

Impact Assessment of Entrepreneurial Acts on the Academic performance of Undergraduate Students at Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria

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Abstract

This study examined the effect of entrepreneurial activities on the academic performance of undergraduate students using students from the faculty of Arts, Education, Administration, Social Sciences and Law in Obafemi Awolowo University, Ile-Ife, Osun State as case study. Specifically, the objectives of the study are to examine the academic performance of student entrepreneurs in Obafemi Awolowo University, Ile-Ife, also to determine the effects of entrepreneurial activities on students' academic performance and finally to identify ways to relate entrepreneurial activities with academic performance among students in Obafemi Awolowo University, Ile-Ife. Descriptive research design was used for this study. The population for the study consisted of twenty students each from the selected faculties in Obafemi Awolowo University, Ile-Ife, Osun State. Based on the research findings, it was discovered that the entrepreneurial activities do not have a significant effect on the academic performance of undergraduates in Obafemi Awolowo University.

Introduction

Entrepreneurship as a concept has a wide range of meaning. Ayeduso (2004) define it as a specialized training given to the student or trainees to acquire skills, ideas and managerial abilities and capabilities for self-employment than being employed for pay.

Entrepreneurship can be regarded as an “employment opportunity”, helping people to get self-employed. It is fundamental to self-reliance, the more self-reliant a person becomes, the better the quality of his/her life, family, community and society at large. Entrepreneurship enables human beings to get the most out of life experiences and resources. According to Akinboye (2003), without entrepreneurial skills, a person is not able to access the fullness of information and resources available but is locked up in old habits, structures, patterns, concepts and perceptions. Entrepreneurship is the confluence of intellectual activity, knowledge, motivation, thinking styles, personality and environment. In fact, entrepreneurship is one of the important bases for sustainable global economic development. This the reason many seminars, conferences and workshops are being organized every year across the globe to emphasize the importance of entrepreneurship to the economy development of an individual, society as well as a nation (Béchar and Toulouse (1998); Schaper and Volery (2004); Matlay and Westhead 2005).

However, an entrepreneur is a person of very high aptitude who pioneers change, on the other hand, anyone who wants to work for himself or herself is considered to be an entrepreneur.

The problem with our educational system is that students are not taught in a way that enhances entrepreneurial thinking and the assessment procedures do not reward entrepreneurship. This is a serious challenge to our educational system especially the tertiary education that should encourage exposure to technical skills which can be enhanced through entrepreneurial thinking.

Read More Recent trend, shows that having an academic degree without any entrepreneurial skill /training does not guarantee employment any longer. The reality to employment now is to create a personal career path. Research shows educational institution in the world is focusing on developing entrepreneurial skills in students. In fact, there are lots of employers that are looking for students with entrepreneurship experience. This is not unconnected with the fact that the students with entrepreneurial mindset are accountable for their own actions and most importantly they know how to execute. Entrepreneurship helps in developing communication and sales skills

that are the key component of business today. It brings innovative ideas which are the backbone of modern cooperative sector.

As a result, many students engage in entrepreneurial activity or the other while they are still studying so as to have enough experience before graduation to be employable. Such entrepreneurial activities include; trade, sowing, food vending, hair dressing, entertainment etc. but it is unknown the type of effects these activities have on their academic performance while they are still in the school. There are many factors that negatively affect the performance of undergraduates among many others include; peer pressure, poor background, extra curriculum activities and many more. It is not known whether entrepreneurship can do the same, hence the study

In examining entrepreneurial interest, studies have mainly focused on the determinants of entrepreneurial intention with less focus on actual engagement in entrepreneurship (Fitzsimmons and Douglas 2005; Urve et al. 2007; Ismail et al. 2009; Tong et al. 2011; Khan et al. 2011; Adnan et al. 2012; Peng et al. 2012; Kume et al. 2013; Brownhilder 2014; Malebana 2014; Khuong and An 2016; Ayegba and Omale 2016). The emphasis, therefore, is on the inclination of an individual to start an entrepreneurial activity in the future (Per, 1995; Gelderen et al. 2008). Although entrepreneurial intention is the primary step towards the creation of a new venture in the entrepreneurial process, individuals already engaged in entrepreneurship unequivocally have a higher possibility of owning a business venture in future. There is therefore, a dearth in the literature for studies that provide findings for determinants of entrepreneurial engagement particularly among students and whether it has any effect on academic performance. This study contributes to existing research in the literature by examining the determinants of entrepreneurial engagement among undergraduate students and whether such activity has any effect on academic performance.

