

A Marxist approach on the movie Percy Jackson and the Lightning Thief

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Received: 27 October 2022

Available Online: 8 November 2022

Revised: 1 November 2022

DOI: 10.5861/ijrse.2022.353

Accepted: 8 November 2022

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



Abstract

One of the key significances of mythology is to propose a precept for living. For ages, authors have been utilizing mythology as fantasy fiction to demonstrate the triumph of good over evil. This research study subjects to identify social issues that can be derived from the mythological movie *Percy Jackson and the Lightning Thief* of Chris Columbus in correlation to the present society. The aim of this study is to discover the social issues in the film and find out how do these revealed social issues influence the lives of the people in this present society. Anchored with Marxism approach, this study used in-depth interviews and a focus group discussion as methods of gathering data for the study. This research study revealed that social issues are widely spread even in the present time. As it starts from an individual, it creates a connection that affects single entity to many. The study participants' point of view lets them unlock realizations and discover knowledge regarding the social issues they witnessed and experienced. Finally, this study would be helpful by some means to the future researchers who are interested to conduct a study related to discovering a literature's societal impact and analyzing the social meanings presented by its creator. Films like this (*Percy Jackson and the Lightning Thief*) can be a great help to the people as its audience to deliver message and convey meaning for the benefit of the society.

Keywords: Percy Jackson and the Lightning Thief, Marxism, social issues, phenomenology, Philippines

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1. Introduction

One of the key significances of mythology is to propose a precept for living. Mythology has for quite some time been utilized as an instrument to teach people by showing moral values and making relationships between present and past. Mythology reestablishes individuals to their root and culture and in time aids them to take an enlightenment from their past. American Heritage Dictionary defined “myth” as “a traditional, typically ancient story dealing with supernatural beings, ancestors, or heroes that serves as a fundamental type in the worldview of a people, as by explaining aspects of the natural world or delineating the psychology, customs, or ideals of society.” Popular culture tries to reconnect the past and relies on mythology for this. For ages, authors have been utilizing mythology as fantasy fiction to demonstrate the triumph of good over evil. Every fantasy fiction has its own heroes. Those heroes exist in that world are usually considered as an ordinary, low-class, or odd individuals by others.

Moreover, Chris Columbus, one of the great directors that ever made the great movie like Harry Potter, guides us to a world where there will be no disdain for the mentally and physically challenged individuals in his movie *Percy Jackson and the Lightning Thief* (2010). By integrating Greek mythology into popular culture, for instance in children’s literature, Columbus utilized mythology, as it has consistently been used, to clarify something that is hard to comprehend, and demonstrated how mythology can actually be utilized as a powerful and effective instrument to give a message to the society. In the serial movie of Columbus’ *Percy Jackson and the Lightning Thief*, it is the first graphic and motion picture novel adaptation of Rick Riordan’s first novel in the five-volume *Percy Jackson and the Olympians* (2005) series, which placed a group of adolescents in a Greek mythological setting. Moreover, Rick Riordan is the award-winning, top-of-the-line author of the novel *Percy Jackson and the Olympians* series. For the creator, Percy has Riordan's sense of mood. Like Percy in the novel, in parallel of the film, Riordan was not generally a decent student on school. The qualities of Percy are additionally based on numerous students of Riordan who he educated previously and halfway on his child's own battle with ADHD (Attention Deficit Hyperactivity Disorder and dyslexia (a visual impairment)). *Percy Jackson and the Olympians* came about as a result of Riordan’s experience of parenthood (Riordan, 2010). The elements at hand in the fictional written literature are present in literature presented as film.

Until the attack on Pearl Harbor in 1941, American movies after World War I for the most part mirrored the unbiased, neutralist position that won in governmental issues and culture. Nonetheless, after the United States was brought into the war in Europe, the legislature enrolled Hollywood to help with the war exertion, opening the confederated Bureau of Motion Picture Affairs in Los Angeles. Bureau authorities served in a recommendatory scope on the production of war-related movies, an exertion with which the studios collaborated. Subsequently, films inclined toward the devoted and were delivered to move sentiments of pride and trust in being American and to patently build up that America and its allies were forces of good and acceptable. For example, widely praised *Casablanca* portrays the evil impacts of one-party rule or fascism, represents the qualities that legends like Victor Laszlo hold, and portrays America as a place for displaced people to discover democracy and liberty. Moreover, in the 1960s and 1970s with the ascent of youth culture that is against the established authority, motion pictures embraced more liberal positions toward sexuality and cruelty and showed a negativity toward traditional social structures (Digital History; Belton, 2016).

Films shape social mentalities and customs, as audience receives the perspectives and attitudes of the characters they watch on screen. Producers may utilize their films to impact social mentalities toward certain social issues, as in *Fahrenheit 9/11* and *Super Size Me* (Sood, 2004). The MPAA rating system, set up in 1968, gave producers more noteworthy opportunity in the content they had the option to depict on screen. Nonetheless, now and then the effect can be significant, prompting social or political change, or the forming of belief systems

or shaping of ideologies (Belton, 2016).

In the journey of the protagonist, the hero Percy Jackson, he finds a world greater than he has ever thought of, yet he promptly hands a mission to make up for himself from a wrongdoing he has never committed. Percy must travel around the United States to capture the culprit who has taken the primary weapon of mass destruction – God Zeus' lightning bolt. Along the way, he should confront numerous mythological enemies resolved to stop him. More importantly, he should go to meet with a dad he has ever known, and an oracle that has cautioned him of companion's betrayal. The main character, Percy Jackson, is a demigod like the famous Achilles and Hercules. However, Percy is a "hero" because of his humane aspects, not because of his godly power. Through Percy, the creator shows how humanity exceeds divinity. In similarity of Percy, there are many demigods in camp half-blood who train to be heroes. These demigods, bearers of ADHD and dyslexia, experience a few undertakings in the movie and demonstrate that people can surpass divine beings by the power of humankind. This paper will focus on the fundamental and utilization of mythology to make an overlooking on earth by showing admiration and respect to those, whom we think different for their physical or mental dysfunction or life status, as a representation of modern societal issues. In the light of Marxist theory, which stresses on the conflict between bourgeoisie and proletariat, at long last, the creator attempts to make another reality where the diving beings as the capitalists, and the demigods and some low-level creatures, speaking to the lower class, maintain and uphold the power of humanity. Originally, Riordan attempts to establish a Marxist utopia where physically and mentally challenged people are shown as heroes, who take the responsibility to uphold the power of humanity, which later on adapted in Columbus' 2010 film. We can watch Percy Jackson and the Lightning Thief film in the light of Marxism since "class arrangements, class awareness and class strains formed part of the authentic and historical experience of modernization" (Leitch 14). The movie also offers famous stages of the monomyth theory of Campbell which shows the growth of the characters or the heroes from their journey in the movie that portrays how the physically and mentally challenged individuals develop and triumph over trials.

This analysis attempts to understand the social world by situating the social events in their corresponding environment (as mentioned above) and trying to understand social phenomena by collecting and analyzing empirical data. Past related studies focused mainly on the factual structuralism of the literature. Nevertheless, we have not gone over any study that investigated the social issues revealed in the film. Therefore, exploring the relationships between the film and the society is a good outlook in this research.

It also offers the famous patterns of the hero's journey or the monomyth similar with the other famous movies like Harry Potter series, Star Wars, The Lion King, Hunger Games, etc. We, the researchers, are interested on how the creators of those mainstream films and stories consciously or unconsciously wrote the similar patterns of their protagonists as heroes who triumph over trials and achieved victory over the dominance of the upper class. This research will be related to any hero's story of literatures. The connection to reality of the Greek mythology will be partly mentioned in order to enrich the discussion so that the representation of Greek mythology in the movie can be revealed.

As explained above, in order to analyze the social issues in the film in correlation to this modern era of reality, this analysis is entitled "Greek Mythology as an Alternate Reality in the Movie "Percy Jackson and the Lightning Thief": A Marxist Approach".

1.1 Purpose of the Study

The purpose of this literary analysis is mainly focused into two. Primarily, the aim of this study is to discover the social issues that can be extracted from the film and the correlation of the film to this modern society. Second, to find out how these revealed social issues influence the lives of people in this present society. Insights that can be derived from the film to the present time will be gained through this significant study.

At this phase in research, the portrayed social events with their corresponding environments as shown in the

film is rampant in this modern era of our society. Social issues that can be extracted from the film can help the readers attain more comprehensible message that the creator was conceivably intended to impart. It will provide valuable knowledge for the readers and intents to understand the social phenomenon on this modern society.

This research would contribute to the developing body of knowledge about the relevance of Marxist theory in this modern era as reflected in the film and hoped to supply the readers with informative knowledge about Marxism and furthermore, can make a decent story with the plot system of the story as reflected in the Percy Jackson and the Lightning Thief film. Through this research, we would be able to obtain significant information that would aid us to an understanding like on how the authors construct meanings as implications reflected to the society. This research also seeks to provide a motivation for the readers be inspired to watch this “Greco-Roman as an alternate reality of the modern era” film and recognize the meanings embedded that can be taken out from the film and also relatively knowing the creator’s definition of “hero”. By that being said, the readers can apply what they may grasp from this significant study on Columbus’ *Percy Jackson and the Lightning Thief* film. Moreover, this study intends to gain additional knowledge in the field of research in the matter of literary analysis that may seeks to unlock deeper meaning and intended implication to the society as well as to its readers/viewers.

1.2 Research Questions

The following are the three main questions of this study:

- What are the social issues revealed in the film of Columbus’ Percy Jackson and the Lightning Thief?
- How do these social issues influence the lives of people?
- What are the insights that can be derived from the film to the present time?

1.3 Theoretical Lens

This literary analysis is anchored on the idea of Karl Marx and Freidrich Engels’ Marxism Philosophy (1848) as a useful lens in discovering the social issues embedded in the Columbus’ *Percy Jackson and the Lightning Thief* film. Since our study is concerning to the social issues in the film and its correlation to the modern society, Marxist theory is a very useful lens in uncovering the connection of the two. The theory can support the obtaining of the social issues that can be extracted from the film. The researchers can acquire significant information where the concerns regarding the film involved in Marxist theory will be analyzed. Marxism is a political, social, and economic theory pioneered by Karl Marx, which centers around class conflict among capitalists and the lower class (Chappelow, 2019). Marx composed that the power connections among bourgeoisie and proletariat were naturally immoral and would definitely develop class conflict. He supposed that this contention would eventually prompt a revolution in which the workers or the lower class would oust the capitalist class and hold onto control of the economy (Chappelow, 2019).

At the point when individuals have gotten mindful of their loss, of their distance, as an all-inclusive nonhuman circumstance, they will be able to continue to an extreme change of their circumstance by a revolution. This upheaval will be the introduction to the foundation of communism and the rule of freedom reconquered. "In the spot of the old bourgeois society with its classes and its class hostilities, there will be a relationship wherein the free development of each is the condition for the free improvement of all (Chambre & McLellan, 2020). In relation with Marxism, Marxist theories of conflict also adheres to sociological perspective of the film. As conflict theories reject the idea that there is a consensus over a common core of norms and values and argue that those involved in crime often have antagonistic values (Rao, 2011). Conflict theory envelops that social structure is kept up by domination and power instead of agreement and harmony (Chappelow, 2019). As indicated by conflict theory, those with prosperity and influence attempt to keep it using any and all means within reach, predominantly by getting the better of poor and helpless individuals. A fundamental assumption of

conflict theory is that people and associations inside society will attempt to amplify their own advantages (Chappelow, 2019).

Marxists propose to develop the opportunity and liberty of laboring class individuals chiefly by extending the range of aggregate activity and the opportunities for singular development and inventiveness inside that. Marxism is an inclination inside the laborers development and it is concerned about both theoretical and practical criticism. With this perspective of Marxism, the analysis under scrutiny provides a more understandable outlook on what social implications the film intends to impart to this modern era (Blunden, 2005). Concerning to this discussion, Bourdieu propounded ideas regarding class divisions and why it persists to exist in his theory of Cultural Reproduction and Social Reproduction (1970s). Pierre Bourdieu, a French sociologist who was for the most part concerned with the dynamics of power in the society, stresses that cultural reproduction is a social process in which culture is reproduce from generations over generations, basically by socializing impact of significant institutions. These institutions, mainly schools, applied particular ways in which culture ideas that supports the concept of the privileged status of the upper or the dominant class to be passed down (Bourdieu, 2011). In relevance to the *Percy Jackson and the Lightning Thief* film, focusing on class divisions, the idea of the dominance of the higher-ups (the Gods) are mainly passed down across generations through major institutions like schools and in part of museums, and in lesser foundations, like statues and symbols. Cultural proliferation is important for a bigger cycle of social generation through which whole social orders and their social, basic, and natural qualities are repeated through a cycle that perpetually includes a specific measure of social change. From a Marxist point of view, social reproduction is principally economic in range. From a more extensive perspective, be that as it may, social reproduction is considerably more than this, from the state of religious organizations to language and assortments of music and other social and cultural outcomes (Bourdieu, 2011). Cases there may be, that this concept is inherently unavoidable and in the minor side, for a longer run of generations, it will be slowly forgotten. As to preserve the idea of dominant class prestige, major institutions will play a vital role to maintain and uphold the concept of supremacy in terms of authority, power, and status (Banks et al., 2012).

