

FROM REELS TO REAL: ENTERTAINMENT MEDIA INFLUENCE ON FASHION COLLEGE STUDENTS

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Abstract

This research paper investigates how entertainment media, especially movies and television show, affects college students pursuing fashion-related degrees in terms of their style preferences and fashion choices. Given that movies and television are visual forms of media, they have long influenced fashion trends, and students frequently mimic the fashions, characters, and costumes portrayed. The present study is going to search into the ways in which media influences the creativity, choices, and career inspiration of fashion students. It emphasizes the significance of media consumption in molding their understanding of fashion trends, identity, and self-expression. It is going to highlight how much the media influences culture and shapes the fashion sense of aspiring experts in the field.

Keywords:

Entertainment Media, Fashion Influence, Film and Television, Fashion Education, Media Consumption & Style Preferences

INTRODUCTION

The intersection of entertainment media and fashion has been a long-standing phenomenon, with TV shows and movies frequently influencing fashion trends and popularizing specific styles. This relationship is particularly highlighted among college students studying fashion design, who draw inspiration from visual media to inform their aesthetic sensibilities and professional goals. The media plays a significant role in shaping fashion students' perceptions of style, identity, and culture. Films like *Clueless*, *The Devil Wears Prada*, and *Sex and the City* have a profound impact on fashion students' personal style preferences and career aspirations. These movies serve as visual textbooks, providing inspiration for originality and creativity. This media influences not only fashion aesthetics but also broader social concerns, such as class, identity, and gender. As fashion students absorb these themes, their fashion sense becomes intertwined with cultural and personal expression.

This study investigates the complex relationship between fashion college students and entertainment media, examining how real-world identities and fashion choices are influenced by the entertainment industry. The study also explores how the rise of fashion influencers and celebrities through digital media channels complicates this relationship, shaping students' perceptions of style and identity. This research also aims to provide insight into how the next generation of fashion professionals is being developed, and how the symbiotic relationship between fashion education, media consumption, and style adoption is evolving.

OBJECTIVES

- To investigate impact of entertainment such as TV shows influences NIFT students in terms of their wardrobe choices.
- To study the ways students' views their personal style that are influenced by the narrative and

visual components of entertainment media.

- To investigate how media consumption affects fashion students' approaches to trend forecasting.

LITERATURE REVIEW

Bhatnagar, S. (2024) The study explores the significant role of films and documentaries in fashion education. The author highlights the importance of utilizing multimedia resources, such as films, documentaries, and online tutorials, to teach fashion and provide students with a comprehensive understanding of the industry. The article emphasizes the value of fashion documentaries and films in showcasing the history of fashion, highlighting influential designers, and providing insights into the creative processes and cultural influences that shape the industry. By engaging students on both intellectual and emotional levels, films and documentaries offer an effective and enjoyable way to enhance fashion education. The article provides a compelling argument for the integration of films and documentaries into fashion education, highlighting their potential to complement traditional instruction, encourage critical thinking and creativity, and provide students with a rich and immersive learning experience.

Brock, M. (2007) During early adolescence, girls undergo rapid physical changes, and a growing number are classified as overweight or obese. This critical period of development, combined with body image concerns, suggests that tween girls' relationships with clothing are influenced by various factors, including age and body size. This study aimed to identify subgroups of female tween consumers based on age and size, and explore how mother-daughter relationships impact their apparel choices. Using focus groups and content analysis, the research revealed that tween girls have complex and nuanced relationships with clothing, often struggling to find stylish, age-appropriate, and well-fitting garments. The study's findings highlight potential niche markets within the tween consumer segment and provide a framework for future research.

Kumar, S., & Sarkar, S. (2022) This research explores the profound impact of Indian cinema on students, highlighting its potential to shape cultural values, attitudes, and behaviors. Films have emerged as a powerful tool for student learning, engaging young minds and inspiring reflection on social issues. The paper notes that contemporary Indian cinema has undergone a significant transformation, shifting from mere entertainment to socially responsible storytelling that raises awareness among students. It examines the holistic effects of Indian cinema on students, including changes in cultural values, career preferences, and attitudes towards mental and physical health. The paper argues that filmmakers and media personnel have a critical role to play in promoting social issues and encouraging positive behavioral changes among young audiences. The study provides valuable insights into the complex relationship between Indian cinema and student behavior, highlighting both the opportunities and challenges associated with using films as a tool for social change.

