



Time Management and Role Conflict as Predictors of Academic Performance Among Student-Entrepreneurs in Selected Public Tertiary Institutions in Lagos State, Nigeria

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Abstract: This study examined time management and role conflict as predictors of academic performance among student-entrepreneurs in three public tertiary institutions in Lagos State, Nigeria: the University of Lagos, Lagos State University, and Lagos State University of Science and Technology. Anchored in Macan's Process Model of Time Management and Katz and Kahn's Organisational Role Theory, it adopted a quantitative cross-sectional survey design. The Time Management, Role Conflict, and Academic Performance Questionnaire for Student-Entrepreneurs was validated and administered to 100 sampled student-entrepreneurs per institution, yielding 294 valid responses after screening. Two outcomes were modelled: self-reported CGPA and perceived academic performance. Analyses used descriptive statistics, Pearson correlation, and multiple regression. Role conflict significantly and negatively predicted CGPA ($\beta = -0.22$, $p < .001$), whereas time management did not ($\beta = 0.10$, $p = .124$); jointly they explained a modest but significant share of CGPA variance (Adjusted R-squared = .036, $p = .002$). For perceived performance, time management was the dominant positive predictor ($\beta = 0.40$, $p < .001$) and role conflict a weaker negative one ($\beta = -0.12$, $p < .05$). No significant gender difference emerged. Institutions should establish entrepreneurship support units and flexible scheduling to reduce role conflict.

Keywords: time management, role conflict, academic performance, student-entrepreneurs, public tertiary institutions, Lagos State, Nigeria

INTRODUCTION

The emergence of the student-entrepreneur as a distinct category within Nigerian tertiary education represents one of the most significant, yet empirically under-examined, educational phenomena of the contemporary period. A student-entrepreneur is defined, for the purposes of this study, as an individual who is simultaneously enrolled as a full-time or part-time student in an accredited tertiary institution and who actively owns or co-owns and manages a commercial venture. This dual identity is not marginal in the Nigerian context: economic conditions characterised by structural unemployment, inadequate graduate absorption capacity, and the growing normalisation of entrepreneurial pathways have made concurrent academic and business engagement increasingly common. Ayo-Sobowale and Abidat (2024) situate this within Nigeria's underemployment rate of 18.1% in the first quarter of 2023 (National Bureau of Statistics, 2023), which generates strong push factors toward student entrepreneurship as a livelihood strategy, and raises the central question of whether entrepreneurship and academic performance can be simultaneously maintained (Aladejebi & Amao-Taiwo, 2023).

Lagos State, as Nigeria's commercial and educational capital, hosts the country's largest concentration of tertiary institutions. Public universities in the state, principally the University of Lagos (UNILAG), Lagos State University (LASU), and Lagos State University of Science and Technology (LASUSTECH), collectively enrol hundreds of thousands of students annually and operate within a policy environment that formally mandates entrepreneurship education as a compulsory component of undergraduate curricula under directives from the National Universities Commission (NUC). This policy context, combined with the city's vibrant informal economy, creates fertile conditions for student entrepreneurship, and with it a rapidly growing cohort of students who, by economic necessity or entrepreneurial disposition, operate business ventures concurrently with their academic programmes.

The problem this reality poses is both structural and behavioural. Structurally, the student-entrepreneur faces a binding time-budget constraint: the same twenty-four-hour day must accommodate academic obligations, including attending lectures, completing assignments, and preparing for examinations, and entrepreneurial obligations, including managing operations, serving customers, handling finances, and navigating regulatory requirements. Behaviourally, individuals vary considerably in their capacity to manage these competing demands. Students with strong time management behaviours may navigate the dual commitment more successfully, whereas those with weaker behaviours are at elevated risk of academic underperformance. A study at the University of Lagos by Aladejebi and Amao-Taiwo (2023) found that student-entrepreneurs face a spectrum of challenges, including inadequate institutional support, time scarcity, and role tension between academic and business commitments, that may compromise academic outcomes.

Compounding this structural constraint is the psychological phenomenon of role conflict. Drawing on Katz and Kahn's (1978) role theory, when an individual simultaneously occupies the roles of student and entrepreneur, each with distinct behavioural expectations, time demands, and identity obligations, the incompatibility of those expectations generates role conflict. Recent evidence from two Ghanaian public universities confirms that students who experience high role conflict due to entrepreneurial engagement demonstrate significantly lower academic performance than those with lower role conflict (Obeng & Kumah, 2025), and research on academic entrepreneurs in Chinese universities similarly reveals that inter-role conflicts operate as performance-impairment mechanisms (Yin et al., 2025). While entrepreneurial engagement can cultivate transferable competencies such as discipline and problem-solving (Obeng & Kumah, 2025), the structural competition for time and cognitive resources between the two roles remains a persistent threat to academic performance.