Humans behave according to their intention to perform a behavior. In parallel with Fishbein and Icek Ajzen's theory of reasoned action (TRA) (1967), humans' intention to act a behavior follows reasonably (however not certainly rationally) from explicit convictions that individuals hold about the conduct, and that individuals perform on their intents when they have the necessary skills and when situational influence don't hinder behavioral conduct. The theory explains the correlation between behaviors and attitude inside human activity (Yzer, 2017). In the Columbus' *Percy Jackson and the Lightning Thief* film, main characters portrayed their personal behaviors in accordance to their intention to perform the conduct and lead to the consequences of their actions. Class divisions drove the characters to perform behaviors intentionally through the factors that greatly influenced them to encourage social change. The connection of the reasoned action theory for understanding the social implications that the film brings to this modern era underlies to the question of how class struggle give rise to behavioral change collectively or within an individual (Yzer, 2017).

2. Literature review

2.1 Movies as a Representation of Social Issues

Movies are reflections of society. It sometimes needs to catch up to society and sometimes, it leads society too. These are stories created by people who come out with ideas about something they want to say, something they want to tell someone. Films are a form of communication and that communication, those stories, originated from different societies, not exactly where society is currently and how it is now but where society has been. It's been that way for as long as motion pictures have been around. As representation of social issues, movies reflect both present and past. These motion pictures are significantly influential ranging from social, cultural, economic and political matters (Sherak, 2011, as cited in Shah, 2015).

According to the study of Hassler-Forest (2019) *The Lion King* (2019), one of the Walt Disney Company's originals, introduces us to a society where the weak have learned to worship at the feet of the strong. As the herbivores gather to worship and bow down to their newborn ruler, *The Lion King* offers an alluring worldview in which absolute power and supremacy goes unquestioned and the weak, the low, the vulnerable are predominantly inferior. The hyena characters in the film namely: Banzai, Shenzi and Ed as the leading hyenas alongside the rest, are enemies to the lions and work for Scar, the self-proclaimed king of the land, to try to acquire a higher social status in the animal kingdom. In spite of the fact that Scar is third in line for the seat, you rarely see him with different lions from the pack. He is an undesirable outcast from the pack and this is the reason he unites with the hyenas to obtain power. Scar utilizes the hyena's lower-class status to a bit of leeway such that assists his position inside the Pride Lands. As a matter of fact, Scar is a lion that is why he consequently stands higher than the hyena's in the class status level, yet Scar claims to feel undesirable like an outsider to get the hyena's help to succeed. This is clear through Scar's song 'Be Prepared' as he advises the hyenas the arrangement to slaughter Mufasa, yet clarifies that he is in charge. The hyenas' hate to the lions were natural and inherent because the lions rule the kingdom and get most of the preys in their land for generations. The hyenas are spoken to as 'outcasts' in the collective of animals and referred to as 'drooling, dirty, moronic poachers' as indicated by Simba and Zazu and, are 'hanging at the bottom of the food chain'. The hyenas are first appeared in the Elephant graveyard, which is prior on in the film alluded to as 'past our borders', when Mufasa is explaining the realm to his son Simba. This is an instance of how the hyenas are portrayed to be of a lower class compared to the lions. Because of this and being appeared as outsiders, the hyenas' portrayal is seen as being like illegal immigrants attempting to enter different country, (in *The Lion King's* case, attempting to enter the 'Pride Lands').

Another case of how the hyenas are depicted to be of a lower class and contrasting race to the lions is through their voices. Banzai is voiced by Latin American actor, Shenzi, the female hyena is voiced by black American actress, Whoopi Goldberg, Cheech Marin and Ed has nothing to say, and keep to simply make noises to convey. Through the voices of the hyenas you can tell that they are portrayed to as an unlike race, as idiotic, and seen to be a lower class contrasted with the lion pack, since they are different kind, but due to their status and position in Pride Lands also. Awful as it is that the supreme and powerful are introduced as innately better than every other species, things deteriorate once the hyenas are presented. With the lions portraying for the highest class, and the "fine" herbivores epitomizing society's decent, law-abiding residents, the hyenas straightforwardly speak to the brown, black and weakened bodies that are powerfully barred from this hierarchical leveled society. Discernibly set apart by their ethnically coded "street" accents, the hyenas explicitly represent racist and against Semitic generalizations of "verminous" group that forms a danger to society, a revolution for instance. Moreover, by utilizing predator-prey relationships to allegorize people power structures, the film unavoidably fuses a perspective in which the rulers' power acquired from their biological supremacy. Focusing on Disney's historical fixation on patriarchal governments, it puts the audience's perspective decisively with the autocratic lions, whose Pride Rock in a real sense peers down on the entirety of society's more vulnerable groups. At the point when grand patriarch Mufasa discloses quietly to his child how this division of power functions, he underlines that the ruler must keep up balance in their realm. This appears to be satisfactory when we consider the environment, where we link "balance" with sustainability. In any case, when we consider that he's truly making it clear to his heir why the natural order makes it typical for rulers to devour the workers, the lions' viewpoint feels a lot more unsettling.

Similarly, as extremist pioneers continually pinpoint specific groups to attack and cast out from their perspective on a "balanced" society, the film's heroes are engrossed with keeping their realm liberated from contaminations by unwanted characters, who are dispatched to the shadowy ghetto-like territories "past our borders" — on the undesirable part of tracks. With these components set up, the film's plot focuses on what happens when the "natural" superiority of patriarchal standard is broken off. This treachery of custom is typically organized by Scar, the misfit lion who is longing to propel the status of minorities is introduced such that parallels conservative caricatures of liberal government officials — wherein empathy is as far as anyone knows a

veiled type of advantage or opportunism. At the same time, his feminine motions and obvious absence of enthusiasm for heterosexual reproduction label him as queer, similar to Jafar, Ursula and numerous different villains in Disney's inflexibly heterosexual world. Making an already difficult situation even worse, the social outcasts' revolt against Mufasa's autocratic system is expressly connected with the symbolism of goose-venturing Nazis. Be that as it may, as so frequently in Hollywood movies, the express Nazi iconography serves essentially to occupy us from the heroes' own fascism. Simba's last climb to the throne, his manly roar restoring Scar's oppressed world to its Edenic natural state, speaks to nothing exactly the tyrannical leader principle at work: the idea that those we endow with levels of administration are honored with an innate, even divine predominance. Followers of this guideline present the individuals who question or revolt against it as hereditarily inferior, malicious beings who must figure out how to recognize their proper position in the social order. As written by critic Matt Roth, the film in this way venerates oppressors by mythologizing the most ruthless social standards: "Only the strong and the beautiful triumph, and the powerless survive only by serving the strong." (Giddings, 2019; Hassle-Forest, 2019; Kellner, 1995; Vraketta, 2019).

In the Philippine setting, *Pamilya Ordinaryo* (2016), a poverty-drama film, stars 16 year-old Jane (Hasmin Kilip) and 17 year-old Aries (Ronwaldo Martin). In their poverty, they find the necessary ways to survive. The story is about the two delinquent adolescents who turn to thievery to provide themselves and their baby boy, Arjan. With the idea of "diskarte," in mind, Aries and Jane do whatever they can to make whatever bit of money they can. Encounter begins when a Samaritan named Ertha (Moirra Lang) took their son. What follows is a story of interminable pursuit that incidentally taken a dim view of poverty-stricken and uncovers how marginalized impoverished individuals are (Edosma, 2017). Looking for their child, Aries and Jane look for the assistance of various avenues and structures. Yet, it is in this situation that we perceive how the current systems have failed and keep on disappointing them. In the primary occasion for instance, Jane is consistently ignored by the guard of the supermarket where she lost her son, and it takes the passing help of a wealthier lady to try and even file a complaint. For the moment, they go to the local barangay chairman, the police, a radio station and a national television channel, each seeking their assistance. However, every possible way persists to fail them. For the scenario when the police take advantage of Jane, a powerless young woman, sexually abuse her. In every way possible, in their own particular manner, uncover how evident corruption, systemic ineffectiveness, and level out difficulty derail or obstruct assistance to the powerless individuals of Philippine society (Ortiz, 2017).

As critiqued by Edosma (2017), *Pamilya Ordinaryo* is not a simple film to sit through as it uncovers a lot about how messed-up society is. It is phenomenally provocative and purposeful. It boldly paints the startling pictures of reality that we often disregard. It strongly drops rough facts on how terrible life is for impoverished individuals in an underdeveloped nation like the third world country Philippines. From the movie's title, *Pamilya Ordinaryo* comes a cruel imputation as Jane and Aries are just one of the numerous who have been lost, disappointed, and overlooked by the accessible structures, supports and assets. Above all else, the film's actual misfortune lies in this reality. That through all the hardships and harsh treatments portrayed on-screen, Jane and Aries' lives are categorically common and unspectacular. It is a beyond doubt, a cruel reality. This Filipino film shows how film can be an astounding medium for spreading messages and garnering worldwide consideration. That is the reason films encompassing global poverty are so significant, as they can bring awareness to light for various common issue (Edosma, 2017; Ortiz, 2017).

2.2 *The Impact of Films in the Society*

Having said that it is called 'the seventh art', cinema is undoubtedly the most influential form of art. Films can influence society in both positive and negative ways. They can be assistance to the economy to develop, inspire people, and widen our fundamental knowledge of the world around us. Films can likewise make individuals greedier, can affect to create violence and unpleasant habits, and can send a negative message to people in general. The impacts that movies have on society are various and two-fold. Also, as films are such a significant form of art, major film studios must be exceptionally cautious in what they include for their productions, since even the minor things can influence the audience. People must be cautious about what they

take from films, since even the minor thing can drive them to accomplish something terrible or to become an individual different. It is evident that films unquestionably influence society. Not just that, they mold the contemporary world we are in and help people grow. The big consideration is, it may be too soon to say how. Every individual can do right now is think reasonably and not allow movies to totally transform who they are. Perhaps the most influential ways in which films affect society is through giving individual people the opportunity to fantasize and inspiring them about who they want to be (Angelov, 2017; Elezaj, R, 2019).

A mother, a sister, a friend, perhaps even the person looking back at you in the mirror, those are something that comes to mind when you hear the term "strong women" in the society. The term "strong women" expresses qualities like dedication, morality, bravery, wisdom and knowledge (Mendonca, 2017). Unluckily, we do not usually observe these characteristics depicted on screen. Yet, as of late, a film came out that manifested a true sense of strength for women.

A study by Rachakonda (2017) stresses women empowerment in the society in which she discusses three ways Wonder Woman as a feminist icon is impacting the society. First, "Wonder Woman is shattering Hollywood's glass ceiling for female directors." Since the first Academy Awards were declared in 1929, only four females have been selected for best director, and just one, Kathryn Bigelow, has won. The long running Cannes Film Festival, established in 1939, has only acknowledged two females as best director. The Center for the Study of Women in Television and Film at San Diego State University scrutinized that last year, a notably low 7 percent of the 300 top grossing films in the United States had female directors. In different jobs, females were not greatly improved off, representing 24 percent of producers, 17 percent of executive producers, 17 percent of editors, 13 percent of writers and 5 percent of cinematographers. There has not been a female lead superhero film in longer than a decade. Indeed, even the individuals who are not typical fans of the known DC Extended Universe films are turning out in huge numbers to see Wonder Woman since they understand it is a long way from a usual superhuman film. It is significantly more than a film that will be the talk for the late spring or a film that will achieve a couple of awards. It has the ability to change, or if nothing else assume a sizable part in transforming Hollywood's impression of females. Wonder Woman is emblematic of the steps being taken to perceive and recognize women. Assuming the activity of coordinating this film accompanied a great deal of weight for Jenkins since many were ready to evaluate this film in a glaring light on account of Wonder Woman's famous role in the DC Universe, and due to the film's expectation. The film's prosperity can lead numerous to expect that Hollywood will begin giving up their resistance to hire female directors and let go of their hesitance to action movies based on a female lead. This late spring is an ideal instance of how that is beginning to occur, as there are eight movies delivered in mid-year 2017 that are either directed or co-directed by a female. Despite the fact that it is not even close to perfect yet, it is safe to say the ceiling has been crashed through, and the film industry is continually changed. Second, "Wonder Woman is reinforcing the notion that girls can do anything boys can do." After the film's debut, parents shared heartening photographs of their daughters posing close to board cutouts of the courageous heroine in cinemas, holding a plastic swords and shield with an unwavering look, smiling ear to ear at the camera with a big golden W in their T-shirts. These pictures graced social media platforms. With the film's prosperity, one can hope to see numerous young girls dressed as the heroine during Halloweens, and that is a wonderful picture to envision. Wonder Woman is winning the hero spotlight and moving it to consolidate the youth of all genders. For quite a long time, individuals would see numerous young men dressed as Batman, Superman, or The Hulk, and in spite of the fact that there is literally nothing preventing little young girls from taking on the appearance of male superheroes, there is a definite recognition of empowerment that comes from putting on the ensemble of a brave, fierce, female hero. There are other female superheroes whose stories have been told, however, the extreme and quick recognition of Wonder Woman has pushed the female superhuman picture to the cutting edge of society. Superhero films have consistently passed on the ideal of courageousness, however for a really long time, Hollywood has centered on offering that ideal to mostly the male crowd.