Sharma, A. K. (2024). The author conducts a comparative analysis of the historical development of sociology as an academic discipline in Indian universities and the evolution of Indian cinema. By examining the structure, processes, and functions of both institutions, the author offers a fresh perspective on the intertwined histories of sociology and cinema in India. The analysis encompasses topics such as culture, the sociology of culture, cinema's relationship with culture and society, and the institutional trajectories of Indian sociology and cinema. Contrary to conventional wisdom, the author argues that Indian cinema has played a vital role in preserving, promoting, and transforming Indian culture in contemporary times. The study emphasizes the importance of studying Indian society and cinema in tandem to gain a comprehensive understanding of India's place in the global village.

Díaz Soloaga, P., et al., (2023) Cinema, aptly referred to as the "Seventh Art," holds immense social value for its unparalleled ability to evoke emotions, spark consciousness, and capture the essence of the human spirit. The art of filmmaking weaves together narrative, technical, and aesthetic elements to create a final product that can either entertain or profoundly impact societal perspectives on pressing issues. Through cinema, successive generations receive a unique form of aesthetic education, influencing their behavior, language, and cultural expression. Films have the power to transport audiences to bygone eras, evoke the zeitgeist of a particular moment, and tackle universal themes that resonate with diverse societies. The advent of cinema in the 20th century has irreversibly altered the way generations interact, forever changing the transmission of ideas, values, and aesthetics. This profound impact

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underscores the significance of cinema as a cultural force, shaping individual and collective identities in profound and lasting ways.

Yadav, S., & Jha, S. (2023). This study offers a nuanced analysis of the evolving representation of gender norms, subjectivity, and practices in contemporary Indian society, as reflected in Bollywood films. By examining a selection of recent women-centric movies, including *Ek Ladki Ko Dekha To Aisa Laga* (2019), *Thappad* (2020), and *Paglait* (2021), the author sheds light on the ways in which Indian cinema is redefining women's status and promoting gender-neutral entertainment. Through a critical feminist lens, the article explores the powerful performances of popular Bollywood actresses, who embody women's power, agency, and equality. Additionally, the research examines the evolving trope of the male liberator, which is being revised to challenge patriarchal norms. The study offers a comprehensive analysis of the paradigm shifts in Bollywood's representation of women, from traditional portrayals to contemporary depictions of resistance and empowerment. By examining characters that challenge conventional gender stereotypes, the author provides valuable insights into the ways in which Indian cinema is contributing to a more inclusive and equitable society.

METHODOLOGY

This study will use a descriptive survey research approach. The purpose of this design is to observe and characterize the trends, tastes, and behaviors of fashion students about the use of entertainment media. The primary objective of this study is to discover the ways in which entertainment media, such as television and movies, impact students' fashion preferences and the formation of their individual styles. Questionnaires will be used to gather data, enabling a combination of quantitative and qualitative analysis to provide a thorough grasp of the topic.

Target Population

College students enrolled in fashion design and associated courses will be the target audience for this study. These students are perfect study subjects since they actively participate in fashion as part of their academic program and consume entertainment media. The chosen establishment included NIFT Daman's students (140 students) as it is a fashion-focused government college.

Sample Size

A sufficiently representative set of data will be obtained by selecting a sample size of 103 students according to Yamane's formula. 13 multiple choice questions administered to collect data. This range will maintain the study's manageability while enabling significant statistical analysis. To find a range of viewpoints, the students from first-years to seniors will be chosen from various academic years.

Sampling Technique

The method of simple random sampling will be used in the investigation. By avoiding biases that may result from choosing only students from a specific year or department, stratified sampling will help to ensure that the data provides a more comprehensive picture of how media influences fashion students.