Despite these compounding factors, no published quantitative study has jointly examined the predictive roles of time management and role conflict on student-entrepreneurs' academic performance within the Lagos State public tertiary institution context, nor distinguished between effects on objective and perceived performance. The present study addresses this gap by investigating both constructs as predictors of academic performance, using both an objective measure (self-reported CGPA) and a perceptual measure (self-appraised academic performance). By examining both outcomes, the study distinguishes between effects on measured grade attainment and effects on students' subjective sense of academic functioning, a distinction that proves analytically important in the findings reported below.

AIM AND OBJECTIVES OF THE STUDY

The overarching aim of this study is to determine the extent to which time management behaviours and role conflict predict the academic performance of student-entrepreneurs in selected public tertiary institutions in Lagos State, Nigeria. Specifically, the study sought to:

- Determine the extent to which time management predicts the academic performance of student-entrepreneurs in selected public tertiary institutions in Lagos State.
- Determine the extent to which role conflict predicts the academic performance of student-entrepreneurs in selected public tertiary institutions in Lagos State.
- Examine the joint predictive effect of time management and role conflict on the academic performance of student-entrepreneurs in selected public tertiary institutions in Lagos State.
- Examine whether academic performance among student-entrepreneurs differs significantly by gender.

LITERATURE REVIEW: CONCEPTUAL REVIEW

Student Entrepreneurship

Student entrepreneurship denotes the concurrent pursuit of formal tertiary education and active ownership or management of a business venture (Holienka et al., 2016; Sieger et al., 2011). It is conceptually distinct from entrepreneurial intention and from entrepreneurship education: the student-entrepreneur has moved beyond intention and instruction to active engagement in business operation. In the Nigerian context, student entrepreneurship carries distinctive characteristics not fully captured by Western conceptualisations. First, it is predominantly necessity-driven: Aladejebi and Amao-Taiwo (2023), in their mixed-methods study at UNILAG, found that financial pressure, including the need to fund tuition, accommodation, and subsistence, was the primary motivation for student entrepreneurship. Second, student ventures in Nigeria are predominantly concentrated in the informal economy, spanning trade, digital services, food and beverage, fashion, logistics, and artisanal production, and are characterised by irregular time demands, unpredictable income flows, and limited access to formal business support, all of which intensify the role conflict experienced by the student-entrepreneur.

Academic Performance

Academic performance in Nigerian public tertiary institutions is most commonly operationalised as the Cumulative Grade Point Average (CGPA), computed by aggregating weighted grade points across all completed courses. On the five-point scale adopted by most Nigerian universities, classifications correspond to First Class (4.50 to 5.00), Second Class Upper (3.50 to 4.49), Second Class Lower (2.40 to 3.49), Third Class (1.50 to 2.39), and Pass (1.00 to 1.49). Self-reported CGPA is adopted here for the objective outcome, consistent with established precedent: Kuncel, Crede, and Thomas (2005), in a meta-analysis of the validity of self-reported academic outcomes, found high correlations between self-reported

and official GPA ($r = .82$ to $.90$). Recognising York, Gibson, and Rankin's (2015) caution that academic performance encompasses dimensions beyond CGPA, the study supplements CGPA with a five-item perceived academic performance scale assessing satisfaction, timely completion of coursework, class participation, grade-ability correspondence, and examination preparation.

Time Management

Time management is conceptualised as a form of decision-making used by individuals to structure, protect, and adapt their time to changing conditions (Aeon et al., 2021). Three sub-dimensions are adopted from Macan's (1994) model: goal-setting and prioritisation, mechanics of time management, and preference for organisation. In the student-entrepreneur context, time management is not merely an academic skill but a business-critical competency. Iweala and Wodi (2026), in a study of 470 students across public universities in Rivers State, found that goal-setting and prioritisation were the strategies most strongly associated with academic performance, and recommended the integration of time management training into student orientation programmes.

