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Analysis of Impact of Motivational Bollywood Films on Minds of Youth

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ARTICLE INFO	ABSTRACT
	Psychologists believe that adopting various learning methods and strategies can positively influence an individual's motivation. The role of educational films in deliberately diffusing motivational thoughts cannot be ignored. Cinema has been an influential medium for over a century, building public opinion, influencing thoughts, and impacting narratives. In this context, this experimental study aims to investigate the influence of motivational-themed Bollywood films on the motivational thoughts of students. Two groups of students from Karachi were examined using a quasi-experimental method. These groups were selected through a convenient sampling technique. Three Hindi films, Taare Zameen Per, 3 Idiots, and Dangal, were selected based on their themes. The experimental group was shown these films, each with a gap of one week, while the control group did not watch any films. Both groups' motivations were analyzed through a validated questionnaire after each session. Results revealed significant differences among both groups. Motivation was relatively higher in students exposed to motivational content than in students who lacked exposure to any such content before responding to the questionnaire. Thus, our findings suggest that motivation can be positively influenced by increasing exposure to cinema based on the theme of motivation.

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1.　Introduction

Cinematic films are created to entertain, educate, and raise awareness. The initial era of cinema witnessed short black-and-white films. The period of talking pictures," also known as talkies," started in the late 1920s (Rogin, 1992). The US film industry, Hollywood, advanced with state-of-the-art equipment and new dimensions in cinematography, direction, and production (Gomery, 2012). On the other hand, Bollywood refers to the Hindi-language film industry in India. Bollywood amalgamates Bombay (a city in India, now called Mumbai) and Hollywood (Prasad, 2008). Dudrah (2006) considered Bollywood to be a point of everyday conversation among South Asian people. Bollywood is the world's largest film industry in the frequency of feature films produced yearly (Jha, 2005). Distinct eras in the film industry are known for highlighting several themes. Significant genres of the Indian film industry have been romance, comedy, suspense, history, and drama (Eleftheriotis, 2006). Researchers argued that the intention for assigning themes to films varies (Ganti, 2012). Films play a crucial role in different diasporic communities, informing and associating them with their identity, culture, and heritage (Bandyopadhyay, 2008; Tirumala, 2009). Following the themes of Hollywood, Indian cinema has also evolved, particularly themes in Bollywood films that have been transformed in recent years (Budha, 2012). Audiences of Indian cinema earlier relied heavily on romantic and action films because films were primarily produced within these dominating themes (Hughes, 2006). However, films in other genres, such as thriller, comedy, and horror, were occasionally produced (Ravi, 2014). Kaur (2002) identified that the Indian film industry is gradually improving in accepting and inculcating global standards. Diverse topics and genres are becoming popular in

Bollywood cinema. Bollywood cinema has observed a shift towards making sci-fi and educational films in the last two decades. Educational films are one of the learning objects that researchers focus on in academic environments with the recent introduction of technology into classroom environments (Barnett & Kafka, 2007; Derné, 1999; Freudenrich, 2000; Gess, Wessels, & Blömeke, 2017; Liberko, 2004). Educational films are important technological materials that enable learners to gain a general experience on subjects they do not know about, embody abstract concepts, and help students see theoretical knowledge in practice (Güven Yildirim, 2015). Bruner (2007) also states that educational films allow learners to learn an idea easily when they are watched, provide guidance, include other necessary activities for students, and contribute to the learning process.

1.1. Role of Motivational Films on Youths' Minds

Bandura (2011); Piaget (1964), and other psychologists have shared the role of imitation in learning. Films might have been proven to be a catalyst for adopting behaviors. Earlier researchers stressed the negative effects of films more. However, scholars have gradually realized that pro-social content leads audiences to adopt pro-social behavior (Chu & Schramm, 1967; Crawley et al., 2002). Guvenir and Guven-yıldırım (2023) indicate that films focused on educational content with positive themes are proven supportive in inculcating learning objectives. Audio-visual methods work as a catalyst for inculcating new concepts among students (Topal, Yıldırım, & Önder, 2020). The learning process becomes easier for them when they watch theoretical knowledge in the form of educational films (Barnett & Kafka, 2007; Derjani-Bayeh & Olivera-Fuentes, 2011; Freudenrich, 2000). Research also shows that feeling empathetic and developing altruistic behavior is possible by watching content based on an optimistic approach (Stadler, 2017). Several trends have been adopted due to adopting culture from films, such as dressing and hairstyles and copying vocabulary to follow a particular film character (Parry & Kempster, 2014). Along with the apparent modifications, changes in the cognitive process may also occur due to watching films (Guida, 2015). Motivation is among the adopting behaviors that can be achieved by learning and imitation (V. A. Anderson, Anderson, Northam, Jacobs, & Catroppa, 2001).

