

Influence of Reality-Based Instructional Videos on Entrepreneurial Aspiration and Sustainability-Oriented Intentions among Higher Education Business Students

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Abstract

Instructional videos are increasingly becoming an important component of teaching and learning within higher education, particularly in entrepreneurship education. Despite their growing use, limited empirical attention has been directed towards understanding how instructional entrepreneurial videos influence entrepreneurial aspiration and sustainability-oriented intentions among vocational higher education business students. Using Dragons' Den and Shark Tank as instructional video resources, this study examined the influence of instructional usefulness, video engagement, and perceived realism on entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students in the United Kingdom. The study was informed by the Cognitive Theory of Multimedia Learning, the ICAP Framework, Social Learning Theory, the Theory of Planned Behaviour, and Self-Determination Theory. Using a quantitative cross-sectional design, data were collected from 172 business students through a structured questionnaire. Regression analysis was conducted using IBM SPSS Statistics Version 31, while Confirmatory Factor Analysis and validity assessments were performed in R. The findings revealed that all instructional video dimensions individually demonstrated significant positive relationships with entrepreneurial aspiration and sustainability-oriented intentions. However, perceived realism emerged as the strongest predictor within the combined regression models. The findings suggest that instructional videos reflecting authentic entrepreneurial experiences exert stronger influence on students than purely motivational content. The study recommends the integration of authentic entrepreneurial video content into entrepreneurship teaching to strengthen students' entrepreneurial aspiration and sustainability-oriented thinking.

Keywords: Instructional Video; Entrepreneurial Aspiration; Entrepreneurship Education; Business Education, Higher Education.

Introduction

Instructional video has become an increasingly important component of contemporary higher education, particularly within evolving learning environments that emphasise flexible, learner-centred, and visually enriched approaches to teaching and learning. Its growing integration into higher education reflects broader transformations in pedagogical practices and digital learning delivery (Ackermans et al., 2025). By combining visual and auditory elements, instructional videos can improve comprehension, enhance memory retention, and support learners in connecting new information with existing knowledge structures (Mayer, 2001; Mayer & Moreno, 2002). Existing literature further suggests that the educational effectiveness of instructional videos depends not only on accessibility but also on the extent to which the videos promote learner engagement and meaningful cognitive interaction (Ackermans et al., 2025; Beege et al., 2023; Nabi et al., 2017; Chi & Wylie, 2014). High-quality instructional videos have been associated with improved motivation, engagement, knowledge retention, and reduced cognitive overload among learners (Beege et al., 2023). This influence becomes particularly significant when learners move beyond passive viewing towards more active cognitive interpretation and engagement with the instructional content (Chi & Wylie, 2014; Lackmann et al., 2021). Consequently, instructional videos should not merely be viewed as tools for information transmission, but also as pedagogical resources capable of shaping how students perceive, process, and respond to learning experiences.

Within entrepreneurship education, instructional videos may expose business students to entrepreneurial opportunity recognition, investor evaluation, entrepreneurial pitching, negotiation processes, and decision-making practices. Prior research suggests that video-based pedagogy is most effective when instructional design elements such as teacher presence, signalling, interactivity, and authenticity are effectively integrated into the learning experience (Henderson & Schroeder, 2021). In entrepreneurship education specifically, students' entrepreneurial aspiration may be influenced not only by theoretical knowledge acquisition but also by the extent to which they engage with realistic and cognitively accessible representations of entrepreneurial practice (Chi & Wylie, 2014; Nabi et al., 2017). Beege et al. (2023) further argued that entrepreneurship-oriented instructional videos should be understood as pedagogical tools whose educational effectiveness may depend on factors such as authenticity, engagement, and instructional usefulness.

Programmes such as Dragons' Den and Shark Tank provide realistic entrepreneurial contexts through which students can observe entrepreneurial pitching, investor interactions, business evaluation processes, and entrepreneurial decision-making within practical business settings (Neck et al., 2014). Through such instructional exposure, students' perceptions of entrepreneurship as a potential career pathway, their entrepreneurial attitudes, and their understanding of entrepreneurial motivations may be influenced. Consequently, entrepreneurship-oriented instructional videos may shape not only students' entrepreneurial knowledge acquisition but also their entrepreneurial aspiration and sustainability-oriented intentions (Beege et al., 2023; Nabi et al., 2017).

Entrepreneurial aspiration has emerged as an important concept within entrepreneurship and business education because it reflects the extent to which individuals desire, intend, or anticipate engaging in entrepreneurial activities (Gregori et al., 2021). The concept is particularly relevant within higher education environments where students are actively developing their career ambitions, employability perceptions, self-efficacy, and professional identities (Henley, 2007). Entrepreneurial aspiration generally represents an individual's inclination towards venture creation, self-employment, or the pursuit of entrepreneurial career pathways, and is closely associated with perceptions of entrepreneurship as desirable, achievable, and personally attainable (Bignotti & Le Roux, 2020). The growing importance attached to entrepreneurial aspiration is partly linked to the widely recognised role of entrepreneurship in promoting innovation, employment generation, and economic development. Existing literature further suggests that entrepreneurial aspiration is shaped by a combination of psychological, social, and contextual influences, including attitudes towards entrepreneurship, perceived behavioural control, subjective norms, innovativeness, risk orientation, family background, and participation in entrepreneurial activities (Ajzen, 1991). Research in entrepreneurship education suggests that fear of failure, resource limitations, and insufficient practical entrepreneurial exposure may discourage students from pursuing entrepreneurial careers despite initial interest and motivation (Krueger et al., 2000; Nabi et al., 2017).

Alongside entrepreneurial aspiration, sustainability-oriented intentions have become gradually important within business and entrepreneurship education (Ploum et al., 2018; Shahid & Reynaud, 2022). Unlike traditional entrepreneurial intentions, which primarily emphasise profit generation and business creation, sustainability-oriented intentions reflect an individual's willingness to pursue entrepreneurial activities capable of generating economic, social, and environmental value simultaneously. This broader perspective aligns with the growing recognition that entrepreneurship can contribute towards addressing major societal challenges such as climate change, environmental degradation, social inequality, and unsustainable production and consumption practices (Kuckertz & Wagner, 2010; Fatoki, 2020; Ndofirepi, 2023). Within higher education environments, students are increasingly viewed as potential agents of social and economic transformation whose attitudes, beliefs, and intentions may be shaped through purposeful instructional experiences. Existing literature suggests that sustainability-related beliefs, motivations, and attitudes can strengthen entrepreneurial intention when students perceive entrepreneurship not merely as a pathway to personal economic gain, but also as a means of addressing social and environmental problems through innovation, responsibility, and ethical business practices (Shahid & Reynaud, 2022; Moya-Clemente, 2020).

The Theory of Planned Behaviour (TPB) provides important explanation for entrepreneurial aspiration and sustainability-oriented intentions by emphasising the role of attitudes, subjective norms, and perceived behavioural control in shaping behavioural intentions (Ajzen, 1991). Similarly, Social Learning Theory proposes that individuals develop attitudes,

behaviours, and aspirations through observation, imitation, and exposure to role models within social environments (Bandura, 1977). Recent studies further indicate that sustainability-oriented entrepreneurial tendencies are influenced by several psychological and value-driven factors, including intrinsic motivation, competence, autonomy, relatedness, sustainability orientation, creativity, and proactive personality traits (Shahid & Reynaud, 2022; Fatoki, 2020).

Despite the growing body of literature on instructional videos, entrepreneurial aspiration, and sustainability-oriented intentions, several important gaps remain within existing scholarship. Previous research on instructional videos has largely concentrated on educational outcomes such as learner engagement, satisfaction, cognitive load, and academic performance, with comparatively limited attention directed towards understanding how instructional entrepreneurial videos may shape students' entrepreneurial aspiration and sustainability-oriented intentions. Similarly, existing entrepreneurship research has primarily examined entrepreneurial aspiration from psychological, economic, motivational, experiential, and educational perspectives, while comparatively little attention has been devoted to instructional media as a direct predictor of entrepreneurial aspiration development (Nabi et al., 2017; Lans et al., 2014). Research relating to sustainable entrepreneurship has also predominantly focused on sustainability orientation, environmental attitudes, intrinsic motivation, ethical values, and perceptions of green entrepreneurial opportunities (Henderson & Schroeder, 2021). Furthermore, limited empirical evidence currently exists regarding how instructional videos may simultaneously influence both entrepreneurial aspiration and sustainability-oriented intentions within a unified explanatory framework (Lans et al., 2014).

Statement of the Problem

Despite the growing integration of instructional videos within higher education, existing research has primarily concentrated on traditional educational outcomes such as engagement, satisfaction, cognitive load, and academic performance, with comparatively limited attention devoted to their potential influence on entrepreneurial aspiration and sustainability-oriented intentions among higher education business students. Similarly, prior studies on entrepreneurial aspiration and sustainability-oriented intentions have largely focused on psychological, motivational, socio-economic, and experiential predictors, while insufficiently examining instructional video as a direct pedagogical influence within entrepreneurship education contexts.

Furthermore, limited empirical research has explored how entrepreneurial reality-based instructional videos such as *Dragons' Den* and *Shark Tank* may shape students' entrepreneurial aspiration and sustainability-oriented intentions through dimensions such as instructional usefulness, video engagement, and perceived realism. This gap is particularly significant within vocational higher education environments such as Pearson BTEC Higher Education programmes, where learning is strongly practice-oriented and closely connected to real-world business application.

The absence of empirical evidence examining the combined influence of instructional video dimensions on both entrepreneurial aspiration and sustainability-oriented intentions restricts scholarly understanding of how entrepreneurial instructional media may contribute to entrepreneurship education and sustainability-focused learning outcomes. If this gap remains unaddressed, higher education institutions may continue to underutilise entrepreneurial instructional videos as pedagogical tools capable of shaping entrepreneurial and sustainability-oriented thinking among business students.

Objectives and Research Questions

Study Objectives

This study aims to examine the influence of instructional video dimensions on entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students in the United Kingdom using Dragons' Den and Shark Tank as instructional video resources. Specifically, the study seeks to:

1. Examine the influence of instructional usefulness on entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students.
2. Assess the influence of video engagement on entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students.
3. Evaluate the influence of perceived realism on entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students.
4. Examine the combined influence of instructional video dimensions (instructional usefulness, video engagement and perceived realism) on entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students.

