
GOLDEN INSPIRATIONS: USING MOTIVATIONAL VIDEOS TO MAKE A POSITIVE DIFFERENCE IN THE LIVES OF SENIORS

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ABSTRACT

In the current era, the advent of digital media has significantly altered how individuals establish connections and seek sources of inspiration. Inside this context, a noteworthy avenue arises known as "Golden Inspirations," which harnesses the power of motivational videos to skillfully construct a framework of optimism and personal growth in the lives of older adults. The objective of this study was to examine the relationship between life satisfaction and psychological wellness, as well as the influence of motivational movies on these variables. This study was done on 82 senior citizens of the Al Azhar Garden Society. A survey was conducted through the life satisfaction scale and psychological well-being scale before and after the motivational video. The result for this study was a mean average of 21.40 before videos and 24.15 after videos for the life satisfaction scale. Similarly, the mean average was 0.84 before and 1.57 after the videos for psychological well-being. The determinants of life satisfaction among older individuals encompass various social, physical, mental, and financial dimensions. These factors are likely to interact with one another, particularly about experiences of loneliness, level of self-care ability, overall health status, feelings of distress, and inadequate financial resources relative to one's needs. The research objective is to describe the relationship pattern of the independent and dependent variables. Present types of population research, samples, sampling techniques, research criteria, data collection methods, and data analysis.

Keywords: life satisfaction, psychological well-being, self-care capacity.

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INTRODUCTION

The principal objective of public healthcare is to enhance the duration of healthy living and sustain autonomy and the standard of life for as long as feasible. The concept of healthy aging encompasses the prevention of illness and impairment, the preservation of optimal physical and cognitive capabilities, and the continued involvement in social and productive endeavors. Together, these three components collectively delineate the concept of successful aging (Silveira et al., 2013). Nevertheless, several scholarly works predominantly conceptualize it as the ultimate phase within an individual's life cycle, distinguished by a diminished capacity to adjust to one's surroundings effectively. To clarify, aging encompasses a range of biological, social, psychological, and cultural transformations resulting in various outcomes, such as increased reliance on others, reduced cognitive flexibility, and challenges adjusting to a dynamic environment (Idárraga-Cabrera et al., 2020). The policy framework put forth by the World Health Organization (WHO) encompasses the concept of active aging, a constructive process aimed at maximizing health, engagement, and safety to improve individuals' overall quality of life as they age (Martin et al., 2015). The user's text needs

to be longer to be rewritten academically. The concept mentioned above underwent further refinement with the inclusion of the notion of "lifelong learning" as an additional component. This component encompasses continuously acquiring and updating information and skills, ensuring ongoing relevance, and enhancing personal security (Mendoza-Ruvalcaba & Fernández-Ballesteros, 2016).

Thus, older people need motivation and support in their lives in order to receive life satisfaction. They continuously struggle to achieve their desired lifestyle by all means. This lowers their confidence and their zest for living a better life. This requires a lot of positive drive and livelihood to overcome their fears and live peacefully. The World Health Organization (WHO) established the active aging policy framework in 2002 (Organization, 2015). The framework emphasizes the provision of chances for individuals to engage in activities that align with their rights, goals, needs, and abilities as they age. Additionally, this approach exhibits greater inclusivity by acknowledging and valuing older individuals' perspectives. Nevertheless, utilizing the WHO framework for policy guidance and societal interventions has posed limitations for researchers in their attempts to model data at the individual level (Siltanen et al., 2021).

In recent years, numerous studies have investigated the multidimensional aspects of senior citizens' physical and mental well-being. These studies have explored critical factors such as healthcare, social engagement, physical fitness and mental health, shedding light on the various determinants of seniors' quality of life. These insights have significantly contributed to our understanding of the challenges and opportunities in aging populations, fostering improvements in senior care and support systems.

However, despite the wealth of research on senior well-being, a noticeable void exists in the literature concerning the potential role of motivational videos in enhancing seniors' life satisfaction and overall well-being. This represents a significant research gap that demands attention and investigation.

Motivational videos, a medium known for its ability to inspire, uplift, and encourage individuals, have gained considerable popularity in recent years. They often incorporate inspirational speeches, personal success stories, and positive affirmations, all aimed at promoting motivation, self-esteem, and a positive outlook on life. While motivational videos have been utilized in various contexts, their application and potential benefits for senior citizens still need to be studied.

