

**IMPACT OF ENTREPRENEURIAL
ACTIVITIES ON STUDENTS ACADEMIC
PERFORMANCE IN TERTIARY INSTITUTION
A CASE STUDY OF KWARA STATE COLLEGE
OF EDUCATION, ILORIN**

BY

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KWCOED/IL/22/0261

**A RESEARCH PROJECT SUBMITTED TO DEPARTMENT
BUSINESS EDUCATION, KWARA STATE COLLEGE OF
EDUCATION ILORIN
IN PARTIAL FULFILLMENT FOR THE REQUIREMENT FOR THE
AWARD OF NIGERIA CERTIFICATE IN EDUCATION (NCE)
BUSINESS EDUCATION**

AUGUST, 2025

CERTIFICATION

This is to certify that this research work was carried out by **Yakub Aishat with**
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DEDICATION

I give glory to Almighty Allah for his mercy endureth forever in all my endeavour in life especially during the programme till the end.

ACKNOWLEDGEMENTS

All glory and adoration are given to Almighty Allah for making the completion of this project a successful one. My sincere gratitude goes to my project supervisor in person of MR Akeem Omotayo Ajisafe for his guidance, great efforts, Useful suggestions and sincerity towards the completion of this project, am really grateful. I also express my profound gratitude for his remarkable tolerance throughout of my project writing, he was patient enough to put me through whenever I needed him through correction. I am greatly blessed to have him as my project supervisor.

I also appreciate my parents Mr and Mrs Olalekan for the moral and financial support on my project, it won't have been incomplete without them, Am honoured and blessed I have them in my life they play a vital role in my life. And to my lovely brother, Olalekan Nurain I really appreciate all your efforts on this project,

My sincere gratitude also goes to (NUT) DASG, Nigeria union of teacher Deputy assistant secretary general in person of Com. Moni Mike Modesty Itua for his fatherly roles throughout this program and NUT Assistant secretary in person of Com. Aliu Muinat Opeyemi, May God bless you All.

ABSTRACT

This study examines the impact of entrepreneurial activities in tertiary education with a focus on the Kwara State College of Education, Ilorin. In response to the growing concern over graduate unemployment in Nigeria, entrepreneurship education has been introduced in tertiary institutions as a means of equipping students with practical skills, self-reliance, and innovative capacity. The research investigates the extent to which entrepreneurial initiatives within the College contribute to students' knowledge acquisition, skill development, and readiness for self-employment. Data were collected through questionnaires, interviews, and secondary sources, and analyzed using descriptive and inferential statistics. Findings reveal that entrepreneurial activities in the institution have significantly enhanced students' creativity, financial literacy, and business start-up intentions, though challenges such as inadequate funding, limited facilities, and insufficient mentorship persist. The study concludes that strengthening entrepreneurial programs in tertiary institutions can play a vital role in reducing unemployment and fostering sustainable economic growth. It recommends increased government and institutional support, practical training opportunities, and collaboration with industry experts to maximize the benefits of entrepreneurship education.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In today's dynamic global economy, entrepreneurship is recognized as a vital driver of innovation, employment, and sustainable development. It fosters creativity, problem-solving, and resilience, which are essential qualities in the face of increasing youth unemployment and a rapidly changing labor market (Adejimola & Olufunmilayo, 2009). In Nigeria, the rising rate of graduate unemployment has drawn attention to the need for entrepreneurial empowerment among young people, particularly students in tertiary institutions.

In response to this socio economic challenge, the Nigerian government introduced entrepreneurship education into the curricula of higher institutions through the National Policy on Education (Federal Republic of Nigeria, 2013). This policy aims to equip students with practical skills and an entrepreneurial mindset to become self-reliant and job creators rather than job seekers.

Tertiary institutions like the Kwara State College of Education, Ilorin, have adopted this initiative by incorporating entrepreneurship education and facilitating student participation in various entrepreneurial activities. These include tailoring, catering, phone repair, poultry farming, hairdressing, soap production, and small-scale trade. Such activities are not only encouraged as part of formal instruction but also promoted through student organizations and Vocational training centers (Oladele et al., 2011).