Role Conflict

Role conflict refers to the simultaneous occurrence of two or more sets of role pressures such that compliance with one makes compliance with the other more difficult (Kahn et al., 1964; Katz & Kahn, 1978). For the student-entrepreneur, role conflict manifests along the three dimensions identified by Greenhaus and Beutell (1985): time-based conflict, in which hours spent managing a business are unavailable for studying; strain-based conflict, in which business stresses generate anxiety that reduces study effectiveness; and behaviour-based conflict, in which the assertive, results-driven orientation of the entrepreneur clashes with the patient, analytical disposition demanded by academic study.

THEORETICAL REVIEW

Macan's Process Model of Time Management (1994)

The primary theoretical framework anchoring the time management construct is Macan's Process Model of Time Management (Macan, 1994). Macan proposed that time management is a three-stage process. In the first stage, training and individual aptitude influence the adoption of three clusters of behaviours: setting goals and priorities; the mechanics of time management, comprising list-making, scheduling, and diary management; and a general dispositional preference for organisation. In the second stage, consistent engagement in these behaviours generates a psychological outcome, perceived control of time. In the third stage, perceived control of time mediates the relationship between time management behaviours and downstream outcomes including academic performance, satisfaction, and reduced tension. The model has been extensively validated: a meta-analysis by Aeon, Faber, and Panaccio (2021), drawing on 158 primary studies, confirmed that time management is moderately but significantly related to academic achievement ($r = .24$), job performance ($r = .22$), and subjective well-being ($r = .40$). For the student-entrepreneur, the model is particularly applicable because the dual demands of academic and entrepreneurial

engagement create exactly the multi-role, high-pressure time environment for which it was designed.

Katz and Kahn's Organisational Role Theory (1978)

The role conflict construct is theorised through Katz and Kahn's Organisational Role Theory (Katz & Kahn, 1978). Building on Kahn et al. (1964), the theory conceives of an organisational role as a set of recurring actions appropriately interrelated with the actions of others to yield a predictable outcome. Role conflict arises when the expectations associated with one role are incompatible with those of another, creating psychological strain. Greenhaus and Beutell (1985) extended this framework by identifying time-based, strain-based, and behaviour-based interrole conflict, all three of which are directly applicable to the student-entrepreneur. The relevance of the framework is corroborated by Yin, Jiang, and Tong (2025), who found that inter-role and inter-sender conflicts are the primary sources of role pressure for individuals simultaneously holding academic and entrepreneurial identities, and by Obeng and Kumah (2025), who demonstrated that higher entrepreneurial role conflict significantly predicts lower academic performance.

EMPIRICAL REVIEW

This section reviews nine empirical studies that bear directly on the relationships examined in the present investigation, spanning the time management-performance link, the role conflict-performance link, and the specific student-entrepreneur context across African, Asian, and Middle Eastern settings.

Macan, Shahani, Dipboye, and Phillips (1990)

Administered the Time Management Behaviour Scale to 165 college students in the United States and found significant positive correlations between time management behaviours and grade point average ($r = .26$, $p < .05$), alongside lower academic stress. The study established the empirical template that subsequent work has repeatedly replicated and provided the behavioural sub-dimensions adopted in the present instrument.

Britton and Tesser (1991)

Examined the effects of time-management practices on college grades among university students and demonstrated that short-range planning and time attitudes were significant predictors of cumulative grade performance, in some analyses accounting for more variance than aptitude test scores. Their work reinforced the claim that time management is a modifiable behavioural competency rather than a fixed trait, supporting the case for institutional training interventions.

Aeon, Faber, and Panaccio (2021)

Conducted a meta-analysis of 158 primary studies published in PLOS ONE and reported a moderate but robust positive association between time management and academic

achievement ($r = .24$), job performance ($r = .22$), and well-being ($r = .40$). Crucially, the effect on performance strengthened over time, and the relationship was mediated through perceived control of time, the precise mechanism proposed by Macan's process model and one that frames the dual-outcome design of the present study.

El Menawy et al. (2025)

Surveyed 390 medical, dental, and pharmacy students at the University of Sharjah, United Arab Emirates, using Britton and Tesser's Time Management Questionnaire alongside self-reported GPA. Analysis of variance and correlation revealed a strong positive relationship between time management skill and GPA, with high scorers substantially outperforming moderate and low scorers, extending the model to a non-Western healthcare-education context comparable in academic pressure to that of Nigerian professional programmes.