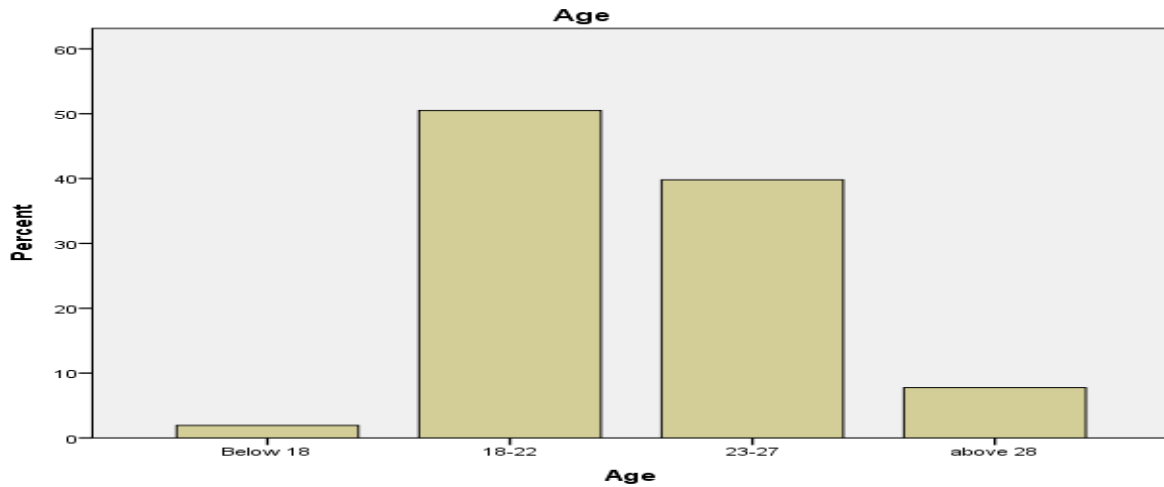
Data Analysis & Interpretation

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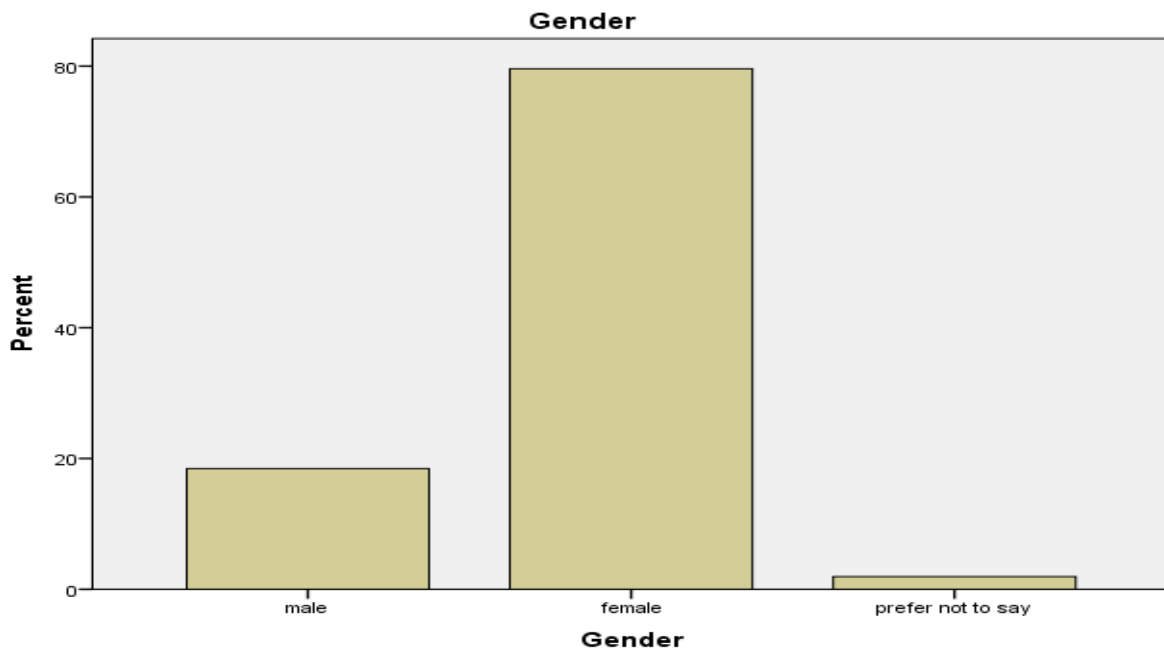
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The bar chart shows a frequency distribution of people among different age groups. The highest frequency of 50% is observed in the group of 18-22 Age , followed by 39.4% of 23-27 age group. The lowest frequency is seen in the group below 18 with 1.9 % and above 28 with 7.8%. This reveals that most of the respondents are within the younger groups of 18-27.