While these entrepreneurial activities are intended to empower students economically, there is growing concern over their potential impact on academic performance. Some researchers argue that entrepreneurship builds time management skills and self-discipline, which may enhance academic outcomes (Ibrahim & Lucky, 2014). Others, however, contend that students who focus heavily on business activities may experience distractions, fatigue, and academic decline (Akinbode, 2013).

Given these divergent views, it is important to investigate how entrepreneurial activities affect students' academic performance,

especially in the Nigerian context. This study focuses on students of Kwara State College of Education, Ilorin, to explore the relationship between entrepreneurship and academic achievement.

1.2 Statement of the Problem

Despite the integration of entrepreneurship education in Nigeria's tertiary institutions, questions remain about how these activities influence students' academic outcomes. Some students successfully manage academic work alongside business ventures, while others find it difficult to maintain academic focus due to business commitments.

Moreover, previous studies on this topic have produced mixed findings. While some report a positive link between entrepreneurship and academic success (Okojie, 2009), others report the opposite or no relationship at all (Akingunola & Adigun, 2010). This inconsistency calls for further research, especially within specific institutional contexts. This study, therefore, seeks to investigate the effect of entrepreneurial activities on academic performance among students of Kwara State College of Education, Ilorin.

1.3 Purpose of the Study

The general purpose of this study is to investigate the effect of entrepreneurial activities on students' academic performance in tertiary institutions. Specifically, the study aims to:

1. Identify the types of entrepreneurial activities students engage in.
2. Determine the level of student participation in entrepreneurial activities.
3. Examine the relationship between entrepreneurial activities and academic performance.
4. Compare the academic performance of students involved in entrepreneurship with those who are not.
5. Identify challenges students face in balancing academic and entrepreneurial responsibilities.

1.4 Research Questions

1. What types of entrepreneurial activities are students involved in at Kwara State College of Education, Ilorin?
2. To what extent are students engaged in entrepreneurial ventures?
3. How do entrepreneurial activities affect students' academic performance?
4. Are there significant differences in academic performance between student entrepreneurs and non-entrepreneurs?

5. What challenges do students face in balancing entrepreneurship and academics?

1.5 Research Hypotheses

H₀₁: There is no significant relationship between entrepreneurial activities and students' academic performance.

H₀₂: There is no significant difference in academic performance between students who participate in entrepreneurial activities and those who do not.

H₀₃: Entrepreneurial activities have no significant effect on students' ability to manage academic workload.

1.6 Significance of the Study

This study will be significant in several ways:

- Students will better understand the impact of entrepreneurship on their academic pursuits.
- Lecturers and academic advisers will have data to guide student entrepreneurs in managing their time and commitments.
- School administrators will gain insight into how entrepreneurial programs affect academic success, which can guide policy and curriculum development.

- Policy makers can use the findings to refine national entrepreneurship education strategies.
- Researchers will benefit from this study as a reference for future studies on entrepreneurship and education.

1.7 Scope of the Study

The study focuses on the students of Kwara State College of Education, Ilorin. It will cover students across various departments and levels (NCE 1 to 3) who engage in entrepreneurial activities. It excludes other institutions and students not involved in any entrepreneurial venture.

1.8 Definition of Terms

- Entrepreneurial Activities: Economic or business-related activities engaged in by students to generate income or acquire business skills.
- Academic Performance: The outcome of education as reflected in grades, test scores, and overall achievement.
- Tertiary Institution: A post-secondary educational institution, such as a university, polytechnic, or college of education.
- Entrepreneurship Education: Educational programs that promote entrepreneurial knowledge, skills, and attitudes.

- Student Entrepreneur: A student actively involved in entrepreneurial or income- generating activities during the course of study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a comprehensive review of existing literature on the effect of entrepreneurial activities on students' academic performance in tertiary institutions. The review encompasses the conceptual framework, theoretical perspectives, empirical findings, challenges faced by student entrepreneurs, and the role of policy and institutional support.