Presently, Wonder Woman ends up being the ideal method to contradict that way of thinking. In the event that superheroes are not, at this point isolated by a sex hindrance, then that helps show youth of all genders that

none they had always wanted in life are out of reach to them due to their sexual orientation. Numerous children grow up with the stories of superheroes told to them. They watch films with superheroes saving countless individuals and crushing vehicles, and children fantasize about having the mental fortitude symbols like Superman portray. If children are presented to mostly stories of male superheroes, they will come to relate the bold portrayal of a superhero that they have in their minds with solely men. Nonetheless, depicting stories and movies like Wonder Woman, youngsters will associate superheroes and the substance of bravery to both genders. On the chance that children grow up knowing there are both male and female superheroes out there on the planet, young females will feel roused to be courageous, young men will acknowledge that strength and bravery are not just assigned for men, and everybody will see that sexual orientation should not be a hindrance in accomplishing one's ambitions. Lastly, "Wonder Woman is taking the words "feminine" and "fearless" and proving that they belong in the same sentence."

Superhero films are a major sort in Hollywood. Studios are continually turning them out because they realize that in the event that they do their best, they'll end up with a hit on their hands. In by far most of the apparently endless number of superhuman movies produced, females play the wonderful love interests, or sometimes the tough however neglected sidekicks. The personality of Diana Prince dismisses that as Gadot performs a solid, motivating execution. It is a performance that has touched off a flash in females everywhere on the world who feel brave and fierce in light of the actress and the film. If done properly, films, similar to all art forms, can transform the world, or if nothing else, how the world is seen. The sentiment of empowerment that this particular film is significantly impacting women can motivate change. Wonder Woman is valiant, bold, strong, and reluctant to let any person or thing keep her from protecting the world. She is likewise unexceptionally confident, hopeful, faithful, and longs to discover the positive qualities in mankind. Despite the fact that she observes the cruelty of human nature as the occasions of World War I unravel, she keeps on representing goodness, and see the best in individuals. Concurrently, she is a furious Amazon heroine. Both society and Hollywood tend to put females in cases where they need to pick between being either bold and fearless, or kind and sympathetic. It is an inappropriate accord that asserts females cannot be both furious and kind, rather they are compelled to pick. In the event that they are fearless, they are skeptical and merciless. On the off chance that they are kind, they are weaklings and hesitant. Wonder Woman gorgeously dismisses that assertion. Moreover, the undertaking shots in the movie show Diana's fearlessness and boldness yet never sexualize her, another issue society and Hollywood regularly capitulate to. Wonder Woman crushes numerous generalizations and tags set on females, and it does as such in a way that never mislays basis on the plot, or detracts from the movie's sense and deed (Rachakonda, 2017; Mendonca, 2017).

In the study of Gray (2014a), 298 students ages 13 and 14 were interviewed, and over 75% of them reacted agreeably when questioned in the event that they had either watched the movie entitled *The Boy in the Striped Pajamas* (2008) or read its book, far higher than either *Schindler's List* or *Anne Frank: The Diary of a Young Girl*. Marcus (2017) discovered that *The Boy in the Striped Pajamas* (2008) was the third most-utilized historical movie in American homerooms. The explanations behind its utilization are pragmatic as well as educators who use it value its overall absence of violence (making it more comprehensible for youthful learners) and the relatable presence of a child as a protagonist. Substantially, the film has been "welcomed by educators all around the world as a straightforward yet incredible encounter to the inquiries raised by the Holocaust" (Modlinger, 2015). Holocaust teaching raises perception to human rights issues, including ideas of ethnic cleansing or genocide, generalizing, and scapegoating. However, the fact that it doesn't put an end racism or antisemitism remains. Holocaust teaching really influence student interaction on the grounds that Holocaust education "maybe more effectively than some other subject, has the ability to sharpen students to the perils of indifference, prejudice, racism and the dehumanization of others" (Ben-Peretz, 2003; Landau, 1989; Carrington and Short, 1997; Cowan & Maitles, 2007); Davies, 2000; Schweber, 2003; Short, Supple, and Klinger, 1998; Totten, 2000).

Despite its prevalence, *The Boy in the Striped Pajamas* has critical disadvantages. Even though there is no "perfect" film (or any instructive asset, besides), the obstacles present here determinedly limit an educator's capacity to work around them. These issues incorporate sexual orientation and agency issues, historical errors,

and the advancement of mythic structures that cripple a basic comprehension of the Holocaust (Modlinger, 2015; Marcus, 2017).

2.3 *Marxism and Film as an Art*

Economy and politics, instead of art, were at the focal point of Marx's work. Nonetheless, as Maynard Solomon composes in the introduction to his splendid assortment (as of recently the widest anthology of Marxist aesthetics), *Marxism and Art*, "Perhaps it is the very absence of a definitive work by Marx on criticism or aesthetic theory which has opened the door to interpretation, prevented the reduction of Marxist aesthetics to a rigid set of accepted formulas, and made impossible descent into academicism" and somewhere: "the Marxist writings on feel are sayings pregnant with a style – an unsystematized feel open to unending analogical also, figurative turn of events" (Solomon, 1979).

Marx stated that philosophy must become reality. One could never be contented with understanding the world, one must be involved about changing it, which implied changing both the world itself and human awareness of it (Chambre & McLellan, 2020). In Marx's view, the rationalistic idea of history is communicated in class struggle. With the forming of capitalism, the class struggle takes an intense structure. Two fundamental classes, around which different less significant classes are assembled, contradict each other in the capitalist system: the proprietors of the means of production, or bourgeoisie, and the laborers, or proletariat (Chambre & McLellan, 2020). Marxism supposes that capitalism can only prosper with the unfair treatment to the proletariat (Marx & Engels, 1848). Marxism believes that there was an existent refutation between human nature and the way that we should work in a capitalist civilization. Marxism has a rational outlook with life in that everything has two sides. "The bourgeoisie delivers its own undertakers. The fall of the bourgeoisie and the triumph of the proletariat are likewise unavoidable" (Marx & Engels, 1848).

"Of all the arts, the most significant for us is the film.", Vladimir Lenin supposedly asserted. A development of the modern bourgeoisie, film is the main work of art whose beginning is concurrent with that of capitalism. Throughout the 20th and 21st centuries, of all the forms of art, film has been maybe the one to have had the most composite, the most encouraging, and essentially the most conceptually productive, connection with Marxist Theory. Additionally, Marxist theory of historical materialism's statement of the commonly purposeful connection between theory and practice finds a substantial application in Marxist film culture, as the application of theory of the film with the bounds of more extensive field of Marxist aesthetics has consistently been intently attached to filmmaking movement. By and large, in fact, same people have served as both artistic experts and theoreticians of their own action. In both theory and practice, in this manner, Marxist film has been interventionist in nature. Following the declaration of Marx's eleventh Feuerbach proposal, its supporters have not placated themselves with a simple portrayal of contemporary capitalist society, and the film's function in its philosophical propagation. Or maybe, they have generally looked to utilize film – and film analysis – to change the world toward a classless society. The inquiry with regards to how to do this, nonetheless, has been the main issue of argument among Marxists and different adherents of a profoundly anti-capitalist film, and this common discussion has reproduced perhaps the most seasoned classification in classical aesthetics: the structure/content differentiation. Though some have put a premium on conveying a political message to the vastest potential audience using the traditional film structure, others have followed a more speculative approach, accentuating the significance of prospering new proper structures as a component of a more thorough break with bourgeois film, consequently following Brecht's apothegm that "Lenin didn't simply express various things from Bismarck, he said them in a different way as well." Both viewpoints, it must be stated, have possible disadvantages: the previous may prompt the reconstitution of the politically backward nature of standard film, while the latter runs an enduring risk of invalidating the potential for understandable political discussion and distancing prospective viewers. In the best cases – as said by Eisenstein, Vertov, Godard & Marker et al. (Scherer, 2001), – a balance is struck between these two posts. As Hegel would have it, if organize, successfully gets content (Eisenstein, 1947; Vertov, 1984; Hegel, 1991; Scherer, 2001, as cited in Fairfax, 2007).

As during the 1920s, Marxist film practice was joined by endeavors to speculate the film from a historical materialist outlook, and the discussions that emerged in the years after 1968 were comparably controversial. After a casual involvement with right-wing politics in the early 1960s, *Cahiers du cinéma* announced itself to be a Marxist-Leninist annals in 1969, with and Narboni and Comolli's publication "Cinema/Ideology/Criticism" proclaiming the change by trumpeting that "every film is political". Taking motivation from Lacan, Althusser and Derrida, the *Cahiers* editors built up an intricate arrangement of order for films (Althusser, 1979), classifying them based on how effectively they "deconstructed" the dominant "frameworks of portrayal" (Lacan, 1998; Althusser, 2001; Studlar & Bernstein, 2001; Comolli, Narboni, & Fairfax, 2015).

There will always be 'two sides of a coin', in parallel with films, there are. On one side, films can have critical drawbacks, as it may misguide its wide audience which can establish false notions as some movies portray certain subjects or themes in a way which is far from real. Films, nowadays, are more violent than ever before, as for the young audience can be heavily influenced by this theme which can inspire the young minds to indulge in these acts. Movies can construct the thought that it is acceptable to break the law, for instances such as: assassinations killing presidents, protagonists shooting at cops, adultery and villains raping women; or that it may proliferate the idea that is not a big deal to break law. Drawbacks like these can be seen in no exception with fictional movies both animated or not. As we can see with films of this theme, have one thing in common, lawlessness. Once again it is the young mind which is unable to distinguish reality from fiction. It may tip the scale in the favor of disadvantages, yet it doesn't even mean one should stop watching movies. On the other side of the coin, however, there are significant benefits movies can offer. Movies can transform us into a new world where our minds will be at ease from the moment we indulge in watching. Recreation is an important part of life, and films provide that course. Every age of individuals, young and old, literate and illiterate, want recreation. Audience laugh together and share almost the same emotions. This mutual exertion experienced by the viewers makes it more entertaining and enjoyable. Movies showcase world's art and culture. We are able to travel to various places where we cannot imagine to be. Films educate us. Films are medium of various disciplines, it can be a platter of history, science, culture, politics, technology and more across different timelines. We come to know about the past, the present, and maybe even the future. Films are means of better education as we retain information for a long time when we visually see it. Movies are mirrors to society. It is inspired from our daily lives as it depicts historical, scientific, mythological and social themes. These are reflections of society, mirroring both present and past. A wide platform as films is most effective in portraying these social subject matters and raise perceptions of the public at large. They create awareness, build civic sense, ensure public morality and their propagation. Some of the upsides and downsides of films are apparent; we can see them all around us. Be that as it may, the negative factors are not effortlessly seen, remain unpublicized and are consequently lesser known. The positive factors of films sparkle before us, they are effortlessly seen, can be seen everywhere and the film industry itself makes it widely known (*Target Study*, 2004).

3. Method

3.1 Research Design

This literary study reveals the social issues portrayed in the film *Percy Jackson and the Lightning Thief*. It focuses on what issues and implications the participants have extracted after watching the mentioned film. This literary study was anchored in Marxism approach and revealed the correlation of the movie with the modern society (Adarsha, 2014). This study is phenomenological in method because a group of individuals such as viewers of the Columbus' film were interviewed to create shared knowledge about the social implications in the film.

This qualitative study involves interviews done technologically with participants with at least college level who experienced watching the said film. Using descriptive method, the study will examine the social meanings that the participants will have in common after watching the film in which those shared knowledges will be

created. We will use phenomenology in this study because it will be anchored to the participants' lived experiences (Creswell, 2009) in watching the movie that will emerge responses in common.

This study uses Marxist approach, which is sociological in nature. As such, it will look into the responses of the participants with the understanding that their responses may be the same from other viewers who will also have the same answer or experience. The purpose of this literary study is to run down social issues in the movie and also find out how do these revealed social issues influence the lives of people in this modern society. Importantly, the subject of this study is the film *Percy Jackson and the Lightning Thief's* portrayed social issues and its influence to the lives of people in the present time.