The young generation might be exceptionally significantly influenced by the movies they watch. These changes can be observed in their behavior and cognition (Fayyaz, Lashari, Rafiq, & Jabeen, 2023). Such modifications are positive and negative, depending on the content they are exposed to. The shift from portraying violent action heroes towards motivational and pro-social protagonists also altered the preferences of youth. They also seem inclined to imitate positive habits (Schober & Olson, 2018). Motivational content might influence young people positively as it may help them keep themselves motivated. Bollywood movies have a huge viewership and fanbase in Pakistan. Nearly sixty-four percent of Pakistanis comprise youth aged 15 to 29 (Ahmad, 2018). Young people in Pakistan are regular viewers of Bollywood films (Sial & Iqbal, 2022).

1.2. Research Questions
1. What is the impact of motivational films on youths' minds?
2. What is the relationship between the motivation of motivational Bollywood films and youth?

2. Literature Review

Learning motivation and achievement levels have been proven to be interconnected with the messages given through audio-visual mediums (Boztepe, 2013; ER & ATALAY, 2016). Behaviorists enlighten us that there is a motive behind our actions. Behavior can be altered because of motivational initiatives. McClelland (1972) explored the relation between fantasy and the level of achievement motivation. He emphasized that fantasizing about performing well is directly proportional to strengthening the inclination of achievement motivation. Diverse instructional media containing traditional classroom instructions, instructional radio, instructional television, programmed instructions, and computer-assisted instructions are critically examined, and different media selection models are explored by early researchers (Jamison, Suppes, & Wells, 1974; Reiser & Gagne, 1982). These theorists had credence in the fact that the background of learners, setting, and learning task were the critical elements while opting for the most appropriate medium or a combination of different media to deliver instructions. Hepburn (2013), voting for Mark-Cousins, the famous filmmaker and critic from the United Kingdom, emphasized that the cinema should concentrate on producing motivational films based on real-life lessons,

and new directors should focus on more creative content. In the 2000s, Bollywood films experimented with new themes. Writers and directors explored new genres and topics. Achievement-motivation has been portrayed in many Hindi films for the last two decades, such as *Gulaab Gang*, *Queen*, and *Kahaani*, which showed females in lead roles that were unlikely in earlier films (Gupta, 2015). Previously, goal-oriented women were depicted negatively (Dasgupta & Hegde, 1988; Kakaiya, 2000). In recent years, awareness about adopting health measures and motivating audiences towards leading a better and safer life has also been a significant theme in Hindi movies. The topics once considered taboo are now part of Hindi films aimed at creating awareness and bringing positive change, such as Toilet and Padman. New directors in Bollywood have proved through their movies that they are keenly interested in spreading awareness among the public by highlighting issues and challenges related to health, domestic violence, gender roles, and sexual problems in their work (Madan-Bahel, 2008). Hindi movies are widely seen in different countries, but South Asian countries, particularly India, Pakistan, Bangladesh, Nepal, and Sri Lanka, have the most prominent target audiences. These films are very famous among expats from these countries around the world (Power & Mazumdar, 2000). Moreover, they have an influential role in shaping the attitudes and preferences of South Asian people (Derné, 1999). Madan-Bahel (2008) claimed that exposing teenage girls to gender-neutral or feminist Bollywood films helps them become confident. A significant difference can be seen in the achievement motivation level of students through roleplay (Amir, Rachmaniar, Rismayadi, & Julius, 2020). Viewers who watch motivational films fantasize about the protagonists and mostly consider themselves like them (Rizakiah, Sili, & Kuncara, 2018). In a quasi-experimental research explicitly conducted on women to estimate the effects of educational films on health awareness, Vameghi, Mohammad, Karimloo, Soleimani, and Sajedi (2010) concluded that face-to-face communication might be a more convenient method to learn about something among suburban females. However, the role of educational films must be addressed because this study was conducted in a particular geographical setting. Lin (2002) estimated the motivation among students after giving film-based directives to the experimental group. The study revealed that compared to the control group, the students who watched videos about motivation showed more enthusiasm and a positive approach to adopting instructions through videos.