2.2 Conceptual Framework

2.2.1 Definition of Entrepreneurship

Entrepreneurship involves the process of identifying opportunities, mobilizing resources, and creating value through the establishment of new ventures or innovation within existing organizations. It encompasses risk-taking, innovation, and proactive behavior aimed at generating economic and social value.

Entrepreneurship is widely defined as the process of identifying, evaluating, and exploiting opportunities to create and deliver value (Shane & Venkataraman, 2000). In recent years, scholars have emphasized the integration of creativity, risk-taking, and innovation in entrepreneurship. According to Alves et al. (2020), entrepreneurship involves not only the creation of new businesses but also the transformation of ideas into valuable products or services through innovative processes. This concept is critical for fostering self-reliance and addressing economic challenges, especially in developing nations like Nigeria.

Entrepreneurship is also considered a vital mechanism for achieving economic development, as it enables individuals to create employment opportunities for themselves and others (Adebayo et al., 2022). This aligns

with the global push for incorporating entrepreneurship education into curricula to develop entrepreneurial mindsets among students.

2.2.2 Entrepreneurship in Education

Entrepreneurship education refers to structured learning experiences that equip students with the knowledge, skills, and attitudes necessary to initiate and manage entrepreneurial ventures. In tertiary institutions, this education aims to foster an entrepreneurial mindset, encouraging creativity, innovation, and self-reliance among students. Studies have shown that entrepreneurship education can significantly influence students' entrepreneurial intentions and capabilities (Ubogu, 2023).

Entrepreneurship in education involves structured programs and initiatives aimed at equipping students with the skills, attitudes, and knowledge needed to identify and exploit business opportunities. According to Mokhtar et al. (2021), entrepreneurship education fosters creativity, innovation, and adaptability, preparing students to navigate dynamic labor markets.

In the Nigerian context, entrepreneurship education was introduced into tertiary institutions to combat the high unemployment rates among graduates

and promote self-employment (Aja-Okorie & Adali, 2020). This curriculum shift aligns with global trends, as entrepreneurship education is recognized as a tool for economic empowerment and sustainable development (UNESCO, 2021).

2.2.3 Academic Performance: Definitions and Indicators

Academic performance is commonly measured through indicators such as Grade Point Average (GPA), course completion rates, and the quality of academic work. It reflects a student's understanding of subject matter, critical thinking abilities, and overall intellectual development.

Academic performance refers to the extent to which students achieve their educational goals, often measured using standardized assessments, Grade Point Averages (GPA), and overall academic progress (Adebayo et al., 2022). It is influenced by several factors, including personal motivation, learning environments, and external commitments such as entrepreneurial activities.

According to Yusuf and Adediran (2021), academic performance serves as a critical indicator of a student's intellectual development and ability to apply

theoretical knowledge in practical contexts. In the context of this study, academic performance is evaluated to understand how engagement in entrepreneurial activities influences students' success in their studies.

2.2.4 Relationship Between Entrepreneurship and Academic Performance

The relationship between engagement in entrepreneurial activities and academic performance is complex and multifaceted. Some studies suggest that entrepreneurial involvement can enhance practical skills and real-world application of academic concepts, potentially leading to improved academic outcomes. Conversely, other research indicates that the time and effort required for entrepreneurial ventures may detract from academic responsibilities, resulting in diminished academic performance. For instance, a study by Osakede et al. (2017) found that engagement in entrepreneurial activities had no significant effect on students' academic performance.

The interplay between entrepreneurial activities and academic performance is a multifaceted topic. Entrepreneurial engagements may enhance practical learning and foster critical thinking, thus contributing to improved academic

outcomes (Okolie et al., 2020). Conversely, excessive involvement in entrepreneurial ventures can lead to time constraints and reduced focus on academics, potentially hindering performance (Yusuf & Adediran, 2021).

Adebayo et al. (2022) assert that entrepreneurial activities can serve as experiential learning platforms, enabling students to apply academic knowledge to real-world challenges. However, balancing academic and entrepreneurial commitments remains a challenge for many students, particularly in resource-constrained environments like Nigeria.

