

ACADEMIC DISRUPTIONS AND BUSINESS SUSTAINABILITY OF UNIVERSITY OF LAGOS CAMPUS ENTREPRENEURS.

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Abstract

This study delves into the intricate influence of academic disruptions on the sustainability of businesses run by campus entrepreneurs at the University of Lagos. Employing a descriptive survey method and utilizing the Academic Disruptions and Campus Entrepreneurs Business Sustainability Questionnaire (ADCEBSQ), data were gathered from a sample of 99 campus entrepreneurs selected through purposive sampling. Through the lens of linear regression analysis, the study explores the correlations and predictive capabilities among various factors. Notably, the findings reveal a significant influence of internal crises on the sustainability of campus entrepreneurs' ventures ($R = .617a$, $p < 0.05$). Furthermore, the study sheds light on the profound influence of global health disruptions, with the COVID-19 pandemic standing out as a prominent example ($R = .639a$, $p < 0.05$). In light of these revelations, the research underscores the critical need for proactive measures in the form of comprehensive business continuity plans. These strategies should encompass adaptable frameworks for remote work arrangements, diversified supply chains, and the exploration of alternative revenue streams. By embracing such proactive approaches, campus entrepreneurs can better navigate and mitigate the adverse influence of academic disruptions, ensuring the long-term sustainability and resilience of their businesses.

Keywords: Academic Disruptions, internal Crisis, ASUU strike, Global Health Disruptions, COVID-19, Business sustainability.

Background to the Study

The sustainability of businesses has become an increasingly scrutinized topic due to a confluence of factors, spanning economic fluctuations, environmental concerns, social dynamics, and shifts in career trajectories. This heightened attention was particularly accentuated by the emergence of the COVID-19 pandemic in late 2019, which swiftly escalated into a global crisis, disrupting virtually every facet of human existence and endeavor. The multifaceted manifestations of the virus, coupled with the resultant measures implemented worldwide to mitigate its spread, have catalyzed a wave of adaptations and transformations within the business landscape. From the implementation of

stringent lockdowns to the enforcement of social distancing protocols and the widespread utilization of face masks, the response to the pandemic has necessitated unparalleled resilience and innovation across industries. Many lives were tragically lost, while countless individuals experienced economic hardships, and numerous businesses, both large and small, grappled with existential threats posed by the unprecedented upheaval. According to Apedo-Amah et al.(2020), the COVID-19 outbreak led many firms to close or reduce operations, with a large drop in sales, and significant adjustments in employment. In addition to the profound impacts wrought by the COVID-19 pandemic, Nigerian

universities, including the prestigious University of Lagos (UNILAG), have faced significant disruptions stemming from prolonged strikes initiated by the Academic Staff Union of Universities (ASUU). These strikes, often prompted by contentious issues such as the government's introduction of the Integrated Payroll and Personnel Information System (IPPIS), have resulted in protracted interruptions to academic activities, triggering widespread repercussions across the higher education landscape. Such disruptions have engendered protracted deadlocks between the union and governmental authorities, exacerbating tensions within the university community and impeding the resolution of critical issues affecting academic operations.

The reverberations of these disruptions extend far beyond the confines of academia, permeating deeply into the entrepreneurial ecosystem flourishing within the hallowed halls of UNILAG. Campus entrepreneurs, comprising a diverse array of students and alumni, constitute a vital cornerstone of the university's economic vibrancy and community dynamism. However, the sustainability of their ventures is intricately intertwined with the stability and continuity of academic operations. Consequently, the spate of strikes and ensuing academic standstills has precipitated a cascade of challenges for these enterprising individuals, who rely heavily on student patronage and campus foot traffic to sustain their businesses. Strike actions bring immediate crippling of the patronage of business on campus and if the duration of the strike extends for a long time, some businesses will fold up. The economic lives of those whose business activities depend on the tertiary institutions for survival are as well affected (Anonaba, 2015; Idowu et.al, 2018). With the exodus of students and faculty members from deserted campuses, these entrepreneurs have found themselves grappling with a precipitous decline in customer bases and revenue streams, necessitating urgent and often drastic measures to weather the storm.