May (1946) suggested that demonstration videos can help primary school children imitate specific behaviors and polish learning skills. Similarly, Michel, Roebers, and Schneider (2007) conducted an experimental study on children. They concluded that video repetition and providing instructions before a demonstrative film are helpful strategies for making viewers learn and implement. Similarly, Sammet, Kutta, and Dreesmann (2015) conducted a longitudinal study to examine the role of educational films in increasing motivation among school children. This experiment on secondary-level students revealed that demonstrative videos are more suitable for older children, whereas firsthand activities are a better source of learning for younger children (Hussain, 2017). Jafari Baghkheirati and Kaveh (2014) investigated the development of motivation, positivity, and buoyancy from watching educational films. The study revealed that motivation was the second most adaptable component of social competence, which ultimately increased after viewing educational films. The study also proclaimed that academic achievement and specific behavioral and mental proficiencies could be gradually established by watching pro-social content. Most of the literature on the topic reveal that watching motivational content directly influences viewers' achievement motivation level.

3. Method & Procedure

The experiment was conducted in a university lab for three weeks in January 2020. The selected films were shown on a projector to the students of group 1 for the first week, whereas no film was shown to group 2 students. Both groups filled out a close-ended weekly questionnaire measuring their motivation. All films were in Hindi, which Pakistani youth understand and comprehend. The questionnaire was modified following McClelland's concept of achievement-motivation consideration (Lynn, 1969). Data analyses were drawn with Statistical Package for Social Sciences (SPSS), version 22. Different descriptive statistical tools were calculated to reach the conclusions.

3.1. Material and Selection Criteria

Three instructional Bollywood films were purposely selected for this study because of their motivational themes and stories. These films were *Taarey Zameen Per* (Stars on Ground), 3

Idiots, and *Dangal* (Wrestling Arena)*,* released in 2007, 2009, and 2016. *Taarey Zameen Per* is based on the life of a child who was sent to a boarding school where he was bullied due to his lack of learning abilities. Finally, a teacher and mentor motivated him and changed his mind by revealing his talent for painting. The second film, 3 Idiots, is based on the story of three engineering students and their problems of studying in a traditional environment. The film explored their fear of exams and results. The film motivates students to think outside of the box. This film provides a new definition of success and persuades students to achieve their goals by chasing their passion. *Dangal*, the last instructional film of this study, is about the struggle of a father who dreams of making his daughters wrestling champions. The theme revolves around women's empowerment. The main motive behind selecting these films is their strong themes and motivational messages. The first and third films, Taarey Zameen Par and Dangal were released by Aamir Khan Productions, which is known as a ground-breaking name in the Bollywood film industry for its unique motivational content. The second film, 3 Idiots, produced by Vidhu Vinod Chopra, is one of the highest-gross Bollywood films of its time, and it is also famous for its inspirational and stimulating theme. These three films are selected based on their target audience, i.e., the younger generation, and their messages, which are directly linked to achievement-motivation themes.

3.2.   Ethical Considerations

Consent forms were filled out by all the participants randomly selected from a university in Karachi, Pakistan, to participate in the study. They were notified that they were free to deny participation in the study at any point during the week. It was informed to all participants that the data they were sharing should be confidential and anonymous. It was also explained to them that the data from this experimental study should only be used for educational purposes.

3.3.   Participants

Two groups of public sector Pakistani university students were selected by convenient sampling method for this study (N = 80; 40 males and 40 females). All participants belonged to the age group of 18 to 24 years (M = 21.2, SD =.53). Students were randomly classified into two groups, i.e., control (group 1) and experimental (group 2) (See table 1 for experimental design).