Bracketing is a method utilized in qualitative research to alleviate the conceivably pernicious impacts of preconceptions that may tarnish the research process (Tufford & Newman, 2010). Therefore, the researcher must identify first what to discover (Ariola, 2006). Bracketing is the researchers' perception on the possibility that their beliefs, values, and decisions may influence the setting of the research (Porter, 1993; Jootun et al., 2009). I, the researcher, as part of this study, will always be observant and mindful, being cautious on the attainable beliefs on the study. I will seek that I could fully capture the participants' experiences from the film as they will share it to us during the interview. I will raise my perception on the responses that the participants will give during the interview. Even so, I will make sure to set aside our own views and personal experiences only of the participants by identifying its real fundamental nature (Creswell, 2012).

In the description process of the responses that will be expressed by the participants, I will use analogy as our approach. In which I will make comparisons, finding similarities and correlations of the different experiences and ideas of the viewers so that common theme about the subject might be extracted. I will interpret after what accounts for the idea to our personal experiences and to the subject itself (Ariola, 2006). Creswell (2012) suggested sources of qualitative data that include: personal observations, profoundly interviews, and reliable documents. In this discussion, I will use specific strategies, specific strategies in obtaining data such as substantial interviews with the use of taking down notes, video recorders, and focus group discussion. I will give focus on the informational details of the participants to create a significant output and significance of the study.

Themes that will emerge from the seven (7) participants of the individual in-depth interview and with seven (7) members of the focus group discussion will be described using thematic analysis, a method that is widely used in qualitative analytic method because of its flexibility. Five (25) to twenty-five (25) who experienced the phenomenon, in our case, those who watched the film, is ideal for in-depth and multiple interviews. As for qualitative analysis, thematic analysis is a foundational method. It offers a flexible and useful research tool as it potentially provides a rich and thorough, detailed yet complex interpretation of data. The sample size ten (10) to fifteen (15) is already a suitable number of informants who will be able to provide informative and rich details of the phenomena (Boyatzis, 1998; Roulston, 2001; Holloway & Todres, 2003).

3.2 Research Participants

The participants of this study will be individuals who are at least college levels and studying education in Tagum City, Davao del Norte, Philippines. We will purposely select those individuals as our research participants due to their significant knowledge on interpreting and analyzing a literary work. By selecting them, we can lessen human error in terms of analyzing a literature, in this case, a film, to minimal. Using purposive sampling, we will interview seven (7) viewers of the film and one Focus Group Discussion (FGD) with seven (7) participants through online means, all participants of both from the in-depth interviews and focus group discussion will be from the locality of Tagum. The main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of the population (Lavrakas, 2008). I know it will not be easy and we will might be challenged by the stability of internet signal strength. These aspiring educators will be chosen as participants on the trust and confidence that they can give helpful information that this study needed.

I will facilitate one focus group discussion (FGD) consisting of seven (7) members as recommended by

Creswell (2012) who are also with at least college level and have seen the film *Percy Jackson and the Lightning Thief*. I am confident that this number of research participants is considerable enough to have in-depth, rich, and credible information regarding the subject that we will be investigating. Before I will conduct actual interviews with the participants, I will have a pre-interview with them to have a casual and simple conversations for all of us to become more comfortable with each other and in the actual interview, the research participants can share their experiences in a casual and confident mode. This will be our opportunity to communicate with them the significance of their involvement in this study. Through these, warm conversations, good fellowship, and camaraderie will not hinder us from any interview communication barriers that might come along during the final interview.

3.3 Data Collection

I will be employing in-depth interviews with the participants in gathering data using multilingual in the process of interview in which participants can respond using English, Filipino, Bisaya or a mix of any of these three languages, interview will be done technologically. I will be asking our research participants to watch the film before the actual interview. By doing so, I will provide a soft copy of the film for all the participants, and in order for those who did not watch the film yet or not familiar with it to watch it freshly. Also, to those who are already familiar and have seen the film, they will have a refreshment for watching the film again and by that, human error in terms of memory will likely be lessen. Before the actual interview of the research participants, we will conduct a mock interview with them. In this way, we would be able to prepare our way of questioning and to find out whether the research participants will answer the questions directly or not. Interviews will be saved in a storage card and be burned in a video tape while notes will be taken for future reference of the different answers of the participants. All interviews will be done through technological means such as video calling app *Google Meet* and whole duration of the interviews will be recorded simultaneously.

In focus group discussion, I will focus all our attention to every detail that every member of the group will share for us to have a comprehensive understanding on their views and experiences about the film. I will make it certain that there will be no barriers while the discussion is going on. A precise FGD builds upon the researchers' focus and the group's communication (Powell & Single, 1996). Interviews will be conducted during the participants' preferred time in their own comfortability. Preferably, in their private rooms to ensure there will be no distractions that may hinder the discussion, and to have a privacy and confidentiality of the views and experiences of the participants that they will share (Powell & Single, 1996). Photos and videos will be captured well during the interviews. Above all, data will be coded, analyzed, and reduced into the most essential themes.

3.4 Data Analysis

The response of the participants will be analyzed using thematic analysis. As one of the most common forms of analysis in qualitative research, thematic analysis emphasizes analyzing, identifying, and interpreting patterns or themes with a qualitative data (Braun & Clark, 2006). Utilizing thematic analysis on this study is very useful because it is flexible and a helpful research tool that can probably provide a complex, substantial, and rich account of data. We will perform the following steps in analyzing the data as suggested by (Boyatzis, 1998): familiarize data, generate initial codes, search for themes, review the themes, define and name themes, and construct the report. Data reduction will be used in analyzing the data. Meaning, I will delete unnecessary data and reconstruct it into a useful material for the study so that many readers can easily comprehend it (Namey et al., 2007). In this method, I, the researcher, will be the one to handle, sort, and organize lengthy qualitative data. After that, I will merge, manage, sort, and categorize qualitative data in an uncomplicated manner.

Following the steps suggested by Boyatzis (1998), I will watch the video recordings attentively and listen to the audio recordings carefully, and then I will transcribe the recorded interviews. In this way, the data will be transformed into texts and so that it would be easier for us to code our gathered data after. Next, I will read the data thoroughly many times in order to get familiarize with them. Then I will look for possible meanings or

themes, coding them along the way. Data display will be used in order to show data in an organized and orderly manner. Data display aids in the showing of derivations and ends to represent methods of arranging, summarizing, simplifying, or transforming data (Verdinelli & Scagnoli, 2013).

The last step of analyzing qualitative data will be conclusion drawing and verification. It is essential to step back to consider what the analyzed data mean and verify the existing conclusions to assess their implications for the questions at hand. These possible conclusions will be generated from the descriptive themes that will come out from the interviews with the research participants. These will be fabricated together and make it a valuable material for the results and discussion. (Miles & Huberman, 1994; Atkinson & Delamont, 2006).

The theoretical lens was interpreted through inventory of related literature on the theme to explain, in anchor with a theory, the film being investigated, which we will conduct ourselves on qualitative study to figure a team, which will carry out the triangulation. Each of us will scan the data that will be gathered and compare individual judgements to obtain a more in-depth and thorough understanding of how each researcher viewed the subject. A single method can never satisfactorily shed light on a phenomenon. With the utilization of multiple methods can help facilitate comprehensive understanding. Triangulation involves using multiple data sources, which means having more than one person to collect data augments reliability, in an investigation to produce understanding and reliable results of the research study (Patton, 2001; Streubert-Speziale, 2007). It will be easier for us to make an interpretation of my report if the findings of the different researchers will turn up with the same end. I will consider different interpretations that may emerge before we will form a readable report, in order to provide an adequate description allowing the readers to comprehend the interpretation (Zhang & Wildemuth, 2009).

4. Results

In this section, the social issues that were revealed from the film *Percy Jackson and the Lightning Thief* of Columbus that were observed by the participants are presented which was gathered through in-depth interviews and focus group discussion. With the following research questions, data production from the participants was conducted.

- What are the social issues revealed in the film of Columbus' *Percy Jackson and the Lightning Thief*?
- How do these revealed social issues influence the lives of people?
- What are the insights that can be derived from the film to the present time?

Participants: *Key informants.* There were seven key informants in this study, all of them were currently studying education major in English in their 3rd year. All of them were currently studying in the same university. They are somehow near or the same of age of which the youngest is 20. They are studying English education for already 3 years. They were selected based on their course specifically English education. These participants are fresh-minded when it comes to literary analysis and have no or less difficulty dealing with the approached used in this study which was *Marxism* approach. Due to that, human error in terms of memory can be controlled and lessen. Their responses can be lens in analyzing a literature in film form and can help the readers address the issues they are experiencing in as what they have observed in the film. The informants were given pseudonyms in order to preserve confidentiality and privacy as presented in Table 1.

Focus Group. A focus group discussion was conducted with seven participants, all of them were also currently studying education major in English. All of them were also currently studying in the same university. They are also in their 3rd year of studying education the same with the participants in the in-depth interview. The discussion was conducted to achieve more insights and to develop social constructions among the participants in analyzing the social issues portrayed in the film. The real names of the participants were not mentioned but instead, pseudonyms were used to make their identity obscure. They were presented on Table 1 according to

their number. The key informants and the participants in the focus group discussion answered the same set of research interview questions. I, the researcher, do not know them personally. We learned through our virtual interaction their responses and their feelings from the film. Also, we learned from them their different insights and how they will cope with including their own way of addressing the social issues they observed from the film. We agreed together with our virtual meetings with the help of our research adviser. Personally, I found it not easy in collecting our data because I've done it through google form and some of our respondents was not cooperative enough. I did not lack in reminding them to answer the forms that were given to them so that we could proceed to the next step and luckily some of the respondents answered it directly and some took few days before they send their answers. I understand the case that they are not able to answer right away for they also have some reasons that I am unaware of but despite all this I am very grateful for they reluctantly answered all the questions.

The same thing happened to my focus group discussion but a little bit worst because the day that we are going to start our interview, the respondents have different problems. Some have errands to do on that exact hour summoned by their parents, others have problems in internet connection and power interruptions that could lead them to not have an internet connection. And in that case, I have waited a few hours to conduct an interview. Nevertheless, they are still eager and much willing to participate in the said interview. The participants who have problems in internet loss and power interruptions find a way to enter the google meeting room by loading their data sim. Luckily, that same day, we finished our focus group discussion and I can feel that they willingly and cheerfully participated and I'm thankful for that.

Categorization of Data - Upon accomplishing the in-depth interviews and the focus group discussion, data from the audio-tape recordings were directly transcribed and for those answers in vernacular were carefully translated into English. Following the steps suggested by Boyatzis (1998), we first watched the recorded video of the meeting and listened cautiously to the sound recordings. This was to transform data into texts and so that it would be easier for us to code later. Three steps were being taken during the data analysis that consists of data reduction, data display, drawing conclusion and verification. These were done in order to identify core and essential themes about the phenomenon under investigation (Burns & Grove, 2007). To delete unnecessary data from the transcription, data reduction was employed to convert those data into essential and logical material, simply understood by many (Moustakas,1994; Creswell, 2012). Thematic analysis was the approach used in pairing and separating data, a way of sorting and categorizing. Through data reduction, the lengthy and large volumes of qualitative data gathered came out consolidated and manageable, easier to control and understood.

Table 1

Participants' Information

Assumed Name	Gender	Location	Year level	Study Group	Institution
Mary	Female	Tagum City	3rd year	In-depth Interview	Private
Carlo	Male	Tagum City	3rd year	In-depth Interview	Private
Anna	Female	Tagum City	3rd year	In-depth Interview	Private
Shaira	Female	Tagum City	3rd year	In-depth Interview	Private
Ronald	Male	Tagum City	3rd year	In-depth Interview	Private
Jung	Male	Tagum City	3rd year	In-depth Interview	Private
Mylene	Female	Tagum City	3rd year	In-depth Interview	Private
Thalia	Female	Tagum City	3rd year	Focus Group Discussion	Private
Kris	Female	Tagum City	3rd year	Focus Group Discussion	Private
Chrissa	Female	Tagum City	3rd year	Focus Group Discussion	Private
Jungkook	Female	Tagum City	3rd year	Focus Group Discussion	Private
Athena	Female	Tagum City	3rd year	Focus Group Discussion	Private
Natasha	Female	Tagum City	3rd year	Focus Group Discussion	Private
Rose	Female	Tagum City	2nd year	Focus Group Discussion	Private

The next step was data display that was done through matrix or table for the view to draw his conclusion. In this step, I read my data several times to be acquainted with them. At first, we found several themes but the

themes were narrowed down to just few ones. Finally, drawing conclusion and verification were done for qualitative analysis. This was going back several more times and revisiting the data being analyzed to completely see it to the validity of the emergent conclusions. The data conversed through the emergence of conceptual categories and descriptive themes. These themes were formulated into which all of them were interconnected and have sense (Van Manen, 1990). Then, we interpreted the conceptual framework with reference to the related literature phenomenon being investigated (Burns and Groove, 2007) which was done with an attempt to explain the subject with a theory.