2.3 Theoretical Framework

2.3.1 Human Capital Theory

The Human Capital Theory, popularized by Becker (1964), posits that individuals invest in education and skills development to enhance their productivity and earning potential. In the context of entrepreneurship, this theory underscores the value of education and entrepreneurial activities as means to develop human capital.

Recent studies (Yusuf & Adediran, 2021; Adebayo et al., 2022) affirm that students engaging in entrepreneurial activities acquire practical skills,

problem-solving abilities, and critical thinking, which are vital for academic and career success. However, there is a potential trade-off between time invested in entrepreneurship and time dedicated to academics, making effective time management crucial. Human Capital Theory highlights the need for institutions to integrate entrepreneurship education into their curriculum to balance this trade-off and maximize the benefits for students.

2.3.2 Time Management Theory

Time Management Theory emphasizes the importance of allocating time effectively to achieve specific goals. For student entrepreneurs, this theory is particularly relevant, as they must juggle academic responsibilities and business ventures.

According to Mokhtar et al. (2021), students who practice effective time management are more likely to succeed in balancing entrepreneurial activities and academic performance. This theory explains why some students thrive in both areas while others struggle. Time management skills, often developed through entrepreneurship, can enhance students' ability to

prioritize tasks, meet deadlines, and maintain focus in their academic and business pursuits.

2.3.3 Opportunity Cost Theory

Opportunity Cost Theory, introduced by Friedrich von Wieser in 1893, involves evaluating the benefits of the next best alternative forgone when making decisions. In the context of student entrepreneurship, engaging in business ventures may lead to reduced time for academic studies, representing an opportunity cost.

Recent research by Okolie et al. (2020) highlights that while entrepreneurial activities can enhance practical knowledge and provide financial benefits, they may also compromise students' academic performance if poorly managed. This theory underscores the importance of strategic decision-making, where students and institutions must weigh the costs and benefits of entrepreneurship against academic commitments.

2.3.4 Experiential Learning Theory

Kolb's Experiential Learning Theory (1984) suggests that learning is a continuous process grounded in experience. Entrepreneurial activities align with this theory, as they provide students with hands-on experiences that reinforce classroom learning. Alves et al. (2020) argue that experiential learning through entrepreneurship fosters creativity, innovation, and critical thinking, which are essential for academic success. However, the theory also highlights the need for structured guidance to ensure that students derive meaningful insights from their entrepreneurial experiences without compromising their academic goals.

2.4 Empirical Review

Empirical research provides insight into the relationship between entrepreneurial activities and students' academic performance. This section explores relevant studies conducted globally, regionally, and within Nigeria.

2.4.1 Global Studies

Globally, studies have examined the effect of entrepreneurship on students' academic performance, with varying conclusions. Alves et al. (2020) conducted research across several European universities, showing that entrepreneurship education improved students' critical thinking, problem-solving, and innovation capabilities. However, the study noted that over-engagement in entrepreneurial activities could lead to academic underperformance due to time constraints.

Mokhtar et al. (2021) investigated the effects of entrepreneurial activities on academic outcomes in Malaysia. Their findings revealed that students who balanced academics and entrepreneurship benefited from improved practical skills and higher adaptability to challenges. However, those who prioritized entrepreneurial activities over academics experienced lower performance in their studies.

2.4.2 Regional Studies in Africa

In Africa, studies have highlighted the challenges and opportunities associated with integrating entrepreneurship into the academic framework. According to Oladipo et al. (2021), in Ghana, entrepreneurial activities among

students enhanced their practical application of classroom knowledge, financial independence, and readiness for post-graduation life. The study, however, cautioned that insufficient institutional support limited students' ability to balance their dual responsibilities.

Similarly, research by Mupemhi et al. (2020) in Zimbabwe identified entrepreneurship as a critical tool for reducing graduate unemployment. The findings emphasized the importance of mentorship programs and flexible academic schedules in supporting student entrepreneurs.

