

# Management on the Silver Screen: Transforming Learning through Cinema

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## Abstract

*The present article aims to explore the existing literature available on the use of movies as a pedagogy to teach management in higher education, along with the discussion on the advantages and barriers to the use of movies as pedagogy for management education and also suggesting the scope use of movies to teach management in the Indian context. The literature review underscores the importance of research literature in identifying gaps and justifying investigations. To ensure quality, only peer-reviewed works from Scopus (2013-2024) were considered, resulting in 820 articles. Ten papers, meeting specific criteria and focusing on movies, pedagogy, teaching, management, and higher education, were ultimately selected for review. The inclusion criteria involved articles published exclusively in peer-reviewed journals and those written in English. The study reveals enhanced learning effectiveness with the use of movies as a teaching tool over traditional ones. Current-generation students exhibited heightened engagement and enjoyment with this way of learning. The study advocates for educators to use movies as a pedagogical tool for more interactive, experiential classrooms to leverage the benefits of this tool effectively. However, the study focuses solely on teaching a management course. This study is limited to the revisiting of existing literature concerning the use of movies as a pedagogical tool to teach management only from Scopus and Google Scholar. There are many other databases that can provide more insight into the context of novel dimensions applicable to the use of movies to teach management and other courses effectively in India. Movies as a pedagogical tool in higher education for management provide practical benefits, enhancing engagement, catering to diverse learning styles, and fostering cultural sensitivity. They bridge theory and application, promote critical thinking, and facilitate discussions on ethics, offering flexibility and cost-effectiveness. Movies as a pedagogical tool in higher education for management studies offer benefits such as enhanced engagement, accessibility, and diverse perspectives. However, challenges include stereotyping, misrepresentation, and a potential compromise in academic rigour, raising concerns about the limited real-world application and the interpretative nature of movies. This study navigates a literary quandary, championing roleplays' educational efficacy yet acknowledging their waning relevance amid technological exposure. Uniquely, it delves into fostering increased student engagement, distinguishing itself through a focus on enhancing classroom participation.*

**Keywords:** Cinema, Movies, Films, Management, Teaching, Pedagogy and Higher Education

## Introduction

In the contemporary landscape, higher education's role in management education is paramount, moulding future leaders for the dynamic global

business scene. Beyond traditional disciplines, specialized programs offer multifaceted insights into organizational dynamics, strategic thinking, and leadership. Real-world

case studies, industry interactions, and practical experiences foster a holistic learning environment. The integration of emerging technologies and sustainability addresses modern organizational challenges. Management education emphasizes soft skills, critical thinking, and effective communication, recognizing interpersonal dynamics' significance.

Interdisciplinary approaches blur traditional discipline boundaries, preparing students for a multicultural business world. Technology integration, including online platforms and data analytics, revolutionizes learning, reflecting the evolving workplace. As the business landscape transforms, management education remains pivotal in nurturing innovative, socially responsible leaders.

In today's world, management education is taking on a more interdisciplinary approach. The lines between fields like "finance", "marketing" and "human resources" are blurring as institutions focus on developing well-rounded individuals who can handle a wide range of challenges. Collaborative projects, teamwork and exposure to global perspectives are key elements helping students prepare for an increasingly multicultural and interconnected business environment.

Technology is also playing a major role in transforming management education. Online platforms, simulations and data analytics are now essential tools, offering students more interactive and immersive learning experiences. This digital shift not only makes education more accessible but also reflects the changing nature of the workplace.

In summary, management education today is dynamic and evolving. It goes beyond just teaching theory; it emphasizes practical skills, ethics, and adaptability. As the business world continues to change, management education is essential in shaping

capable, innovative and socially responsible leaders ready to face future challenges.

### The Genesis of Management Education in India

The dawn of management education in post-independence India emerged in the 1950s and 1960s, driven by the need for skilled professionals to manage growing industries. The Indian government initiated the establishment of institutes, notably the Indian Institutes of Management (IIMs) from 1961 onwards in Calcutta, Ahmedabad, and Bangalore. These institutions aimed to provide quality management education, contributing to economic progress. The curriculum evolved to address changing business dynamics, incorporating specialization in finance, marketing, human resources, and technology. Today, India's management education is diverse, with numerous business schools offering programs at various levels, fostering skilled professionals and contributing significantly to research and knowledge in the field. This development reflects a proactive response to economic challenges, laying the groundwork for India's emergence as a global economic performer.