STATEMENT OF PROBLEM

In recent years, there have been this assumption that the standard of education in Nigeria has fallen which manifest itself in poor performances of students, especially the university undergraduates. This has therefore led us to the argument of what to blame or what simply is the cause of these poor performances among undergraduates. Entrepreneurship has been tagged as an

activity that most undergraduates involve themselves in. Although, it is a very innovative trend that seeks to help young ones stay financially stable, it seems like it is also causing set back to them in terms of their academic performances in class.

The Nigerian economy has caused a whole lot of undergraduates to start focusing on fending for themselves before getting out of school, which has caused undergraduates not to attend classes and has given room for more concentration on the basis of making money rather than paying rapt attention to their academics. With this assertion, we have examples of Obafemi Awolowo University students that are more concentrated on making ways for their future through their entrepreneurial activities than reading and paying rapt attention to their school works. The effect of entrepreneurship on the academic performance of undergraduates have been a major problem in recent times in the education sector, hence the study.

Research Objectives

1. examine the academic performance of student entrepreneurs in Obafemi Awolowo University, Ile-Ife;
2. determine the effects of entrepreneurial activities on students' academic performance in Obafemi Awolowo University, Ile-Ife;
3. identify ways to balance entrepreneurial activities with academic activities among students in Obafemi Awolowo University, Ile-Ife.

Research Questions

- 1: What are the various entrepreneurial activities that students engage in at Obafemi Awolowo University, Ile-Ife?
- 2: Are student entrepreneurs in Obafemi Awolowo University performing well above average academically?
- 3: What are the effects of entrepreneurial activities on students' academic performance in Obafemi Awolowo University?

SIGNIFICANCE OF THE STUDY

This study will be of immense value to the government and educational planners in designing programs that will make undergraduates pay more close attention to their academics in school,

by making sure that the system of government creates more employment opportunities and more safe life after school for undergraduates, in other for them to pay more rapt attention in school.

It will highlight the problems associated with undergraduate's performance in school also, the result of the study will also uncover the fundamental roles expected of the government in respect to the problem of entrepreneurship affecting students' academic performance

SCOPE OF THE STUDY

The study is restricted to Obafemi Awolowo University undergraduate, Ile-Ife, Osun State. In the realization of similar condition facing every level in the University, the survey shall focus more on final year students.

The effect of entrepreneurship on the academic performance of undergraduates has been a widely considered topic of discussion over the years among various scholars of the world, it is glaring enough to know that most students (undergraduates) have now risen from staying idle throughout their undergraduate days to developing their skills and even using these skills to generate income and in some cases as a means of survival.

Advantages of Entrepreneurial Activities among Undergraduates

Entrepreneurship serves as a means of gaining financial freedom and building against poverty from a very tender age, which does not restrict major on undergraduates but even secondary school students. Entrepreneurship among undergraduates' overtime, has reduced the rates of unemployment in Nigeria at large, as most students have found it as an obligation to get themselves involved in the learning process of a particular trade or the other, or some skills that in the long run will benefit them. Beyond the above mentioned, entrepreneurship has also been able to create some sort of awareness among youths and students, it has brought about innovation and a whole lot of new happenings into the lime light so to say, furthermore, entrepreneurship/ entrepreneurial activities among undergraduates have reduced drastically crime rate among students, crimes like stealing, exploiting their fellow students and so on, can be rarely heard of in recent times.

Reduction in rural-urban migration: another major reason for promoting entrepreneurship in a developing country like Nigeria, is to downplay rural-urban drift syndrome. The migration of people from rural areas to urban areas in search of white-collar jobs which has resulted to high

rate of crimes and congestion in cities like Lagos, Abuja, and Port Harcourt will reduce when government encourage entrepreneurship.

Improved standard of living: encouraging entrepreneurship development will go a long way to improve the standard of living of the Nigerians through innovations.

Disadvantages of Entrepreneurial Activities among Undergraduates

Academically, entrepreneurial activities have caused a lot of distractions for the students. Undergraduates in schools mostly focus on what brings in funds which is their business with less priority on their academics. Activities outside academics have served as a form of distraction to them.