In making an interpretation of the report, we considered what data must be included and information to be discarded. The interpretation was written clearly and precisely. Sufficient description was being provided to permit the reader to comprehend the basis for interpretation so that the sufficient interpretations allow the reader to understand the description (Polkinghorne, 1989, p. 46). Different criteria for the evaluation of qualitative research must be considered (Lincoln, 1995). We considered the trustworthiness criteria as suggested by Guba and Lincoln (1989), which are credibility, confirmability, dependability, and transferability. To achieve triangulation, we used multiple sources of our study; these multiple sources of evidence were interview transcripts from the key informants and FGD participants, insightful notes, and readings from related literature. This is done to strengthen the study (Polit, Beck, & Hungler, 2006; Sandelowski, 1986; Streubert-Speziale, 2007). In addition to triangulation method, peer debriefing was conducted. We constructed the essential themes with the help of our peer debriefer. We considered the comments and suggestions such as deleting data that are not significant to the study.

Research Question No. 1: What are the social issues revealed in the film of Columbus’s Percy Jackson and the Lightning Thief?

During the in-depth interviews through the utilization of google forms and focus group discussion via google meet, the following questions were asked to open their minds on what they have observed in the film to discuss the above research problem. *How do these social issues have been portrayed in the film? Have these social issues been coped in the film? In what ways did they cope with these social issues?* There were three major themes emerged from the data collected on the social issues in the film that have been observed of the study participants as presented in Table 2 namely Gender Inequality, Discrimination, and Social Division.

Table 2

Essential Themes and Core Ideas on the Revealed Social Issues in the Film.

Essential Themes	Core Ideas
Gender Inequality	<p>Social class, discrimination and gender inequality were shown as social issues in the film.</p> <p>The social issues that I have seen in the film is gender inequality, like how they underestimate the capability of Annabeth and the other women character in the film.</p> <p>The social issues that are being revealed in the Percy Jackson and the Lightning thief are gender inequality and class division</p> <p>The social issues revealed in the film are rebellion, false accusations, gender inequality, and social stratification.</p>
Discrimination	<p>Percy was discriminated when he wasn't able to read what his professor wants him to read.</p> <p>People discriminated Grover because of his disability in the eyes of humans and his use of crutches.</p> <p>I've seen discrimination revealed in the film of Columbus' Percy Jackson and the Lightning Thief they will belittle you if you are weak and powerless.</p> <p>There is discrimination found in the film</p> <p>I observed in the film is all about discrimination which is very rampant</p>

Social division	<p>There were Gods that symbolize power over the weak race (humans) and threatens to destroy the world.</p> <p>class division wherein the Gods and Goddesses resembles position, power, wealth and the immortals are the ones who adores and praised them.</p> <p>The social class itself is categorized according to races, wealth, and power.</p> <p>gender inequality and class division that is very clear in the movie.</p> <p>the Gods represent the authority and power while the mortals are the ones who worships them.</p> <p>it reflects the social class system wherein the Gods play the role of the ones who governs the society.</p>
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Gender Inequality - Almost all the key informants and the FGD participants have the same observations of social issues that they have seen in the film. They identified gender inequality from the film and in picture to what the society is currently in. Carlo (a pseudonym) stated what he has observed.

Social class, discrimination and gender inequality were shown as social issues in the film. (Carlo_IDI_RQ1_L4)

Mylene (not her real name) expressed her opinion.

The social issues that I have seen in the film is gender inequality, like how they underestimate the capability of Annabeth and the other women character in the film. (Mylene_IDI_RQ1_L16)

Jung (not his real name) stated his observations in the film.

The social issues that are being revealed in the Percy Jackson and the Lightning thief are gender inequality and class division that is very clear in the movie. (Jung_IDI_RQ1_L14)

Ronald (a pseudonym) said what social issues he has observed in the film.

The social issues revealed in the film are rebellion, false accusations, gender inequality, and social stratification. (Ronald_IDI_RQ1_L12)

Thalia (not her real name) also revealed her observations regarding the film.

So, the social issues that was revealed in the film of Columbo's Percy Jackson is that ah, uhm the gender discrimination and the rebellion of its characters in the movie.

(So, the social issues that was revealed in the film of Columbo's Percy Jackson is that ah, the gender discrimination and the rebellion of its characters in the movie.) (Thalia_FGD_RQ1_L44)

Discrimination - The study participants observed *discrimination* as a portrayed social issue in the film. Almost all of them identified and came up with the same issue and some of them explained what particular scenes in the film they can tell that discrimination was portrayed. Mary (a pseudonym) stated that she observed the protagonist being discriminated in the film.

When Percy was discriminated when he wasn't able to read what his professor wants him to read. (Mary_IDI_RQ1_L20)

Anna (not her real name) expressed her observation.

People discriminated Grover because of his disability in the eyes of humans and his use of crutches. Percy was also bullied by his classmates and his foster father, including his mother who is always been hurt by the hands of his foster father. Because of their lack of economic

resources as they don't have their own house, they are forced to obey his foster father for it is his own house where they are living in. Gods, normally, act as they are the supreme beings. But in the film, it reflects the social class system wherein the Gods play the role of the ones who governs the society and as Zeus planned to destroy the world because of thievery from his property. (Anna_IDI_RQ1_L26)

Shaira (not her real name) stated a particular scene where discrimination was portrayed and followed by her opinion.

I've seen discrimination revealed in the film of Columbus' Percy Jackson and the Lightning Thief like how the other kids easily bullied Percy because he has dyslexia and that doesn't only happen in screen but also in the real-life situation. As we know that this issue is very rampant in our society even today. (Shaira_IDI_RQ1_L8)

Chrissa (not her real name) shared her thought.

First is discrimination as being who you are and where you from either from low or high class, they will belittle you if you are weak and powerless. (Chrissa_FGD_RQ1_L20)

Athena (not her real name) stated that she saw a number of scenes that portrayed discrimination.

Uhm, the social issues revealed in the film is I have seen discrimination, many discriminations in the film of Columbo's Percy Jackson and the Lightning Thief.

(Uhm, the social issues revealed in the film that I have seen is discrimination. There is discrimination found in the film of Columbo's Percy Jackson and the Lightning Thief.) (Athena_FGD_RQ1_L28)

Natasha (not her real name) expressed that discrimination is also evident in our society.

Okay, the social issues that I observed in the film is all about discrimination which is very rampant pud ni siya nowadays. Observable pud ni siya sa karon nga issue sa society. That's all.

(Okay, the social issues that I observed in the film is all about discrimination which is very rampant nowadays. This issue is also observable in our society. That's all.) (Natasha_FGD_RQ1_L32)

Social Division - The study participants observed *social division* as a portrayed social issue in the film. Some gave their opinions and some reflected with the film scenes and the society we are living in. Carlo (a pseudonym) shared his observations of social division in the film.

There were Gods that symbolize power over the weak race (humans) and threatens to destroy the world. There were bullies who discriminate people with disabilities. People were talking about how weak being a female warrior is. Those issues have been portrayed in the film. (Carlo_IDI_RQ1_L22)

Kris (not her real name) narrated her observations.

So, how do these social issues have been portrayed in the film. Actually like, how Percy stepfather sees his mother as a servant nga consistently naga-follow sa requests niya. And then, sa class division, which is the Gods resembles and addresses uhm, the position, power, wealth. The immortals are the one's who adore them. That's it.

(So, how do these social issues have been portrayed in the film. Actually how Percy's stepfather sees his mother as a servant who consistently follows his orders. Also, class division where in the

Gods and Goddesses resembles position, power, wealth and the immortals are the ones who adores and praised them. That's it.) (Kris_FGD_RQ1_L57)

Ronald (not his real name) stated some particular scenes where he observed class division.

When Luke, the son of Hermes, wants the Gods to destroy themselves by putting up war. When Percy Jackson was false accused of the crime he didn't commit. When Annabeth was doubted by her skills because she is a female. The social class itself is categorized according to races, wealth, and power. (Ronald_IDI_RQ1_L38)

Jung (not his real name) stated that social division was clear, as well as gender inequality.

The social issues that is being revealed in the Percy Jackson and the Lightning thief are gender inequality and class division that is very clear in the movie. (Jung_IDI_RQ1_L14)

Just like how Percy's stepfather looks down on his mom because he viewed his mom as a housekeeper who always follows his order. And in the class division, it's like the Gods represent the authority and power while the mortals are the ones who worship them. (Jung_IDI_RQ1_L42)

Anna (not her real name) also pointed out particular scene wherein she observed class division.

Gods, normally, act as they are the supreme beings. But in the film, it reflects the social class system wherein the Gods play the role of the ones who governs the society and as Zeus planned to destroy the world because of thievery from his property. (Anna_IDI_RQ1_L30)

Research Question No. 2: How do these revealed social issues influence the lives of the people?

The following questions were asked during the in-depth interview and focus group discussion to find out the influence or the impact of these observed social issues to people's lives. *What are the positive and negative impacts of these portrayed social issues to the society? Has your perspective to the society changed after watching the film? How did you react when you experience or witness these social issues?*

From the data collected using the mentioned questions, six essential themes emerged from the responses as shown in Table 3. These are *It inspires them to generate ideas in overcoming social issues, It makes them reflect their own actions, It urges them to face adversities in life with optimism, It drives them to fight for what they believe is right, It makes them feel bad/sad that many are still experiencing social issues, and It makes them feel worthless in society.*

Table 3

Essential Themes and Core Ideas on the Influence of these Social Issues

Essential Themes	Core Ideas
It inspires them to generate ideas in overcoming social issues	<p>People can be inspired by watching the film and can have the ideas on how they will address the spreading issue in the society.</p> <p>I was inspired by how the characters portrayed and addressed the different social issues that are rampant in our society.</p> <p>it can inspire them to show how determined they are about doing something they wanted to prove.</p> <p>it inspired me to speak for my right no matter what happen and deal with those issues.</p> <p>I was inspired by how the characters deal with those issues.</p> <p>Be encouraged to continue their life not thinking what they can't do but instead what they can do for the society.</p>

	<p>you can use those discriminations as your inspirations to make yourself do better and to prove them wrong.</p>
<p>It makes them reflect their own actions</p>	<p>I feel kind of guilty because I know within in myself that I've been discriminating others too.</p> <p>I discovered and realized that I should not discriminate and make others a laughingstock</p> <p>I kind of feel sad because it's hard to experience that kind of treatment yet I've been doing it to others.</p> <p>we can't deny we became like that or it happened to us once or twice in our lives.</p> <p>even myself once discriminated others too</p>
<p>It urges them to face adversities in life with optimism</p>	<p>The movie is a message itself to the audience that even the imperfections and disabilities can be perfect if we look at the brighter side.</p> <p>The movie is a wakeup call for me. it shows that no matter how hard life is, you must still continue</p> <p>They won't give up in life no matter how hard life throws to them</p> <p>No matter how they discriminate and treat you, you just have to believe in yourself that you can do it.</p> <p>You just have to believe in yourself that you can do it.</p> <p>you can be in your own better way and that you could prove them wrong.</p>
<p>It drives them to fight for what they believe is right.</p>	<p>fight for what you think is right.</p> <p>learn how to fight back for what is right.</p> <p>she proved them wrong and that she is capable to fight despite of her gender.</p> <p>they will used gut as a key to fight, survive and prove to everyone that they are wrong.</p>
<p>It makes them feel bad/sad that many are still experiencing social issues.</p>	<p>I was sad not by experiencing but witnessing those issues.</p> <p>I felt bad because there are still people who are discriminating others.</p> <p>I feel kind of sad because even up to these days, there are still people who managed to think that they are high and powerful towards their peer.</p> <p>I feel sad for the other characters in the story particularly in women.</p> <p>I kind of feel sad because it's hard to experience that kind of treatment.</p> <p>I felt bad because up until now discrimination still exist especially if they see themselves as superior to others.</p> <p>I feel some sort of pity because even nowadays we can still see that there are still people that uses their power and authority to mistreat those people that are inferiors.</p>
<p>It makes them feel worthless in society.</p>	<p>people will be belittled themselves for they will only think that they are useless in the society</p> <p>they may lose their will as a member of the society and think only of their weaknesses</p> <p>they forget themselves to be considerate and think what the impaired person would feel.</p> <p>they may think that they are only giving the society a useless bunch of people who are worth nothing that the normal and wealthy ones.</p>

It inspires them to generate ideas in overcoming social issues - The study participants revealed that they were inspired to come up with ideas addressing the social issues that were revealed in the film. They were determined to overcome the societal problems and turning their weaknesses into their strengths to solve the problems. Anna (a pseudonym) shared what possible impacts she has observed after watching the film.

Positive impacts are people can be inspired by watching the film and can have the ideas on how they will address the spreading issue in the society. Negative impacts are people can continue to spread these issues and disregard the idea that it can be cope up and addressed for the good of the society. (Anna_IDI_RQ2_L130)

Carlo (not his real name) stated that his perspective was changed after watching the film.