Iweala and Wodi (2026)

Studied 470 final-year students across public universities in Rivers State, Nigeria, with an instrument validated at Cronbach's alpha of .85. Pearson correlation confirmed significant positive relationships between goal-setting, prioritisation, and scheduling strategies and academic performance ($p < .05$), with female students scoring marginally higher on goal-setting. The authors recommended integrating time management training into student orientation, a recommendation with direct relevance to student-entrepreneur support.

Akinyemi, Lawal, and Bamiro (2022)

Examined 1,800 respondents across seven public tertiary institutions in Lagos State and found that while class size had a significant negative effect on academic performance, time management had no significant relationship with academic performance ($p > .05$) in the general student population. This counter-finding within the very setting of the present study underscores the context-sensitivity of the time management-performance link and foreshadows the divergent pattern observed here between objective and perceived outcomes.

Obeng and Kumah (2025)

Investigated 398 students at two Ghanaian public universities using stratified random sampling and found that students who devoted substantial time to entrepreneurial activities experienced significant academic performance decrements, with time-based and strain-based conflict as the primary mechanisms and role conflict significantly negatively correlated with GPA. The West African institutional context makes this the closest empirical comparator to the present investigation.

Yin, Jiang, and Tong (2025)

Examined 26 academic entrepreneurs at a Chinese research university through semi-structured interviews, published in *Humanities and Social Sciences Communications*. They

confirmed the presence of both inter-role conflicts and inter-sender conflicts, and identified a paradox whereby certain coping strategies, such as role compartmentalisation, inadvertently intensified tensions with colleagues and administrators, suggesting that role conflict is a systemic problem requiring institutional as well as individual solutions.

Liao, Liu, and Li (2022)

Applied structural equation modelling to data from 525 university teachers across 17 higher-education institutions in southern China and found that role conflict had a significant negative effect on perceived behavioural control ($\beta = -.23, p < .01$) and a negative indirect effect on academic entrepreneurial intent. Although focused on faculty, the study provides quantitative confirmation of the directional relationship between role conflict and performance-relevant outcomes that anchors the hypotheses below.

Taken together, the nine studies establish two robust but context-sensitive expectations: that time management is generally, though not universally, associated with stronger academic outcomes, and that role conflict consistently depresses performance-relevant outcomes. The Lagos-based counter-evidence (Akinyemi et al., 2022) and the scarcity of quantitative student-entrepreneur studies in Nigeria together justify the hypotheses formulated below.

RESEARCH HYPOTHESES

Arising from the reviewed literature, the following null hypotheses were tested at the .05 level of significance:

- H01: Time management does not significantly predict the academic performance of student-entrepreneurs in selected public tertiary institutions in Lagos State.
- H02: Role conflict does not significantly predict the academic performance of student-entrepreneurs in selected public tertiary institutions in Lagos State.
- H03: Time management and role conflict do not jointly predict the academic performance of student-entrepreneurs.
- H04: There is no significant difference in academic performance between male and female student-entrepreneurs.

MATERIALS AND METHODS

Research Design

This study adopted a quantitative cross-sectional survey design. The design is appropriate for testing theoretically derived hypotheses about relationships between variables using numerical measures and inferential statistics (Creswell, 2014). A cross-sectional design was chosen because the study aimed to capture the relationships between time management, role conflict, and academic performance at a single point in time during a period of active student-entrepreneurial engagement. This design limitation is acknowledged: it precludes

causal inference, and the study is accordingly framed in terms of predictive rather than causal relationships.

Population and Sample

The target population comprised all students simultaneously enrolled in UNILAG, LASU, or LASUSTECH and actively engaged in owning or managing a business venture. Given the absence of institutional registries of student-entrepreneurs, the accessible population was operationally defined through purposive engagement with departmental entrepreneurship clubs, university enterprise centres, student business associations, and peer-referral networks at each institution. Sampling proceeded in two stages. First, purposive sampling was used to select the three institutions on grounds of their status as the principal public university-level institutions in Lagos State, their geographic distribution, and established institutional access. Second, stratified random sampling was applied within each institution, sampling 100 eligible student-entrepreneurs per institution, stratified by academic level and faculty, to give a design target of 300 respondents. A screening item excluded respondents not engaged in a business venture. After screening out ineligible returns and applying the per-institution cap of 100, a final analytic sample of 294 valid responses was retained, distributed across UNILAG ($n = 96$), LASU ($n = 98$), and LASUSTECH ($n = 100$).