Academic Performance of Undergraduates

Students' academic gain and learning performance is affected by numerous factors including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostels or day scholar.

According to Minnesota (2007) "the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that "the measurement of students' previous educational outcomes are the most important indicators of students' future achievement, this refers that as the higher previous appearance, better the student's academic performance in future endeavors.

It is generally assumed that the students who showed better or higher performance in the starting classes of their studies also performed better in future academic years at degree level. From the last two decades it has been noticed significantly that there is great addition in research literature and review material relating to indicators of academic achievement with much emphasis on this dialogue, whether traditional achievement measures of academic performance are best determinants of future academic gain at university or higher level or innovative measures. However, it is also observed that many of the researchers have not agreed with this view point or statement. Reddy and Talcott (2006) also disagreed with these assumptions that future academic gains are resolute by preceding performance.

Confirming McDonald, Newton, Whetton and Benefield (2001) and Staffolani and Bratti (2002) who demonstrated that A' level scores still out perform any other single measure of cognitive

aptitude in predicting success at university. Another form of entry to university is through diploma and mature age entry, surprisingly for a subject of such importance, few studies have been reported linking other forms of entry to academic performance. Ringland and Pearson (2003) carried out a study on the differences between diploma entrants and direct A' level entrants and how each category performed.

They sampled 608 respondents of which 154 were diploma entrants, and found that there were no significant differences between groups in terms of academic performance and concluded that performance of one prior to university affected performance at university. The findings of Ringland and Pearson (2003) are supported by Wheeler (2006) whose results in the study on success of nontraditional students in an undergraduate program showed that there was no difference in performance of non-traditional entrants and traditional entrants as long as both categories had performed well at their previous qualifications.

The scholars cited have proven in their studies that prior academic performance, which, in this study is measured by admission points, is related to academic performance in the university. Even the scholars who did not agree with that belief admitted that prior performance is related to future performance but to a small extent. These studies have led the researcher to hypothesize that there is a relationship between admission points and academic performance of undergraduate students. Social economic status and academic performance Social economic status is most commonly determined by combining parents' educational level, occupational status and income level (Jeynes, 2002; McMillan & Western, 2000).

In most of the studies done on academic performance of students, it is not surprising that social economic status is one of the major factors studied while 31 predicting academic performance. Hansen and Mastekaasa (2003), argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success. It is believed that low social economic status negatively affects academic achievement because low social economic status prevents access to vital resources and creates additional stress at home. (Eamon 2005; Jeynes, 2002).

Factors Affecting Academic Performances of Undergraduates

Academic performance is affected by a number of factors including admission points, social economic status and school background. Geiser and Santelices (2007), Acato (2006), and Swart (1999) all argued that admission points which are a reflection of the previous performance influence future academic performance. The Universities Admission Center (2006) reported that tertiary institutions in Austria have found that a selection rank based on a student's overall academic achievement is the best single predictor of tertiary success for most tertiary courses.

The researcher agrees with the scholars that admission points affect academic performance at university and that is why according to the Uganda Universities and Other Tertiary Institutions Act (2001), the basis for entry to university is admission points which are derived from A' level points, Diploma points and Mature age points.

According to Graetz (1995), one's educational success depends very strongly on social economic status of the parents. Considine and Zappala (2002) argue that families where the parents are advantaged socially, educationally and economically foster a high level of achievement in their children. The researcher agrees with Considine and Zappala (2002) because students from high social economic backgrounds are well exposed to scholastic materials, which aid their intelligence. Sentamu (2003), Kwesiga (2002) and Portes and Macleod (1996) as cited in Considine and Zappala (2002) all argue that the type of school a child attends influences academic achievement. According to Minnesota measures (2007), a report on higher education performance, which was produced by the University of Minnesota, the most reliable predictor of student success in college is the academic preparation of students in high school.

The researcher adapted the Systems theory input-output model advanced by Ludwig Von Bertalanffy in the early 1950s. This theory, according to Koontz and Weirich (1988) postulates that an organized enterprise does not exist in a vacuum but is dependent on its external environment thus the enterprise receives inputs, transforms them and exports the output to the environment. In this study the university admits students (inputs) and then transforms them through teaching and learning which is reflected by the students' academic performance (output). Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance.