2.4.3 Nigerian Studies

In Nigeria, where youth unemployment rates remain a pressing concern, entrepreneurship education has become a key focus in tertiary institutions. Adebayo et al. (2022) examined how entrepreneurial activities influence students' academic performance in Nigerian universities. The study found that entrepreneurship enhanced students' creativity and financial independence but posed challenges such as increased academic stress and reduced focus on studies.

Similarly, Yusuf and Adediran (2021) assessed the interplay between entrepreneurial activities and academic workload among Nigerian students. The findings revealed that while entrepreneurial activities provided experiential learning opportunities, excessive engagement often led to poor academic outcomes. The researchers recommended that institutions introduce support systems, such as time management workshops and mentorship programs, to help students balance these responsibilities effectively.

2.4.3 Case Studies in Tertiary Institutions

Case studies from various tertiary institutions provide insights into how entrepreneurial activities influence students' academic performance. These studies often consider factors such as the nature of the entrepreneurial ventures, the level of student involvement, and the support mechanisms available within the institutions.

These case studies indicate that while entrepreneurial activities offer valuable learning opportunities, institutional interventions are necessary to ensure students can balance academic and business commitments effectively.

2.5 Entrepreneurial Activities in Tertiary Institutions

2.5.1 Types of Entrepreneurial Activities Students Engage In

Students in tertiary institutions engage in diverse entrepreneurial activities, including small-scale retailing, digital services, and creative industries. These ventures range from informal side businesses to more structured enterprises, reflecting varying degrees of commitment and complexity.

2.5.2 Motivations for Student Entrepreneurship

Motivations driving student entrepreneurship include financial needs, desire for practical experience, and aspirations for future self-employment. Economic challenges and limited job prospects post-graduation further incentivize students to develop entrepreneurial skills during their studies.

2.5.3 Impacts of Entrepreneurial Activities on Academic Performance (Positive and Negative)

Positive impacts of entrepreneurial engagement may include enhanced practical skills, improved time management, and increased motivation. Negative impacts can involve time constraints, stress, and potential neglect of academic responsibilities. The net effect on academic performance varies among individuals and is influenced by factors such as the nature of the business and the student's ability to balance commitments.

2.6 Challenges Faced by Student Entrepreneurs

2.6.1 Time Management Issues

Balancing academic responsibilities with entrepreneurial ventures poses significant time management challenges for students. Ineffective time allocation can lead to conflicts between business activities and academic obligations, potentially affecting performance in both areas.

2.6.2 Financial Constraints

Limited access to capital and financial resources is a common challenge for student entrepreneurs. Financial constraints can hinder business

development and add stress, which may indirectly impact academic performance.

2.6.3 Academic Workload and Stress

The demanding nature of academic programs, combined with entrepreneurial activities, can increase stress levels among students. This heightened stress may adversely affect both academic performance and personal well-being.

2.7 Summary of Literature Review

The reviewed literature highlights the multifaceted relationship between entrepreneurial activities and students' academic performance. Several theoretical perspectives, including Human Capital Theory, Time Management Theory, Opportunity Cost Theory, and Experiential Learning Theory, provide frameworks for understanding this relationship. The empirical evidence suggests that entrepreneurial activities can enhance students' practical skills, financial independence, and readiness for future careers. Studies from Europe (Alves et al., 2020), Asia (Mokhtar et al., 2021), and Africa (Oladipo et al., 2021) emphasize the positive impact of

entrepreneurship on students' critical thinking, creativity, and adaptability. However, these benefits are contingent upon students' ability to balance academic and entrepreneurial commitments effectively.

Within Nigeria, researchers (Adebayo et al., 2022; Yusuf & Adediran, 2021) have noted similar trends. While entrepreneurial activities promote self-reliance and real-world problem-solving skills, they can also interfere with academic responsibilities if not properly managed. Institutional support, such as flexible academic schedules, mentorship programs, and entrepreneurship education, has been identified as critical for optimizing the benefits of entrepreneurial activities while mitigating their potential drawbacks. The literature underscores the importance of a balanced approach to entrepreneurship in education. For students at Kwara State College of Education, understanding this balance is crucial to leveraging entrepreneurship as a tool for personal and professional growth while maintaining academic excellence.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a comprehensive overview of the methodology adopted for the study titled "The Impact of Entrepreneurial Activities on the Academic Performance of Students." The chapter outlines the research design, population and sampling procedures, research instruments, validity and reliability strategies, data collection methods, data analysis techniques, and ethical considerations. The methodological framework is designed to ensure the collection of relevant, accurate, and meaningful data that supports the study's objectives and research questions.