Research Questions (RQ)

To address the above objectives, the study seeks to answer the following research questions:

RQ1: How does instructional usefulness influence entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students?

RQ2: How does video engagement influence entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students?

RQ3: How does perceived realism influence entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students?

RQ4: How do instructional video dimensions jointly influence entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students?

Hypotheses

For hypothesis testing, $\alpha = 0.05$ was adopted as the level of significance. The following hypotheses were formulated and tested in the study:

H1: Instructional usefulness positively influences entrepreneurial aspiration.

H2: Video engagement positively influences entrepreneurial aspiration.

H3: Perceived realism positively influences entrepreneurial aspiration.

H4: Instructional usefulness positively influences sustainability-oriented intentions.

H5: Video engagement positively influences sustainability-oriented intentions.

H6: Perceived realism positively influences sustainability-oriented intentions.

H7: Instructional video dimensions (instructional usefulness, video engagement, and perceived realism) jointly and positively influence entrepreneurial aspiration.

H8: Instructional video dimensions (instructional usefulness, video engagement, and perceived realism) jointly and positively influence sustainability-oriented intentions.

Literature Review

Instructional Video Influence in Higher Education

Instructional videos have become an important component of higher education, particularly within digital, flexible, and hybrid learning environments. Unlike conventional lectures or text-based learning materials, instructional videos can demonstrate procedures, illustrate practical situations, and provide repeated access to instructional content, thereby enhancing learners' understanding and knowledge retention. Existing research suggests that carefully designed instructional videos can support multiple forms of learning, including procedural, conceptual, and evaluative knowledge acquisition (Mayer, 2001; Mayer & Moreno, 2002; Krueger et al., 2000). Recent studies further indicate that instructional videos are most effective when they encourage active cognitive processing, meaningful interpretation, and learner engagement rather than passive viewing alone (Ackermans et al., 2025; Chi & Wylie, 2014).

Within business and entrepreneurship education, instructional videos may be particularly valuable because they expose students to realistic entrepreneurial situations involving opportunity recognition, entrepreneurial communication, decision-making, investor evaluation, negotiation, and problem-solving activities. Entrepreneurship-oriented media such as *Dragons' Den* and *Shark Tank* may influence students' perceptions of entrepreneurship, their evaluation of entrepreneurial behaviour, and their understanding of entrepreneurial career possibilities. In this study, instructional video influence was conceptualised through three dimensions: instructional usefulness, video engagement, and perceived realism. Instructional usefulness refers to the extent to which students perceive instructional videos as helpful for understanding entrepreneurship and business-related

concepts. Video engagement represents the degree of students' cognitive, emotional, and attentional involvement while interacting with instructional video content. Perceived realism refers to the extent to which instructional videos are viewed as authentic, credible, practical, and reflective of real-world business situations.

Entrepreneurial Aspiration

Entrepreneurial aspiration has become an important concept within entrepreneurship and higher education research because it reflects the extent to which individuals desire, intend, or anticipate engaging in entrepreneurial activities. The concept is particularly relevant among students, as higher education represents a critical developmental stage during which career ambitions, self-perceptions, opportunity recognition abilities, and motivational orientations continue to evolve. Existing literature generally conceptualises entrepreneurial aspiration as extending beyond a simple interest in business ownership. Rather, it reflects a forward-looking commitment towards venture creation, self-employment, or entrepreneurial career pathways influenced by both personal and contextual factors (Henley, 2007; Ajzen, 1991; Krueger et al., 2000).

In this study, entrepreneurial aspiration was operationalised through three dimensions: entrepreneurial intention, entrepreneurial self-efficacy, and opportunity recognition. Entrepreneurial intention refers to an individual's conscious willingness and commitment to establish a business or pursue entrepreneurship as a future career pathway. Entrepreneurial self-efficacy refers to students' confidence in performing entrepreneurial tasks such as opportunity identification, business problem-solving, and uncertainty management. Opportunity recognition refers to the ability to identify, interpret, and evaluate potential business opportunities within changing environments.

Sustainability-Oriented Intentions

Sustainability-oriented intentions have gained increasing importance within entrepreneurship and higher education because they reflect an individual's willingness to pursue entrepreneurial activities capable of generating environmental, social, and economic value simultaneously. Unlike traditional entrepreneurial intentions, which primarily emphasise business creation and profit maximisation, sustainability-oriented intentions focus on the aspiration to establish or support enterprises that balance economic performance with environmental responsibility and social wellbeing (Fatoki, 2020; Ndofirepi, 2023; Moya-Clemente, 2020; Krueger et al., 2000).

In this study, sustainability-oriented intentions were conceptualised through four dimensions: sustainable business intention, environmental responsibility, social value creation, and ethical orientation. Sustainable business intention refers to the commitment to establish or support businesses that simultaneously pursue economic, environmental, and social objectives. Environmental responsibility refers to the willingness to consider ecological consequences in business decisions and promote sustainable practices. Social

value creation refers to the intention to address social problems, improve community wellbeing, and generate benefits extending beyond personal profit. Ethical orientation refers to the commitment to operate fairly, transparently, and responsibly while avoiding harmful entrepreneurial practices.

Empirical Evidence on Instructional Video Influence and Entrepreneurial Aspiration

A growing body of literature suggests that instructional videos can meaningfully influence students' entrepreneurial aspiration by enhancing understanding of entrepreneurial processes, strengthening motivation, and improving opportunity recognition. Across instructional media and entrepreneurship education research, there is broad agreement that video-based learning promotes more contextualised and experience-oriented learning by enabling students to observe entrepreneurial behaviour, decision-making processes, and business problem-solving within realistic environments. Existing studies consistently indicate that instructional videos are particularly effective when they encourage active cognitive processing, reflective engagement, and practical interpretation rather than passive information consumption (Kay, 2012; Chi & Wylie, 2014). However, much of the existing evidence originates from general educational technology and multimedia learning contexts rather than entrepreneurship-specific environments, thereby limiting direct understanding of how instructional videos shape entrepreneurial aspiration among business students.

Research further suggests that perceived instructional usefulness plays an important role in influencing entrepreneurial aspiration. Studies have shown that well-designed instructional videos enhance procedural understanding, evaluative thinking, and learning satisfaction, particularly when learners perceive the content as meaningful and applicable to real-world situations (Kay, 2012; Zhang et al., 2006). Within entrepreneurship education, educational experiences that increase accessibility and perceived relevance tend to strengthen entrepreneurial intention and confidence (Nabi et al., 2017; Davis, 1989). Nevertheless, many of these studies rely predominantly on self-reported perceptions and cross-sectional survey designs, which limits understanding of the long-term influence of instructional usefulness on entrepreneurial aspiration and entrepreneurial self-efficacy.

Student engagement during video-based learning has also emerged as a recurring theme within the literature. Existing studies generally agree that cognitively and emotionally engaging instructional videos promote stronger motivation, deeper reflection, and improved learning outcomes (Chi & Wylie, 2014; Lackmann et al., 2021). More interactive and dynamic video formats appear particularly effective in stimulating learners' active involvement and encouraging reflective thinking. In entrepreneurship education, this deeper engagement may strengthen entrepreneurial self-efficacy and opportunity recognition by encouraging students to imagine themselves within entrepreneurial roles and decision-making situations. However, despite broad agreement regarding the positive role of engagement, existing findings remain methodologically constrained by heavy

reliance on experimental or short-term learning environments that may not fully capture how sustained engagement influences long-term entrepreneurial aspiration.

Literature further indicates that entrepreneurial aspiration is shaped not only by knowledge acquisition, but also by affective and motivational experiences. Research increasingly suggests that interest, enthusiasm, and perceived relevance contribute indirectly to entrepreneurial intention through confidence development and entrepreneurial mindset formation (Nabi et al., 2017). In this regard, exposure to entrepreneurial role models appears particularly influential. Observational learning research suggests that students are more likely to perceive entrepreneurship as achievable when they observe relatable and credible entrepreneurial figures within realistic contexts. Programmes such as *Dragons' Den* and *Shark Tank* provide repeated exposure to entrepreneurial role models, business negotiations, uncertainty, and decision-making processes, thereby potentially strengthening students' entrepreneurial confidence and career aspiration. However, empirical evidence directly examining entrepreneurial reality-based programmes as instructional predictors of entrepreneurial aspiration remains limited.

Perceived realism also appears to play a significant role in entrepreneurship-focused instructional media. Studies on authentic and context-rich instructional environments suggest that realistic content enhances learners' ability to connect theoretical concepts with practical application by grounding abstract ideas within observable situations (Herrington & Oliver, 2000). Within entrepreneurship education, realistic entrepreneurial scenarios may improve opportunity recognition, entrepreneurial confidence, and understanding of business uncertainty. Nonetheless, existing studies have rarely examined perceived realism as a multidimensional instructional video construct linked directly to entrepreneurial aspiration. Furthermore, limited research has simultaneously examined instructional usefulness, engagement, and perceived realism within a single integrated explanatory framework, particularly within vocational higher education contexts such as Pearson BTEC Higher Education business programmes.

Empirical Evidence on Instructional Video Influence and Sustainability-Oriented Intentions

Existing empirical evidence suggests that instructional videos can influence sustainability-oriented intentions by helping students understand sustainability-related challenges, engage with responsible business practices, and develop motivation towards socially and environmentally meaningful entrepreneurial activity. Although direct empirical research linking instructional video use to sustainability-oriented intentions remains relatively limited, broader evidence from sustainability education, entrepreneurship education, and experiential learning research collectively suggests that instructional media can shape students' sustainability-related attitudes, values, and behavioural intentions.

A recurring theme across literature is the importance of perceived instructional usefulness in shaping sustainability-oriented learning outcomes. Existing studies generally agree that

educational interventions which help students understand social, environmental, and ethical business challenges are more likely to strengthen sustainability-related aspirations and responsible entrepreneurial thinking (Fatoki, 2020; Ndofirepi, 2023). Research in sustainability education further suggests that students develop stronger sustainability-oriented perspectives when learning activities demonstrate how entrepreneurship can address real-world environmental and social problems (Wiek et al., 2011; Barth & Rieckmann, 2012). However, much of this evidence originates from broader sustainability education contexts rather than entrepreneurship-focused instructional video environments. Furthermore, many existing studies rely heavily on self-reported attitudinal measures, thereby limiting understanding of how instructional usefulness may translate into sustained sustainability-oriented entrepreneurial intentions over time.