In this study academic performance was characterized by performance in tests, in course work and performance in examinations of undergraduate students. According to the UCU prospectus, admission points are weights attached to the applicant's past academic records (UCU, nd) and according to the Uganda Universities and Other Tertiary Institutions act (2001) there are three main entry schemes to higher education in Uganda, the direct entry (A' level), the mature age entry scheme and diploma entry scheme. The admission points for this study were characterized by direct entry scheme (A' level), diploma entry scheme and mature age scheme. Durden & Ellis (as cited in Staffolani and Bratti, 2002) observed that measures of prior educational performance are the most important determinants of student performance.

This implies that the higher the previous performance, the better the students will perform academically. Social Economic Status (SES) according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute.

They add that social economic status is determined by an individual's achievements in, education, employment, occupational status and income. In this study social economic status (SES) was characterized by family income, parental education and parental occupation. Graetz (1995) argues that children from high social economic status families perform much better at school compared to children from low SES families. Schools according to Sentamu (2003) are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners.

In Nigeria, it has also been recorded that various reasons have served as major determinants of undergraduate's academic performance which most of all can be narrowed down to some sort of distractions or the other. Entrepreneurial activities have also been a major force that determines the academic performances of undergraduates, as most entrepreneurial are more blinded with making money to make them stay more vigilant and fit about their academic life. The money-making factor has done more harm than good to undergraduates' academic performances.

Shoukat Ali et al [2013] findings revealed that age, father/guardian social economic status and daily study hours significantly contributes to the academic performance of undergraduate students. Miller and Birch (2007) summarized the views of many researchers and educationist in their study on the influence of high school attended on university performance. This study let the

research scholars to hypothesize that the background to the students positively correlates with the academic attainment of under graduate students.

RESEARCH METHODOLOGY

This chapter deals with the details of the procedure for the study. It describes research design, population of the study, sample and sampling techniques, research instrument, validity of research instrument, collection of data and analysis of data collected.

Research Design

The study adopts the descriptive survey research design. This survey research design was adopted because the researcher is interested in obtaining data from a large sample without any manipulations. Descriptive survey research design is a social scientific research design used in the study of population by using samples from the population. This is to assess the Effect of Entrepreneurship on the Academic performances of undergraduates.

Population of the study

The population of the study consist of undergraduates of Obafemi Awolowo University, Ile-Ife, Nigeria.

Sample and Sampling techniques

The sample comprised one hundred and fifty undergraduates of the faculties of Administration, faculty of Social Sciences, faculty of Sciences and Education using the cluster sampling technique. Each faculty represent a unit in the cluster. Only students involved in entrepreneurial activities would be selected.

Sample Frame

A sample frame is the source material or device from which a sample is drawn. It is a list of all those within a population who can be sampled and may include individuals, households or institution. The sampling frame is 100 students drawn from some selected faculties in Obafemi Awolowo University Ile-Ife. (Administration, social sciences, Law, Education, Arts)

Research Instrument

The instrument that was used for the study is a self-developed questionnaire that was validated by experts titled "effects of Entrepreneurship on the academic performance of undergraduates". The questionnaire consisted of three (3) sections. Section A deals with the respondent

demographic data (age, department, level sex). Section B deals with the effect of entrepreneurship on students' academic performance. Section C is to explain balancing entrepreneurship with academic activities. They were instructed to select Using the answer format as Strongly agree (SA) Agree (A) Not sure (NS) Disagree (D) Strongly disagree (SD)

Validation of Instrument

The questionnaires were designed by the researcher and submitted to an expert for correction. This gave the questionnaires the facial, content and structural validity before it was administered.

Method of Data Collection

The researcher explains the basics of the research before administering to the students of Obafemi Awolowo University. The students filled and returned the questionnaire immediately. Descriptive tools used includes frequency counts and percentage while inferential statistics that was employed in the testing of the study hypothesis is ANOVA.

RESULTS AND DISCUSSION OF FINDINGS

This presents the results of data collected and analyzed as well as the discussion of findings from the study. It also provides answers to the research questions raised earlier in the study to investigate the effects of entrepreneurial activities on the academic performance of undergraduates at Obafemi Awolowo University, Ile-Ife, Osun State.

The study sample was limited to student entrepreneurs from five faculties within Obafemi Awolowo University, Ile-Ife. Table 4.1 shows that majority of the students (68%) are between the ages of 20 to 24 years followed by those between 15 to 19 years (25%) while others are 25 to 29 years (6%) and 30 to 34 years old (2%).