### Pedagogy

Pedagogy is both an art and a science, guiding the way we teach and learn. It shapes the entire educational process—from organizing lessons to selecting the best teaching strategies and developing a deeper conceptual framework for learning. At its core, pedagogy uses a variety of tools and methods to foster learning and shape a person's cultural and intellectual foundation (Semenovich, A., & T, 2022). Effective pedagogical practices do more than teach; they inspire curiosity, support knowledge acquisition and encourage both intellectual and personal growth. From signature teaching methods

and active learning techniques to competency-based curricula, educators tailor their approaches to meet the diverse desires of all students including those with special learning requirements (Mahyatun & Suryadi, 2022; Sabbagh, August 2022). Moreover, socially just pedagogies aim to empower and liberate students, particularly those from marginalized or disadvantaged communities. In essence, pedagogy is a rich, multidimensional field that integrates theories, principles and practices to create meaningful and impactful learning experiences for all.

### **The Power of Cinema: Transforming Education through Film**

Using movies- a blend of moving images, dialogue, and sound effects has become an increasingly popular and effective tool for engaging students across a wide range of subjects in today's educational landscape (Arora Poonam & Yadav, 2022; Tedoradze, 2022). As a visual medium, films have a unique ability to captivate student's attention enriching the learning experience and making it more personalized (Kebaya & Mokaya, 2023; Sugesh & Calaivanane, 2023). By offering a sensory-rich experience, movies cater to different types of learners, enhancing both comprehension and retention (Kebaya & Mokaya, 2023). Movies engage multiple senses through their visual and auditory elements, making it easier for students to absorb and remember information ( Arora Poonam & Yadav, 2022; Tedoradze, 2022). They also simplify complex concepts by presenting them in a more relatable and accessible way, enabling learners to make stronger connections with the material (Kebaya & Mokaya, 2023). Additionally, films promote critical thinking by encouraging students to analyze and interpret visuals cues and narratives, deepening their engagement and understanding (Kebaya & Mokaya, 2023). By incorporating movies into

education, teachers can create an energetic and collaborative environment that fosters vigorous participation and deeper learning. Compared to traditional teaching methods, films offer a multisensory experience appealing to auditory-visual learners as well as those who thrive on multimodal learning. However, using movies in education does come with challenges. Integrating entertainment with learning can be tricky, even though it improves language and social skills (Sugesh & Calaivanane, 2023). Additionally, the trend toward shorter audiovisual materials due to modern technology may undermine the full benefits of films (Ljujić & Miljković, 2022; Parker, 2009). The success of using movies in the classroom also depends on proper guidance from instructors (Besek & Pandey, 2023). Furthermore, with students already surrounded by technology, they may become easily distracted, reducing the effectiveness of movies as an educational tool (Besek & Pandey, 2023).

### **Objectives of the Study**

This article seeks (i) To delve into the current literature surrounding the use of movies as an educational tool, (ii) To examine the benefits and drawbacks of employing Indian movies as a pedagogical approach to management education, and (iii) To propose avenues for integrating movies into management teaching specifically within the Indian context.

### **Methodology**

A literature review plays an essential role in research as it helps researchers familiarize themselves with prior studies, identify gaps in knowledge and justify the need for further exploration. To uphold the integrity of this research, only peer-reviewed articles from reputable scholarly journals were considered. The data for this study was sourced from

Scopus, the leading database for social sciences, covering more than a decade of insight from 2013-2024. The search was specifically confined to keywords, titles and abstracts, resulting in a total of 820 articles. The search terms were embedded within these elements, ensuring relevance to the gathered publications. Keywords such as "Movies," "Cinema," "Films," "Pedagogy," "Teaching," "Management," and "Higher Education" were specified to narrow the focus. Ultimately, 10 articles were chosen for in-depth analysis. To refine the literature further, specific filters were applied: Only articles published in peer-reviewed journals were included, and only those written in English were considered. This methodical approach ensured that the review highlighted the most pertinent literature in the field.