In light of these myriad challenges, this study endeavors to delve into the nuanced

dynamics underpinning the intersection of academic disruptions and business sustainability, with a specific focus on the experiences of UNILAG Campus Entrepreneurs. Through a comprehensive examination of the internal crises besetting these enterprising individuals, the ramifications of national strikes such as those instigated by ASUU, and the broader reverberations of global health crises like the COVID-19 pandemic, this research seeks to elucidate the resilience and adaptability of campus entrepreneurs in the face of multifaceted challenges. By unraveling the intricacies of this complex nexus, the study aims to furnish invaluable insights that can inform the formulation of targeted interventions, institutional support mechanisms, and entrepreneurial education initiatives geared towards fostering the resilience and longevity of campus-based enterprises amidst turbulent times.

Statement of the Problem

Despite concerted efforts by educational unions to engage in dialogue and resolve issues on service conditions in Nigerian Universities, the persistence of strikes has entrenched itself as an alarming reality. Amidst these battles for reform, it is invariably the grassroots—the students and university workers—who find themselves bearing the brunt of the turmoil. As the adage goes, "when two elephants fight, the grass suffers." This adage encapsulates the enduring struggle between Nigerian university workers and students, a conflict that shows no signs of relenting. Meanwhile, amidst these disruptions, notable instances such as China's implementation of the "Suspending Classes without Stopping Learning" education emergency management policy during the pandemic underscore the critical importance of exploring the coping strategies employed by lecturers, students, and campus entrepreneurs during times of strikes and academic disruptions. Studies by Enesi and Ibrahim (2021) shed light on the dire predicament of entrepreneurs, particularly those operating within university campuses, grappling with challenges ranging

from loss of competent staff due to reduced salaries to diminished revenue, lack of patronage, and governmental insincerity in addressing prevailing challenges. Within the University of Lagos, these multifaceted problems converge, leading to a pervasive lack of sustainability for campus entrepreneurs. The identified culprits encompass internal crises, the ongoing challenge of balancing various factors, national academic disruptions typified by ASUU Strikes, internal crisis and the global health disruptions posed by the COVID-19 pandemic. The urgency of addressing these disruptions and their deleterious impact on the sustainability of University of Lagos campus entrepreneurs and their businesses cannot be overstated. There exists an imperative need to comprehensively investigate these issues and formulate solutions to safeguard the continuity and sustainability of businesses operating within the university ecosystem. It is against this backdrop that this study seeks to provide empirical evidence on the impact of academic disruptions on the business sustainability of Entrepreneurs at the University of Lagos.

Aim and Objectives of the Study

The study aims to examine the influence of academic disruptions on the business sustainability of Entrepreneurs at the University of Lagos. Specific objectives are to:

- i. Assess the influence of internal crisis on the business sustainability of Campus Entrepreneurs at the University of Lagos.
- ii. Examine the influence of National academic disruptions (ASUU Strike) on the business sustainability of Campus Entrepreneurs at the University of Lagos.
- iii. Evaluate the influence of global health disruptions (COVID-19) on business sustainability of Campus Entrepreneurs in the University of Lagos.

Research Questions

The following research questions are formulated to aid the study:

- i. What are the influences of the internal crisis on the business sustainability of Campus Entrepreneurs at the University of Lagos?
- ii. How do National academic disruptions (ASUU Strike) affect the business sustainability of Campus Entrepreneurs at the University of Lagos?
- iii. In what ways do global health disruptions (COVID-19) influence the business sustainability of Campus Entrepreneurs at the University of Lagos?

Research Hypotheses

Three hypotheses have been formulated for this study as follows:

H₀: Internal crisis has no significant influence on the business sustainability of Campus Entrepreneurs at the University of Lagos.

H₀: National academic disruptions (ASUU Strike) have no significant influence on the business sustainability of Campus Entrepreneurs at the University of Lagos.

H₀: Global health disruptions (COVID-19) have no significant influence on the business sustainability of Campus Entrepreneurs at the University of Lagos.