Literature also highlights the importance of student engagement in developing sustainability-oriented intentions. Existing studies consistently suggest that sustainability awareness alone is insufficient to promote meaningful behavioural or attitudinal change. Instead, students appear more likely to develop sustainability-oriented intentions when they engage reflectively and emotionally with sustainability-related issues and solutions (Barth & Rieckmann, 2012). Participatory, narrative-based, and experiential learning approaches have been found to strengthen environmental awareness, transformative learning, and sustainability competencies (Wiek et al., 2011). Within entrepreneurial instructional video contexts, deeper engagement may encourage students to reflect critically on ethical business behaviour, environmental responsibility, and social value creation. Nevertheless, existing findings remain methodologically constrained because many studies examine short-term educational interventions or classroom activities, thereby providing limited insight into the longer-term influence of instructional engagement on sustainability-oriented entrepreneurial intention.

Motivational and affective dimensions also appear central to sustainability-oriented intention development. Research grounded in Self-Determination Theory suggests that intrinsic motivation, competence, autonomy, and relatedness positively influence sustainability-oriented entrepreneurial intention (Deci & Ryan, 1985). Existing studies therefore indicate that students are more likely to pursue sustainability-oriented entrepreneurship when they perceive entrepreneurial activity as socially meaningful and personally purposeful. Instructional videos portraying ventures that address environmental or social challenges may consequently strengthen sustainable business intention and social value creation by enhancing students' motivation and emotional connection to sustainability-related issues.

Perceived realism further emerges as an important factor within sustainability-focused entrepreneurship education. Studies on sustainable entrepreneurship suggest that sustainability orientation is more likely to translate into entrepreneurial intention when individuals perceive realistic opportunities for sustainable value creation and recognise sustainability as a practical component of entrepreneurial activity rather than an abstract ideal (Shahid & Reynaud, 2022; Fatoki, 2020; Ndofirepi, 2023). Authentic and context-rich

instructional videos may therefore strengthen sustainability-oriented intentions by exposing students to real-world environmental challenges, ethical decision-making processes, and socially responsible business practices. Nonetheless, empirical evidence directly examining perceived realism within entrepreneurial instructional video environments remains limited, particularly within vocational higher education settings. In addition, few studies have integrated instructional usefulness, engagement, and perceived realism within a single explanatory framework examining sustainability-oriented intentions among higher education business students.

Theoretical Framework

This study draws on five interrelated theoretical frameworks that collectively explain how instructional video influences entrepreneurial aspiration and sustainability-oriented intentions among higher education students.

The primary theoretical framework underpinning this study is the Cognitive Theory of Multimedia Learning (CTML), which explains how learners process instructional video content through dual channels involving verbal and visual information (Mayer, 2001). The theory proposes that meaningful learning occurs when learners actively select, organise, and integrate information through these channels. This theoretical perspective supports the understanding of instructional usefulness and perceived realism within the context of this study. The Cognitive Theory of Multimedia Learning informed the operationalisation of instructional usefulness and perceived realism by guiding the development of measurement items relating to clarity, understanding, cognitive processing, and students' perceptions of the practical relevance of entrepreneurial instructional video content. Students are more likely to perceive entrepreneurial instructional videos as valuable and relevant when the content appears clear, organised, and reflective of real business situations. This enhances their understanding of entrepreneurial processes and strengthens their perception that entrepreneurship is both achievable and realistic.

Another relevant theoretical framework is the ICAP Framework, which differentiates among passive, active, constructive, and interactive forms of learner engagement (Chi & Wylie, 2014). The framework proposes that deeper learning occurs when learners transition from passive observation to more cognitively engaging forms of participation. This perspective is particularly relevant to the constructs of video engagement within this study. The ICAP Framework informed the operationalisation of video engagement by guiding the development of measurement items relating to attentiveness, reflective engagement, emotional involvement, and active cognitive interaction with entrepreneurial instructional videos. Students who are intellectually and emotionally engaged with entrepreneurial instructional videos are more likely to reflect on business concepts, evaluate entrepreneurial decisions, and mentally simulate entrepreneurial behaviours. Such deeper engagement may strengthen motivation and the internalisation of entrepreneurial ideas,

thereby reinforcing the potential influence of instructional videos on entrepreneurial aspiration and sustainability-oriented intentions.

Social Learning Theory (SLT) is another relevant theoretical perspective in this study and explains how individuals acquire knowledge through observation, imitation, and modelling of the behaviours of others (Bandura, 1977). Social Learning Theory informed the operationalisation of entrepreneurial aspiration constructs, particularly entrepreneurial self-efficacy and opportunity recognition, by guiding the development of measurement items relating to observational learning, entrepreneurial role modelling, and students' perceptions of entrepreneurial capability. This theoretical perspective is particularly relevant to entrepreneurial aspiration, as students are exposed to entrepreneurial role models through programmes such as *Dragons' Den* and *Shark Tank*. By observing entrepreneurs present business ideas, respond to feedback, and negotiate with investors, students develop perceptions regarding the nature of entrepreneurship and their own potential to participate in similar entrepreneurial activities. Observational learning may therefore strengthen entrepreneurial self-efficacy, opportunity recognition, and ultimately entrepreneurial intention.

The Theory of Planned Behaviour (TPB) provides a comprehensive explanation for the formation of behavioural intentions (Ajzen, 1991). The theory proposes that behavioural intentions are influenced by attitudes towards the behaviour, perceived behavioural control, and subjective norms. The Theory of Planned Behaviour informed the operationalisation of entrepreneurial intention and sustainability-oriented intentions by guiding the development of measurement items relating to attitudes, behavioural intention, and perceived capability towards entrepreneurial and sustainability-oriented activities. This theoretical perspective is particularly relevant to entrepreneurial aspiration and sustainability-oriented intentions, as both constructs are inherently intention-driven. Instructional videos may influence students' attitudes towards entrepreneurship and sustainability, shape their perceptions of social expectations, and strengthen their confidence in performing entrepreneurial tasks. Consequently, instructional video influence may contribute to stronger entrepreneurial aspiration and sustainability-oriented intentions among higher education business students.

Self-Determination Theory (SDT) further complements the Theory of Planned Behaviour by explaining how intrinsic motivation influences intentional behaviour and goal-directed action (Deci & Ryan, 1985). The theory emphasises the importance of autonomy, competence, and relatedness in shaping internally motivated behaviour. Self-Determination Theory informed the operationalisation of sustainability-oriented intention constructs, particularly sustainable business intention, environmental responsibility, social value creation, and ethical orientation, by guiding the development of measurement items relating to intrinsic motivation, socially responsible behaviour, and sustainability-focused entrepreneurial commitment. This theoretical perspective is especially relevant to sustainability-oriented intentions because students may be more inclined to pursue entrepreneurial activities that generate social and environmental value when they are

intrinsically motivated by ethical responsibility, social contribution, and purposeful engagement. Instructional videos portraying environmentally and socially responsible entrepreneurial practices may therefore strengthen students' sustainability-oriented intentions by enhancing motivation, purpose, and value-driven entrepreneurial thinking. Collectively, these theoretical frameworks provide a comprehensive explanation of how instructional video influences entrepreneurial aspiration and sustainability-oriented intentions among higher education business students. The Cognitive Theory of Multimedia Learning and the ICAP Framework explain how students cognitively process and engage with entrepreneurial instructional video content, while Social Learning Theory explains how entrepreneurial role modelling and observational learning shape entrepreneurial beliefs and capabilities. The Theory of Planned Behaviour and Self-Determination Theory further explain how cognitive, motivational, and value-driven processes contribute to entrepreneurial aspiration and sustainability-oriented intentions. Together, these theories provide the conceptual foundation underpinning the study's constructs, hypotheses, and measurement development.

Conceptual Framework

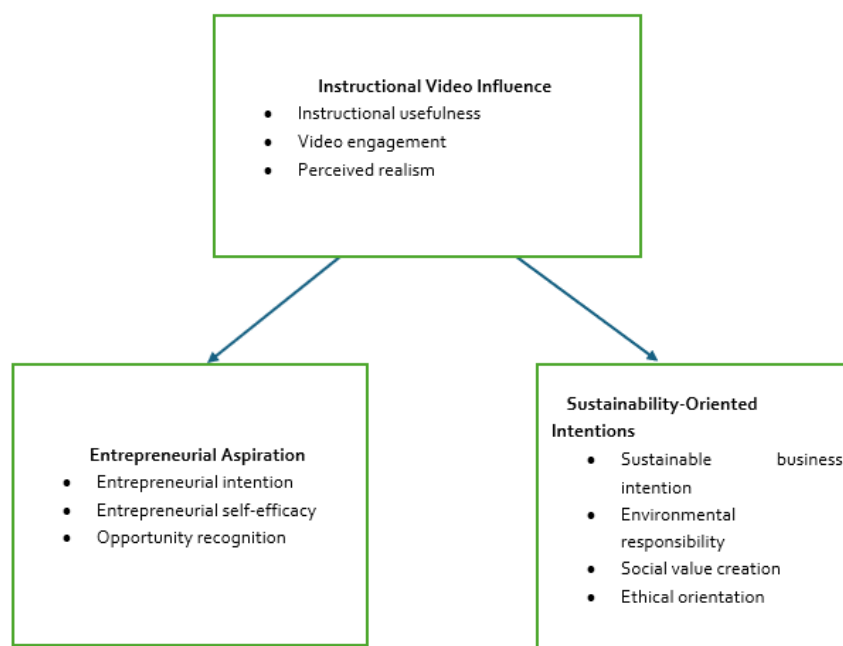


Figure 1. Proposed conceptual model showing the relationships between instructional

video influence, entrepreneurial aspiration, and sustainability-oriented intentions.