Seniors face unique challenges as they navigate the aging process, including physical limitations, loss of loved ones, and a potential sense of isolation. Understanding how motivational videos can impact their emotional and psychological well-being, as well as their overall life satisfaction, is crucial. These videos may be a readily accessible and cost-effective intervention that can promote resilience, optimism, and a sense of purpose among seniors, potentially improving their quality of life.

Exploring the effectiveness of motivational videos in addressing the specific needs and aspirations of senior citizens could pave the way for innovative interventions and support systems tailored to this demographic. Furthermore, such research could inform the development of targeted content and strategies that align with the unique challenges and goals of senior individuals, ultimately contributing to their enhanced well-being and life satisfaction.

In summary, existing research on senior citizens has provided valuable insights into their physical and mental health. However, the absence of studies investigating the potential impact of motivational videos on their life satisfaction and well-being highlights a significant research gap that needs to be explored and studied. Addressing this gap holds the promise of improving the quality of life for senior citizens and advancing our understanding of effective interventions in this field. Therefore, the objectives of this research are to understand and analyze the impact of technology and motivational films on the mental and emotional health of senior adults in Pakistan. To evaluate the approach's effect on seniors' overall life satisfaction while considering various factors that enhance their well-being. To explore methods for modifying motivational content to fit the diverse cultural, linguistic, and personal preferences of Pakistan's older population. The research objective is to describe the relationship pattern of the independent and dependent variables. Present types of population research, samples, sampling techniques, research criteria, data collection methods, and data analysis. To conduct studies tracking the impacts of "Golden Inspirations" and assess their short-term benefits on the general well-being of older people.

METHOD

Materials

a. Sample

A purposive sampling has been used a total of 82 senior adults were selected from the Al-Azhar Garden Society to form the study's group, representing a wide age range of 60 to 95 years.

b. Research Criteria

One of the most critical steps in the research process was finding participants for this study. In order to increase the generalization of the results, a wide range of older persons were purposefully included in this selection.

c. Research Materials

The research materials employed in this comprehensive study included Form A (Satisfaction with Life Scale by Pavot, Diener, Colvin, Sandvik - 1991) and the Bradburn Scale of Psychological Well-Being. Furthermore, Form B, another example of the Satisfaction Index, was used in the research (Satisfaction with Life Scale by Pavot, Diener, Colvin, Sandvik - 1991). The Bradburn Scale of Psychological Well-Being was also employed to assuring a comprehensive and in-depth assessment of participants' well-being.

d. Experimental Design

A within-subject design was used in the research design for this study, which included two different experimental conditions. This methodological decision enabled a direct comparison of the effects of several motivational film styles on the well-being of the participants.

e. Data Collection

The data collection process was thoroughly planned. Participants were required to complete Form A, which operated as a baseline assessment instrument that measured their level of life satisfaction and psychological health, before seeing any motivational movies.

f. Intervention

Participants watched several motivational movies together with sessions of laughter therapy in order to examine the potential benefits of motivation on senior persons. For four days,

this intervention was given continually, giving the individuals an extended and complete experience.

g. Post-Intervention Assessment

Participants were provided with Form B on the fourth day of the intervention, designed to record any observable changes in their level of life satisfaction and psychological health due to viewing the motivating movies. This post-intervention assessment was essential in determining the intervention's effectiveness.

Variables

a. Independent Variable

The independent variable in this study examined was the type of motivational video. Participants observed a variety of motivational videos, allowing for a detailed examination of how different motivational stimuli can affect the well-being of senior citizens.

b. Dependent Variable

The level of zest among senior citizens served as the study's primary dependent variable. This model, which includes components of vitality, enthusiasm, and happy emotional experiences, was chosen as a substitute for total well-being.

c. Control Variable

Several control factors were carefully considered to maintain the study's integrity. These included the length of intervention exposure and the motivational videos' language, both of which had the potential to bias the findings if not appropriately controlled for.

Statistical Analysis

a. Data Processing

The total number of responses to each question was calculated in order to examine the data that was collected. This quantification made it possible to evaluate the intervention's effects on participants' well-being in great detail.

b. Measurement Scales

The Satisfaction with Life Scale by Pavot, Diener, Colvin, Sandvik, and the Bradburn Scale of Psychological Well-Being were used in the study to measure psychological well-being and life satisfaction. These scales are the best options for this investigation because they are valid and reliable.

c. Statistical Test

A t-test was performed to determine the effect of motivation on the senior participating participants. This statistical analysis showed essential differences between the two experimental settings. It shows how motivating movies may affect older adults's enthusiasm for life and general well-being.