Literature Review

Academic Disruption in Nigerian Universities

The Nigerian tertiary education landscape has been marred by a series of academic disruptions, exacerbated by various factors including but not limited to the COVID-19 pandemic. Before the early 1990s, most academic disruptions in Nigerian universities were caused by student agitations (Tor-Akwer et al., 2023). However, tertiary education in Nigeria has faced significant challenges in recent years due to labor disputes involving both academic (ASUU) and non-academic staff. These disruptions have consistently placed students in unfavorable conditions, disrupting academic programs (Tor-Akwer et al., 2023).

In the context of Nigerian universities, these academic disruptions have had profound consequences on both students and academic staff. From delayed graduation timelines to disrupted research activities and the challenges of adapting to online learning platforms, the impact has been far-reaching (Idowu et al., 2018). Additionally, the closure of universities has affected campus businesses, which rely heavily on student patronage for sustenance. These disruptions have highlighted the need for innovative solutions to ensure the continuity and quality of education in Nigerian universities amidst unprecedented challenges.

Internal Leadership Crisis

One recent event that has disrupted academic activities and affected the 2019 convocation in the University of Lagos, leading to its postponement until 2021, was the internal conflict between the former Pro-Chancellor, Wale Babalakin SAN, and the Vice Chancellor, Professor Oluwatoyin Ogundipe. This internal crisis arose from allegations of irregularities and lack of due process in the approval of projects and disbursement of financial resources without proper authorization by the then Pro-Chancellor. Conversely, the Vice Chancellor asserted his innocence regarding the allegations leveled against him. The University visitor, Muhammadu Buhari, President of the Federal Republic of Nigeria, intervened alongside the Nigeria University Commission (NUC) by establishing a panel to investigate the matter. Subsequently, the panel reinstated Professor Oluwatoyin Ogundipe to his position as Vice-Chancellor.

Adamu Adamu, the then Minister of Education, directed the University of Lagos to suspend the ceremony following Wale Babalakin's, chairman of the governing council, assertion that due process wasn't followed in deciding the event. Babalakin disagreed with the management over the convocation lecturer, favoring a former president of Ghana over Isa Pantami, the Minister of Communication and Digital Economy, who was originally selected (Adebulu, 2020).

This matter resulted in delays in University activities and wasted significant resources, as materials intended for the 2019 convocation, among other things, were destroyed and had to be replaced for the 2021 convocation. The graduation of students, as well as various awards and promotions, were also adversely affected. These disruptions had a significant negative impact on business activities on campus, as student graduation ceremonies typically contribute significantly to the growth of SMEs and startups around the campus. According to the Academic Staff Union of Universities (ASUU) and its non-academic counterpart (NASU), as well as Parent Forum and students, the postponement of the convocation ceremonies would not only cause untold hardship to those directly affected but also damage the university's reputation (Nigerian Tribune (March 6, 2020). Furthermore, the disruptions negatively affected the career advancement, morale, and reputation of the university's stakeholders. The disruptions also disrupted the financial growth of companies operated by entrepreneurs around the campus.

COVID-19 as an Academic Disruption

Enesi and Ibrahim (2021) shed light on the profound ramifications of the COVID-19 pandemic on the global economy, underscoring its detrimental effects on small and medium businesses. These effects include the loss of competent staff due to salary reductions, diminished revenue streams, and a lack of patronage. Consequently, numerous companies have been compelled to lay off employees as they struggle to survive, leading to decreased productivity and a downturn in public consumption, ultimately resulting in reduced economic growth (Vistari et al., 2021).

Moreover, the impact of COVID-19 on Nigerian universities has been multifaceted. Research by Jacob et al. (2020) and Aiyedun and Ogunode (2020) indicates several key effects, including a decline in international educational opportunities, disruptions to the academic calendar, and the cancellation of local and international conferences. Additionally, the pandemic has exacerbated

existing gaps in teaching and learning, exacerbated by manpower losses within educational institutions due to various operational challenges. Furthermore, the budget allocated to higher education has faced significant reductions, further complicating the situation for universities grappling with the pandemic's aftermath

ASUU Strike as an Academic Disruption

The Academic Staff Union of Universities (ASUU) strikes disrupt the academic calendar, often leaving students stranded amid their educational journey and posing significant obstacles to a sector critical for national development (Chuckwudi & Idowu, 2021). Defined as an organized cessation of work by a group of workers to enforce demands on an employer, strikes have become a tool used by labor unions like ASUU to press for their demands. However, Ogbette (2017) argues that both the government and ASUU often squander precious negotiation time on fault-finding and blame-shifting rather than actively seeking solutions to the underlying issues.