Figure 1 presents the proposed conceptual framework and the interrelationships among the study variables. Instructional video influence is treated as the independent variable, while entrepreneurial aspiration and sustainability-oriented intentions are conceptualised as the dependent variables. In this study, instructional video influence is operationalised through

three dimensions: instructional usefulness, video engagement, and perceived realism. These dimensions represent the different ways in which entrepreneurship-oriented videos such as Dragons' Den and Shark Tank may shape students' learning experiences, perceptions, and future-oriented intentions.

Instructional usefulness refers to the extent to which instructional videos assist students in understanding entrepreneurial processes and business-related concepts. Video engagement reflects the degree of students' attentiveness, interest, and cognitive involvement while interacting with instructional video content. Perceived realism refers to the extent to which instructional videos are perceived as authentic, practical, and reflective of real-world business situations.

Entrepreneurial aspiration, the first dependent variable, is conceptualised through three dimensions: entrepreneurial intention, entrepreneurial self-efficacy, and opportunity recognition. Entrepreneurial intention reflects students' deliberate willingness to pursue entrepreneurship or establish a business venture. Entrepreneurial self-efficacy represents students' confidence in performing entrepreneurial tasks and managing entrepreneurial challenges. Opportunity recognition refers to students' ability to identify, interpret, and evaluate viable business opportunities within changing environments.

The second dependent variable, sustainability-oriented intentions, is represented through four dimensions: sustainable business intention, environmental responsibility, social value creation, and ethical orientation. Sustainable business intention reflects students' willingness to establish or support businesses that integrate economic, environmental, and social objectives. Environmental responsibility refers to students' intention to consider ecological consequences in entrepreneurial decision-making and support environmentally responsible business practices. Social value creation represents students' intention to use entrepreneurship to address social problems, support communities, and generate value beyond personal gain. Ethical orientation reflects students' intention to behave fairly, transparently, and responsibly within entrepreneurial activities.

The directional relationships within the framework propose that instructional video influence may directly predict both entrepreneurial aspiration and sustainability-oriented intentions. Specifically, students' perceptions of instructional usefulness, engagement, and realism within entrepreneurship-oriented videos may shape both their entrepreneurial future orientation and their intention to pursue socially, environmentally, and ethically responsible entrepreneurial activities.

The framework therefore positions instructional video influence as a multidimensional pedagogical factor capable of influencing two important educational and behavioural outcomes simultaneously. It further provides the theoretical basis for examining whether entrepreneurship-oriented reality-based videos can shape not only students' entrepreneurial aspiration but also the sustainability values and intentions underpinning those aspirations.

Methodology

Research Design

This study adopted a quantitative cross-sectional research design to examine the influence of instructional video dimensions on entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students in the United Kingdom. Prior to regression analysis, assumption testing was conducted. Multicollinearity diagnostics indicated acceptable levels, with VIF values below 5 and tolerance values above 0.20. Normality and linearity assumptions were also assessed and found to be satisfactory. Although the regression models demonstrated high explanatory power, multicollinearity diagnostics confirmed acceptable levels of predictor independence.

Research Instrument Development, Measurement and Structure

A quantitative research approach was adopted because the study aimed to investigate predictive relationships among the study variables using statistical analysis. The cross-sectional research design enabled data to be collected from respondents at a single point in time through a structured questionnaire. Regression analysis was subsequently employed to examine the extent to which instructional usefulness, video engagement, and perceived realism predicted entrepreneurial aspiration and sustainability-oriented intentions.

Instructional usefulness represents the extent to which students perceive instructional videos as beneficial for understanding entrepreneurial concepts and business practices. Video engagement refers to the level of students' attention, interest, and cognitive involvement while interacting with the videos. Perceived realism reflects the extent to which the instructional videos are regarded as authentic and representative of real-world entrepreneurial activities.

The questionnaire consisted of four sections. Section A obtained demographic information including gender, age, employment status, prior entrepreneurial or business experience, and whether respondents had close family members involved in business ownership or management. Section B measured instructional video influence, Section C examined entrepreneurial aspiration, while Section D focused on sustainability-oriented intentions. All items were measured using a five-point Likert scale ranging from Strongly Agree to Strongly Disagree, allowing the assessment of students' perceptions and attitudes across the study constructs.

The measurement items were adapted from previously validated studies in entrepreneurship, sustainability, and multimedia learning, while being modified to suit the context of entrepreneurship-oriented instructional video exposure within higher education. For example, items relating to entrepreneurial intention and entrepreneurial self-efficacy were informed by Ajzen (1991) and Krueger et al. (2000). Sustainability-related measures were informed by Shahid and Reynaud (2022) and Fatoki (2020). The instructional video

measures were guided by existing literature on multimedia learning and learner engagement.

Overall, the questionnaire contained 61 items across all sections. However, only items within Sections B-D were included in the statistical analysis. Section A comprised demographic variables such as age, gender, employment status, entrepreneurial experience, and family business background. These demographic variables were excluded from the regression analysis to maintain focus on the hypothesised relationships among the principal study constructs.

The measurement items associated with each construct were aggregated into composite construct variables prior to regression analysis. These composite variables represented the overall responses for each multidimensional construct and were subsequently entered into the regression models to examine the predictive relationships among the study variables.

Sampling Technique and Sample Size

Results Consortium is a higher education provider in the United Kingdom with campuses located in Northampton, Dagenham (London), and Crewe, Manchester (Pearson, 2023). At the time of the study, nine cohorts were enrolled in the HND Business programme, namely C21D1A, C21D3, C25, C21D1B, C21D2, C22, C31, C29, and C36. Students from all cohorts participated in the research.

A total of 172 students participated in the study. The sample size was considered adequate for the statistical analyses employed, particularly regression analysis, based on methodological recommendations suggesting that a minimum sample size of 58 participants is sufficient for predictive statistical modelling (Hair et al., 2019). Content validity was strengthened through the adaptation of measurement items from previously validated instruments relating to entrepreneurship, sustainability, and multimedia learning research.

A purposive sampling technique was adopted to select participants who had prior exposure to entrepreneurship-oriented instructional programmes such as *Dragons' Den* and *Shark Tank*. This approach ensured that respondents possessed relevant experience and were able to provide informed responses aligned with the objectives of the study.

Construct Validity

Construct validity was assessed through Confirmatory Factor Analysis (CFA) conducted in *R* using the lavaan package. The standardised factor loadings for most measurement items exceeded the recommended threshold of 0.70, indicating satisfactory item reliability and convergent validity. The Standardised Root Mean Square Residual (SRMR) value also indicated acceptable residual model fit, although some global fit indices did not fully satisfy conventional benchmark thresholds. This may be attributed to the multidimensional and conceptually related nature of the behavioural constructs examined in the study. Furthermore, Harman's single-factor test revealed that a single factor accounted for 70.13% of the total variance, exceeding the recommended 50% threshold. This suggests the

possible presence of common method variance within the dataset. Consequently, the regression findings should be interpreted with reasonable caution due to the potential influence of common method bias associated with the use of self-reported cross-sectional data.

Convergent validity was further assessed using Average Variance Extracted (AVE) and Composite Reliability (CR). The AVE values exceeded the recommended threshold of 0.50 across all constructs, with Instructional Video Influence recording 0.751, Entrepreneurial Aspiration recording 0.714, and Sustainability Intentions recording 0.765. These findings confirmed satisfactory convergent validity of the measurement scales.

Although the constructs demonstrated strong reliability and convergent validity, the relatively high inter-construct relationships and strong explanatory power observed in some regression models may suggest conceptual proximity among the behavioural constructs examined. This may partly reflect the interconnected nature of entrepreneurship-oriented behavioural constructs measured within the same higher education learning context. Furthermore, the use of self-reported cross-sectional data may have contributed to elevated shared variance among the measures. Therefore, the findings should be interpreted with reasonable caution despite the satisfactory validity and reliability indicators.

Composite reliability was assessed using omega reliability coefficients. The findings demonstrated excellent internal consistency across all major constructs. Instructional Video Influence recorded an omega coefficient of 0.982, Entrepreneurial Aspiration recorded 0.969, while Sustainability Intentions recorded 0.985. These values exceeded the recommended threshold of 0.70, thereby confirming strong construct reliability.

Discriminant validity was evaluated using inter-construct correlations. Although strong positive relationships were observed among the latent constructs, the findings generally reflected the conceptual interconnectedness between instructional video influence, entrepreneurial aspiration, and sustainability-oriented intentions within higher education learning environments.

Ethical Consideration

Ethical considerations were carefully observed throughout the study. Participation was voluntary, and respondents were informed about the purpose of the research prior to participation. Participants were assured of anonymity and confidentiality, and no personally identifiable information was collected. Consent was obtained from participants before questionnaire administration.

The study was conducted within an educational setting involving adult higher education students and presented minimal risk to participants. Institutional permission was obtained to administer the questionnaire within the participating cohorts. Although the study did not undergo formal independent ethics committee review, the research was conducted in

accordance with established ethical principles relating to voluntary participation, confidentiality, informed consent, and responsible data handling.

Methodological Reflection

The study reported relatively high R^2 values across several regression models, indicating strong predictive relationships between instructional video dimensions, entrepreneurial aspiration, and sustainability-oriented intentions. While these findings may reflect the strong conceptual relationships among the constructs examined, it is also important to acknowledge the possibility of shared variance associated with self-reported cross-sectional data. The high inter-construct correlations and Harman's single-factor test results suggest that some degree of common method variance and conceptual overlap may have contributed to the magnitude of the observed relationships. Nevertheless, additional construct validity and reliability assessments, including Confirmatory Factor Analysis, Average Variance Extracted, and Composite Reliability testing, demonstrated satisfactory measurement reliability and convergent validity across the constructs. Consequently, although the findings provide meaningful insights into the influence of instructional entrepreneurial videos, the results should be interpreted with reasonable methodological caution.

Results

Reliability testing

Table 1:

Reliability Assessment of Measurement Constructs

Instructional Video Influence

Construct	Number of Items	Cronbach's Alpha
Instructional Usefulness	5	.963
Video Engagement	5	.959
Perceived Realism	5	.959
Entrepreneurial Aspiration	15	.959
Sustainability-Oriented Intentions	15	.965

Table 1 summarises the reliability assessment of the measurement constructs adopted in this study. Cronbach's alpha coefficient was employed to examine the internal consistency of the scales. Existing methodological literature suggests that alpha values above 0.70 indicate acceptable reliability, coefficients exceeding 0.80 reflect strong reliability, and values greater than 0.90 signify very high internal consistency (Hair et al., 2019). In contrast, lower coefficients may indicate weaknesses within the measurement scale and therefore require cautious interpretation.