Instrumentation

Data were collected using the Time Management, Role Conflict, and Academic Performance Questionnaire for Student-Entrepreneurs (TMRCAP-SE), a structured instrument comprising four sections. Section A captured demographic and business-profile data. Section B measured time management using 14 items derived from Macan's (1994) dimensions. Section C measured role conflict using 14 items reflecting Greenhaus and Beutell's (1985) time-based, strain-based, and behaviour-based dimensions. Section D measured academic performance using self-reported CGPA together with a five-item perceived academic performance scale. All Likert items were scored on a five-point scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Content validity was established through expert review, and reliability was confirmed through pilot testing and full-sample analysis; all subscales exceeded the .70 threshold recommended by Nunnally (1978), with Cronbach's alpha of .91 (time management), .94 (role conflict), and .87 (perceived academic performance).

Data Collection and Analysis

Questionnaires were administered electronically (Google Forms) with the support of trained research assistants at each institution. Participation was voluntary, and respondents were assured of anonymity and the strictly academic purpose of data collection. Completed responses were coded, cleaned, and analysed. Descriptive statistics summarised the sample and the study variables. Pearson's Product-Moment Correlation was used to test Hypotheses 1 and 2 and to examine bivariate relationships. Multiple linear regression (enter method) was used to test Hypothesis 3, and an independent-samples t-test was used to test Hypothesis 4. Two dependent variables were modelled: self-reported CGPA (objective performance) and mean perceived academic performance (subjective performance).

Regression assumptions, including linearity, normality of residuals, homoscedasticity, and absence of multicollinearity (variance inflation factor < 5), were checked prior to interpretation. Statistical significance was set at $\alpha = .05$.

RESULTS AND ANALYSIS

Demographic and Business Profile of Respondents

The final sample of 294 student-entrepreneurs was approximately balanced by gender (145 males, 49.3%; 149 females, 50.7%) and by institution. The modal age band was 21 to 25 years (68.7%), and the largest level cohort was 300 level (42.9%). In terms of business intensity, 42.2% of respondents devoted 11 to 20 hours per week to their ventures and a further 16.3% devoted more than 20 hours weekly, underscoring the substantial time commitment competing with academic obligations. Table 1 summarises the demographic and business profile.

Table 1: Demographic and Business Profile of Respondents (N = 294)

Variable	Category	Frequency	Percentage
Gender	Male	145	49.3
	Female	149	50.7
Institution	UNILAG	96	32.7
	LASU	98	33.3
	LASUSTECH	100	34.0
Age (years)	16-20	55	18.7
	21-25	202	68.7
	26-30	36	12.2
	Above 30	1	0.3
Level of study	100	21	7.1
	200	54	18.4
	300	126	42.9
	400	82	27.9
	500	11	3.7
Business hours/week	Less than 5	24	8.2
	5-10	98	33.3
	11-20	124	42.2
	More than 20	48	16.3

Percentages may not sum to exactly 100 due to rounding.

Descriptive Statistics and Reliability of Study Variables

Table 2 presents the means, standard deviations, and reliability coefficients for the three composite variables. Respondents reported relatively high time management ($M = 3.79$, $SD = 0.57$) and moderate role conflict ($M = 3.30$, $SD = 0.79$). The mean self-reported CGPA was 3.42 ($SD = 0.66$), corresponding on average to the Second Class Upper / Second Class Lower boundary, and mean perceived academic performance was 3.48 ($SD = 0.76$). All subscales demonstrated high internal consistency.

Table 2: Descriptive Statistics and Reliability of Study Variables

Variable	No. of items	Mean	SD	Cronbach's alpha
Time management	14	3.79	0.57	.91
Role conflict	14	3.30	0.79	.94
Perceived academic performance	5	3.48	0.76	.87
Self-reported CGPA	1	3.42	0.66	-

N = 294 for scale variables; N = 292 for CGPA (two invalid entries excluded).