## Findings

Movies play a transformative role in education by fostering comprehension, critical thinking and cultural awareness (Kebaya & Mokaya, 2023; Sugesh & Calaivanane, 2023). This approach encourages students to critically reflect on what defines a successful career, both for themselves and others, throughout the course of their professional lives (Tosti-Kharas & Levinson, 2024). They offer a visually captivating way to convey historical concepts, support language learning and cultivate social skills (Jalmav & Subekti, 2022; Ipek, 2022; Aravopoulou, Stone, & Weinzierl, 2017; Kataria & Kumar, 2024). By integrating films into the curriculum, educators enrich learning experiences, bridging the gap between theory and real-world applications (Kankal, Patra, & Panda, 2023) while also catering to diverse learning styles and encouraging active participation. Innovative pedagogy in management education involves leveraging films as a powerful teaching resource to enhance student engagement and understanding

(Kankal, Patra, & Panda, 2023). The use of movies in pedagogy can be categorized into three paradigms: "Teaching Level," "Teacher-Student Interaction" and "Student Learning" (Suresh & Kolluru, 2022). These frameworks aim to alleviate educator's anxieties and foster a more conducive learning environment for students (Aravopoulou, Stone, & Weinzierl, 2017). However, the integration of films in management education remains underutilized, often due to a fragmented approach where individual lecturers bear responsibility for quality and content. To address this issue, an integrated teaching approach such as the "Integrative and Interactive Approach", which combines design thinking with analytical reasoning is essential (Lee & Lo, 2014; Carr, Montano, Titera, & Hyman, 2024). Research indicates that repeated exposure to examples from films can enhance student's deductive reasoning when grasping management concepts. Similarly, guidelines for theory construction and reflective question can boost inductive reasoning skills (Lee & Lo, 2014). Educators are encouraged to adopt unconventional methods that promote academic success and foster positive attitudes in their students (Suresh & Kolluru, 2022). Feature films have become popular tools for illustrating various topics and concepts in management education, offering not only entertainment but also motivation. Yet, the potential of movies extends far beyond these functions. They can serve as theory-rich narratives that deepen student's understanding of complex management issues (Huczynski & Buchanan, 2006; Mathews, Fornaciari, & Rubens, 2012). Over time, films can influence emotional responses, perceptions and even personal lives, making them valuable for teaching leadership skills and management principles (Pasek, 2008). When selecting films, educators should consider contextual self-theory, taking into

account factors such as student's age and cultural backgrounds (Ilander, 2010). While the use of movies to teach entrepreneurship has been explored, it presents a unique opportunity (Huczynski & Buchanan, 2004). Analyzing film narratives can provide fresh insights into organizational processes and dynamics, enriching the field of management education.

A comparative study demonstrated that students who engaged in the innovative learning experience of watching accounting-related films and taking tests based on them achieved higher exam scores than their peers who did not participate. This highlights a significant positive impact on final exam performance (Merello, Barberá, Porcuna-Enguix, Porcuna-Enguix, & Zorio-Grima, 2023). The study involved 25 students and incorporated four films allowing learners to explore various idioms and improve their listening and speaking skills (Tedoradze, 2022). Students found the movie-based approach engaging and beneficial for enhancing their language and social skills, expressing highly positive attitudes toward it (Sugesh & Calaivanane, 2023; Kataria & Kumar, 2024). The study utilized a qualitative research design, employing open-ended questions with 38 English as Foreign Language teacher candidates selected through convenience sampling in a four-year ELT program. Thematic analysis revealed key themes and patterns in their responses (Ipek, 2022). Teaching English through films proved effective in creating exposure and providing the right context for language use. Movies help students connect language with real-life situations, a connection often lacking in traditional teaching methods. They also alleviate boredom and make the learning process more engaging (Arora Poonam & Yadav, 2022). The primary conclusion of the paper is that using films as teaching aids in

Kenyan secondary schools enhances student's comprehension, focus and retention skills while developing a range of competencies including social, cultural, cognitive, critical and creative thinking—all essential components of a competency-based curriculum (Sugesh & Calaivanane, 2023). Visual media like cinema make management concepts more digestible and impactful compared to lecture-based methods. They cultivate critical thinking and equip students with essential managerial skills. Indian movies such as "Swadesh," "Rocket Singh," "Lagaan," "Corporate," and "Chak De! India" are widely utilized in management education. This paper delves into the significance of using films as an effective pedagogical tool in management education (Mantha, November 21, 2019). The study also highlights additional films which are easily and freely available on YouTube for teaching management, including "The Corporation," "Corporate," "Ek Kadam", and "The Guru."

## Discussions

### Real-World Applications

Incorporating movies as a vibrant pedagogical tool in management education at the higher education level offers transformative potential that significantly enriches the learning experience. The captivating visuals and compelling narratives of films elevate student engagement and participation, effortlessly translating abstract theoretical concepts into relatable scenarios that spark lively and thought-provoking discussions.