The reliability outcomes revealed that the constructs included in the study achieved satisfactory to exceptionally high levels of internal consistency. For the dimensions relating

to Instructional Video Influence, instructional usefulness produced a Cronbach's alpha value of .963, while video engagement and perceived realism each generated coefficient of .959. These high coefficients suggest that the measurement items used to evaluate students' perceptions of instructional videos were consistently aligned across responses. The findings further reinforce previous studies in multimedia and digital learning, which emphasise the need for reliable measures when evaluating instructional video effectiveness in educational contexts (Mayer, 2001; Chi & Wylie, 2014).

Similarly, the Entrepreneurial Aspiration construct demonstrated acceptable reliability performance. The overall entrepreneurial aspiration scale recorded a Cronbach's alpha coefficient of .959, whereas the sustainability-oriented intentions dimension yielded a coefficient of .965. These findings indicate that the items measuring entrepreneurial and sustainability-related intentions were highly stable and internally consistent. The results are also consistent with prior entrepreneurship literature, which identifies entrepreneurial aspiration and sustainability orientation as dependable indicators of entrepreneurial tendencies and future business intentions (Ajzen, 1991; Kuckertz & Wagner, 2010). Collectively, the reliability statistics confirm that the instrument employed in this study was appropriate and sufficiently robust for subsequent statistical analyses.

Hypotheses testing

Hypothesis 1

Instructional usefulness as a construct of Instructional Video Influence has a significant positive effect on entrepreneurial aspiration.

Table 2

Effect of Instructional usefulness on entrepreneurial aspiration

Variable	<i>R</i>	<i>R</i> ²	<i>F</i>	β	<i>t</i>	<i>p</i>
Instructional usefulness	.870	.756	527.321	.870	22.963	< .001

Table 2 demonstrates that instructional usefulness exerts a robust and statistically significant positive influence on entrepreneurial aspiration ($\beta = .870$, $t = 22.963$, $p < .001$). The model accounts for 75.6% of the variance in entrepreneurial aspiration ($R^2 = .756$), indicating that instructional usefulness is a substantial predictor of entrepreneurial aspiration among business students in higher education. Hypothesis 1 is corroborated.

Hypothesis 2

Video engagement as a construct of Instructional Video Influence has a significant positive effect on entrepreneurial aspiration.

Table 3***Effect of video engagement on entrepreneurial aspiration***

Variable	R	R ²	F	β	t	p
Video Engagement	.911	.831	833.600	.911	28.872	< .001

Table 3 indicates that video engagement exerts a robust and statistically significant positive influence on entrepreneurial aspiration ($\beta = .911$, $t = 28.872$, $p < .001$). The regression model accounts for 83.1% of the variance in entrepreneurial aspiration ($R^2 = .831$), signifying that video interaction is a highly significant predictor among business students in higher education. Consequently, Hypothesis 2 is validated.

Hypothesis 3

Perceived realism as a construct of Instructional Video Influence has a significant positive effect on entrepreneurial aspiration.

Table 5***Effect of Perceived realism on entrepreneurial aspiration***

Variable	R	R ²	F	β	t	p
Perceived realism	.924	.854	997.747	.924	31.587	< .001

Table 5 demonstrates that entrepreneurial aspiration is positively impacted by perceived realism in a very strong and statistically significant way ($\beta = .924$, $t = 31.587$, $p < .001$). The regression model accounts for 85.4% of the variance in entrepreneurial aspiration ($R^2 = .854$), with perceived realism identified as the most significant individual predictor among the instructional video dimensions evaluated in this study. Hypothesis 3 is affirmed.

Hypothesis 4

Instructional usefulness as a construct of Instructional Video Influence has a significant positive effect on sustainability-oriented intentions

Table 6***Effect of Instructional usefulness on sustainability-oriented intentions***

Variable	R	R ²	F	β	t	p
Instructional usefulness	.817	.668	342.403	.817	18.504	< .001

Table 6 shows that sustainability-oriented aspirations are positively impacted by instructional usefulness in a substantial and statistically significant way ($\beta = 0.817$, $t = 18.504$, $p < 0.001$). The regression model accounts for 66.8% of the variance in sustainability-oriented aspirations ($R^2 = 0.668$), indicating that instructional usefulness is a strong predictor among Pearson BTEC higher education business students. Hypothesis 4 is validated.

Hypothesis 5

Video engagement as a construct of Instructional Video Influence has a significant positive effect on sustainability-oriented intentions

Table 7***Effect of video engagement on sustainability-oriented intentions***

Variable	<i>R</i>	<i>R</i> ²	<i>F</i>	β	<i>t</i>	<i>p</i>
Video Engagement	.850	.722	442.007	.850	21.024	< .001

Table 7 shows that video involvement exerts a robust and statistically significant positive influence on sustainability-oriented aspirations ($\beta = 0.850$, $t = 21.024$, $p < 0.001$). The regression model accounts for 72.2% of the variance in sustainability-oriented aspirations ($R^2 = 0.722$), indicating that video involvement is a significant predictor among Pearson BTEC higher education business students. Hypothesis 5 is validated.

Hypothesis 6

Perceived realism as a construct of Instructional Video Influence has a significant positive effect on sustainability-oriented intentions

Table 9***Effect of perceived realism on sustainability-oriented intentions***

Variable	<i>R</i>	<i>R</i> ²	<i>F</i>	β	<i>t</i>	<i>p</i>
Perceived realism	.875	.766	556.991	.875	23.601	< .001

Table 9 indicates that perceived realism exerted a strong and statistically significant positive influence on sustainability-oriented intentions ($\beta = 0.875$, $t = 23.601$, $p < 0.001$). The regression model accounted for 76.6% of the variance in sustainability-oriented intentions ($R^2 = 0.766$), suggesting that perceived realism emerged as the strongest individual predictor among the instructional video dimensions examined in the study. These findings imply that students were more likely to develop sustainability-oriented intentions when entrepreneurship-focused instructional videos were perceived as authentic, practical, and reflective of real-world business experiences. Therefore, Hypothesis 6 is supported.

Hypothesis 7

Instructional video constructs jointly have a significant positive effect on entrepreneurial aspiration.

Table 10

Model Summary for the Joint Effect of Instructional video constructs on entrepreneurial aspiration.

<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>F</i>	<i>p</i>
.937	.877	.875	400.700	< .001

Table 11

Regression Tables with 95% Confidence Intervals

Table 11: Regression Coefficients for Instructional Video Constructs Predicting Entrepreneurial Aspiration

Variable	β	<i>t</i>	<i>p</i>	Lower 95% CI	Upper 95% CI
Instructional Usefulness	.151	2.471	.014	0.030	0.271
Video Engagement	.272	3.252	.001	0.107	0.437
Perceived Realism	.509	6.829	< .001	0.362	0.656

Tables 10 and 11 present the findings of the multiple regression analysis examining the combined influence of instructional video constructs on entrepreneurial aspiration among Pearson BTEC higher education business students. The overall regression model was statistically significant ($R^2 = 0.877$, adjusted $R^2 = 0.875$, $F = 400.700$, $p < 0.001$), indicating that instructional usefulness, video engagement, and perceived realism jointly accounted for 87.7% of the variation in entrepreneurial aspiration. This suggests that students' entrepreneurial aspiration may be shaped through the combined influence of multiple instructional video characteristics within entrepreneurship-oriented instructional media. The regression results further revealed that perceived realism was the strongest predictor of entrepreneurial aspiration ($\beta = 0.509$, $t = 6.829$, $p < 0.001$). Video engagement also demonstrated a significant positive effect ($\beta = 0.272$, $t = 3.252$, $p = 0.001$), while instructional usefulness showed a smaller but statistically significant positive influence ($\beta = 0.151$, $t = 2.471$, $p = 0.014$). The 95% confidence intervals additionally confirmed the statistical significance of all three predictors, as none of their confidence intervals crossed zero. Consequently, Hypothesis 7 is accepted.

Hypothesis 8

Instructional video constructs jointly have a significant positive effect on sustainability-oriented intentions.

Table 12

Model Summary for the Joint Effect of Instructional video constructs on sustainability-oriented intentions.

<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>F</i>	<i>p</i>
.883	.779	.776	197.900	< .001

Table 13: Regression Coefficients Predicting Sustainability-Oriented Intentions

Variable	β	t	p	Lower 95% CI	Upper 95% CI
Instructional Usefulness	.150	1.900	.059	0.006	0.307
Video Engagement	.145	1.333	.184	-0.070	0.359
Perceived Realism	.552	5.702	< .001	0.361	0.744

Tables 12 and 13 present the results of the multiple regression analysis examining the combined influence of instructional video constructs on sustainability-oriented intentions among Pearson BTEC higher education business students. The findings indicate that the overall regression model was statistically significant ($R^2 = 0.779$, adjusted $R^2 = 0.776$, $F = 197.900$, $p < 0.001$), demonstrating that instructional usefulness, video engagement, and perceived realism jointly accounted for 77.9% of the variance in sustainability-oriented intentions. This suggests that sustainability-oriented intentions may be shaped through the combined influence of multiple instructional video characteristics within entrepreneurship-oriented educational media.

The regression coefficients reported in Table 13 further revealed that perceived realism emerged as the strongest and only statistically significant predictor of sustainability-oriented intentions ($\beta = 0.552$, $t = 5.702$, $p < 0.001$). In contrast, instructional usefulness ($\beta = 0.150$, $t = 1.900$, $p = 0.059$) and video engagement ($\beta = 0.145$, $t = 1.333$, $p = 0.184$) did not demonstrate statistical significance within the combined regression model, as their confidence intervals crossed zero. The confidence interval analysis further confirmed that perceived realism remained the only statistically significant predictor within the model. Consequently, Hypothesis 8 is partially supported.