The sex distribution revealed majority to be male students (59.5%) while only 40.5% are female students. The faculty distribution of students shows that most of the students are from the faculty of Education (23.8%), followed by Arts (22.6%), Administration (20.2%), Law (19%) and Social Sciences (14.3%). Finally, majority of the students (38.1%) are in 200 level, 32.1% are in 300 level while the rest 29.8% are in 400 level.

Table 4.1: Descriptive statistics of demographic data

Characteristics	Classification	Percent (%)
Age	15-19	24.5%
	20-24	67.9%
	25-29	5.7%
	30-34	1.9%
	Total	100.0%
Sex	Male	59.5%
	Female	40.5%
	Total	100.0%
Faculty	Administration	20.2%
	Education	23.8%
	Social Sciences	14.3%
	Art	22.6%
	Law	19.0%
	Total	100.0%
Level	200	38.1%
	300	32.1%
	400	29.8%
	Total	100.0%

Source: Researcher’s field survey, October 2019

Answering Research Questions

Research Questions 1: What are the various entrepreneurial activities that students engage in at Obafemi Awolowo University, Ile-Ife?

The various entrepreneurial activities that students engage at the University is shown in Table 4.2 above. The Table shows that most students engage in trading (26.7%), some tailoring/fashion design (13.3%), followed by hair stylist/barbing (9.3%), network/online marketing (8%), catering services (6.6%), tutorial services (5.3%), graphic design (4%), entertainment, cobbler, and sound engineering (2.7% each) while other has 1.3% each.

Table 4.2: Students’ entrepreneurial activities at OAU

Characteristics	Classification	Percent (%)
Type of Business Engagement	Catering	6.6%
	Tailoring/Fashion & Beauty	13.3%
	Hair Stylist/Barbing	9.3%
	Graphic Designer	4.0%
	Modelling	1.3%
	Network/Online Marketing	8.0%
	Cryptocurrency	1.3%
	Strategist	1.3%
	Trading	26.7%
	Entertainment	2.7%
	Tutorial	5.3%
	Photography	2.7%
	Cobbler/Shoe making	2.7%
	Social Media Influencer	1.3%
	Media	1.3%
	Gym Manager	1.3%
	Sound Engineer	2.7%
	Courier Services	1.3%
	Data Manager	1.3%
	Fish Farming	1.3%
Public Relation	1.3%	
Gift Cards	1.3%	
Craft	1.3%	
Total	100.0%	

Source: Researcher’s field survey, October 2019

Research Questions 2: Are student entrepreneurs in Obafemi Awolowo University performing well above average academically?

Table 4.3: Students’ student entrepreneurs’ academic performance

Characteristics	Classification	Percent (%)
Last CGPA/GPA	Below 2.5	1.3%
	2.5-3.49	25.0%
	3.5-4.49	61.8%
	4.5 and above	11.8%
	Total	100.0%

Source: Researcher’s field survey, October 2019

Table 4.3 above shows the cumulative grade point average (CGPA) of student entrepreneurs in Obafemi Awolowo University. It could be observed that most of the students (74%) has a CGPA of 3.5 and above while only few (26%) has below 3.5. This indicates that majority of the student entrepreneurs are performing well above average academically.

Research Questions 3: What are the effects of entrepreneurial activities on students' academic performance in Obafemi Awolowo University?

4.4: Effects of entrepreneurial activities on students' academic performance.

S N	Statements	SA	A	NS	D	SD	Total
1	My business disturbs me from attending classes	6.0%	20.2 %	8.3%	40.5 %	25.0 %	100.0 %
2	I miss continuous assessment activities while doing business	4.8%	4.8%	10.7 %	34.5 %	45.2 %	100.0 %
3	I attend classes regularly	53.0 %	32.5 %	4.8%	8.4%	1.2%	100.0 %
4	I have had carry over issues due to my inability to adequately prepare for exam	4.8%	15.5 %	8.3%	17.9 %	53.6 %	100.0 %
5	I am always distracted with the thoughts of my business	7.1%	19.0 %	11.9 %	32.1 %	29.8 %	100.0 %