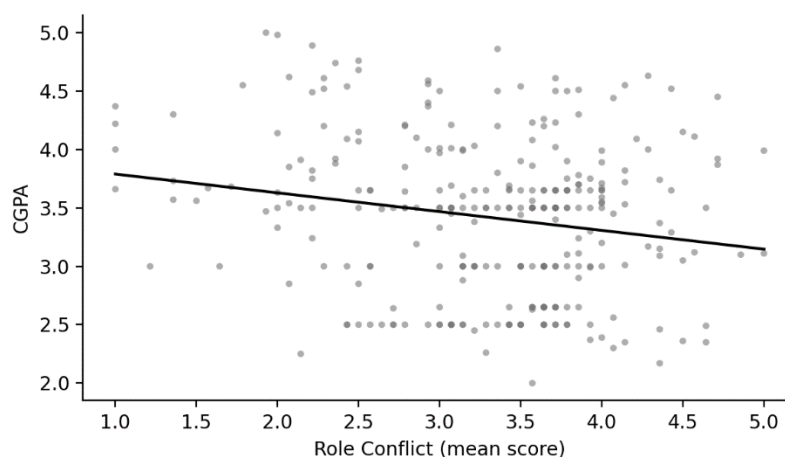
Correlation Analysis

Table 3 reports the zero-order Pearson correlations among the study variables. Role conflict was significantly and negatively correlated with CGPA ($r = -.19$, $p = .001$), supporting the expected direction. Time management was not significantly correlated with CGPA ($r = .01$, $p = .816$). By contrast, time management was strongly and positively correlated with perceived academic performance ($r = .38$, $p < .001$), whereas role conflict was not ($r = .05$, $p = .569$). Time management and role conflict were moderately positively correlated ($r = .37$, $p < .001$), indicating that more entrepreneurially demanding students also reported greater use of time-management behaviours.

Table 3: Pearson Correlation Matrix of Study Variables

Variable	1	2	3	4
1. Time management	1.00			
2. Role conflict	.37**	1.00		
3. Perceived performance	.38**	.05	1.00	
4. CGPA	.01	-.19**	.36**	1.00

** $p < .01$. N = 292.

**Figure 1: Scatterplot of role conflict against CGPA with linear fit line.**

Test of Hypotheses

Each of the four null hypotheses is tested in turn below, with the relevant statistical table presented directly beneath the hypothesis to which it applies. Hypotheses 1 to 3 were tested

with multiple linear regression using self-reported CGPA as the objective dependent variable; a parallel model using perceived academic performance is reported under Hypothesis 3 to provide a fuller account of the outcome. Hypothesis 4 was tested with an independent-samples t-test.

Hypothesis One (H01)

H01 stated that time management does not significantly predict the academic performance of student-entrepreneurs. As shown in Table 4, time management did not significantly predict CGPA ($\beta = 0.10$, $t = 1.54$, $p = .124$). Since $p > .05$, the null hypothesis was not rejected: time management is not a significant direct predictor of objective academic performance in this sample.

Table 4: Regression of Time Management on Self-Reported CGPA (H01; N = 292)

Predictor	B	SE B	beta	t	p	Decision on H01
Time management	0.11	0.07	0.10	1.54	.124	Not rejected

Dependent variable: CGPA. Coefficient from the two-predictor model. Significance level = .05.

Hypothesis Two (H02)

H02 stated that role conflict does not significantly predict the academic performance of student-entrepreneurs. As shown in Table 5, role conflict significantly and negatively predicted CGPA ($\beta = -0.22$, $t = -3.59$, $p < .001$). Since $p < .05$, the null hypothesis was rejected: higher role conflict is associated with significantly lower objective academic attainment.

Table 5: Regression of Role Conflict on Self-Reported CGPA (H02; N = 292)

Predictor	B	SE B	beta	t	p	Decision on H02
Role conflict	-0.19	0.05	-0.22	-3.59	< .001	Rejected

Dependent variable: CGPA. Coefficient from the two-predictor model. Significance level = .05.

Hypothesis Three (H03)

H03 stated that time management and role conflict do not jointly predict the academic performance of student-entrepreneurs. As shown in Table 6, the two predictors jointly produced a statistically significant regression model for CGPA, $F(2, 289) = 6.49$, $p = .002$, accounting for a modest proportion of variance ($R\text{-squared} = .043$, Adjusted $R\text{-squared} = .036$). Since $p < .05$, the null hypothesis was rejected. Multicollinearity was not a concern ($VIF = 1.16$ for both predictors). The joint effect on objective grades, though significant, is small and is driven principally by role conflict. To provide a fuller account of academic performance, the same predictors were regressed on perceived academic performance (Table 7). In this model, time management was the dominant positive predictor ($\beta = 0.40$, $t = 6.88$, $p < .001$) and role conflict a weaker but significant negative predictor ($\beta = -0.12$, $t = -2.04$, $p = .042$). The model was highly significant, $F(2, 291) = 23.82$, $p < .001$,

explaining 14.1% of the variance (Adjusted R-squared = .135). The contrast between the two models is the central empirical finding of the study: time management strongly shapes how student-entrepreneurs appraise their academic functioning but does not, in isolation, translate into higher measured grades, whereas role conflict exerts a consistent depressive effect on both outcomes.