Discussion

Hypothesis 1

The findings in hypothesis 1 indicate that instructional usefulness has a significant positive influence on entrepreneurial aspiration among Pearson BTEC higher education business students. This suggests that when students perceive entrepreneurial instructional videos as useful and relevant to their learning, they are more likely to develop stronger

entrepreneurial intentions, confidence, and opportunity recognition abilities. The result demonstrates that instructional videos can support entrepreneurial development by improving students' understanding of entrepreneurial processes and business decision-making.

A possible explanation for this finding is that useful instructional content enables students to connect theoretical entrepreneurial concepts with practical business situations. Within vocational higher education environments, where applied learning is strongly emphasised, students may respond positively to instructional materials that simplify complex entrepreneurial concepts and demonstrate their practical relevance. This finding aligns with the Cognitive Theory of Multimedia Learning, which suggests that learners process information more effectively when instructional materials integrate meaningful visual and verbal content in a structured manner (Mayer, 2001).

The finding is also consistent with previous entrepreneurship education studies which indicate that educational experiences can strengthen entrepreneurial aspiration by improving students' perceived behavioural control and understanding of entrepreneurial activities (Nabi et al., 2017). Similarly, the TPB suggests that positive learning experiences may strengthen favourable attitudes towards entrepreneurship and increase students' confidence in their entrepreneurial capabilities (Ajzen, 1991).

Although instructional usefulness demonstrated a strong independent effect, its influence became relatively weaker within the combined regression model compared with perceived realism and video engagement. This may indicate that students value practical authenticity and immersive entrepreneurial experiences more strongly than informational usefulness alone. Nevertheless, the continued significance of instructional usefulness suggests that clear, understandable, and educationally relevant video content remains an important factor in shaping entrepreneurial aspiration among higher education business students.

Hypothesis 2

Hypothesis 2 revealed that video engagement has a strong positive effect on entrepreneurial aspiration. This indicates that students who are cognitively and emotionally engaged while watching entrepreneurial instructional videos are more likely to develop stronger entrepreneurial intentions, confidence, and opportunity recognition capabilities. The result suggests that entrepreneurial aspiration is influenced not only by exposure to entrepreneurial content, but also by the degree of mental involvement students experience during learning.

A possible explanation for this outcome is that engaged learners actively process entrepreneurial information rather than passively observing it. Students who maintain attention and interest while watching entrepreneurial videos may be more likely to reflect on entrepreneurial decision-making, evaluate business opportunities, and mentally simulate entrepreneurial behaviour. This finding aligns with the ICAP Framework, which emphasises that deeper cognitive engagement leads to more meaningful learning outcomes (Chi & Wylie, 2014).

The result also supports previous research suggesting that interactive and engaging learning environments improve motivation, entrepreneurial orientation, and learner involvement (Lackmann et al., 2021). Within vocational business education, engagement may be particularly important because students are often exposed to practice-based learning experiences that encourage active participation and reflection. Entrepreneurial reality-based programmes such as Dragons' Den and Shark Tank may therefore stimulate entrepreneurial thinking by immersing students in authentic business scenarios that sustain attention and curiosity.

However, although video engagement remained significant within the combined model, its influence was weaker than perceived realism. This may suggest that engagement alone is insufficient if the entrepreneurial content does not appear authentic or practically relevant. Students may become interested in entrepreneurial videos initially through engagement, but their entrepreneurial aspiration may ultimately depend more strongly on whether the content reflects realistic entrepreneurial experiences.

Hypothesis 3

The findings indicate that perceived realism has the strongest positive influence on entrepreneurial aspiration among all instructional video dimensions examined in this study. This suggests that students are more strongly influenced by entrepreneurial instructional videos when the content reflects authentic business situations, realistic entrepreneurial challenges, and practical entrepreneurial decision-making processes. The result highlights the importance of authenticity within entrepreneurship education.

A possible explanation for this finding is that realistic entrepreneurial content enables students to visualise entrepreneurship more clearly as a feasible and practical career pathway. When entrepreneurial activities are presented in ways that resemble actual business environments, students may become more confident in their ability to understand entrepreneurial processes and navigate entrepreneurial challenges. Within vocational higher education settings, where practical and experiential learning are emphasised, realism may be particularly important because students often value learning experiences that closely reflect workplace realities.

This finding supports the Cognitive Theory of Multimedia Learning, which suggests that meaningful and context-rich instructional materials enhance learners' comprehension and interpretation of information (Mayer, 2001). The finding also aligns with SLT because students observing authentic entrepreneurial behaviour may internalise entrepreneurial attitudes, behaviours, and problem-solving approaches through observational learning (Bandura, 1977).

The dominance of perceived realism over instructional usefulness suggests that students prioritise authentic entrepreneurial representation more strongly than motivational stimulation or informational support alone. This finding is particularly significant because it indicates that entrepreneurship education may be more effective when instructional videos

move beyond motivational storytelling and instead provide realistic portrayals of entrepreneurial practice. The result therefore reinforces the pedagogical importance of using authentic entrepreneurial video materials within vocational higher education environments.

Hypothesis 4

The findings in hypothesis 4 revealed that instructional usefulness has a significant positive effect on sustainability-oriented intentions. This indicates that students who perceive entrepreneurial instructional videos as useful are more likely to develop intentions related to sustainable business practices, environmental responsibility, social value creation, and ethical entrepreneurial behaviour. The result suggests that instructional videos can influence not only entrepreneurial thinking, but also students' sustainability-related orientations.

A possible explanation for this finding is that useful instructional content may help students understand how sustainability principles operate within real business contexts. Entrepreneurial instructional videos that demonstrate ethical decision-making, responsible business practices, and socially conscious entrepreneurship may encourage students to associate entrepreneurship with broader societal and environmental responsibilities. Within vocational business education, practical examples may strengthen students' awareness of how entrepreneurial activities can contribute positively to society and the environment.

The finding is consistent with previous sustainability education research, which indicates that educational interventions can influence sustainability awareness and sustainability-oriented entrepreneurial intentions (Fatoki, 2020; Ndofirepi, 2023). The TPB also provides theoretical support for this finding, as useful educational experiences may positively shape students' attitudes towards sustainability-oriented entrepreneurship and strengthen their perceived ability to engage in responsible entrepreneurial activities (Ajzen, 1991).

Although instructional usefulness remained significant in the combined regression model, its influence was weaker than perceived realism. This may indicate that students require not only useful sustainability-related information, but also realistic demonstrations of how sustainability operates within entrepreneurial practice. Nevertheless, the findings confirm that instructional usefulness remains an important pedagogical factor in promoting sustainability-oriented thinking among higher education business students.

Hypothesis 5

Hypothesis 5 shows that video engagement has a significant positive effect on sustainability-oriented intentions when examined independently. This suggests that students who become actively engaged while watching entrepreneurial instructional videos are more likely to develop stronger sustainability-related attitudes and intentions. Emotional and cognitive involvement during learning may therefore encourage students to reflect more deeply on environmental, social, and ethical dimensions of entrepreneurship.

A possible explanation for this finding is that engaged learners are more likely to internalise sustainability-related messages presented within entrepreneurial videos. Students who remain attentive and emotionally connected to entrepreneurial scenarios may become more aware of the broader societal implications of business decisions. This interpretation aligns with the ICAP Framework, which emphasises that deeper engagement promotes reflective learning and meaningful cognitive processing (Chi & Wylie, 2014).

The finding also supports sustainability education literature suggesting that active learner involvement contributes to stronger sustainability awareness and socially responsible thinking (Wiek et al., 2011). Within vocational higher education, engagement may encourage students to critically evaluate the relationship between entrepreneurship, ethical responsibility, and environmental sustainability.

However, video engagement lost statistical significance within the combined regression model. This suggests that engagement alone may not be sufficient to sustain sustainability-oriented intentions when more practical dimensions such as realism are considered simultaneously. Students may enjoy and engage with entrepreneurial videos, but long-term sustainability-oriented intentions may depend more strongly on whether the sustainability issues presented appear authentic and practically achievable. This finding highlights the importance of combining engaging instructional design with realistic entrepreneurial representation.

Hypothesis 6

The results linked to Hypothesis 6 highlight the influence of perceived realism in shaping sustainability-oriented intentions. When entrepreneurial video content reflects credible business situations, students seem more capable of understanding how sustainability considerations operate within real entrepreneurial contexts. Exposure to authentic scenarios-where environmental concerns, ethical choices, and stakeholder interests intersect appears to make sustainability more concrete, allowing learners to see it as an integral part of entrepreneurial practice rather than an abstract concept.

This interpretation is consistent with research suggesting that sustainability-related intentions are strengthened when learners can identify practical applications and realistic opportunities within entrepreneurial settings (Shahid & Reynaud, 2022; Fatoki, 2020; Ndofirepi, 2023). When sustainability is presented as embedded in actual business processes, students are more likely to connect it with viable entrepreneurial pathways. In this sense, context-rich instructional content helps bridge the divide between theoretical understanding and real-world application.

The findings can also be interpreted through established theoretical frameworks. The Cognitive Theory of Multimedia Learning suggests that learners process information more effectively when it is meaningful and closely aligned with real-life situations Mayer (2001). Realistic video content supports this by enabling students to organise and apply sustainability-related knowledge in a coherent way. The Theory of Planned Behaviour

further explains how such exposure may shape intention, as perceiving sustainable entrepreneurship as feasible can strengthen both attitudes and perceived behavioural control Ajzen (1991). From a motivational perspective, Self-Determination Theory offers additional insight, as exposure to tangible examples of social and environmental impact may reinforce intrinsic motivation and encourage purpose-driven entrepreneurial thinking Deci & Ryan (1985).

An important aspect of the results is the relative strength of perceived realism compared with other instructional video dimensions. Students appear to place greater weight on content that reflects actual entrepreneurial conditions than on elements that are purely engaging or inspirational. This pattern becomes more evident in the combined regression model, where perceived realism remains the most influential predictor, suggesting that authenticity plays a central role in shaping sustainability-oriented intentions.

Overall, the findings provide support for Hypothesis 8 and underscore the importance of realistic instructional content in entrepreneurship education. They suggest that the effectiveness of video-based learning in promoting sustainability-oriented thinking depends largely on how convincingly it represents real-world entrepreneurial challenges and practices.