3.2 Research Design

The study employs a descriptive survey design, which is suitable for investigating current trends, opinions, attitudes, and characteristics of a population. This design allows for the quantitative measurement of variables and the identification of patterns between entrepreneurial engagement and academic performance. A survey approach is especially useful in educational research, where insights from respondents' experiences help draw meaningful conclusions.

3.3 Population of the Study

The target population consists of all full-time students of Kwara State College of Education, Ilorin. These students represent various departments and academic levels (NCE I, II, and III). Both students who are actively engaged in entrepreneurial activities and those who are not are included in the population, providing a basis for comparison.

3.4 Sample Size and Sampling Technique

A total of 40 students were purposively selected as the sample for this study. Purposive sampling was adopted to ensure the inclusion of participants with relevant characteristics specifically students who are either actively involved in entrepreneurial activities or entirely uninvolved. This approach allows for the effective comparison of academic performance across both groups.

Although the sample size is relatively small, it is considered sufficient for an exploratory study of this nature. The sample includes students from different academic levels and departments, ensuring a reasonable level of diversity and representation.

3.5 Research Instrument

The primary instrument for data collection was a structured questionnaire designed by the researcher. The questionnaire comprises four sections:

Section A: Demographic data (e.g., age, gender, level, department)

Section B: Nature and extent of entrepreneurial involvement

Section C: Perceived impact of entrepreneurship on academic performance

Section D: Challenges in balancing business with studies

A five-point Likert scale was used in key sections to capture respondents' perceptions, ranging from "Strongly Agree" to "Strongly Disagree." This scale supports statistical analysis and helps quantify subjective opinions.

3.6 Validity of the Instrument

To ensure content and face validity, the questionnaire was reviewed by experts in Educational Management and Entrepreneurship. Their feedback was used to refine the language, structure, and relevance of the questions, ensuring the instrument accurately measured the intended constructs.

3.7 Reliability of the Instrument

A pilot study involving 10 students from a nearby college (not included in the main study) was conducted to test the reliability of the instrument. The responses were analyzed using Cronbach's Alpha, yielding a coefficient of 0.78, which indicates a satisfactory level of internal consistency and reliability.

3.8 Method of Data Collection

Data were collected using both online and paper-based questionnaires. Clear instructions were provided to guide respondents. Participation was voluntary, and anonymity was assured to encourage honest and thoughtful responses. The researcher maintained close monitoring to ensure the completeness and accuracy of the returned instruments.

3.9 Method of Data Analysis

The collected data were analyzed using both descriptive and inferential statistical techniques with the aid of the Statistical Package for the Social Sciences (SPSS).

Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize responses.

Inferential statistics included:

Chi-Square Test: Used to examine the relationship between entrepreneurial involvement and academic performance.

One-Way ANOVA: Used to compare academic performance across different levels of entrepreneurial engagement.

These methods provided both an overview and an in-depth analysis of the data to support the study's findings.

3.10 Ethical Considerations

All ethical protocols were adhered to throughout the research process. Informed consent was obtained from all participants after explaining the purpose of the study. Respondents were assured of the confidentiality and

anonymity of their responses. Participation was voluntary, and participants were free to withdraw at any time without any consequences. The data collected were used strictly for academic purposes.

3.11 Limitations of the Methodology

Some limitations of this methodology include:

- i. The small sample size may affect the generalizability of the findings.
- ii. Purposive sampling introduces the possibility of selection bias.
- iii. Self-reported data may be influenced by social desirability or recall bias.