6	I am a first-class student	14.5 %	16.9 %	20.5 %	34.9 %	13.3 %	100.0 %
7	I am one of the best in my class	23.8 %	31.0 %	26.2 %	10.7 %	8.3% %	100.0 %
8	I have never failed any course	47.0 %	21.7 %	6.0% %	20.5 %	4.8% %	100.0 %
9	I sometimes have difficulty understanding what is been taught in class	12.0 %	43.4 %	12.0 %	21.7 %	10.8 %	100.0 %
10	Despite my business, I have enough time to read	33.7 %	44.6 %	7.2% %	10.8 %	3.6% %	100.0 %
11	My lecturers know me	23.2 %	18.3 %	35.4 %	13.4 %	9.8% %	100.0 %
12	I do very well in class	16.9 %	60.2 %	14.5 %	7.2% %	1.2% %	100.0 %
13	My academic performance is not encouraging	3.6% %	13.3 %	13.3 %	32.5 %	37.3 %	100.0 %

Source: Researcher's field survey, October 2019

Table 4.4 shows the effect of entrepreneurial activities on students' academic performance in Obafemi Awolowo University. Analysis on the table reveals that entrepreneurial does not affect students' class attendance (85.5%), prevent participation in continuous assessment (79.7%), have carry-over issues (71.5%), lose focus on their study (61.9%), are not first-class students (48.2%), but are among the best in their classes (54.8%), have never failed any course (68.7%), sometimes have difficulty understanding what was being said (55.4%), have enough time to read (78.3%), perform excellently well in class (77.1%), are known by their lecturers (41.5%), and have encouraging academic performance (69.8%).

The merits of student's entrepreneurial activities are revealed in table 4.5 above. Most student entrepreneurs: - engaged in entrepreneurial activities unrelated to their course of study (54.7%), did not sponsor their education (63.1%), take breaks from business engagements during exams

(51.2%), earn a lot from their business (61.4%), plan to venture into their chosen business after schooling (80.7%), did not disclose their entrepreneurial activities to lecturers (45.1%).

Table 4.5: Merits of students' entrepreneurial activities

S N	Statements	SA	A	NS	D	SD	Total
1	My business is related to my course of study	10.7 %	23.8 %	10.7 %	34.5 %	20.2 %	100.0 %
2	I sponsor myself in school	10.7 %	21.4 %	4.8%	41.7 %	21.4 %	100.0 %
3	I take breaks from my business during school exams	21.4 %	29.8 %	10.7 %	22.6 %	15.5 %	100.0 %
4	I earn a lot from my business	9.6%	51.8 %	22.9 %	12.0 %	3.6%	100.0 %
5	I would venture into my business line after school	34.9 %	45.8 %	8.4%	7.2%	3.6%	100.0 %
6	My lecturers know about my business	7.3%	13.4 %	34.1 %	25.6 %	19.5 %	100.0 %

Source: Researcher's field survey, October 2019

This means that entrepreneurship allows students to engage in business activities that are different from their course of study, all students, sponsored or not, can engage in entrepreneurial activities; student entrepreneurs could take break to prepare for exams; entrepreneurship provides regular source of income for students; provide ready employment opportunity for student entrepreneurs; and lecturers do not have to be informed before student's engagement in entrepreneurial activities.

Research Questions 4: How can students maintain a balance between entrepreneurial and academic activities in Obafemi Awolowo University?

Table 4.6: Maintaining a balance between entrepreneurial and academic activities.

S N	Statements	SA	A	NS	D	SD	Total
1	I need to inform some of my lecturers about my entrepreneurial activities	20.5 %	33.3 %	15.4 %	21.8 %	9.0%	100.0 %
2	I need proper guidance and counselling to be a successful student entrepreneur	28.2 %	44.9 %	17.9 %	6.4%	2.6%	100.0 %
3	I always excuse myself from frivolous activities that are common with students such as weekend partying, movie club etc.	43.6 %	33.3 %	7.7%	14.1 %	1.3%	100.0 %
4	I need to get closer to serious student in other to get explanations whenever I miss class	42.3 %	32.1 %	10.3 %	10.3 %	5.1%	100.0 %
5	I need discipline to be successful as a student entrepreneur	52.6 %	38.5 %	6.4%	1.3%	1.3%	100.0 %
6	I need to work extra hour so as to meet up with class work/activities.	38.5 %	43.6 %	5.1%	10.3 %	2.6%	100.0 %

Source: Researcher’s field survey, October 2019

Table 4.6 above reveals that in order to maintain a balance between entrepreneurial and academic activities in the University, majority of the student entrepreneurs were of the view that they need to inform some of their lecturers about their entrepreneurial activities (53.8%) need proper guidance and counselling (73.1%), have to excuse themselves from frivolous activities (76.9%), get closer to serious student for explanations whenever they missed a class (74.4%), have to be discipline (91.1%), and need to work extra hour so as to meet up with academic activities (82.1%).