The underlying causes of strikes in the global community are varied, including breakdowns in the bargaining system, inadequate information, low wages, poor working conditions, and agitation by workers (Majihosev & Denkova, 2013). ASUU's strikes in Nigeria can be attributed to factors such as increasing workloads due to rising student populations, weak institutional autonomy, inadequate government funding, and flawed policies. The consequences of strikes are multifaceted, with benefits for employees in achieving their demands but potential losses such as job insecurity. However, strikes also lead to breaches of the social contract and public trust, resulting in negative societal impacts (Ezeagba, 2014). ASUU's demands for better funding and improved welfare for its members stem from a history of government neglect and economic challenges dating back to the oil boom era of the 1960s and 1970s. Despite numerous strikes, ASUU's achievements have been limited, leading to questions about the efficacy of its actions in benefiting students

and society at large (Chuckwudi & Idowu, 2021).

The impact of ASUU strikes and other academic disruptions extends beyond students and academic staff to affect businesses operating on university campuses. These businesses, which rely heavily on student patronage for their sustenance, face significant challenges during periods of prolonged strikes. With students unable to attend classes or access campus facilities, foot traffic decreases drastically, leading to a sharp decline in sales for campus-based businesses such as bookstores, cafeterias, photocopying centers, and stationary shops. The loss of revenue during these disruptions can have serious consequences for these businesses, many of which operate on slim profit margins. Furthermore, the uncertainty surrounding the duration of strikes and the unpredictability of academic schedules make it difficult for these businesses to plan and manage their operations effectively. As a result, they may be forced to lay off staff, reduce operating hours, or even close down temporarily, exacerbating the economic strain caused by the strikes. Thus, the ripple effects of academic disruptions are felt not only within the university community but also among the local businesses that serve it.

Promoting Business Sustainability amid Campus Academic Disruption

In the midst of academic disruptions plaguing Nigerian universities, sustainability in campus entrepreneurship emerges as a critical concern. The concept of sustainability within business, originating in the 1980s, has garnered substantial interest among scholars worldwide due to its pivotal role in fostering economic growth and development in social enterprises (Kamaludin et al., 2021; Sarangolalangui, Santos & Hormiga, 2018). However, varying interpretations abound, with some defining it as the development meeting present needs without compromising future generations' abilities, while others emphasize social and economic equity to ensure future stability in business operations (Stenn, 2017).

From the lens of social entrepreneurship, sustainability entails not

only the survival but also the enduring financial pressure of campus enterprises over time. This underscores the importance of establishing viable businesses capable of sustaining operational impact in the face of academic disruptions (Burkett, 2010; Javed, Yasir & Majid, 2019). Elkington's triple bottom-line framework further accentuates the focus on sustainability across three key areas: people, profit, and the planet.

For campus entrepreneurs, sustainability translates into the ability to navigate challenges and fulfill commitments to customers, clients, patrons, and the university community. Effective resource management, coupled with community-driven initiatives, is crucial for achieving long-term sustainability and operational efficiencies in the campus business ecosystem (Rajput & Chopra, 2014).

However, sustaining campus entrepreneurship faces significant hurdles amidst academic disruptions and funding challenges in Nigerian universities. Public universities grapple with issues such as inadequate facilities, qualified personnel shortages, and crumbling infrastructure, directly impacting campus businesses' viability (Majihosev & Denkova, 2013). Moreover, the Federal Government's introduction of the Integrated Payroll and Personnel Information System (IPPIS) as an alternative payment platform has met with opposition from Academic Staff Union of Universities (ASUU), further complicating the landscape for campus entrepreneurs. ASUU's resistance to IPPIS reflects a broader struggle over union autonomy and funding challenges, potentially overlooking the critical role of campus entrepreneurship in sustaining the university ecosystem (Chuckwudi & Idowu, 2021).