Table 6: Joint Multiple Regression Predicting Self-Reported CGPA (H03; N = 292)

Predictor	B	SE B	beta	t	p
Constant	3.63	0.26	-	13.70	< .001
Time management	0.11	0.07	0.10	1.54	.124
Role conflict	-0.19	0.05	-0.22	-3.59	< .001

R-squared = .043; Adjusted R-squared = .036; $F(2, 289) = 6.49$, $p = .002$. VIF = 1.16 for both predictors. Decision on H03: rejected.

Table 7: Joint Multiple Regression Predicting Perceived Academic Performance (N = 294)

Predictor	B	SE B	beta	t	p
Constant	1.84	0.28	-	6.48	< .001
Time management	0.53	0.08	0.40	6.88	< .001
Role conflict	-0.11	0.06	-0.12	-2.04	.042

R-squared = .141; Adjusted R-squared = .135; $F(2, 291) = 23.82$, $p < .001$.

Hypothesis Four (H04)

H04 stated that there is no significant difference in academic performance between male and female student-entrepreneurs. As shown in Table 8, an independent-samples t-test found that male respondents ($M = 3.46$, $SD = 0.67$) did not differ significantly from female respondents ($M = 3.39$, $SD = 0.65$), $t(290) = 0.79$, $p = .431$. Since $p > .05$, the null hypothesis was not rejected: academic performance did not differ significantly by gender in this sample.

Table 8: Independent-Samples t-Test of CGPA by Gender (H04; N = 292)

Gender	n	Mean	SD	t	df	p	Decision on H04
Male	144	3.46	0.67	0.79	290	.431	Not rejected
Female	148	3.39	0.65				

Dependent variable: CGPA. Levene-adjusted (Welch) t-test. Significance level = .05.

Figure 2 displays the distribution of self-reported CGPA across the sample, which was approximately normal and centred on the Second Class Upper / Second Class Lower boundary, consistent with the descriptive statistics reported in Table 2.

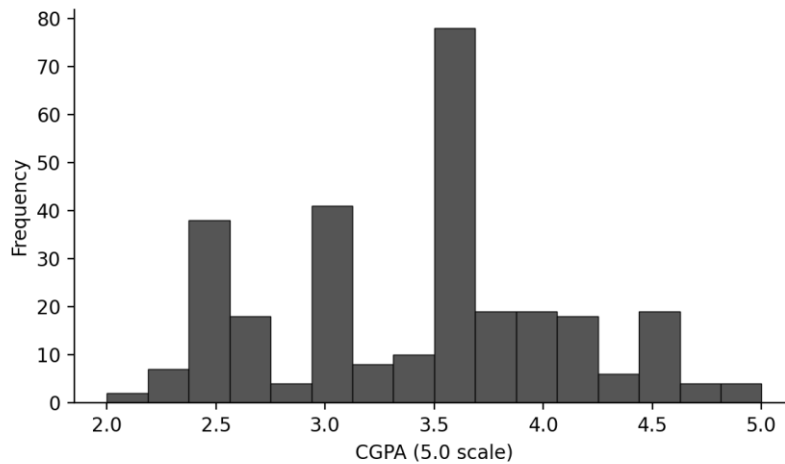


Figure 2: Distribution of self-reported CGPA among student-entrepreneurs (N = 292).

Table 9: Summary of Hypothesis Testing

Hypothesis	Statistical test	Result	Decision
H01: TM does not predict performance	Regression (CGPA)	beta = 0.10, p = .124	Not rejected
H02: RC does not predict performance	Regression (CGPA)	beta = -0.22, p < .001	Rejected
H03: TM and RC jointly do not predict	Regression (CGPA)	F = 6.49, p = .002	Rejected
H04: No gender difference	t-test	t = 0.79, p = .431	Not rejected

TM = time management; RC = role conflict. For perceived academic performance, time management was a significant positive predictor (beta = 0.40, p < .001).

DISCUSSION OF FINDINGS

The findings offer a nuanced and, in one respect, unexpected picture of how time management and role conflict relate to the academic performance of student-entrepreneurs in Lagos State public tertiary institutions. Three principal patterns emerged, each of which is discussed in relation to the theoretical framework and prior literature.