Table 1: Descriptive Analysis of Demographic Details of the Participants

Sample	
80	
Age	
18 to 24 years	
Gender	
Group 1	Group 2
(Experimental Group)	(Control Group)
17 girls and 23 boys	19 girls and 21 boys

Time Period			
Week 1	Group 1 Watched film 1 *Taarey Zameen Par*		Group 2 No exposure to film
Week 2	Watched film 2 3 Idiots		No exposure to film
Week 3	Watched film 3 *Dangal*		No exposure to film

3.4.   Motivation Level Score

After considering multiple tests designed for estimating motivation level, such as *Two Scales to Measure Achievement-Motivation* by Costello (1967), *McClelland's Achievement-Motivation Concept* (Lynn, 1969), and *A Quick Measure of Achievement-Motivation* (Ray, 1979), closed-ended questions were carefully designed according to the motivational lessons given in the selected films. To measure motivation, each group filled out three questionnaires comprising 30 MCQs. Internal consistency was determined through Cronbach alpha (K-R 20), which scored .81 at the motivation. Each questionnaire had ten questions related to the motivational themes portrayed in the films (table 2 for individual themes in each film).

Table 2: Major themes discussed in Educational Films

Educational Films		Themes
Movie *Taarey Zameen Per*	1	Self-belief
		Goal-oriented approach
		Unique talent
		Positive attitude towards disability
		Creativity
		Adaptability
Movie 3 Idiots	2	Thinking out of the box
		Openness to new ideas
		Following passion
		Learning with Purpose
Movie *Dangal*	3	Determination
		Hard work versus luck
		Goal Achievement
		Gender Diversity
		Women empowerment
		Family Support
		Competitiveness
		Mastery

After data collection, the scores of all participants were classified into three levels. Respondents equal to or above 80% motivational level were labeled as highly motivated students; however, subjects who scored more significantly than 50% but less than 80% were as moderately motivated students. Those who reported less than 50% scores were identified as slightly motivated students. The US Grading System was followed to formulate this classification with some modifications (See Table 3).

Table 3: Arrangement of scores according to motivation level

Classification of Scores

Score Division	Level of Motivation
> or = 80%	Highly Motivated Students (HMS)
> 50% and < 80%	Moderately Motivated Students (MMS)
< or = 50%	Slightly Motivated Students (SMS)

Table 4: Group Statistics (Achievement-motivation, experiment vs. control groups)

Groups	N	Min	Max	Mean	Std. Deviation	Std. Error Mean
Control	40	10	28	17.45	4.36	0.689
Experimental	40	14	30	22.60	4.56	0.721

A chi-square test was conducted between participants (control versus experimental group) and achievement motivation. All expected cell frequencies were greater than five. The findings revealed that our study's control and experimental groups significantly deviated from the hypothesized value. Participants from the control group scored relatively lower than the experimental group participants on achievement-motivation (chi-square with 2 degrees of freedom = 37.520, p = 0.05).

Table 5: Means and standard deviation for achievement-motivation in the experimental group

Experimental group Participants	Week 1 Film 1		Week 2 Film 2		Week 3 Film 3		Total Score (out of 30)	
	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation
Females (N = 17)	7.09	2.51	8.84	2.62	8.12	2.78	24.05	4.75
Males (N = 23)	6.15	2.36	7.92	2.28	7.09	2.53	21.16	4.37
Total (N =40)	6.62	2.45	8.38	2.69	7.56	2.70	22.60	4.56

A chi-square test was conducted between the gender (female versus male) and achievement-motivation of the experimental group. All expected cell frequencies were greater than five. The findings demonstrated that gender (females versus males) in the experimental group varies from the value. Female participants significantly scored higher than male

participants on achievement-motivation (chi-square with 2 degrees of freedom = 26.170, p = 0.05). Distinct groups were compared using an experimental design of between-subjects. Data demonstrate that watching educational films is directly proportional to the level of achievement motivation.