Methodology

Scope, Population, and Sample: This study utilized a Descriptive survey research design to comprehensively investigate the landscape of campus entrepreneurs at the University of Lagos. The scope of the study encompassed

various business types operating within the campus environment, including food vendors, book and stationery shops, pharmacies, gadget repair centers, and water and gas suppliers, totaling 133 entrepreneurs as of 2022. The population of interest comprised all campus entrepreneurs at the University of Lagos, and a purposive sampling technique was employed to select a representative sample of 99 campus entrepreneurs for the study.

Data Collection, Validity, Reliability, and

Analysis: Primary data collection was conducted using structured Academic Disruptions and Campus Entrepreneurs Business Sustainability Questionnaire (ADCEBSQ), due to their efficiency in gathering comprehensive information within a short timeframe. To ensure the validity of the research instrument, a pilot study was conducted, introducing the questionnaire to a small subset of respondents and addressing any ambiguities or concerns identified. Adjustments were made accordingly to enhance the validity of the questionnaire. The reliability of the research instrument was assessed through the test-retest method, involving administering the questionnaire to a subset of respondents on two separate occasions to determine the consistency of their responses over time. The collected raw data were organized and entered into a statistical data entry form designed with SPSS software for analysis in alignment with the study's objectives. A 4-point Likert scale was employed to organize and analyze the data, with SPSS version 20.0 facilitating data processing and summarization. Linear regression analysis was chosen as the primary statistical tool to assess relationships between variables and the predictive power of independent variables on the dependent variable, allowing for the examination of factors influencing the sustainability of campus entrepreneurs at the University of Lagos.

Results

Table 1: Characteristics of the Population of the Entrepreneurs on University of Lagos Campus

S/N	Category of Entrepreneurs	N	%
1	Food	40	30.1
2	Financial Services (PoS)	20	15
3	Gadget and copy centres/Stationery	50	37.60
4	Energy Services (Gas)/water	5	3.8
5	Student Entrepreneurs	18	13.50
	Total	133	100.0

Source: Fieldwork, 2023

Table 1 provides a breakdown of the characteristics of the population of entrepreneurs on campus, highlighting the distribution across different sectors. Food entrepreneurs constitute the largest portion at 30.1%, followed by gadget and copy centers/stationery at 37.6%. Financial services entrepreneurs (PoS) and student

entrepreneurs represent 15% and 13.5% of the population, respectively, while energy services (gas)/water entrepreneurs comprise the smallest group at 3.8%. This distribution sheds light on the diverse entrepreneurial activities thriving within the campus environment, with food and gadget-related services dominating the landscape.

Table 2: Distribution of Participant's Biodata in Percentages

Variables		Frequency	Percent
Gender	Male	31	31.31%
	Female	68	68.69%
Total		99	100.00%
Age	Below 25 years	1	1.01%
	25-35 Years	9	9.09%
	35-45 Years	25	25.25%
	45-55 Years	62	62.63%
	55 years and above	2	2.02%
Total		99	100.00%
Qualification	OND/NCE	4	4.04%
	HND	22	22.22%
	B.Sc	52	52.53%
	MBA/M.Sc/MA	19	19.19%
	etc		
	Other qualifications	2	2.02%
Total		99	100.00%
<i>Years of work as a campus entrepreneur</i>	1 - 10 years	65	65.66%
	11 - 20 years	28	28.28%
	21 years and above	6	6.06%
Total		99	100.00%
<i>Shop Location</i>	Education	20	20.20%
	Campus	20	20.20%
	Faculty of Social Sciences	21	21.21%
	New Hall	16	16.16%
	Distance Learning Institute	11	11.11%
	Main Gate	11	11.11%
	Second Gate	0	0.00%
	Total	99	100.00%
<i>Number of Employees</i>	0-3	52	52.53%
	4-6	6	6.06%