Yes, I was inspired by how the characters portrayed and addressed the different social issues that are rampant in our society. (Carlo_IDI_RQ2_L48)

Ronald (not his real name) explained the determination of people and shared his thoughts.

These revealed social issues can and may influence people in a way that it can inspire them to show how determined they are about doing something they wanted to prove. No matter how poor or physically challenged you are, you can still do things in your own better way. This film can contribute to the society because it portrayed various social issues that needs to be addressed. (Ronald_IDI_RQ2_L106)

People with different inabilities may be encouraged to continue their life not thinking what they can't do but instead what they can do for the society. People may also be influenced to hurt others just to get what they want and do things against the law. (Ronald_IDI_RQ2_L138)

Chrissa (not her real name) shared her side.

Yes, because it inspired me to speak for my right no matter what happen and deal with those issues. That's all. (Chrissa_FGD_RQ2_L208)

Anna (not her real name) stated that she was inspired with the characters.

Yes, it has changed for I was inspired by how the characters deal with those issues. (Anna_IDI_RQ2_L150)

Rose (not her real name) also gave her side about the said issue.

So the negative impact, you may receive a lot of discrimination but the positive impact is that you can used those discriminations as your inspirations to make yourself do better and to prove them wrong. (Rose_FGD_RQ2_L195)

It makes them reflect their own actions - After watching the film, the study participants are contemplating what social issues they saw towards their own actions. They are now more cautious in their behavior when they are going to interact in the society. Mary (not her real name) shared that she feels a little guilty because she wasn't denying that she discriminates others too.

I feel kind of guilty because I know within in myself that I've been discriminating others too. (Mary_IDI_RQ2_L161)

Athena (not her real name) acknowledged that she should not make someone a laughingstock.

Ah, I discovered and acknowledge that dli ko dapat mag discriminate and magkatawa sa uban because everyone is born special.

(Ah, I discovered and acknowledge that I should not discriminate and make others a laughingstock because everyone is born special.) (Athena_FGD_RQ2_L337)

Athena (not her real name) also gave her side that she feels sad about it.

I kind of feel sad because it's hard to experience that kind of treatment. (Athena_FGD_RQ2_L245)

Chrissa (not her real name) also expressed her side.

Like they can see themselves because one thing we can't deny we became like that or it happened to us once or twice in our lives. That's all. (Chrissa_FGD_RQ2_L144)

Mary (not her real name) shared her side.

yes, coz even myself once discriminated others too. (Mary_IDI_RQ2_L147)

It urges them to face adversities in life with optimism - The study participants took the movie as a positive one that can inspire them to deal with life with full of positivity. They emphasized optimism as main message from the film. They shared thoughts concluding that there is only one person who can deal with our lives and that is us, so we must face adversities in life with optimism. Jung (a pseudonym) said that even the imperfections can be perfect too.

Yes, because the movie is a message itself to the audience that even the imperfections and disabilities can be perfect if we look at the brighter side. (Jung_IDI_RQ2_L155)

Mylene (not her real name) shared her thoughts that no matter how hard life gets, you must continue.

yes, the movie is a wakeup call for me. it shows that no matter how hard life is, you must still continue and fight for what you think is right. (Mylene_IDI_RQ2_L157)

Shaira (not her real name) expressed her thoughts that no matter who and what you are, you can still bring out the best version of you.

It can influence those other people who have the same experience with Percy, that they won't give up in life no matter how hard life throws to them and that they can be Percy in their own way. (Shaira_IDI_RQ2_L103)

Thalia (not her real name) said that all you need is to trust yourself.

Uhm, so uhm, these social issues influenced the lives of the people if that no matter they discriminate you but you just have to believed in yourself and dili magpaaaaa, dili magpadala sa ilahang mga discriminate sa imo then bisan gi ano, unsa na oy you can be in your own better way and ma prove nimo sa ilaha na makaya nimo nga ikaw lang. Yun lang.

(Uhm, so uhm, these social issues influenced the lives of people if that no matter how they discriminate and treat you, you just have to believe in yourself that you can do it. Just don't mind what other people say about you because you can be in your own better way and that you could prove them wrong.) (Thalia_FGD_RQ2_L135)

It drives them to fight for what they believe is right - Having to believe in ourselves is one, we must also fight for what we believe is right also. The study participants emphasized that we must fight for what is right and by this, it will give them the courage to see their worth as an individual. Carlo (not his real name) gave his opinion.

Negatively, they may think that they are only giving the society a useless bunch of people who are

worth nothing that the normal and wealthy ones. On the other hand, they may lose their will as a member of the society and think only of their weaknesses rather than what they can do for their society. Positively, they will learn how to fight back (no violence involved) for what is right. They can show what they are made of and how they struggle for living from then till now unlike the normal ones who only live life without facing much challenges. By that, they can prove them wrong. (Carlo_IDI_RQ2_L123)

Thalia (not her real name) expressed her side about marginalizing women.

Ahm, yes. Specially in Annabeth who was a girl which she was discriminated, ahm wala sya nagpadala instead she instead gi prove niya na mali sila and kaya nila mu fight even though gina kuan lang sya na weak sya but no.

(Yes, especially Annabeth who was a woman and got discriminated but she was not swayed upon instead she proved them wrong and that she is capable to fight despite of her gender.) (Thalia_FGD_RQ2_L201)

Jungkook (not her real name) shared her opinion.

So negatively, people will belittled themselves for they will only think na useless kaayo sila sa society but of course positively they will used gut as a key to fight to survive and to prove to everyone that they are wrong.

So negatively people will belittled themselves for they will only think that they are useless in the society but of course positively, they will used gut as a key to fight, survive and prove to everyone that they are wrong. (Jungkook_FGD_RQ2_L181)

It makes them feel bad/sad that many are still experiencing social issues - The participants shared how they feel towards many that are still experiencing mentioned social issues. Some of them felt bad and some of them felt sad due to this concern. They also admitted that sometimes they themselves experienced and having others experienced those social issues. Anna (not her real name) gave her opinion in witnessing those social issues.

I was sad not by experiencing but witnessing those issues particularly economic issues where my friend was abused by his foster father because they are not blood-related and they don't own the house they are living in. Discrimination where people and especially students are bullied because they cannot just simply fight back. It's just too sad to witness. (Anna_IDI_RQ2_L172)

Shaira (not her real name) also shared her side.

I felt bad because there are still people who are discriminating others and they think that they are superior than them. (Shaira_IDI_RQ2_L177)

Jung (not his real name) shared his thoughts about people who tends to lookdown their peers.

I feel kind of sad because even up to these days, there are still people who managed to think that they are high and powerful towards their peer that they tend to look down them. (Jung_IDI_RQ2_L182)

Jungkook (not her real name) expressed her side about women being marginalized by the society.

So, personally I feel sad sa other characters sa story labi na sa women they think as women very weak but of course I was actually glad na giportray didto sa movie na women can actually fight and other pud na katong mga discrimination sa once you are like have at ahm naa kay mga ano sa imung body physical but of course Im glad na kanang, na kanang they were able to fight back

for that.

(Personally, I feel sad for the other characters in the story particularly in women. They perceived women as weak but of course I was actually glad that in the film, women can actually fight. Also, in the side of discrimination, I am glad that they are able to fight back.)
(Jungkook_FGD_RQ2_L239)

Natasha (not her real name) expressed her side.

I felt bad kay hantud diay karun naa diay ghaon diay discrimination na mahitabo especially if they see themselves as a superior or higher sa uban.

(I felt bad because up until now discrimination still exist especially if they see themselves as superior to others.) (Natasha_FGD_RQ2_L248)

Kris (not her real name) expressed her view in class division.

So, I feel sort of pity because even nowadays kay makita jud nato na naa juy mga tao na kanang kanang pag high sa ilaha pag kanang mubo sa ilaha or kanang ano is tapos sila naa sa higher ups or naay power is kaya jud nila e control tanan naa sa ilang palibot and even towards to their relatives or bsta kay kaya nila e look down and apakan.

(I feel some sort of pity because even nowadays we can still see that there are still people that uses their power and authority to mistreat those people that are inferiors.)
(Kris_FGD_RQ2_L231)

It makes them feel worthless in society - The study participants expressed their opinions about the issues they have observed in the film. Some of them shared negative impacts and some of them shared positive ones. They focused on why it makes them feel worthless as they experience this rampant social issues. Carlo (not his real name) expressed his side.

Negatively, they may think that they are only giving the society a useless bunch of people who are worth nothing that the normal and wealthy ones. On the other hand, they may lose their will as a member of the society and think only of their weaknesses rather than what they can do for their society. (Carlo_IDI_RQ2_L123)

Mary (not her real name) also shared her side about the said issues.

The positive impact is that the society will learn how to deal with the certain person who have this disability and the negative impact is when they forget themselves to be considerate and think what would the impaired person will feel. (Mary_IDI_RQ2_L120)

Carlo (not his real name) expressed his side.

Negatively, they may think that they are only giving the society a useless bunch of people who are worth nothing that the normal and wealthy ones. (Carlo_IDI_RQ2_L123)

Research Question No. 3: What are the insights that can be derived from the film to the present time?

The following questions were asked to disclose the insights of the study participants in both the in-depth interview and focus group discussion regarding the literature presented as a film. *What can the film contribute to the society in terms of portraying social issues? What are your discoveries in your experience watching the film? Can those discoveries of yours help you as a person in the society?* From the responses of the participants as presented on Table 4, only four major themes emerged, to mention; *Discrimination should be stopped, Mutual understanding and respect may help address social issues, Eradicate gender inequality, and Eliminate false*

accusation.

Table 4

Essential Themes and Core Ideas on the Audience' Insights Concerning the Film

Essential Themes	Core Ideas
Discrimination should be stopped.	<p>we should not discriminate and mark them as not capable of doing something because they can, in their own way.</p> <p>Discrimination is only spreading, and it can be stopped starting from us, individually. Class division may be natural but there are things we can change to live our life to the fullest.</p> <p>never discriminate a person because of course this once you discriminate this person you never know in the future what they will become because of course their weaknesses could be their key in order to fight back.</p>
Mutual understanding and respect may help address social issues.	<p>Social issues can be addressed by helping and understanding one another.</p> <p>We need to learn how to be in others shoe and try to understand what is like to be in their situation.</p> <p>as a citizen in our society, we must be responsible and respectful to everybody.</p> <p>There are people that need to be understood and need to be helped by one another.</p>
Eradicate gender inequality	<p>gender inequality must not be tolerated whether you are a man or a woman, we are all deserving to be respected.</p> <p>we should not judge someone's capability and strength based on their gender.</p> <p>they should educate people to not look down women because of course women can do more than what men can.</p> <p>People should promote women empowerment</p>
Eliminate false accusation	<p>I discovered that putting the blame for someone on the things that you've done doesn't make you mighty</p> <p>We should not let someone, or somebody ruin our reputation due to some false accusations.</p> <p>I discovered that sometimes, people can be accused of a false crime they did not commit.</p> <p>I am very grateful to these discoveries because I now fully understand the true essence of being a morally person.</p> <p>it helped me to think twice before doing anything. I also learned to alter what I'm going to say and act.</p>

Discrimination should be stopped - The participants have come up with the conclusion that *discrimination should be stopped* after watching the whole film. They, as audience, reflected with the characters' actions. The study participants have similarities and pointed that never discriminate a person for his weakness could be the key to his success. Mary (not her real name) shared her insight.

What I have seen is that we should not discriminate and mark them as not capable of doing something because they can, in their own way. (Mary_IDI_RQ3_L189)

Carlo (a pseudonym) stated his insight about discrimination in the film and reflected to the society.

Equality of every gender, people nowadays look down to women, thinking limitedly of what they can do without thinking what they can do that the opposing gender can. Discrimination is only spreading and it can be stopped starting from us, individually. Class division may be natural but there are things we can change to live our life to the fullest. (Carlo_IDI_RQ3_L191)

Jungkook (not her real name) shared how the film can inspire the viewers to stop discrimination.

So, the film can inspire the viewers, especially the young generation to never discriminate a person because of course this once you discriminate this person you never know in the future what they will become because of course their weaknesses could be their key in order to fight back. That is why you, we, must educate of course and we must inspire the young generation about this the beauty it creates of this kind of movie. (Jungkook_FGD_RQ3_L301)

Mutual understanding and respect may help address social issues - The study participants focused on mutual understanding and respect between people as it can help overcome the social issues they are experiencing. They revealed their discoveries upon watching the film and how those discoveries can help them as a person in their society. Anna (a pseudonym) shared her opinion.

Social issues can be addressed by helping and understanding one another. People are sometimes selfish for their own desires and for because of what they have. But we can cope with these social issues by proving to them that they are wrong and we must do what is right. (Anna_IDI_RQ3_L196)

There are people that need to be understood and need to be helped by one another. People have to prove themselves. Though there are sometimes that we'll just choose to give up rather than prove ourselves. But all of our dreamed changes we wanted for our society must come from our desire to change for the good of the society. (Anna_IDI_RQ3_L247)

Chrissa (not her real name) shared how important to respect others.