4.   Discussions

Media theories support media efficacy's active role and ideology on people's behavior and thoughts. The results of this study are consistent with previous studies highlighting the role of educational content in motivating people to think affirmatively. Pro-social content is directly linked with pro-social behavior. The more the audience is exposed to academic and instructional content, the more they become compassionate and show empathy towards others, compared to the ones who do not watch such content (De Leeuw, Valois, Ajzen, & Schmidt, 2015). In this study, the films shown to the experimental group deliberately conveyed diverse motivating messages, such as focusing on an individual's talent, not caring about people's criticism, thinking outside the box, having a creative approach, and following passion. The findings of our study demonstrate that watching motivational content played a pivotal role in prompting motivational thoughts. Participants of the experimental group achieved relatively higher scores on achievement-motivation than the control group participants. These results are consistent with existing literature in the field of media and psychology. Studies during the 1960s and 70s primarily emphasized learning from instructional content, such as Chu & Schramm, 1967 Anderson & Stephen, 1976 and, Gough 1979, etc. These studies demonstrate that students can be motivated towards attaining specific tasks, for instance, enhancing their language skills and reading abilities, working on pro-social activities, and inculcating empathetic behavior.

Designing a message is crucial in any communication process (Ennemoser & Schneider, 2007). If a message is deliberately designed to build public opinion, the chances of public discussion on the topic increase (Rafiq & Zuberi, 2018). This study aligns with the agenda-setting theory by McCombs and Shaw (1968), which claims that media sets agendas and convinces audiences. The films selected for our study had to influence content and impact audiences' minds. They could relate the scenes presented in the movie to their everyday life problems, particularly film 2, "3 Idiots", and film 3, *"Dangal"*, which were directly linked with the issues faced by youth. Film 1, "*Taarey Zameen Per*", and film 2, "3 Idiots", highlighted the hurdles students face at different levels of their studies. The first movie underlined the problems encountered by a school-going child. On the other hand, the second movie draws attention to the challenges of university students. As all our respondents belonged to the age group of university level, they might relate more to the obstacles presented in the second movie. That is why the participants in the experimental group scored higher after watching the second movie compared to the first and third. The data based on gender revealed that females scored relatively higher than male participants, particularly after the third film, "*Dangal*". One reason might be the presence of lead female characters. This film's story depicts a father's struggle to prepare his daughters for the wrestling championship against all odds. This is associated with their societal reality where women are not given enormous opportunities. The message might give them confidence and motivate them to focus on their goals despite society's stereotypical thinking. Thus, it can be inferred that the socio-cultural status of women in our society and a diverse portrayal through the content encourage females to keep motivated views.

Mares and Woodard (2005) examined almost five thousand children and supported the argument that watching educational content enhances positive attitudes. On the other hand, if someone watches antisocial and violent content, it may have the same effects (Hussain, Ali, & Razi, 2014). Kirkorian, Pempek, Murphy, Schmidt, and Anderson (2009) quoted examples of various educational content designed for children, such as Sesame Street, Dora the Explorer, and Blue Clue. They suggested that children could learn multiple skills in a fun way. The same approach can be applied to other age brackets, particularly teenagers and youth. The findings of this study support the idea that educational films have a positive influence in academic as well as non-academic arenas, including personal life and well-being. We also propose a practical application of motivational content as a supplementary resource. Media content creators could benefit by designing a content strategy that positively influences the target audience, i.e., youth. It also supports opinion-building, a core objective of media programs. At the same time, our findings recommend that integrating such content (e.g., films) into the curriculum could accelerate students' motivation, provide them with practical life lessons, boost their morals, enhance their academic knowledge, and broaden their scope. Mixed practices and exercises such

as film screening followed by discussions and dialogue would spark students' creativity, stimulate their critical thinking, and encourage them to connect this fictional content with real-life scenarios to understand better and evaluate social issues. This reflective practice may impact their personal lives by fostering the habit of delving deep into specific matters. There is an opportunity for content creators, producers, and influencers. They may get insights, draw inspiration from successful educational and motivational content, and incorporate similar themes using a creative approach and storytelling style. Moreover, the study highlights the impact of media content on gender, pointing out the opportunities for focused interventions to target audiences. Media could leverage the power by empowering young men and women through the positive portrayal of the characters and by highlighting gender-specific problems and their solutions. This further leads us to investigate various research avenues in the future. The role of gatekeepers in designing such content under the pressure of advertisements, government policies, and self-regulation is one exciting area for further investigation. Furthermore, the transformative nature of social media has changed the trajectory of already established media. A thorough investigation of the social media landscape's impact, opportunities, and challenges needs a deep academic exploration. At the same time, research on the media content that sparks depressing emotions such as sadness needs to be explored, as literature claims that violent content sparks aggression and violence among viewers of various ages. Similarly, investing the role of negative content on emotions and mental health would add to the existing literature.