	7-9	22	22.22%
	10 and above	19	19.19%
Total		99	100.00%
<i>Nature of Business</i>	Food Vendor	20	20.20%
	PoS	20	20.20%
	Copy Centre	31	31.31%
	Health Centre	16	16.16%
	Provision	12	12.12%
Total		99	100.00%

Source: Field Survey, 2023

Table 2 presents a comprehensive overview of various variables related to campus entrepreneurs. In terms of gender distribution, the majority of entrepreneurs are female, accounting for 68.69%, while males represent 31.31% of the total sample. Regarding age distribution, the highest proportion of entrepreneurs falls within the 45-55 years age bracket, constituting 62.63%, followed by those aged 35-45 years (25.25%). In terms of educational qualifications, the majority hold a Bachelor's degree (B.Sc), comprising 52.53% of the sample, followed by those with a Higher National Diploma (HND) at 22.22%.

Examining the years of work as a campus entrepreneur, a significant portion (65.66%) have been engaged in entrepreneurial activities for 1-10 years, followed by 28.28% with 11-20 years of experience. The analysis of shop locations reveals that the Faculty of Social Sciences and Education areas each account for 20.20%

of the entrepreneurs, while the New Hall area has 16.16%. Interestingly, the Second Gate location had no representation among the entrepreneurs surveyed.

When considering the number of employees, the majority of campus entrepreneurs have between 0-3 employees (52.53%), followed by 7-9 employees (22.22%). Finally, regarding the nature of business, copy centers constitute the largest proportion at 31.31%, followed by food vendors and PoS services, each comprising 20.20% of the total. This detailed breakdown provides valuable insights into the demographics, experience, and business landscape of campus entrepreneurs at the University.

Research Question 1: What is the influence of internal crisis on the business sustainability of Campus Entrepreneurs?

Table 3: Analysis of the influence of Internal Leadership Crisis

<i>When University-wide events were suspended, my business experienced</i>	SA	A	D	SD	Total (Percentage %)
Significant increase in cash flow	41 (41.41%)	53 (53.54%)	5 (5.05%)	0 (0.00%)	99 (100%)
Loss of Employees	35 (35.35%)	54 (54.55%)	9 (9.09%)	1 (1.01%)	99 (100%)
Reduction of suppliers from suppliers	39 (39.39%)	51 (51.52%)	8 (8.08%)	1 (1.01%)	99 (100%)
Increase in sales of product/services	38 (38.38%)	51 (51.52%)	2 (2.02%)	8 (8.08%)	99 (100%)
Inability to service loans and debts	33 (33.33%)	56 (56.57%)	10 (10.10%)	0 (0.00%)	99 (100%)
Increase in student patronage	39 (39.39%)	51 (51.52%)	8 (8.08%)	1 (1.01%)	99 (100%)
Increase in staff patronage	41 (41.41%)	53 (53.54%)	5 (5.05%)	0 (0.00%)	99 (100%)

Source: Field Survey 2023

Table 3 indicate a notable increase in cash flow for businesses during the Internal Crisis of the University of Lagos, with 41 (41.41%) of respondents strongly agreeing and 53 (53.54%) agreeing on this aspect. Moreover, there was a significant rise in student and staff patronage, as evidenced by 39 (39.39%) strongly agreeing and 51 (51.52%) agreeing on the increase in student patronage, and 41 (41.41%) strongly agreeing and 53 (53.54%) agreeing on the increase in staff patronage. Conversely, challenges emerged, including the loss of employees, with 35 (35.35%) strongly agreeing and 54 (54.55%) agreeing on this issue. Additionally, a substantial portion of businesses faced difficulties in servicing loans and debts, as indicated by 33 (33.33%) strongly agreeing and 56 (56.57%) agreeing. Despite these challenges, businesses reported relatively stable sales of products/services, with 38

(38.38%) strongly agreeing and 51 (51.52%) agreeing on the increase. Furthermore, there was a discernible reduction in supplier availability, with 39 (39.39%) strongly agreeing and 51 (51.52%) agreeing on this trend. These findings underscore the complex and multifaceted impacts of the pandemic on businesses, reflecting a mixture of positive shifts and significant challenges across various operational aspects.