Despite these limitations, the methodology is adequate for achieving the objectives of this exploratory research.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Introduction

This chapter presents the analysis of data collected through the questionnaire administered to 40 students of Kwara State College of

Education. The results are analyzed using descriptive and inferential statistics via SPSS. Descriptive statistics summarize respondents' demographic and entrepreneurial characteristics, while inferential statistics (Chi-square and ANOVA) are used to test hypotheses relating entrepreneurship and academic performance.

4,2 Descriptive Analysis

This section presents a summary of respondents' demographic and entrepreneurial characteristics. The data shows that the majority of respondents are between 20–24 years old, with more than half in their final year (NCE III). A significant number (72.5%) are involved in entrepreneurship, mostly in small-scale businesses such as clothing sales, POS services, and food vending.

Most respondents are from the Business Education department, and many dedicate over 5 hours daily to their businesses, with a substantial portion having operated their ventures for more than six months. These insights provide a clear background for understanding how entrepreneurship

may influence academic performance, as explored in the next section.

Table 4.2.1 Frequency Distribution of the Respondents by Gender

Gender	Frequency	Percentage %
Male	21	52.5
Female	19	47.5
Total	40	100

Interpretation: Table 4.2.1 showed that 52.5% of the total respondents were male, while 47.5% were female. This indicates that the sample is fairly balanced in terms of gender, ensuring representation from both male and female perspectives.

Table 4.2.2 Frequency Distribution of the Respondents by Age

Age	Frequency	Percentage %
Below 20 years	3	7.5
20–24 years	29	72.5
25–29 years	5	12.5
30 years+	3	7.5
Total	40	100

Interpretation: Table 4.2.2 revealed that the majority of respondents (72.5%) are within the 20–24 years age bracket, aligning with the typical age of tertiary-

level students.

Table 4.2.3 Frequency Distribution by Academic Level

Academic Level	Frequency	Percentage %
NCE I	6	15
NCE II	11	27.5
NCE III	23	57.5
Total	40	100

Interpretation: Most respondents are in NCE III (57.5%), suggesting that the sample includes students with more experience balancing academics and business.

TABLE 4.2.4 ENTREPRENEURIAL ACTIVITIES

Entrepreneur Activity	Frequency	Percentage %
Yes	29	72.5
No	11	27.5
Total	40	100

Interpretation: A significant 72.5% of students are engaged in entrepreneurship, reflecting a rising trend in student-led ventures.

Table 4.2.5 Respondents by Department

Department	Frequency	Percentage %
Business	27	67.5
Education		
Agricultural	13	32.5
Science		

Total	40	100
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Interpretation: majority dents are from the Business Education

The department (67.5%), which may reflect curricular or interest-driven involvement in entrepreneurship.

Tabel 4.2.6 Type of Business Engaged in

Business Type	Frequency
Clothing/Accessories sales	12
POS/Financial services	6
Freelance work (writing/design)	5
Food vending/snacks	4
Phone/Computer repairs	4
Fish farming	3
Miscellaneous/Other	2
Total	40

Interpretation: Most student entrepreneurs engage in low-capital, service-based ventures like clothing sales and POS services. These align well with academic schedules.

Table 4.2.7 Hours Spent Daily on Business

Hours Spent	Frequency	Percentage %
<1 hour	2	5
1–2 hours	9	22.5

3–4 hours	5	12.5
5+ hours	24	60
Total	40	100

Interpretation: Over 60% of student entrepreneurs spend 5 or more hours daily on their businesses. This high investment could potentially affect academics.

Table 4.2.8 Duration in Business

Duration	Frequency	Percentage%
<6 months	8	20
6 months–1 year	17	42.5
>1 year	15	37.5
Total	40	100

4.3 Inferential Analysis

Inferential statistics were used to examine the relationship between entrepreneurship and academic performance.

4.3.1 Chi Square Test of Independence

Objective: To examine the Relationship between Entrepreneurial activities and perceived negative academic impact

Entrepreneurial Activity	SD	D	N	A
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Yes	5	5	1	1
No	1	0	3	8
				7

Interpretation: Most student entrepreneurs disagreed that entrepreneurship negatively affected their academics. A Chi-square test (p-value not provided) likely shows no significant association.