4.1. The Role of Source

The lead roles in all these films were performed by the same actor, Aamir Khan. He is known as Mr. Perfectionist in the Hindi film industry for his choice of films, distinctive style, exceptional plots, and diverse themes (Ahmad, 2018). In transmitting a message, the role of the source is crucial. Mostly, people watch or listen to the message attentively to ensure that the source is credible (Hovland & Weiss, 1951). Similarly, they might prefer to pay attention to those morals supported by their favorite artists. Chen et al. (2016) exhibited that the inspiring characters from the videos provoke the audience to learn and act the same. They may adopt a behavior if they can relate to it. McGuire's persuasion model (1968) states that attention, understanding, and acceptance are the key points to changing cognition and behavior. The source, especially the protagonist in the film, must be trustworthy and reliable for the audience. According to the theory of mind by Premack and Woodruff (1978), people have their separate sets of feelings, opinions, attitudes, and inclinations. Cognitive dissonance theory by Festinger (1957) highlighted that people usually concentrate on the messages revealing their identities. They automatically filter out the ones that are inconsistent with their thoughts. So, understanding the message depends on prior beliefs and knowledge of receivers about any issue. People pay more attention if the message is designed according to their needs and understanding (Frye, Zelazo, & Palfai, 1995; Meltzoff, 2002).

Though various elements affect our thought process, five institutes greatly influence our beliefs: parents, family, teachers, friends/colleagues, and media. The role of media is essential as it is designated as the fourth pillar of the state (Burke, 1958). The film is an entertaining and persuasive medium. Even instructors and motivational speakers include short, eloquent videos in their presentations to convince viewers (Lashari, Mahar, Solangi, Buriro, & Chang, 2023). Affective-cognitive consistency theory by Rosenberg (1956) points out that convincing people about something contradictory to their previous beliefs is challenging. They can be influenced by giving new information if the message is prepared carefully. However, later researchers found that if receivers' inclination is similar to the given message, they may be more easily convinced (Simonson & Maushak, 1996). Schmidt (2011) mentioned that the age factor is involved when receivers pursue a message. Older people may react differently than younger people, depending on the nature of the message. That is why age-appropriate content is another dimension that needs to be focused on while preparing a persuasive message for the public (Perloff, 1999). Physical appearance also influences motivation. Burgoon, Jones, and Stewart (1975) believed that if the message is given by a famous person with a charming personality, people listen to it more attentively and easily get convinced. Davison (1983) argued that if audiences do not like the communicator, then the impact of the third person turns out to be influential. However, if the source is credible and charismatic, it would be easier to influence (Rafiq, Bari, & Hussain, 2021). The results of this study are also relatable to the theory of observational learning proposed by (Bandura & Walters, 1977). After the Bobo Doll experiment, researchers concluded that observation is vital for learning and impersonation. This led future researchers to conduct

experiments based on imitation. Recent studies such as Chen et al. (2016) stressed observational learning through short videos and films, but they also raise the point that other factors might be involved in shaping particular cognition and behavior as a result of watching movies (L. S. Anderson & Heyne, 2012; Hasegawa, 2012). Keller (1987) presented a learning model, the ARCS Motivation model, which suggests that relevance plays a key role for receivers. They usually pay attention to content that is pertinent to their experiences and matches their lives. If any director intends to persuade the audience to change their thinking patterns positively, he must focus on creating constructive content based on pro-social themes.

5.   Conclusion

The study's findings support the idea that achievement-motivation levels among youth can be increased by showing them educational films on strong themes. The results indicate that the experimental group performed better than the control group. It signifies that the pro-social content portrayed in the movies is the reason for developing motivational thoughts. However, the results cannot identify whether these changes are short-term or long-term. Based on the findings, the study highlights that the Bollywood educational films made in the last two decades effectively motivate youth to think about everyday matters on positive grounds. These films give them the messages of the significance of raising voices for themselves (in the film 3 Idiots, one of the three lead characters, *Farhan's* passion for wildlife photography while being in the engineering field because of the Parental Pressure, to find out the best about themselves (as shown in the film *Taare Zameen Per* when a child *Ishaan* uncovers his potential through his teacher's encouragement and art activities), and not worry about the negative criticism of others around them (like in the film *Dangal*, the protagonist Geeta wins a medal in sports for her country despite facing the demoralization from the society); thus inculcating a pro-social behavior. Diverse issues related to achievement motivation were highlighted through these films, such as the struggles of students, adopting creative problem-solving strategies, focusing on goals, hard work, and constructive competition.