First, role conflict significantly and negatively predicted objective academic performance (CGPA), a result that directly supports Katz and Kahn's (1978) role theory and the resource-depletion logic underpinning it. Student-entrepreneurs who reported greater incompatibility between their academic and business roles achieved measurably lower grades. This finding aligns closely with Obeng and Kumah (2025), whose West African sample showed comparable academic decrements attributable to time-based and strain-based conflict, and with Liao et al. (2022), who documented the negative influence of role conflict on performance-relevant outcomes. The proximity of the Ghanaian institutional context to the Nigerian setting strengthens confidence in the generalisability of this result across West African higher education. The descriptive data reinforce the interpretation: a substantial share of respondents devoted eleven or more hours per week to their ventures, and role conflict scores were moderate-to-high, indicating that the competition for finite time, energy, and attention is a lived reality for this population.

Second, and contrary to a large body of prior research, time management did not significantly predict objective CGPA. At first glance this appears to diverge from Macan's (1994) process model and the meta-analytic evidence of Aeon et al. (2021). However, the

result is neither anomalous nor inconsistent with the broader literature once context is considered. It closely replicates the counter-finding of Akinyemi et al. (2022), who likewise found no significant time management-performance relationship in a large Lagos State sample. Two explanations are plausible. The first is a ceiling and restriction-of-range effect: respondents reported uniformly high time management ($M = 3.79$), compressing variance and attenuating the observable association with grades. The second, and theoretically more interesting, explanation follows Macan's own model, in which time management influences performance indirectly through perceived control of time rather than directly. Consistent with this mediated pathway, time management was the strongest predictor of perceived academic performance in the present study. Among student-entrepreneurs, whose time is structurally overcommitted, effective scheduling and prioritisation may be necessary for maintaining a sense of academic control without being sufficient, on their own, to raise measured grades when role conflict remains high.

Third, the divergence between the two dependent variables is itself a substantive contribution. Time management strongly predicted how students appraised their academic functioning (perceived performance) but not their actual attainment (CGPA), whereas role conflict depressed both. This dissociation cautions against treating self-appraised and objectively measured academic performance as interchangeable, echoing York et al. (2015). For the student-entrepreneur, good time-management habits appear to buffer the subjective experience of academic strain, but the objective academic cost of role conflict persists unless the structural sources of that conflict are addressed. This supports the view advanced in the integrative literature that effective performance in both domains requires institutional and structural support alongside individual behavioural skill.

Finally, the absence of a significant gender difference in CGPA indicates that the academic consequences of student entrepreneurship are borne comparably by male and female student-entrepreneurs in this context. While Iweala and Wodi (2026) reported slightly higher time-management scores among female students, that difference did not translate into a grade advantage here, suggesting that the structural pressures of the dual role operate similarly across gender.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study examined time management and role conflict as predictors of academic performance among 294 student-entrepreneurs in three public tertiary institutions in Lagos State, Nigeria. Role conflict emerged as a significant negative predictor of objective academic performance, confirming that the incompatibility between academic and entrepreneurial roles carries a real and measurable academic cost. Time management, although not a significant direct predictor of CGPA, was the strongest predictor of students' perceived academic performance, consistent with a mediated pathway operating through perceived control of time. Jointly, the two constructs significantly predicted CGPA, and no significant gender difference in performance was found. The central conclusion is that mitigating role conflict, rather than time-management training alone, is the more consequential lever for protecting the objective academic attainment of student-entrepreneurs.

Recommendations

On the basis of these findings, the following recommendations are made:

Public tertiary institutions in Lagos State should establish dedicated entrepreneurship support units that provide structured mentoring and help student-entrepreneurs manage the competing demands of their dual roles, thereby directly targeting the role conflict shown here to depress academic attainment.

Institutions should implement flexible academic scheduling policies, such as recorded lectures, flexible deadlines, and blended learning options, to reduce the time-based and strain-based conflict that arises when business and academic obligations collide.

Because time management strongly shapes students' sense of academic control, time-management and prioritisation training should be integrated into orientation and entrepreneurship-education curricula, while recognising that such training is a complement to, not a substitute for, structural measures that reduce role conflict.

Academic advisers and counselling units should be sensitised to the specific strain-based pressures experienced by student-entrepreneurs, given the moderate-to-high role conflict and substantial weekly business hours documented in this sample.

Future research should employ longitudinal and mixed-methods designs to establish causal pathways, incorporate perceived control of time as a mediator, and examine the moderating role of business type and intensity.

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