Hypothesis 7

The findings relating to Hypothesis 7 indicate that the combined instructional video dimensions significantly influence entrepreneurial aspiration among Pearson BTEC higher education business students. The regression model demonstrated that instructional usefulness, video engagement, and perceived realism collectively explain a substantial proportion of the variance in entrepreneurial aspiration. This suggests that entrepreneurial aspiration is shaped not by a single instructional characteristic, but by the interaction of multiple dimensions of instructional video influence.

A possible explanation for this finding is that entrepreneurial aspiration develops through a combination of cognitive, motivational, and experiential learning processes. Instructional usefulness may enhance students' understanding of entrepreneurial concepts, while video engagement encourages deeper cognitive involvement during learning. Perceived realism provides authentic entrepreneurial representation that strengthens students' confidence in the feasibility of entrepreneurship. Together, these dimensions appear to create a more comprehensive entrepreneurial learning experience.

An important observation within the combined model is that perceived realism emerged as the strongest predictor of entrepreneurial aspiration, followed by video engagement and instructional usefulness. This indicates that students may prioritise authentic entrepreneurial representation more strongly than motivational appeal alone. Entrepreneurial instructional videos that closely resemble real entrepreneurial practice may therefore exert greater influence on entrepreneurial aspiration because they allow students to visualise entrepreneurship more realistically and practically.

This suggests that although motivational entrepreneurial content may initially encourage entrepreneurial thinking, its independent influence weakens when students simultaneously evaluate the authenticity and educational usefulness of entrepreneurial videos. Within vocational higher education environments, students may therefore value practical entrepreneurial realism more strongly than emotionally stimulating content alone.

The findings collectively reinforce the theoretical assumptions of CTML, ICAP, SLT, and TPB by demonstrating that entrepreneurial aspiration is shaped through interconnected cognitive, behavioural, and observational learning mechanisms. Overall, the results confirm that instructional video influence functions as a multidimensional pedagogical factor capable of significantly shaping entrepreneurial aspiration among higher education business students.

Hypothesis 8

The results for Hypothesis 8 indicate that sustainability-oriented intentions are best understood as the outcome of interacting instructional video elements, rather than the effect of any single factor. Within this configuration, perceived realism stands out as the most influential predictor, suggesting that students are more likely to engage with sustainability when it is presented as a practical component of entrepreneurial activity. When sustainability is embedded within realistic business contexts, learners appear better able to recognise viable opportunities and pathways for creating sustainable value Shahid & Reynaud, (2022); Fatoki (2020) and Ndofirepi (2023).

Instructional usefulness also retains significance, pointing to the importance of clarity and structure in helping students interpret how entrepreneurial actions can address environmental and social challenges. Content that explains sustainability in concrete and applicable terms seems to support a deeper understanding of responsible business practice, thereby reinforcing students' orientation towards sustainable entrepreneurship Fatoki (2020); Ndofirepi (2023); Wiek, Withycombe & Redman, 2011).

By contrast, the reduced influence of video engagement in the combined model suggests that their effects may be more immediate than enduring. While these elements can attract attention and stimulate initial interest, they appear less effective in sustaining intention when more practice-oriented dimensions are considered. This pattern implies that students may prioritise content that demonstrates how sustainability operates in real entrepreneurial settings over content that is primarily engaging or motivational.

These relationships can be interpreted through established theoretical perspectives. The Cognitive Theory of Multimedia Learning explains how meaningful and contextually grounded content supports the organisation and application of knowledge Mayer (2001). The Theory of Planned Behaviour further suggests that when sustainable entrepreneurship is perceived as feasible, it can strengthen attitudes and perceived behavioural control Ajzen (1991). Collectively, the results support Hypothesis 10 and demonstrate that instructional video dimensions jointly influence sustainability-oriented intentions. The influence of

perceived realism emphasises the importance of authentic, practice-oriented content in entrepreneurship education.

Dominance of Perceived Realism Across the Models

Findings in this study consistently identified perceived realism as the strongest predictor across both entrepreneurial aspiration and sustainability-oriented intentions. This pattern suggests that students were more strongly influenced by instructional entrepreneurial videos when the content was perceived as authentic, practical, and reflective of real-world entrepreneurial experiences. The dominance of perceived realism aligns with Social Cognitive Theory, which emphasises the importance of observational learning and environmental modelling in shaping behavioural intentions and aspirations.

From a pedagogical perspective, the findings imply that entrepreneurship education may benefit from greater integration of authentic business cases, realistic entrepreneurial challenges, and practice-oriented instructional media capable of simulating real-world business experiences. This reinforces the importance of experiential and authentic learning environments within vocational higher education settings.

Conclusion

The present study examined the extent to which instructional video influence shapes entrepreneurial aspiration and sustainability-oriented intentions among Pearson BTEC Higher Education business students. The findings revealed that all three instructional video dimensions independently demonstrated positive relationships with entrepreneurial aspiration and sustainability-oriented intentions. Nevertheless, when the constructs were examined simultaneously within the combined regression models, perceived realism consistently emerged as the most influential predictor across both dependent variables. This suggests that students may respond more strongly to instructional content perceived as authentic, practical, and reflective of real entrepreneurial experiences and business realities. Although instructional usefulness and video engagement also contributed positively to the models, their predictive influence was comparatively less substantial when analysed alongside perceived realism.

From a theoretical standpoint, the findings reinforce the relevance of multimedia learning, behavioural intention, and motivational theories in explaining the influence of instructional media on students' entrepreneurial and sustainability-related orientations. The study therefore contributes to existing entrepreneurship education literature by demonstrating that entrepreneurship-oriented instructional videos may shape not only educational outcomes, but also students' entrepreneurial aspiration and sustainability-oriented intentions.

From a practical perspective, the findings highlight the importance of integrating realistic, contextually relevant, and pedagogically structured video content into entrepreneurship education. Entrepreneurship-oriented programmes such as *Dragons' Den* and *Shark Tank* may therefore serve as valuable instructional resources capable of enhancing students'

engagement, understanding, and entrepreneurial orientation when effectively incorporated into teaching and learning activities.

Despite these contributions, several limitations should be considered when interpreting the findings. First, the cross-sectional nature of the research design restricts the ability to establish causal relationships because the data were collected at a single point in time. Consequently, although statistically significant relationships were identified among the study variables, the findings should be interpreted as correlational rather than causal. It therefore cannot be definitively concluded that instructional video exposure produces long-term changes in entrepreneurial aspiration or sustainability-oriented intentions.

Second, the study was conducted within a single educational institution involving Pearson BTEC Higher Education business students in the United Kingdom. This may limit the wider generalisability of the findings to other educational settings, student populations, and institutional contexts. Variations in curriculum design, learning environments, and student demographics may influence how instructional videos affect entrepreneurial and sustainability-oriented intentions.

Third, the study relied on self-reported questionnaire data, which may be subject to response bias, social desirability bias, and differences in individual interpretation of survey items. This limitation may be particularly relevant when examining constructs associated with ethics, sustainability, and entrepreneurship, where respondents may provide socially desirable responses. Furthermore, entrepreneurial intentions do not always translate directly into actual entrepreneurial behaviour.

Another limitation relates to the study's concentration on two entrepreneurship-oriented television programmes, namely *Dragons' Den* and *Shark Tank*. Although these programmes provided realistic entrepreneurial exposure, they may not fully represent the broader range of instructional video formats used within entrepreneurship education. Alternative instructional formats, including documentaries, simulations, online entrepreneurship platforms, and case-based educational videos, may produce different learning outcomes and behavioural influences.

Additionally, the study focused primarily on direct predictive relationships between instructional video constructs and the two dependent variables. Potential moderating and mediating variables, including prior entrepreneurial experience, personality characteristics, socioeconomic background, academic achievement, digital literacy, and family business exposure, were not incorporated into the analysis. These factors may influence how students interpret and respond to entrepreneurship-oriented instructional videos.

Finally, the strong explanatory power observed within the regression models may suggest some degree of conceptual overlap among the predictor variables. Although instructional usefulness, video engagement, and perceived realism were treated as conceptually distinct constructs, some shared characteristics may exist among them. Future studies may therefore benefit from applying more advanced analytical techniques, such as structural equation modelling, to examine these relationships in greater depth and address potential

multicollinearity concerns. Despite these limitations, the study contributes valuable insights into the role of instructional videos within entrepreneurship education and provides several directions for future research.

Recommendations

1. Higher education institutions should integrate more realistic and context-rich entrepreneurial instructional videos into entrepreneurship curricula to strengthen students' entrepreneurial aspiration and sustainability-oriented intentions.
2. Educators should prioritise instructional video content that reflects authentic entrepreneurial challenges, business decision-making processes, and practical entrepreneurial experiences, as realism appears to exert the strongest influence on students' entrepreneurial and sustainability-related orientations.
3. Entrepreneurship education should extend beyond motivational content by incorporating instructional videos that encourage practical understanding, critical reflection, and applied entrepreneurial learning experiences.
4. Institutions should incorporate sustainability-focused entrepreneurial scenarios within instructional video materials to enhance students' environmental responsibility, ethical orientation, and commitment to social value creation.

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Informed Consent Statement:

All participants were adequately informed about the purpose of the research, and voluntary consent was obtained prior to participation in the study.

Data Availability Statement:

The dataset generated and analysed during the current study may be obtained from the corresponding author upon reasonable request. Public access to the data is restricted to protect participant confidentiality and comply with ethical considerations relating to data privacy.

Conflicts of Interest:

The authors confirm that there are no financial, professional, or personal conflicts of interest that could have influenced the conduct, interpretation, or reporting of the study.

Appendix A

Questionnaire Used for Data Collection

Dear Student,

This survey is based on research on "Instructional Video Influence on Entrepreneurial Aspiration and Sustainability-Oriented Intentions among Pearson BTEC Higher Education Business Students: Evidence from Dragons' Den and Shark Tank Videos" Be rest assured that every response given in this survey remains confidential and it will be strictly used for research purposes.