Testing of Hypotheses

Ho1: There is no significant difference in the academic performance of student entrepreneurs at different academic level in the University.

Table 4.7: ANOVA of difference in the academic performance of student entrepreneurs by level.

Level	N	Mean	Std. Dev		Sum of Squares	df	Mean Square	F	Sig.
200	26	3.00	.748	Between Groups	1.171	2	.586	1.478	.235
300	27	2.70	.542	Within Groups	28.934	73	.396		
400	23	2.83	.576	Total	30.105	75			
Total	76	2.84	.634						

Table 4.7 above shows the mean differences in the academic performance of student entrepreneurs at the various academic levels in the University. Results in the table show that student entrepreneurs in 200 level ($\bar{x} = 3.0$), 300 level ($\bar{x} = 2.7$) and 400 level ($\bar{x} = 2.8$) have closely related grade point average (GPA) which is within 3.5 – 4.49. Furthermore, analysis of variance (ANOVA) performed on the data indicated that there is no significant difference in the students’ academic performance at different faculty, $F_{(2, 75)} = 1.478$, $p(0.235) > 0.05$. The hypothesis is therefore accepted.

Ho2: There is no significant difference in the academic performance of student entrepreneurs at different faculty.

Table 4.8: ANOVA of difference in the academic performance of student entrepreneurs by faculty.

Faculty	N	Mean	Std. Dev		Sum of Squares	df	Mean Square	F	Sig.
Administrati on	16	2.75	.775	Between Groups	2.927	4	.732	1.912	.118
Education	20	2.65	.587	Within Groups	27.178	71	.383		
Social Sciences	12	3.08	.793	Total	30.105	75			
Art	18	2.78	.428						
Law	10	3.20	.422						
Total	76	2.84	.634						

Table 4.8 above shows the mean differences in the academic performance of student entrepreneurs in the various faculties of the University. It is revealed that student entrepreneurs in the faculties of Law ($\bar{x} = 3.2$) and Social Sciences ($\bar{x} = 3.08$) had the better academic performance. However, analysis of variance (ANOVA) performed on the data indicated that there is no significant difference in the students' academic performance at different faculty, $F_{(4, 75)} = 1.912, p(0.118) > 0.05$. The hypothesis is therefore accepted.

Ho3: There is no significant difference in the academic performance of male and female student entrepreneurs in the University.

Table 4.9: ANOVA of difference in the academic performance of male and female student entrepreneurs.

Faculty	N	Mean	Std. Dev		Sum of Squares	df	Mean Square	F	Sig.
Male	49	2.84	.624	Between Groups	.004	1	.004	.010	.921
Female	27	2.85	.662	Within Groups	30.101	74	.407		
Total	76	2.84	.634	Total	30.105	75			

Table 4.9 above shows the mean differences in the academic performance of male and female student entrepreneurs in the University. Results in the table shows that both gender have similar mean score for their academic performance (for male, $\bar{x} = 2.84$; female, $\bar{x} = 2.85$). This was further confirmed by the analysis of variance (ANOVA) which indicated that there is no significant difference in the academic performance male and female entrepreneurs, $F_{(1, 75)} = 0.010, p(0.921) > 0.05$. The hypothesis is therefore accepted.

Discussion of Findings

From the findings in table 1 above in the data analysis section, it has shown that most entrepreneurs in Obafemi Awolowo university are ranged from the age **20- 24** with 67.9% of **100%**, the table also helps us understand that the male sex are more business inclined compared to the females as 59.5% males are involved in business and 40.5% females respectively. The faculty distribution of students shows that most of the students are from the faculty of Education (23.8%), followed by Arts (22.6%), Administration (20.2%), Law (19%) and Social Sciences (14.3%). Finally, majority of the students (38.1%) are in 200 level, 32.1% are in 300 level while

the rest 29.8% are in 400 level. In conclusion, this study shows that from the sampled faculties during this research work, male students are more involved in entrepreneurial activities than females and that their Age range mostly have fallen under the range of 20-24.