Furthermore, movies cater to a variety of learning styles, promoting inclusivity and effectively reaching a diverse student body. By curating films from different global regions, educators foster a rich global perspective and cultural sensitivity, enhancing students'

understanding of management practices across cultures. This exposure not only broadens student's cultural horizons but also equips them with the skills needed to navigate the complex challenges of leadership in an interconnected, global business environment. Analyzing management scenarios depicted in films sharpens students' critical thinking and decision-making abilities, empowering them to apply analytical insights to real-world situations. Movies act as a practical bridge between theoretical frameworks and their real-world applications, providing concrete examples that vividly link academic concepts to the complexities of the business landscape. Their cost-effectiveness makes them an appealing choice for institutions facing budget constraints, and the integration of technology through streaming platforms further enhances the learning experiences, particularly in online settings. Additionally, films serve as a springboard for meaningful discussions on ethics in management, encouraging students to delve into their values and develop a nuanced understanding of ethical considerations in professional roles. The inherent flexibility of using movies allows educators to tailor lesson plans to suit various topics, objectives and classroom dynamics, resulting in a responsive and engaging curriculum that keeps students invested in their learning journey.

### Cultural Repercussions

Utilizing movies as a teaching tool in higher education management studies reveals a complex tapestry of social implications. On the bright side, incorporating films can significantly boost student engagement and accessibility, accommodating various learning styles while promoting cultural awareness through diverse viewpoints. This approach not only sparks critical thinking but also fosters essential

leadership and teamwork skills, exposing students to ethical dilemmas that prepare them for the challenges of the real world.

On the flip side, challenges lurk in the shadows, including the potential for stereotyping, misrepresentation and an excessive focus on entertainment that could dilute academic integrity. There is a risk that reliance on technology and limited real-world applications may hinder student's holistic development. Additionally, the subjective nature of film interpretation can complicate efforts to ensure consistent learning outcomes for all students.

### Challenges in Integrating Films as Teaching Tools for Management Education

When integrating movies into management education, educators encounter vital considerations such as copyright challenges, ensuring accessibility and effectively structuring discussions post-viewing. Thoughtful incorporation of films is key to transforming them into a valuable educational resource that connects theoretical knowledge with practical skills, equipping students to navigate the complexities of today's business landscape.

To maximize the benefits while minimizing potential drawbacks, educators need to carefully curate their film selections, striking a harmonious balance between entertainment value and academic rigour. Complementary strategies such as incorporating real-world case studies, practical experiences and open dialogues are essential for providing a well-rounded management education. These elements enrich movie-based learning, offering students a broader perspective on managerial scenarios. By approaching these factors with care, institutions enable educators to leverage the potential of cinematic

pedagogy. This method not only enhances the learning experience but also prepares students for the varied and ever-changing world of modern management. In this vibrant educational setting, the use of films emerges as a strategic choice, boosting engagement, promoting critical thinking and delivering a comprehensive understanding of management principles.

## Conclusion

This study highlights the pivotal role of educators in shaping and enhancing student learning through the strategic use of films. This approach seeks to deepen student's understanding and skills in grasping management concepts. The findings reveal that business executive students can glean valuable insights and lessons in management from Indian Cinema. Moreover, films serve as an effective pedagogical tool facilitating experiential learning. A dedicated credit course centered around movies could be developed, providing an enriching array of educational opportunities at the higher educational level while ensuring student satisfaction.

Movies deliver a multisensory, multimodal learning experience that accommodates diverse learning preferences. They vividly illustrate complex topics, transforming abstract ideas into engaging and memorable content. Additionally, films support interdisciplinary education by weaving together multiple subjects into cohesive narratives. By encouraging

students to analyze biases and diverse viewpoints, movies nurture critical thinking skills. Digital platforms further enhance accessibility, allowing educators to curate film selections tailored to specific learning objectives, thereby creating a dynamic and personalized educational atmosphere.

The innovative application of films in education is continually evolving, paving the way for a future where learning is both enlightening and enjoyable. However, this study is limited to the exploration of management courses and relies solely on existing literature available on Scopus and Google Scholar regarding the use of films as a teaching tool in this field. There are numerous other databases that could provide additional insights into novel approaches for utilizing films in management and other disciplines in India.

Future research could delve into various aspects of film pedagogy and its influence on management education. Studies might examine the long-term effects of film-based training on educators' practices and professional growth. Tracking the progress of teacher candidates who have engaged with film assignments throughout their careers could yield valuable insights. Comparative analysis could also be conducted to evaluate the effectiveness of film-based instruction against other teaching methods, highlighting the unique advantages of using films as educational resources.

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