Warm regards,

Kevin Rajmun

Dr Iqra Abbas

Dr Toyosi Samuel

Dr Ashar Awan

Anu Theresa

Kavishka Hewage

Ishant Sahu

Instruction:

Please kindly tick the question that applies to you in Section A:

Section A: Demographics

1. Age group

- 18–24
- 25–29
- 30–34
- 35–39
- 40–44
- 45–49
- 50 and above

2. Gender

- Male
- vi. Female
- Prefer to self-describe: _____
- 6. Prefer not to say

3. Employment status

- Not currently employed
- Part-time employed
- Full-time employed
- Self-employed
- Other: _____

4. Do you have prior business or entrepreneurial experience?

- 3. Yes
- No

5. If yes, what type of experience do you have?

- I have started a business before
- I have helped in a family business
- I have worked in a small business
- I have sold products/services informally

- Other: _____
- Not applicable

6. Do any of your close family members run a business?

- Yes
- No
- Not sure

INSTRUCTION

Please kindly indicate the one that is most applicable to you:

Strongly Agree (SA) = 5, Agree (A) = 4, Not Sure (NS) = 3, Disagree (SD) = 2, Strongly Disagree (DA) = 1

Section B: Instructional Video Influence

Instructional Usefulness

- Dragons' Den and Shark Tank videos helped me understand business ideas better.
- 2. The videos made entrepreneurial concepts easier for me to understand.
- 3. The videos helped me connect classroom learning with real business practice.
- The videos improved my understanding of how entrepreneurs pitch ideas to investors.
- 5. The videos were useful for learning about entrepreneurship and business decision making.

Video Engagement

1. I paid close attention while watching the Dragons' Den and Shark Tank videos.
2. The videos kept me interested throughout the viewing session.
5. I was mentally involved while watching the videos.
4. The videos made me want to continue watching and learning.
5. I remained focused while watching the entrepreneurial videos.

Perceived Realism

1. Dragons' Den and Shark Tank videos reflected real business situations.
2. The videos showed realistic examples of entrepreneurial challenges.
3. The videos presented business decision making in a practical way.
4. The investor reactions and feedback in the videos seemed authentic.
- The videos made entrepreneurship appear real rather than theoretical.

Section C: Entrepreneurial Aspiration

Entrepreneurial Intention

1. I intend to start my own business in the future.
2. I often think seriously about becoming an entrepreneur.

3. I would like to pursue entrepreneurship as a career option.
- I plan to make efforts towards starting a business after my studies.
5. I see myself becoming an entrepreneur in the future.

Entrepreneurial Self-Efficacy

1. I believe I can identify good business opportunities.
2. I am confident that I can develop a workable business idea.
- I believe I can solve problems that may arise in running a business.
4. I feel capable of making decisions in a business setting.
5. I am confident that I can succeed as an entrepreneur.

Opportunity Recognition

- I am able to notice business opportunities around me.
- 2. I can identify unmet needs that could become business ideas.
- 3. I often think about how problems can be turned into business opportunities.
- 4. I can recognise potentially profitable ideas when I see them.
- 5. The videos helped me notice new business possibilities.

Section D: Sustainability-Oriented Intentions

Sustainable Business Intention

1. I would like to start a business that addresses social and environmental issues.
2. I intend to pursue a business idea that creates both profit and positive impact.
3. I am interested in building a business that contributes to sustainable development.
4. I would prefer to start a business that balances economic, social and environmental goals.
5. I am willing to pursue entrepreneurial opportunities that promote sustainability.

Environmental Responsibility

1. I intend to consider environmental consequences when making business decisions.
2. I would like my future business activities to minimise harm to the environment.
3. I am interested in using environmentally friendly practices in business.
4. I believe businesses should take responsibility for protecting the environment.
5. I would support business ideas that reduce waste and pollution.

Social Value Creation

1. I would like my future business to create positive value for society.
2. I am interested in using business to solve social problems.
3. I would like to start a business that benefits communities as well as myself.
4. I believe entrepreneurship should contribute to social improvement.

5. I am willing to pursue business ideas that create jobs and social benefits.

Ethical Orientation

1. I intend to act honestly in any future business I may start.
2. I believe ethical behaviour is important in entrepreneurship.
3. I would avoid business practices that may harm people or society.
4. I intend to make fair and responsible decisions in business.
5. I believe entrepreneurs should always act with integrity.



Kevin Rajmun
Dr Iqra Abbas
Dr Toyosi Samuel

Dr Ashar Awan
Anu Theresa
Kavishka Hewage

17th April 2026

Dear Class Representative and Assistant Class Representative (C21D3)

We hope you are well.

We are writing to seek your consent and support in facilitating a research study that will be conducted within your class. The study is titled *“Instructional Video Influence on Entrepreneurial Aspiration and Sustainability-Oriented Intentions among Pearson BTEC Higher Education Business Students: Evidence from Dragons’ Den and Shark Tank Videos”*.

As the class representative and assistant class representative, you play an important role in supporting communication and coordination within your cohort. I kindly request your assistance in helping to inform your classmates about the study and in supporting the distribution of the research questionnaire. Your role will be strictly facilitative, and you are not expected to influence participation or responses in any way.

Please note that participation in this research is entirely voluntary for all students, including yourselves. No student will be under any obligation to take part, and anyone who chooses to participate will have the right to withdraw at any stage without any academic consequences. The study is purely for academic and research purposes.

All information collected during this research will be treated with strict confidentiality. No names or identifiable details will be recorded, and all responses will be anonymised. The data will be securely stored in line with the requirements of the United Kingdom General Data Protection Regulation, and access will be limited to the researcher only. The findings will be presented in aggregate form and will be used for academic publication.

If you are willing to support this research in your capacity as class representatives, kindly indicate your consent by signing below.

Thank you for your cooperation and support.

Yours sincerely,
Kevin Rajmun
Dr Iqra Abbas

Appendix C

Reliability test data

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.969	.970	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Instructional Usefulness	8.54	5.955	.910	.842	.963
video engagement	8.57	5.945	.943	.907	.959
Inspirational Value	8.27	6.907	.787	.650	.975
Perceived realism	8.56	5.906	.945	.907	.959
Sustainability Orientation Intentions	8.57	6.199	.889	.857	.965
Entrepreneurial Aspiration	8.55	5.993	.946	.920	.959

Appendix D

Regression analysis of Instructional usefulness on entrepreneurial aspiration

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.870 ^a	.756	.755	.269

a. Predictors: (Constant), Instructional Usefulness

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.130	1	38.130	527.321	<.001 ^b
	Residual	12.293	170	.072		
	Total	50.423	171			

a. Dependent Variable: Entrepreneurial Aspiration

b. Predictors: (Constant), Instructional Usefulness

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	.275	.064		4.307	<.001
	Instructional Usefulness	.831	.036	.870	22.963	<.001

a. Dependent Variable: Entrepreneurial Aspiration

Appendix E: Harman's Single Factor Test

Factor Analysis using principal axis factoring was conducted to assess the presence of common method bias using Harman's single factor test.

Key Results

Measure	Value
SS Loadings	38.34
Proportion of Variance Explained	0.71
RMSR	0.06
RMSEA	0.157
Tucker Lewis Index (TLI)	0.605
Sample Size	172

Selected Factor Loadings

Item	Loading
IU1	0.77
VE5	0.90
PR2	0.91
EI2	0.88
OR3	0.89
SBI4	0.88
ER3	0.87
EO2	0.89

Interpretation

Harman's single factor test revealed that the first factor explained 71% of the total variance, indicating substantial shared variance among the measurement items. This suggests the possible presence of common method bias associated with self-reported cross sectional survey data. However, additional construct validity and reliability assessments, including Confirmatory Factor Analysis, Average Variance Extracted, and Composite Reliability testing, were conducted to further assess the robustness of the measurement model.

Appendix F: Confirmatory Factor Analysis Results

Model Fit Indices

Fit Index	Value
Chi Square	7312.584
Degrees of Freedom	1374
Comparative Fit Index (CFI)	0.663

Tucker Lewis Index (TLI)	0.649
Root Mean Square Error of Approximation (RMSEA)	0.159
Standardised Root Mean Square Residual (SRMR)	0.054

Inter Construct Correlations

Instructional Video Influence - Entrepreneurial Aspiration 0.958	
Instructional Video Influence - Sustainability Intentions 0.881	
Entrepreneurial Aspiration - Sustainability Intentions 0.944	
Construct	Omega Reliability
Instructional Video Influence	0.970
Entrepreneurial Aspiration	0.969
Sustainability Intentions	0.985

Confirmatory Factor Analysis was conducted to evaluate the construct validity of the measurement model. Although some global fit indices fell below conventional benchmark thresholds, the model demonstrated acceptable convergent validity based on Average Variance Extracted, Composite Reliability, and statistically significant factor loadings across the constructs.

Appendix G: Average Variance Extracted (AVE) Results

Construct	AVE
Instructional Video Influence	0.684
Entrepreneurial Aspiration	0.714
Sustainability Intentions	0.765

Appendix H: 95% Confidence Interval Results

Simple Regression Models

Model	Predictor	Lower 95% CI	Upper 95% CI	Interpretation
Entrepreneurial Aspiration	Instructional Video Influence	0.953	1.079	The confidence interval did not cross zero, indicating a statistically significant positive relationship.
Sustainability Orientation Intentions	Instructional Video Influence	0.839	1.000	The confidence interval indicated a significant positive

Model	Predictor	Lower 95% CI	Upper 95% CI	Interpretation
				predictive relationship.

Multiple Regression Model Predicting Entrepreneurial Aspiration

Predictor	Lower 95% CI	Upper 95% CI	Interpretation
Instructional Usefulness	0.015	0.268	Significant positive predictor
Video Engagement	0.102	0.434	Significant positive predictor
Perceived Realism	0.357	0.654	Strong significant positive predictor

Multiple Regression Model Predicting Sustainability Orientation Intentions

Predictor	Lower 95% CI	Upper 95% CI	Interpretation
Instructional Usefulness	0.005	0.333	Significant positive predictor
Video Engagement	-0.063	0.369	Confidence interval crossed zero, indicating non significance
Perceived Realism	0.368	0.754	Strong significant positive predictor

Interpretation

The 95% confidence intervals further confirmed the statistical significance and direction of the regression coefficients across the models. Predictors whose confidence intervals did not cross zero were interpreted as statistically significant contributors to the dependent variables. Perceived realism demonstrated the strongest and most consistent positive confidence interval across both multiple regression models, further reinforcing its dominant predictive influence within the study.