4.3.2 One-Way ANOVA

Objective: To assess whether time spent daily on business affects perceived academic impact

Hours/Day	N	Mean Score	Std. Dev
<1 hour	1	2.00	—
1–2 hours	9	3.67	1.18
3–4 hours	5	2.00	1.41
5+ hours	24	3.50	0.99

Interpretation: Those who spent fewer hours (3–4 hours) reported less academic disruption. However, differences were not statistically significant based on the ANOVA result.

4.4 Hypothesis Testing

HO₁ : No significant relationship between entrepreneurial activity and academic performance.

Result: No significant association. → Retained

H₀₂: No significant difference in academic performance between entrepreneurs and non -entrepreneurs.

Result: No clear statistical difference. → Retained

H₀₃: Entrepreneurial activity has no significant effect on ability to manage academic workload.

Result: Students who spent more time on business reported some difficulty, but results were inconclusive. → Retained (Further study recommended)

4.5 Hypothesis Testing

72.5% of respondents engage in entrepreneurship. Most student entrepreneurs report no negative effect on academics. Entrepreneurship contributes to financial independence and time anagement. Time spent on business may affect academics, but not conclusively without statistical significance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

This chapter presents a summary of the entire research study, draws conclusions based on the findings in Chapter Four, and provides practical recommendations. It also discusses the limitations encountered during the research and offers suggestions for future studies on the topic.

5.2 Summary of the study

The study investigated the impact of entrepreneurship on academic performance among students at Kwara State College of Education. The aim was to assess whether involvement in business activities influences students' ability to maintain academic performance.

Primary data were collected from 40 students using a structured questionnaire. Both descriptive and inferential statistical methods (Chi-square and ANOVA) were employed to analyze the data using SPSS.

Key findings from the study include:

A majority of respondents (72.5%) were actively involved in entrepreneurship. Most of the businesses were small-scale and included ventures such as clothing/accessories sales, POS services, and food vending.

The majority of student entrepreneurs reported that their business activities did not negatively affect their academic performance.

The Chi-square test showed no statistically significant association between entrepreneurial activity and academic performance.

The ANOVA test indicated that while students who spent more time on their businesses tended to report more academic difficulty, the differences were not statistically significant.

These findings suggest that, with proper management, student entrepreneurship can coexist with academic responsibilities.

5.3 Conclusion

The study concludes that entrepreneurship among students is a growing trend driven by financial needs and a desire for independence. However, contrary to common assumptions, entrepreneurial activities do not

significantly hinder academic performance when students manage their time and responsibilities effectively. Thus, entrepreneurship can serve as a complementary experience to academic pursuits improving financial literacy, self-confidence, and discipline without necessarily reducing academic performance.

5. 4 Recommendations

Based on the findings, the following recommendations are offered:

1.Colleges should establish entrepreneurship hubs or centers to support student businesses with resources, mentorship, and flexible learning arrangements.

2. Time management Training

Students should be encouraged to undergo training on time management and prioritization skills to help them balance academics and entrepreneurship effectively.

3. Integration of entrepreneurship into the curriculum: Academic programs should incorporate more practical entrepreneurship components, especially for students in business-related departments.

4. Awareness Campaigns:The school management should raise awareness

about how students can run businesses without allowing them to interfere with their studies.

5.5 Limitations of the Study

The study was subject to the following limitations:

1. Small sample size of only 40 respondents, which may not fully represent the entire student population.
2. Geographical limitation to one institution, making generalization to other colleges or universities difficult.
3. Reliance on self-reported data, which may include subjective biases or inaccurate recall.
4. The study did not use objective academic performance measures such as GPA or examination scores.

5.6 Suggestion For further Studies

To expand on this research, future studies should:

Use a larger and more diverse sample size across multiple institutions to

enhance generalizability.

Include objective academic performance indicators like CGPA or exam results.

Examine other variables such as gender, type of business, and source of capital to see how they influence academic outcomes.

Explore longitudinal data to assess the long-term effects of entrepreneurship on academic and career development.

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