We need to learn how to be in others shoe and try to understand what is like to be in their situation and learn how prove yourself to others. That's all. (Chrissa_FGD_RQ3_L328)

Rose (not her real name) stated how the film can help her as a citizen.

It helps me as a person because as a citizen in our society we must be responsible and respectful to everybody. That's all thank you. (Rose_FGD_RQ3_L376)

Eradicate gender inequality - The participants have the idea that people should *eradicate gender inequality* and all of us deserves to be respected as we are living in the same society. They pointed out that we must be educated to achieve a solution and overcome disrespecting others appearance, opinion and gender. Rose (a pseudonym) stated that everyone deserves to be respected.

So, it shows that gender inequality must not be tolerated whether you are a man or a woman, we are all deserving to be respected. (Rose_FGD_RQ3_L282)

Mylene (not her real name) shared her insight.

The insights that can be derived from the film in the present time is that we should not judge someone's capability and strength based on their gender. (Mylene_IDI_RQ3_L210)

Jungkook (not her real name) shared her opinion about people to become educated.

So, ahm ahh siguro ah katong para parehas atong sa gender equality na dapat sya e practice or dapat iano jud sya sa tanan, I educate ang tao na dli dapat e look down ang women because of

course women can do more than what they can, what they think that's why dapat e educate nato ang kanang next generation about ani.

(The same with gender equality that it should be impose to everyone, they should educate people to not look down women because of course women can do more than what men can. That's why we should educate the next generation about gender equality.) (Jungkook_FGD_RQ3_L270)

Ronald (not his real name) stated his opinion.

People should promote women empowerment because gender inequality nowadays is rampant in our society. (Ronald_IDI_RQ3_L203)

Eliminate false accusations - The study participants shared their insights and discoveries. Almost all of them said that people should *eliminate false accusations* as it does not help you and give you justice. They pointed out that as a citizen, their battlefield is the society they are currently living in and do not let anybody ruin your reputation just because of a false accusation you did not commit. One must understand the true essence of being a person with moral character. Mylene (a pseudonym) shared her discovery as a person.

I discovered that putting the blame for someone on the things that you've done doesn't make you mighty and cool. (Mylene_IDI_RQ3_L262)

Of course, yes. it helped me to think twice before doing anything. I also learned to alter what I'm going to say and act. (Mylene_IDI_RQ3_L276)

Jung (not his real name) stated that his discoveries can help him as a person in the society.

Yes, as an individual we should learn to fight back and stand what is right. We should not let someone or somebody ruin our reputation to some false accusations. The society that we lived in is a battlefield and we are our own sword. (Jung_IDI_RQ3_L273)

Carlo (not his real name) shared his discovery upon watching the film.

I discovered that sometimes, people can be accused of a false crime they did not commit. But because of the authorized higherups and lacking of resources, people cannot defend themselves just like in our society's concern. But as shown in the movie, the accused one was given a chance by the Gods to prove himself of his innocence. Also, people who are likely discriminated have the will of changing the society than normal ones have. (Carlo_IDI_RQ3_L241)

Mary (not her real name) said that her discoveries will be helpful.

Yes, it did. I am very grateful to these discoveries because I now fully understand the true essence of being a morally person. (Mary_IDI_RQ3_L266)

5. Discussion

This chapter presents the discussion, conclusions, implications for practice and implications for future research supported from the themes emerged during the data analysis. This study clearly stated its purpose, that is to discover the social issues that can be extracted from the film and the correlation of the film to this modern society and, to find out how these revealed social issues influence the lives of people in this present society. Insights and feelings of the research participants will be uncovered and to verify what concepts may be pulled together from the findings.

This literary analysis is phenomenological in method because it gathers the personal experiences and insights of the participants and was able to reveal the social issues portrayed in the film of Columbus entitled *Percy Jackson and the Lightning Thief*. Phenomenological method deals with the human perception of events

created from the happenings in the real world (Creswell, 2007). These concrete happenings are given “breath” based from the perspectives and experiences of the study participants through discussions for the analysis.

This study supports the Marxism Philosophy pioneered by Karl Marx which centers around class conflict among the higher class and the lower class (Chappelow, 2019). As Marx composed that the power connections among the higher class and the lower class were naturally immoral and would definitely develop class division conflict. Using the theory as a lens also helps give a clearer picture of the understanding about the social issues. The findings have added to the growing knowledge concerning the social issues portrayed in such films as how they created an image of reality wherein it gives a meaning to the society. Responses uncovered by the research participants is valuable feedback to the present society.

This literary study reveals the social issues portrayed in the film *Percy Jackson and the Lightning Thief*. It focuses on what issues and implications did the participants have extracted after watching the mentioned film. This literary study will be anchored in Marxism approach and reveal the correlation of the movie with the modern society (Adarsha, 2014). This study is phenomenological in method because a group of individuals such as viewers of the Columbus’ film were interviewed to create shared knowledge about the social implications in the film. Bracketing is taken into consideration to investigate the things to discover (Ariola, 2006). It is in this structure of circumstance that 14 participants, 7 from the in-depth interviews and 7 from the focus group discussion were asked to participate to contribute and share their thoughts and revelations, as well as their insights and emotions to their witnessing of watching the film. All of them are currently studying Bachelor of Secondary Education Major in English in University of Mindanao Tagum College, Tagum City.

Discovering Social Issues in Columbus’ Film *Percy Jackson and the Lightning Thief*. Based on the results of the study, the participants have various discoveries and observations in their experience watching the film studied. They identified various social issues they observed in the film. On the result, three themes have emerged namely: gender inequality, discrimination, and social division.

As the results of this study revealed, the participants disclosed their observations in **gender inequality**. Most of them have the same response after being asked. They identified the same social issue in picture to what the society is currently in when it comes to gender.

Considering the response of Carlo (a pseudonym) when he said that he has observed social class division, discrimination, and gender inequality. To him, it can be clearly seen that gender inequality was portrayed along with discrimination, class division was portrayed primarily as well in the movie. Mylene (not her real name) also responded similarly to Carlo’s response when she said that gender inequality was evident as how they underestimate the capability of Annabeth and the other women in the film. As being apparent to the society we are living in, Jung (not his real name) said that he observed gender inequality and class division in the film that mirrors the present society. Ronald (not his real name) uncovered numerous social issues that he has observed in the film namely: such as rebellion, false accusations, gender inequality, and social stratification. To him, all he has observed were widely evident in our present society. There is rebellion because of power, there are accused falsely because of lack of wealth, gender inequality because of what we used to be taught and social stratification between the different classes (Chappelow, 2019). Thalia (not her real name) has also the same response with Ronald’s as she pointed out gender discrimination and rebellion. Jungkook (not her real name) emphasized gender inequality. To him, the female protagonist was seen as weak and discriminated because of being a female. We used to see female as weak because of the historical teachings that we used to learn over the generations, due to that, we are bringing the same teachings and practice to the next generation and so on (Bourdieu, 2011).

The study participants responded with their observations that portrayed **discrimination**. Some participants also narrated some scenes that this issue was showed. For them, it is quite evident in the present society as well.

Mary (a pseudonym) stated that she observed the protagonist being discriminated in the film as when the protagonist was discriminated when he was not able to read what his professor wants him to read. Anna (not her

real name) stated that people discriminated someone because of his or her disability. In the movie, the case of disability was Grover's wherein people discriminated him because he uses crutches to walk well. Percy bullied by his classmates and his foster father. Because of the lack of economic resources, both the protagonist and his mother were forced to obey his foster father's selfish requests. Shaira (not her real name) also pinpointed the physically challenged protagonist Percy who cannot read normally and words are dancing in his visual, because of that circumstance, he was discriminated and bullied. Chrissa (not her real name) expressed her thought that whoever you are or where you from either low or high class, there will always be people who will belittle you if you are weak and powerless. Athena (not her real name) stated that she saw several scenes that portrayed discrimination in the film. Natasha (not her real name) said that discrimination is also evident in our society in the present. It is indeed true that discrimination is evident in the present society, as we are the crowd who are giving birth to this issue and keep spreading it, we are also the ones who are responsible for the consequences of our actions and slowly it will shape the environment around us (Blakemore et al.,1998).

The participants also expressed how the film portrayed **social division**. Some gave their opinions and some reflected with the film scenes and the society we are living in. For the participants, the film portrayed various races, level of wealth and power that are also caused this issue to arise in the present society as well.

Carlo (not his real name) shared his observation that there were Gods who symbolize power over the weak race (humans) and threaten to destroy the world as they cannot do a thing to it. Kris (not her real name) shared her observation as how Percy's stepfather sees his mother as a servant who is consistently following his selfish requests. Also, Kris added that Gods resemble position, power, wealth; and the mortals are the ones who praise them. Ronald (not his real name) said that in the movie, the social class itself is categorized according to races, wealth, and power. Jung (not his real name) stated that social division was clear as well as gender inequality. The protagonist was falsely accused of a crime he did not commit just because he has nothing to prove, the female character was doubted of her skills just because of being a woman warrior, and Gods destroying themselves by putting up war. Jung added that it is like a politics were politicians are the ones who control the poor and managing the society. Anna (not her real name) shared that in the film, it reflects the social class system wherein the Gods play the role of the ones who governs the society as one of them planned to destroy the world just because of thievery of his property.

These are stories created by people who come out with ideas about something they want to say, something they want to tell someone. Films are a form of communication and that communication, those stories, originated from different societies, not exactly where society is currently and how it is now but where society has been. These are significantly influential ranging from social, cultural, economic, and political matters (Sherak, 2011, as cited in Shah, 2015). These social issues or problems are perceived by society as difficulties that is keeping society from functioning at an optimal level. It is critical to understand that not everything that happen in the society are raised to the degree of social problems (Kelly & Chapel, 2017).

These results of the participants' observations imply that social issues portrayed in the films can be evident in our real world, for films can be the mirror of our present society. Nevertheless, these social issues can be addressed and we the people living in it can find a way to lessen or take turn to change our society for good. Marx stated that philosophy must become reality. One could never be contented with understanding the world, one must be involved about changing it, which implied changing both the world itself and human awareness of it (Chambre & McLellan, 2020).

Influence of these Social Issues on the Lives of the People. The study indicated that the film's portrayed social issues have influenced the lives of the people. Films can be motivational, intriguing, or can be inspirational. Audience can learn moral lessons and unlock realizations upon watching a film. Based on the results, the study reveals that the film generally influences their actions and thoughts.

The first theme emerged was **it inspires them to generate ideas in overcoming social issues**. The study participants revealed that they were inspired to come up with ideas addressing the social issues that were

revealed in the film. For them, they can help achieve the betterment of the society they are living in and overcoming social issues.

For instance, Anna (a pseudonym) shared her thoughts that people can be inspired by watching the film and generate ideas on how they will address those spreading issues in the society. However, she added that people can also disregard the idea that it can be coped up for the good of the society and still continue to spread the issues. Carlo (not his real name) said that he was inspired how the characters overcome the different social issues in the film and his perspective of the society has changed and hoped for a better society. Ronald (not his real name) said that the movie can inspire them to show how determined they are about doing something they wanted to prove. He said that no matter how poor or physically challenge a person is, he can still do things in his own better way; and people with disabilities may be encouraged to continue their life thinking what they can do for the society instead of what they cannot do. Chrissa and Anna (not their real names) were inspired by how the characters dealt with those issues and they are determined to speak for their right. Rose (not her real name) responded with a negative feedback that a person may receive a lot of discrimination. However, she added that the person can use those discriminations as inspirations to make himself/herself do better and prove them wrong. People who are discriminating others introduce troubling society, yet people who are discriminated can be a powerful individuals that make crucial decisions for the good of the people around them (Fershtman & Gneezy, 2001).

The second theme emerged was **it makes them reflect their own actions**. After watching the film, the study participants are contemplating what social issues they saw towards their own actions. For instance, Mary (a pseudonym) admitted that she is guilty discriminating others too. Athena (not her real name) has the same idea and acknowledged her mistake and she should not discriminate someone; she added that she feels sad about it. Chrissa (not her real name) said that we cannot deny that it happened to us once or many times in our lives and sometimes too, we became like that (one who discriminates). We, as people who can recognize our own actions but cannot predict the consequences of it can change the environment around us. It can be better or it can be worse. Change in the society will always starts within us as we are the crowd who creates our society (Blakemore et al.,1998).