This is the bar chart on frequency distribution on genders. In the majority of respondents, female with 78.8% surpasses males with 18.3%. "Prefer not to say" is in the lowest with 1.9%.

Thus, this reflects a more probable tendency toward females taking the more prevalent share of participation rather than males.



The bar chart represents the frequency distribution of students in two different courses: Textile Design (UG) and Fashion Management (PG). The highest Percentage (60.09%) of students is found to be enrolled in Textile Design (UG) with a significantly higher frequency than that of Fashion Management (PG). This indicates that Textile Design is a more popular course among the students than Fashion Management.

1. Hypothesis

H0: There is no relation between watching film/TV shows and cloth purchasing

H1: There is relation between watching film/TV shows and cloth purchasing

Correlations

		Age	Have you ever purchased an item of clothing on an accessory because you saw it in films/TV shows?
Age	Pearson Correlation	1	.240*
	Sig. (2-tailed)		.014
	N	103	103
Have you ever purchased an item of clothing on an accessory because you saw it in films/TV shows?	Pearson Correlation	.240*	1
	Sig. (2-tailed)	.014	
	N	103	103

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

There is a significant positive correlation and the P value is less than 0.05 that is 0.014. Therefore, the null hypothesis is rejected. Therefore, there is a relation between watching film/TV shows and cloth purchasing.

2. Hypothesis

H0: There is no relation between gender & Fashion Inspiration

H0: There is relation between gender & Fashion Inspiration

Correlations

		Gender	Which form of media do you consume most frequently for fashion inspiration?
Gender	Pearson Correlation	1	.243*
	Sig. (2-tailed)		.014
	N	103	103
Which form of media do you consume most frequently for fashion inspiration?	Pearson Correlation	.243*	1
	Sig. (2-tailed)	.014	
	N	103	103

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

The P value is 0.014 which is less than 0.05. Hence null hypothesis is rejected., establishing that there is a significant positive correlation between gender & Fashion Inspiration.

3. Hypothesis

H0: There is no relation between course opted & personal style.

H0: There is relation between course opted & personal style.

Correlations

		Which course are you enrolled in?	Describe your personal style-
Which course are you enrolled in?	Pearson Correlation	1	.209*
	Sig. (2-tailed)		.034
	N	103	103
Describe your personal style-	Pearson Correlation	.209*	1
	Sig. (2-tailed)	.034	
	N	103	103

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

There is a significant correlation between course opted & personal style as P value is 0.034 which is less than 0.05. Thus, rejecting null hypothesis.

Age * How important is self-expression through fashion to you? Crosstabulation
Count

	How important is self-expression through fashion to you?				Total	
	very important	somewhat important	not important	not at all		
Age						
	Below 18	2	0	0	0	2
	18-22	30	19	1	2	52
	23-27	19	20	2	0	41
	above 28	2	5	1	0	8
Total		53	44	4	2	103

The table is indicative of how the more significant a section of young people feels age and other factors affect importance, self-expression through clothing is ranked as very important. In all, 58% of the 18-22yrs respondents find it to be "very important," with 37% finding it "somewhat important." Gradually, that trend decreases among older respondents. When respondents are aged 28yrs or older, only 25% claim it as "very important," but a majority-63% of respondents, found that it is either "not very important" or "not at all important."

Which course are you enrolled in? * Do you apply entertainment media to complete assignments related to fashion or for academic purpose? Crosstabulation

Count

	Which course are you enrolled in?	Do you apply entertainment media to complete assignments related to fashion or for academic purpose?				Total
		yes, completely	somewhat	no, it's more aspirational	cannot say	
	Textile design (UG)	11	26	5	4	46
	Fashion Management (PG)	8	35	9	5	57
	Total	19	61	14	9	103

The following table shows the use of entertainment media for assignments by Textile Design (UG) and Fashion Management (PG) students. Among Textile Design students, 23.91% said "yes, completely," 56.52% "somewhat," 10.87% "no, it's more aspirational," and 8.7% "cannot say." For Fashion Management students, 14.04% said "yes, completely," 61.40% "somewhat," 15.79% "no, it's more aspirational," and 8.77% "cannot say." Overall, 18.45% fully rely on entertainment media, 59.22% somewhat, 13.59% find it aspirational, and 8.74% are unsure. This indicates that most students depend on entertainment media to a certain extent for academic purposes.