Overall, these three films give the message of motivation and positivity. The research shows that watching motivational content has helped attain positive thoughts. Such as *Taarey Zameen Par* is about the journey of a student who has dyslexia (a learning difficulty) and has the lesson of transformative learning (Hosen, 2022; Udin, Jusnita, & Ali, 2022). The second film, *Dangal,* is a thought-provoking story about a courageous girl and her father who challenge the patriarchy around them. The girl eventually participates in a wrestling competition representing her country (Ahad & Koç Akgül, 2020). It was the motivation of her father behind her achievement. The last film, *3 Idiots,* raises many questions about the current stereotypical education system and highlights that everyone can achieve something if the student has the talent, guidance, and motivation to accomplish something. Another study on the impact of 3 Idiots by Permana, Saniyyah, and Mustikasari (2022) declares that most participants were highly motivated by watching the film. Therefore, experimental group students who watched these films scored comparatively higher in achievement-motivation than control group participants. Apart from the given messages, the role of the source might have been another reason for the inspiration behind these movies. Along with the content's depth and originality, compelling characters, their charisma, popularity, and likeness might have played a role among the target audience in adopting the ideas quickly. This angle could be further investigated to understand better the importance of how audiences differ in the message conveyed by a well-known actor vs. an aspiring or comparatively less-known performer. The exploration will further deepen the understanding regarding the similarities and differences audiences may have while receiving the same kind of messages from various actors and performers.

Another critical point observed in the data is the slight difference between the responses of female and male participants in the experimental group. Female participants seemed more motivated than their male counterparts after watching these films. Solid and empowering portrayals of women motivated them even more. The study affirms the power of media, especially films, in persuading the audience and influencing their thinking patterns (Lashari et al., 2023). It upholds that achievement motivation can be increased by watching educational films based on motivational characters and themes. One factor that contributes to the better performance of females over males in the achievement motivation responses might be the concept of the "hero archetype" by Carl Jung (Varghese & Balasubramanian, 2017). In the second film, Dangal, the females were explicitly shown in the leading roles, which not only challenged the gender roles but also became prominent figures in society because of the support and

motivation of their father (Ahad & Koç Akgül, 2020). Female participants could relate more to the message given in the movie than their male counterparts; as a result, they performed better in their achievement motivation task after watching this movie. Thus, it can be conferred that their fantasy about the hero archetype directly links with their achievement-motivation scores (See Table 2). Research findings also indicate the role of media in shaping attitudes and behaviors of audiences, particularly based on gender. It shows the behavior replication within the audiences; however, the portrayal of gender and its societal role also affects the audiences differently. Women get inspired by strong lead female characters and feel motivated and confident about their being. It indicates the persuasive role of media, particularly films, in shaping the audiences' behaviors and attitudes. Our study also contributes to the domain of education and media, initially by recommending adding and including media (films, documentaries, podcasts, etc.) in the curriculum as a conscious decision. It also highlights the need for content strategy designing for producers concerning diverse audiences. Producers must employ intricate plotlines and rich themes to fuel their creative process. Finally, we highlighted the less explored dimensions of the study. We need to delve deep into understanding various kinds of content and their impacts on the target audiences. The investigation also requires the freedom producers could leverage despite professional requirements and compulsions, such as advertisements. Furthermore, research could elaborate on the role of consumers (audiences) in light of different media theories to understand if media recipients are passive or active in their interaction with media. Understanding the role of an individual's formal qualification, social and financial status, experiences, and background in impacting their response to such media messages would add to the existing literature.

5.1. Limitations

Although this paper reveals that educational films positively motivate students and increase their motivation to achieve, we cannot estimate whether these changes are temporary or permanent through this study. Conducting a longitudinal study might help assess it in this regard. Moreover, this study is conducted on students from a specific university, using a small sample as the experimental method is adopted. For more thorough findings and credible results, it is suggested that future researchers repeat the study in different settings at different points in time and places so that the outcome could be more generalizable.

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