The study participants took the movie as a positive one that can inspire them to deal with life with full of positivity. They emphasized optimism as main message from the film. The third theme emerged was **it urges them to face adversities in life with optimism**. They shared thoughts concluding that there is only one person who can deal with our lives and that is us. Jung (a pseudonym) highlighted that the movie is a message to the audience as it brought imperfections and disabilities can be perfect if one looks at the brighter side. Mylene (not her real name) stated that the film served as a wakeup call for her. No matter how life gets, we must still continue living and we fight for what is right, she added. Shaira (not her real name) with similarity to Mylene's thoughts said that the movie can influence the people who have the same experience as the protagonist Percy has, that they will not give up on life no matter how hard life throws to them and they can be like Percy in their own way. Thalia (not her real name) emphasized trusting oneself and no matter how they discriminate and treat you, you just have to believe in yourself that you can do it. Not minding other people's words and doing your best until you can prove them wrong is a way to achieve inner peace and it will reflect the extent to which people will hold favorable experiences for their future and the society's (Carver et al., 2010).

The fourth theme emerged was **it drives them to fight for what they believe is right**. The study participants emphasized that we must fight for what is right so that it may give them courage to see their worth as a person. For instance, Carlo (not his real name) shared his opinion that negatively, people may think that they are only giving the society a useless bunch of people who are worth nothing that the normal and wealthy ones. On the other hand, they may lose their will as a member of the society and think only of their weaknesses rather than what they can do for their society. Carlo added that positively, people can show what they are made of and they will learn how to fight back without violence and prove them wrong. Jungkook (not her real name) who has the same opinion pointed out that they may belittle themselves and think that they are useless in the society but

they can also prove to everyone that they are wrong. Thalia (not her real name) emphasized her side about empowering women as she narrated how Annabeth, a female character who was discriminated, overcame challenges and was not swayed upon instead she proved them wrong that she is more capable to fight even she is a woman. People know when it is the right time to fight, and when it is the time to fight for what we believe is right. This perception is good for the society as it can widely spread to others that we are people and people have moral and we must take a step individually to create a brighter future for us and for the present society (McWhirter et al., 2019).

The study participants revealed how they felt towards many that are still experiencing those mentioned social issues. The fifth theme emerged was **it makes them feel bad/sad that many are still experiencing social issues**. Anna (a pseudonym) felt sad not by experiencing but witnessing economic issues where her friend was abused by her foster father just because they are not blood-related. She saw students being bullied and they cannot just fight back; she is sad witnessing those issues happening in the society. Shaira (not her real name) felt bad because for her, there are still people who are discriminating others and thinking they are superior than them that is why they can just do what they want onto others. Jung (not his real name) similarly felt sad that there are people who think high and powerful towards others that they tend to look down on them. Jungkook (not her real name) felt sad particularly in women as they perceived women as weak individuals but she was glad that the film showed that women can actually fight back. Natasha (not her real name) with the same idea felt bad due to discrimination that is still rampant in the present society. Kris (not her real name) felt pity to those people who were mistreated as inferiors by those people who use their power and authority. Experience, both negative and positive, affects emotions in later life. People are susceptible to change and emotions are dynamic, but it is the level of attachment of the experience that greatly determine the later life of an individual. Like cognition, the experience of emotion always occurs in an environmental context or in the society we are living in (Zautra et al., 2005).

The last theme emerged for question no. 2 was **it makes them feel worthless in society**. The study participants expressed their opinions both negative and positive ones about the issues they have observed in the film. They focused on why it makes them feel worthless as they experience those rampant issues in the society they are living in. Mary and Carlo (not their real names) emphasized that poor, marginalized, and disabled people may negatively think that they are worthless in the society and will lose their will as a society member. Or positively, as a member of the society whether rich or poor, disabled or abled, they should learn how to deal with certain people who have various difficulties in life and never forget themselves to be considerate and think what would the person will feel as it may affect his or her present or later life due to experiences (Zautra et al., 2005).

Insights from the Film to the Present Time. People may learn something from the films they watch. It can be both good and bad, helpful or not, they will learn a thing from it. They can discover new fields and unlock realizations. By this, what they learned from watching films, can help them or keep them from the environment they are living in. The actions they perform can have an effect to the present society (Sherak, 2011). From the responses of the participants, they disclosed their realizations and insights upon watching Columbus' film *Percy Jackson and the Lightning Thief*.

The first theme emerged was **discrimination should be stopped**. The study participants, as audience, reflected with the characters' actions and came up with the conclusion that discrimination should be stopped. For instance, Mary (a pseudonym) shared that we should not discriminate and mark them as not capable of doing something because they can do it in their own way. Carlo (not his real name) emphasized changing to live our lives to the fullest as people nowadays look down to women, thinking limitedly of what they can do without thinking what they can do that the opposing gender can. Discrimination is only spreading and it can be stopped starting from us, individually. Class division may be natural but there are things we can change to live our life to the fullest. Jungkook (not her real name) said that the film can inspire the viewers especially the young generation to stop discrimination and the people's weakness could be their key to fight back. She highlighted that people should be educated, people should be inspired, they can be by watching this film. Discrimination occurs

when a person is unable to enjoy his or her human rights. They believe that all people are and should be treated equally without discrimination. If there was no discrimination it could solve small problems like someone making a new friend or bigger ones like getting children of certain races a better education and making people more successful (Arrow et al., 2015).

The study participants revealed their discoveries as they focused on **mutual understanding and respect may help address social issues**. Anna (a pseudonym) said that there are people who are need to be understood and need to be helped by one another. There may be sometimes we choose to give up rather than to prove ourselves, but our desired changes we wanted for the betterment of our society must come from our desire to change for the good of the society. Chrissa (not her real name) in another opinion stated that people need to learn how to be in others' shoe and try to understand what it is like to be in their situation and learn how to prove oneself to others. Rose (not her real name) said that the film helped her as a person in the society as she must be responsible and respectful to everybody (McWhirter et al., 2019).

The third theme emerged was **eradicate gender inequality**. The study participants have the idea that all of us deserves respect as we are living in the same society. We must be educated so that we can achieve a solution and overcame disrespecting others' appearance, opinion, and gender. For instance, Rose (not her real name) said that the film shows that gender inequality must not be tolerated that we are all deserving to be respected. Mylene's (a pseudonym) insights tell that we should not judge someone's capability and strength based on their gender. Jungkook and Ronald (not their real names) who have the same idea that people should be educated not to look down on women and promote women empowerment because gender inequality is rampant in our society and the youth must be educated about it (Inglehart et al., 2002).

The last theme emerged was **eliminate false accusations**. Almost all of them responded that people should eliminate false accusations as it does not help you and give you justice. The society is the battlefield. One should not let anybody ruin one's reputation just because of a false accusation. Mylene (a pseudonym) discovered that putting the blame on someone for the things that you have done will not make you mighty. She added that the film can somehow help her think twice before doing actions and she learned to control and filter what she'll say and act to others in the society. Jung (not his real name) emphasized that we should learn how to fight back and stand for what is right for ourselves are our only sword. Carlo (not his real name) realized that sometimes, people can be accused of a false crime they did not commit. But because of the authorized higherups and lacking of resources, people cannot defend themselves just like in our society's concern. But as shown in the movie, the accused one was given a chance by the Gods to prove himself of his innocence. Also, people who are likely discriminated have the will of changing the society than normal ones have. Mary (not her real name) said that her discoveries will be helpful and she was grateful to those because she fully understood the true essence of being a character with moral. False accusations can lead to false confessions as people are afraid and cannot fight back for their innocence. People who are accused must be helped as he/she cannot defend him/herself on his/her own due to people that misled by false information and it will affect the environment of the society for people who cannot fight back for their right (Gubi-Kelm et al., 2020).

5.1 Implications for Practice

In interviewing the participants both in in-depth through the use of google form and focus group discussion via google meet, there were three major themes generated from the data collected on the social issues that have been observed of the study participants which were *gender inequality*, *discrimination* and *social division*. These results proved that people who thinks that they are more capable enough and superior than the other, they will easily have trampled you as an individual.

Even before, the society portrayed women as weak, baby-maker and just a housewife who serves her husband (Bourdieu, 2011). Little did they know that women are capable of battles too, they can conquer dungeons that some of the men could not. Regardless of how they perceived women before, the film portrays

that women are as equal with men. However, the discrimination that can be seen from the film is undeniable and closed to reality because discrimination can happen everywhere (Blakemore et al., 1998). It can be online, in the playground, school and etc. Discrimination can lead to detrimental effect on someone's mental health (Zautra et al., 2005). This may also imply that discrimination is evident in our society and that it is existing. This finding should be addressed effectively especially that we have so much social media platforms that can lower someone's self-esteem and confidence (Zautra et al., 2005).

People should be aware that discriminating others and make them a laughing stock is not fun at all. People lack awareness in this social issue, that is why as a researcher in this study, I would like to younger generation to be educated and even the older ones that discrimination is a serious topic that should not be disregarded. This should be put to an end.

Considering the influences on the lives of the people which regards to the social issues portrayed in the film, there were six essential themes emerged, namely: *it inspires them to generate ideas in overcoming social issues, it makes them reflect their own actions, it urges them to face adversities in life with optimism, it drives them to fight for what they believe is right, it makes them feel bad/sad that many are still experiencing social issues, and it makes them feel worthless in society.* This simply implies that they think thoroughly now before they make an action because they have already realized and reflected on their own behavior.

Moreover, the respondents believed that it is important to embrace your flaws and do not be discourage instead use it as a weapon for you to overcome the battles that you are facing. Make them believe that you can also do what they can do and that you are capable as much as they are even though you are physically challenge individual and that does not make you less a person. We just have to accept the fact that we live in a diverse society where people can easily throw comments on us without even knowing who we really are. We must face adversities in life with optimism as it will bring us confidence and give us hope that we can achieve a solution to a certain problem we encounter in our lives (Carver et al., 2010). At the end of the day, only you can save and help yourself from the critics of the society and that you should always remember that God has his reason why you are put in that kind of situation because he is not done yet with you and you still have a mission to fulfill.

Insights from the film to the present society that were tackled from the responses of our study participants there were four major themes emerged, to mention; *discrimination should be stopped, mutual understanding and respect may help address social issues, eradicate gender inequality, and eliminate false accusation.* It is very important to remember that discrimination is not a joke and that it can cause detrimental effect on someone's mental health or worse (Zautra et al., 2005). To help address this said issue, we should show respect and extend our understanding in their situation. We should always put in mind that they are fighting their own battles too and let us not add the burden that person is carrying, instead lend that person a helping hand. These social issues are evident and are rampant in our society. All we have to do is to educate the next generation and even the older ones in the society that respecting one another can create a better place for everyone.

5.2 Implications for Future Research

As much as this study is bounded to those individuals who are at least college levels and studying education in Tagum City, Davao del Norte, Philippines. The following future research are recommended. First, since the finding of this study are not applicable to anyone other than the fourteen participants, future research may be conducted on addressing the social issues found in the film Percy Jackson and the Lightning Thief, with different group of participants in order to strengthen the validity of study's finding. Second, future research may be conducted in some other schools of Tagum City or area of region XI and to the other regions to put more data and intuition from the social issues found in the film. Third, future research may be conducted to explore the words that are left unspoken of the witnesses or victims of the said social issues that were found in the film. Fourth, future research may be implemented by conducting a re-interview to know if the participant's opinions and stands with regards to the social issues has not changed overtime. Fifth, a different research may be

conducted, observing how the people in the society change their views and reacts towards the social issues that were shown in the film using a Marxist approach as a lens in analyzing a literature. The results of this study were gathered from the student participants and future research may conducted to ensure the extended perspective of the society about the social issues that were portrayed in the film.

5.3 Concluding Remarks

From the findings of the study, I can say that social issues are widely spread even in the present time. As it starts from an individual, it creates a connection that affects single entity to many. The study participants' third person point of view lets them unlock realizations and discover knowledge regarding the social issues they witnessed and experienced. From the results of the study, the social issues they have observed that were portrayed in the film arise to many concerns. Personally, I witnessed and experience being discriminated and socially divided. I have felt the feeling of worthlessness as the study participants did. They felt bad and sad for how people practice such acts. Due to those emotional concerns they have shared, they came up with insights that can be useful for each of them as a person and as group of individuals living in the same society. They have shared possible ways to combat those social issues as an individual. All of them believed that the change they are seeking for the betterment of the society will always starts within ourselves as members of the society, which is I also agreed. In our present time, films are use as teaching medium as it is an effective way of providing information for its audience. Films like this (*Percy Jackson and the Lightning Thief* of Columbus) can be a great help to the people as its audience to deliver message and convey meaning for the benefit of the society.

On the lens of Marxism philosophy, the responses of the participants gave life to the idea of Karl Marx that the two divisions (lower and higher class) would definitely develop conflict. Marxism as a theory, it is given breath that the people will this contention would eventually prompt a revolution in which the workers or the lower class (discriminated) would oust the higher class. At the point when individuals have gotten mindful of their loss, of their distance, as an all-inclusive circumstance, they will be able to continue to an extreme change of their circumstance by a revolution. This upheaval will be the introduction to the foundation of communism and the rule of freedom reconquered. The contribution of this study lies in the students' participation to share their views and insights on social issues portrayed from the film provided as it opens opportunities for future research related to discovering social issues in films.

6. References

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