RESULTS AND DISCUSSION

Condition 1: before motivational video: N = 82

Condition 2: After motivational video: N = 82

Table 1: Showing Total and Average Mean for Condition 1 and Condition 2

Before Motivational Video			After Motivational Video		
Condition A	Section A	Section B	Condition B	Section A	Section B
01	29	3	01	26	2
02	19	-2	02	21	-1
03	27	2	03	29	3
04	11	-3	04	13	-3
05	21	3	05	24	4
06	26	2	06	30	2
07	29	0	07	31	1
08	22	0	08	25	2
09	15	0	09	21	2
10	21	-1	10	25	2
11	27	0	11	30	2
12	16	-3	12	12	-2
13	21	3	13	26	3
14	10	-4	14	17	0
15	23	1	15	24	1
16	15	2	16	30	4
17	13	2	17	21	3
18	10	-1	18	23	1
19	24	0	19	25	2
20	16	-2	20	22	3
21	24	2	21	32	4
22	15	-1	22	14	1
23	21	0	23	29	2
24	14	-4	24	19	-1
25	25	2	25	28	3
26	20	1	26	20	1
27	22	0	27	26	3
28	27	4	28	30	4
29	17	2	29	15	-3
30	18	-2	30	27	1
31	24	0	31	23	4
32	24	3	32	35	4
33	34	4	33	35	4
34	20	3	34	25	1
35	17	3	35	23	3
36	26	1	36	24	3
37	9	-4	37	20	2
38	9	-2	38	17	0
39	23	2	39	26	2
40	28	1	40	32	2
41	29	0	41	35	3
42	22	-2	42	26	2
43	24	3	43	27	-1
44	22	-2	44	24	3
45	27	4	45	24	1
46	18	0	46	21	1
47	18	0	47	19	1
48	29	4	48	33	3
49	23	3	49	28	1
50	15	-4	50	24	1

Before Motivational Video			After Motivational Video		
Condition A	Section A	Section B	Condition B	Section A	Section B
51	25	1	51	29	1
52	29	5	52	29	3
53	29	5	53	28	3
54	24	3	54	27	0
55	24	4	55	35	5
56	17	-3	56	17	0
57	26	3	57	24	2
58	27	4	58	21	1
59	27	0	59	23	1
60	16	1	60	18	3
61	18	-3	61	22	-2
62	14	2	62	13	3
63	23	1	63	28	2
64	20	1	64	18	0
65	25	1	65	27	0
66	25	-1	66	26	1
67	27	2	67	30	0
68	19	5	68	15	3
69	22	2	69	23	2
70	23	-2	70	24	-1
71	21	2	71	19	3
72	27	4	72	29	3
73	24	5	73	24	3
74	19	4	74	12	2
75	17	4	75	23	1
76	20	-2	76	18	1
77	22	2	77	28	1
78	28	2	78	33	2
79	21	-1	79	19	-1
80	26	2	80	27	2
81	18	-3	81	17	0
82	12	-4	82	18	-1
TOTAL	1754	69	TOTAL	1980	129
AVERAGE	21.40	0.84	AVERAGE	24.15	1.57

In the Table mentioned above 1, in Condition 1, 82 Participants of the group reported there was less life satisfaction, which was 21.40 on average, then Condition 2, where 82 Participants of the group reported there was higher life satisfaction after a motivational video, which was 24.15 on average.

In this study, we conducted paired t-tests to examine the impact of a motivational video intervention on two key variables: life satisfaction and psychological well-being among a group of senior citizens. The study included 82 participants for whom data was collected before (Condition 1) and after (Condition 2) exposure to the motivational video.