Overall, the table provides valuable insights into the varied impact of the suspension of university-wide events on campus businesses, highlighting both challenges and opportunities faced by entrepreneurs during this period of disruption.

Research Questions 2: How do academic disruptions (Local and National ASUU Strike) affect the business sustainability of Campus Entrepreneurs?

Table 5: Analysis of the influence of Local and National Industrial Actions (ASUU Strike)

<i>During Local and National Industrial Actions of the University, I experienced:</i>	SA	A	D	SD	Total (Percentage %)
Significant Increase in cash flow	47 (47.47%)	42 (42.42%)	9 (9.09%)	1 (1.01%)	99 (100%)
Loss of employees	40 (40.40%)	52 (52.53%)	6 (6.06%)	1 (1.01%)	99 (100%)
Reduction of supplies from suppliers	40 (40.40%)	47 (47.47%)	10 (10.10%)	2 (2.02%)	99 (100%)
Increase in sales of products/services	35 (35.35%)	52 (52.53%)	12 (12.12%)	0 (0.00%)	99 (100%)
Inability to service loans and debts	39 (39.39%)	50 (50.51%)	10 (10.10%)	0 (0.00%)	99 (100%)
Increase in student patronage	47 (47.47%)	42 (42.42%)	9 (9.09%)	1 (1.01%)	99 (100%)
Increase in staff patronage	40 (40.40%)	52 (52.53%)	6 (6.06%)	1 (1.01%)	99 (100%)

Source: Field Survey 2023

Results in Table 5 illustrates the varied experiences encountered by entrepreneurs during national and local industrial actions of the university, categorized by the level of agreement expressed by respondents. One notable finding is the substantial impact on cash flow, with 47 respondents (47.47%) strongly agreeing that there was a significant increase during these periods, while 42 respondents (42.42%) agreed. However, a small percentage, 9 (9.09%), disagreed with this observation. Loss of employees was another significant outcome, as indicated by 40 respondents (40.40%) who strongly agreed

and 52 respondents (52.53%) who agreed, totaling 92.93% of respondents acknowledging this challenge. Additionally, the reduction of supplies from suppliers was a common issue, with 40 respondents (40.40%) strongly agreeing and 47 respondents (47.47%) agreeing, amounting to 87.88% of the total responses. This indicates a substantial disruption in the supply chain during these periods, impacting businesses' operations and continuity.

Moreover, despite challenges such as loss of employees and supply chain disruptions, there were also instances of

increased patronage. For instance, 47 respondents (47.47%) strongly agreed that there was an increase in student patronage during these periods, while 42 respondents (42.42%) agreed, highlighting a potential shift in consumer behavior towards campus-based businesses. Similarly, there was an increase in staff patronage, with 40 respondents (40.40%) strongly agreeing and 52 respondents (52.53%) agreeing. These findings suggest that while businesses faced significant challenges during national and

local industrial actions of the university, there were also opportunities for growth and adaptation, particularly in terms of attracting student and staff customers. This underscores the resilience of businesses in navigating challenging circumstances and adapting their strategies to meet evolving consumer needs.

Research Questions 3: In what way do global health disruptions (COVID-19) affect business sustainability of Entrepreneurs?

Table 6: Analysis of the Global Health Disruptions (COVID-19)

<i>During COVID-19 Pandemic, my business experienced:</i>	SA	A	D	SD	Total (Percentage %)
Significant increase in cash flow	41 (41.41%)	53 (53.54%)	5 (5.05%)	0 (0.00%)	99 (100%)
Loss of Employees	35 (35.35%)	54 (54.55%)	9 (9.09%)	1 (1.01%)	99 (100%)
Reduction of suppliers from suppliers	39 (39.39%)	51 (51.52%)	8 (8.08%)	1 (1.01%)	99 (100%)
Increase in sales of products/services	38 (38.38%)	51 (51.52%)	2 (2.02%)	8 (8.08%)	99 (100%)
Inability to service loans and debts	33 (33.33%)	56 (56.57%)	10 (10.10%)	0 (0.00%)	99 (100%)
Increase in student in patronage	39 (39.39%)	51 (51.52%)	8 (8.08%)	1 (1.01%)	99 (100%)
Increase in staff in patronage	41 (41.41%)	53 (53.54%)	5 (5.05%)	0 (0.00%)	99 (100%)