Which course are you enrolled in? * Describe your personal style- Crosstabulation

Count

		Describe your personal style-				Total
		Trendy/Chic	Classic	Bohemian	Streetwear	
Which course are you enrolled in?	Textile design (UG)	17	18	2	9	46
	Fashion Management (PG)	15	28	3	11	57
Total		32	46	5	20	103

The table depicts correlation between courses and personal style among 103 students. "Classic" was the dominating style (44.7%), followed by "Trendy/Chic" (31.1%), "Streetwear" (19.4%), and "Bohemian" (4.9%). Textile Design students supported "Trendy/Chic" (37%) and "Classic" (39%), whereas students of Fashion Management preferred significantly "Classic" (49.1%).

Age * Have you ever purchased an item of clothing on an accessory because you saw it in films/TV shows? Crosstabulation

Count

	Age	Have you ever purchased an item of clothing on an accessory because you saw it in films/TV shows?			Total
		yes	no	cannot say	
	Below 18	2	0	0	2
	18-22	32	12	8	52
	23-27	20	9	12	41
	above 28	3	1	4	8
Total		57	22	24	103

The table shows how many people have bought clothes or accessories because they saw the clothes or accessories in the movies or TV shows. They are further broken down by age group. It shows that the age group of 18-22 years is most prone to such purchases, as a large number of 32 out of 52 responded with "yes." The "cannot say" category is the highest for the age group of 23-27 years, which means that they are not sure whether media influences their buying decisions or not. The older age groups above 28 years have lower rates of influence from films and TV shows.

Age * How frequently do you watch movies or TV shows about fashion? Crosstabulation

Count

	Age	How frequently do you watch movies or TV shows about fashion?				Total
		daily	weekly	monthly	rarely	
	Below 18	0	0	1	1	2
	18-22	5	16	16	15	52
	23-27	6	16	9	10	41
	above 28	4	1	1	2	8
Total		15	33	27	28	103

The table below gives the frequency of watching fashion-related movies or TV shows by age group. The majority of the group, ages 18-22 (52 responses), watches equally both weekly and monthly (16 each). Rarely (15) and daily (5) are less frequent. Ages 23-27 (41 responses) also watch similarly. The below-18 group (2 responses) and above-28 group (8 responses) watched less frequently in general. The most frequently reported is weekly viewing, by 33 responses, then monthly, at 27; rarely, 28; and daily, 15. This would generally translate to infrequent viewing.

Which course are you enrolled in? * Do you think that the fashion that is represented in movies and TV shows is appropriate and realistic for daily wear? Crosstabulation

Count

		Do you think that the fashion that is represented in movies and TV shows is appropriate and realistic for daily wear?				Total
		yes, frequently	occasionally	rarely	never	
Which course are you enrolled in?	Textile design (UG)	6	32	8	0	46
	Fashion Management (PG)	6	39	8	4	57
Total		12	71	16	4	103

The table indicates a crosstabulation of opinion on whether fashion in movies and TV shows is appropriate and realistic for daily wear, broken down by students enrolled in Textile Design (UG) and Fashion Management (PG) courses. Among Textile Design students, 13.05% agreed "yes, frequently," 69.57% "occasionally," 17.40% "rarely," and none selected "never." For Fashion Management students, 10.52% agreed "yes, frequently," 68.43% "occasionally," 14.04% "rarely," and 7.02% "never." In total, 11.65% of all respondents agreed "yes, frequently," 68.94% chose "occasionally," 15.54% "rarely," and 3.89% "never." This would suggest that most students in each course believe the representation of fashion in media is sometimes realistic for everyday wear.

Gender * Do you think that fashion courses should include entertainment media? Crosstabulation

Crosstabulation

Count

		Do you think that fashion courses should include entertainment media?			Total
		yes	no	cannot say	
Gender	male	14	3	2	19
	female	71	3	8	82
	prefer not to say	2	0	0	2
Total		87	6	10	103

The table cross-tabulates responses to the question "Do you think that fashion courses should include entertainment media?" by gender. Most respondents 84.47% support inclusion, with a majority being female (71). A small number oppose inclusion 5.83% and 9.71% are unsure.

