Table 6. Summary of hypotheses

Hypotheses	Decision
There is a significant relationship between Gender Equality Education and the Ethical structure of Chinese family-themed films.	Accepted
There is a significant relationship between Gender Equality Education and Differential Treatment.	Accepted

Hypotheses	Decision
There is an insignificant relationship between Differential Treatment and the Ethical structure of Chinese family-themed films.	Not Accepted
Differential Treatment mediates the relationship between Gender Equality Education and the Ethical structure of Chinese family-themed films.	Accepted
Gender Stereotypes in Media moderate the relationship between Gender Equality Education and the Ethical structure of Chinese family-themed films.	Not Accepted

Conclusion

In conclusion, gender equality education can have a significant impact on the ethical structure of Chinese family-themed films in media persons in the new century. By promoting awareness of gender biases and promoting equal treatment and opportunities for all genders, gender equality education can help to challenge harmful stereotypes and promote positive and accurate representations of gender roles and relationships in media, including in Chinese family-themed films. A more inclusive and equitable workplace that values diversity and promotes equal treatment and opportunities for all may result from media professionals receiving gender equality education because they are more likely to understand the importance of promoting gender equality and diversity in their work. This may encourage the representation of gender roles and relationships in Chinese family-themed movies and other media in more favorable and truthful ways. While there may be other factors that influence the portrayal of gender roles and relationships in Chinese family-themed films, gender equality education can play an important role in promoting a more inclusive and equitable society. The importance of gender equality education and the need for accurate and positive depictions of gender roles and relationships in media organizations' and content producers' work cannot be overstated. By doing this, individuals can contribute to the development of a media environment that is more diverse, equal, and inclusive and that represents the opinions and experiences of all genders.

The potential to improve our understanding of how gender equality education works to promote accurate and positive representations of gender roles and relationships in media makes studying the effect of gender equality education on the ethical framework of Chinese family-themed films theoretically significant. We may learn more about how education and training might influence the attitudes and behaviours of media professionals by looking at the relationship between gender equality education and the ethical framework of Chinese family-themed films in media people. As a result, legislation and other initiatives to advance gender equality in the media, such as those supporting gender equality education and training for media workers, can be developed. This study can also add to broader conversations about how media influences cultural views and gender stereotypes, as well as how media might advance gender equality and combat detrimental biases and stereotypes. We may better grasp the capacity of media to achieve gender equality by examining the effect of gender equality education on the moral framework of Chinese family-themed films in media people. Overall, this study's theoretical significance lies in its potential to advance our knowledge of the complex interactions among gender equality education, media representation, and social change. It also has the potential to guide campaigns to advance gender equality and diversity in media and society at large.

Implication

The potential to encourage more positive and realistic representations of gender roles and relationships in media, notably Chinese family-themed films, is one of the practical consequences of research on the impact of gender equality education on the ethical structure of media. Media companies and content producers can create more inclusive and equitable media practices that support gender equality and diversity if they are aware of the connection between gender equality education and the moral framework of Chinese family-themed movies. In addition to supporting greater diversity and inclusion in employment and content creation methods, this can entail giving gender equality education and training for media professionals a top priority. This research can also help guide advocacy and policy initiatives that support gender equality in the media, such as those that support more women and non-binary people in positions of leadership and decision-making. Many facets of the film business frequently reproduce the ingrained gender stereotypes in Chinese films. Male characters in popular movies are frequently shown as powerful, dominating individuals, whereas female characters are frequently portrayed as dependent and submissive. The traditional cultural notions in China that males should be the major breadwinners and that women should stay at home are reinforced by this. We can develop a more equitable and representative media environment that represents the experiences and viewpoints of all genders by encouraging greater diversity and inclusion in the media. Overall, this study's practical importance rests in its potential to guide initiatives to advance social change more broadly and encourage greater gender equality and diversity in the media. We can support more gender equality, challenge damaging preconceptions and biases, and build a more inclusive and equitable society for all by encouraging more positive and realistic representations of gender roles and relationships in Chinese family-themed movies and other media.

Limitation

The lack of understanding among viewers of the effects of gender stereotyping and uneven treatment in media limits the influence of gender equality education on the ethical framework of Chinese family-themed films in the twenty-first century. Inform the public about the significance of gender equality, Develop programs and projects that will empower women, give them access to resources and support, promote a culture of respect for women, and increase the number of gender-equal workplaces. The effectiveness of teaching gender equality may be hampered by the tendency of these movies to promote old gender roles and expectations. The movies might not be able to reach and affect every spectator, especially those who haven't seen them or have trouble understanding them. The lack of variation in how gender roles are portrayed in these movies may restrict the efficacy of teaching gender equality. The videos may emphasize personal rather than group efforts to address gender inequity, which may lessen the impact of teaching on the topic. The impact of gender equality education may be limited since the films might not accurately depict the difficulties of gender equality in real life.

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