The various entrepreneurial activities that students engage at the University is shown in Table 4.2 above. The result from this analysis explains that most student entrepreneurs in Obafemi Awolowo University are involved in trading activities with the total percentage of 26.7% while others are involved in other kind of entrepreneurial activities like fashion designing, sound engineering, online marketing and so on.

Table 4.3 above shows the cumulative grade point average (CGPA) of student entrepreneurs that were sampled and it has been discovered that 74% of them have the CGPA of 3.5 and above, which indicates that majority of the student entrepreneurs are performing well above average academically.

Table 4.4 shows the effect of entrepreneurial activities on students' academic performance in Obafemi Awolowo University. Analysis on the table reveals that entrepreneurial does not affect students' class attendance (85.5%), prevent participation in continuous assessment (79.7%), have carry-over issues (71.5%), lose focus on their study (61.9%), are not first-class students (48.2%), but are among the best in their classes (54.8%), have never failed any course (68.7%), sometimes have difficulty understanding what was being said (55.4%), have enough time to read (78.3%), perform excellently well in class (77.1%), are known by their lecturers (41.5%), and have encouraging academic performance (69.8%).

Table 4.5 above reveals that in order to maintain a balance between entrepreneurial and academic activities in the University, majority of the student entrepreneurs were of the view that they need to inform some of their lecturers about their entrepreneurial activities (53.8%) need proper guidance and counselling (73.1%), have to excuse themselves from frivolous activities (76.9%), get closer to serious student for explanations whenever they missed a class (74.4%), have to be discipline (91.1%), and need to work extra hour so as to meet up with academic activities (82.1%). This Research has therefore proven that the academic performance of undergraduates to a reasonable extent has little to do with their entrepreneurial activities.

SUMMARY

The three-hypothesis raised are tested at 0.05 level of significance, these are:

1. There is no significant difference in the academic performance of student entrepreneurs at different academic level in the University.
2. There is no significant difference in the academic performance of student entrepreneurs at different faculty.
3. There is no significant difference in the academic performance of male and female student entrepreneurs in the University.

A total of 100 students were randomly selected for the study, 20 students each from five faculties in Obafemi Awolowo University, Ile-Ife Osun state. The study was survey research. An instrument titled 'Questionnaire' on the 'effect of entrepreneurship on the academic performances of undergraduates' comprising items on rate of student's entrepreneurial activities in Ile-Ife, students' entrepreneurs' academic performance, effect of entrepreneurial activities on their academic performance and finally merits of students' entrepreneurial activities.

The result showed that:

1. Most student entrepreneurs in Obafemi Awolowo University are involved in trading activities
2. The cumulative grade point average (CGPA) of student entrepreneurs that were sampled and it has been discovered that 74% of them have the CGPA of 3.5 and above, which indicates that majority of the student entrepreneurs are performing well above average academically.
3. That entrepreneurial activities do not affect students' class attendance
4. That in order to maintain a balance between entrepreneurial and academic activities in the University, majority of the student entrepreneurs were of the view that they need to inform some of their lecturers about their entrepreneurial activities

FINDINGS

Based on the findings, the researcher concluded that there is no significant effect of entrepreneurial activities on the academic performances of undergraduates in Obafemi Awolowo University,

Ile-Ife. About 74% of student entrepreneurs are on a second class upper, which is a direct explanation to the fact that their entrepreneurial activities do not affect their academic performance.

CONCLUSION

The study concluded that there is no negative effect of entrepreneurial activities on the academic performances of undergraduates in Obafemi Awolowo University.

RECOMMENDATION

Based on the result of the findings, the following are the recommendations made:

1. Student entrepreneurs should always make sure to inform their lecturers about their business activities.
2. Time management should also be taught to student entrepreneurs in order for them to be able to manage their school and entrepreneurial activities effectively.
3. Student entrepreneurs should try as much as possible to move with serious colleagues, just in case they need vital information.
4. Student entrepreneurs should spend more time reading especially whenever they miss class.
5. Students' entrepreneurs should carry their parents about their activities.

SUGGESTIONS FOR FURTHER STUDIES

The following suggestions were made for further studies. It is possible to have other factors that are likely to influence students' academic performances. The effect of factors such as infrastructural facilities, economic capability, business engagement, peer group influence, family background and many more on the academic performance of undergraduates can also be investigated.

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