Table 2: T test for life satisfaction in senior citizen

t-Test: Paired Two Sample for Means for Section A		
	Variable 1	Variable 2
Mean	21.3902439	24.14634146
Variance	29.69768142	32.12646793

t-Test: Paired Two Sample for Means for Section A		
Observations	82	82
Pearson Correlation	0.711972877	
Hypothesized Mean Difference	0	
df	81	
t Stat	5.90869773	
P(T<=t) one-tail	3.89789E-08	
t Critical one-tail	1.663883913	
P(T<=t) two-tail	7.79578E-08	
t Critical two-tail	1.989686323	

The table mentioned above 2, the t-test for condition 1, shows the rejection of H_0 , which means H_1 is accepted. Where our hypothesis is proved to be correct. For life satisfaction (Table 2), we found a significant difference in means between Condition 1 (mean = 21.39) and Condition 2 (mean = 24.15), with a t-statistic of 5.91 and p-value less than 0.0001. This indicates an apparent increase in life satisfaction following exposure to the motivational video. The rejection of the null hypothesis (H_0) in favor of the alternative hypothesis (H_1) supports the notion that the video intervention positively affected life satisfaction in senior citizens.

Table 3: T test for psychological well-being in senior citizen

t-Test: Paired Two Sample for Means for Section B		
	Variable 1	Variable 2
Mean	0.841463415	1.573170732
Variance	6.258506474	2.8155676
Observations	82	82
Pearson Correlation	0.518944977	
Hypothesized Mean Difference	0	
df	81	
t Stat	3.0507014	
P(T<=t) one-tail	0.00154283	
t Critical one-tail	1.663883913	
P(T<=t) two-tail	0.003085659	
t Critical two-tail	1.989686323	

Similarly, the table mentioned above 3, a t-test for condition 2, shows rejection of H_0 , which means H_1 is accepted. Which also shows our hypothesis to be correct. Similarly, for psychological well-being (Table 3), there was a significant difference in means between Condition 1 (mean = 0.84) and Condition 2 (mean = 1.57), with a t-statistic of 3.05 and a p-value of 0.0015. Again, the rejection of H_0 in favor of H_1 suggests that the motivational video positively impacted psychological well-being among the senior participants.

After evaluating my result, I found that the effect of motivational videos on senior citizens is actual. There can be different reasons /factors to determine the effect of motivational videos on older adults. The main characteristic of old age people is showing signs of Poly-pathology, which needs a multi-medication. The effect of this poly-pathology added to the aging physiological phenomenon is finally represented by the following states: incapacity, dependency handicap, and infirmity (Albinita et al., 2010).

Mental health problems, including depression, anxiety, and psychological symptoms among the elderly in Finland, are as prevalent today as 20 years ago. About 5% of Finland's general population suffers from major depression (Volkert et al., 2013). On the other hand, the prevalence of psychological distress among the elderly is close to 24% of the population.

Several theories have been developed to assist depression with increasing motivation in the elderly population. It has been found, for example, that when individuals believe they can obtain an outcome they want to achieve by engaging in a specified behavior, the probability that an individual will be motivated to engage in that behavior increases (Martins Van Jaarsveld, 2020)

Further, it has been found that psychological well-being through motivation is affected by how an individual fits the environment they live in (Alcock et al., 2014). At the same time, it is acknowledged that the different types of environment affect individuals' motivation levels, which can lead to no significant difference in motivation. It is also seen that individuals with caring environments have more life satisfaction than individuals with challenging/harmful environments.

Limitations to the study included language understanding problems by seniors as they understand Gujarati, whereas we speak English or Urdu. Many were illiterate and did not understand what was written on it. The second limitation was that participants in this study had very high self-motivation and life satisfaction scores at the beginning of the study. This can pose a ceiling effect. This means that changes in life satisfaction were not detected because these participants' scores were very high at the beginning of the study. This can be due to their daily routine in the senior citizen program, where they gather every day and exercise and enjoy their life with good meals along with good friendship between them.

CONCLUSION

In conclusion, this study reinforces the tangible benefits of motivational videos for senior citizens. While acknowledging its limitations, this research contributes to the broader understanding of how motivation and positive interventions can enhance the well-being of older adults, offering insights into addressing mental health challenges and promoting a more satisfying and fulfilling life during the golden years. Future research endeavors should address the identified limitations while exploring diverse strategies to cater to the unique needs of senior citizens and their holistic well-being. Previous research on this topic has mainly focused on separate aspects, such as pain and life satisfaction, among older people. Knowledge about what brings life satisfaction among older people with impaired self-care capacity is essential, especially for the older people themselves. It is essential to motivate and give proper care to the elderly, which can bring life satisfaction and good health. Overall, The study's findings addressed the established problem formulation and research objectives directly and convincingly, providing valuable insights into the positive effects of motivational interventions on the well-being of the senior population.

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