Age * Which form of media do you consume most frequently for fashion inspiration? Crosstabulation

Count

		Which form of media do you consume most frequently for fashion inspiration?				Total
		Films/Movies	TV Shows/ Series	Social media	Celebrity news and blogs	
Age	Below 18	1	0	1	0	2
	18-22	8	9	31	4	52
	23-27	3	8	26	4	41
	above 28	0	2	6	0	8
Total		12	19	64	8	103

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This crosstabulation table shows the relationship between age groups and their preferred forms of media for fashion inspiration. The most common medium used across all age groups is social media, accounting for 64 responses in total, with the highest usage in the 18-22 and 23-27 age groups (31 and 26, respectively). TV shows/series rank second in popularity, by the 18-22 and 23-27 age groups (9 and 8 responses, respectively). Films/movies are reported most often by the 18-22 age group (8 responses), while celebrity news and blogs are the least source used altogether, with only 8 responses, which are dispersed across different age groups. Total valid responses stand at 103.

RESULTS AND DISCUSSION

- Younger respondents (18–22 years) strongly value self-expression through clothing, with 58% rating it "very important," while this decreases significantly among older respondents (28+ years), where only 25% feel it is "very important," and 63% consider it less important.
- Most students rely on entertainment media for academic purposes to some extent, with 59.22% indicating "somewhat" reliance and 18.45% fully relying on it. Textile Design students show slightly higher complete reliance (23.91%) compared to Fashion Management (14.04%).
- The analysis shows "Classic" as the most preferred style overall (44.7%), followed by "Trendy/Chic" (31.1%), "Streetwear" (19.4%), and "Bohemian" (4.9%). Textile Design students favored "Trendy/Chic" (37%) and "Classic" (39%), while Fashion Management students showed a stronger preference for "Classic" (49.1%).
- The data indicates that the 18–22 age group is most influenced by media, with 32 out of 52 respondents confirming purchases inspired by movies or TV shows. The 23–27 age group shows uncertainty, with the highest "cannot say" responses, while those aged 28 and above exhibit significantly lower rates of media-driven purchases.
- The findings reveal that fashion-related movies or TV shows are most watched weekly (33 responses) or monthly (27 responses), with daily viewing being the least frequent (15 responses). Viewing patterns vary by age group, with the 18-22 and 23-27 groups showing similar habits, while those below 18 and above 28 watch less frequently overall, indicating a trend of infrequent viewing across age groups.
- Most students from both Textile Design (69.57%) and Fashion Management (68.43%) agree that fashion in movies and TV shows is "occasionally" appropriate for daily wear. Few students see it as "frequently" or "rarely" appropriate, with only Fashion Management students (7.02%) selecting "never," indicating a shared perception of partial realism in media fashion.
- The analysis shows that 84.47% of respondents support including entertainment media in fashion courses, with the majority being female (71 responses). A small proportion opposes the idea (5.83%), while 9.71% are unsure.
- The analysis shows that social media is the most preferred source of fashion inspiration across all age groups, particularly among the 18-22 and 23-27 groups (31 and 26 responses, respectively). TV shows/series rank second, while films/movies are primarily used by the 18-22 group (8 responses). Celebrity news and blogs are the least utilized, with only 8 responses across all groups.
- There is a significant positive correlation and the P value is less than 0.05 that is 0.014. Therefore, the null hypothesis is rejected. Therefore, there is a relation between watching film/TV shows and cloth purchasing.
- The P value is 0.014 which is less than 0.05. Hence null hypothesis is rejected., establishing that There is a significant positive correlation between gender & Fashion Inspiration.
- There is a significant correlation between course opted & personal style as P value is 0.034 which is less than 0.05. Thus, rejecting null hypothesis.

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CONCLUSION

This research has explored the complex and multifaceted relationship between fashion college students and entertainment media. The findings suggest that entertainment media, particularly TV shows and movies, have a profound impact on fashion students' personal style preferences, career aspirations, and approaches to trend forecasting. The study highlights the significance of entertainment media as a source of inspiration and influence for fashion students, shaping their perceptions of style, identity, and culture. The study also underscores the importance of considering the intersection of fashion education, media consumption, and style adoption in understanding the development of the next generation of fashion professionals. The findings of this study have implications for fashion education, suggesting that educators should consider incorporating entertainment media into their curriculum as a tool for teaching fashion concepts, trend forecasting, and style analysis. Furthermore, the study highlights the need for fashion educators to be aware of the potential influences of entertainment media on their students' perceptions of fashion and style.

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