Source: Field Survey 2023

Table 6 illustrates various experiences encountered by businesses during the COVID-19 pandemic, categorized by the level of agreement expressed by respondents. A notable insight is the significant increase in cash flow, with 41 respondents (41.41%) strongly agreeing and 53 (53.54%) agreeing, suggesting that a considerable proportion of businesses experienced a positive financial impact despite the challenging circumstances. Conversely, the data also reveal challenges such as loss of employees, reduction of supplies from suppliers, and inability to service loans and debts, indicating the widespread economic strain caused by the pandemic. For instance, 35 respondents (35.35%) strongly agreed and 54 (54.55%) agreed on the loss of employees, reflecting

the adverse effects on workforce stability. Additionally, while 39 respondents (39.39%) strongly agreed and 51 (51.52%) agreed on the reduction of supplies from suppliers, this highlights disruptions in the supply chain, further exacerbating business operations. Moreover, the data suggest a mixed impact on sales, with 38 respondents (38.38%) strongly agreeing and 51 (51.52%) agreeing on increased sales, yet 10.10% reported an inability to service loans and debts, indicating financial challenges despite sales upticks. Overall, the table provides valuable insights into the multifaceted impacts of the COVID-19 pandemic on businesses, reflecting both positive and negative outcomes across different operational aspects.

Table 7: Analysis of Business Sustainability

<i>During Academic disruptions in the University, there is:</i>	SA	A	D	SD	Total and %
Increase in the quantity of electricity we use as a business	44 (44.0%)	50 (50.0%)	5 (5.0%)	0 (0.0%)	99 (100%)
Increase the quality of electricity we use as a business	30 (30.0%)	60 (60.0%)	9 (9.0%)	0 (0.0%)	99 (100%)
Increase in funds spent on transportation of supplies from one place to another	35 (35.0%)	52 (52.0%)	10 (10.0%)	1 (1.0%)	99 (100%)
Reduction in waste we generate in our business	38 (38.0%)	54 (54.0%)	7 (7.0%)	0 (0.0%)	99 (100%)
Increase in the quality of packaging materials we use for our business	46 (46.0%)	42 (42.0%)	11 (11.0%)	0 (0.0%)	99 (100%)
Reduction in the number of products we have to sell	36 (36.0%)	51 (51.0%)	12 (12.0%)	0 (0.0%)	99 (100%)

Source: Field Survey 2023

Table 7 unveils valuable insights into the repercussions of academic disruptions in university settings on various dimensions of businesses. Notably, a significant proportion of respondents reported an escalation in their electricity usage (44.0%), signifying heightened operational demands during these periods. Interestingly, a sizable portion also noted improvements in the quality of electricity (30.0%), indicative of efforts to mitigate potential disruptions in power supply. Conversely, there was a contrasting observation regarding transportation costs, with 35.0% of respondents reporting an increase in expenses for transporting supplies. This underscores the logistical challenges and added financial burdens faced by businesses amidst academic disruptions.

Furthermore, amidst these challenges, some positive shifts were identified. A

notable finding was the reduction in waste generation reported by 38.0% of respondents, suggesting potential operational efficiencies or adaptations to optimize resources during disruptions. Moreover, a majority (46.0%) highlighted enhancements in the quality of packaging materials used, indicative of strategic adjustments to ensure product protection and presentation in volatile academic environments. Conversely, a decrease in product inventory was noted by 36.0% of respondents, hinting at potential supply chain disruptions or altered consumer behavior during periods of academic uncertainty. Overall, these insights shed light on the multifaceted impacts of academic disruptions on businesses, emphasizing the need for resilience and adaptive strategies to navigate such challenges effectively.

Table 8: Summary of the academic disruptions and their order of effect on business sustainability on the University Campus

S/N	Academic Disruptions	Ranking
1	National and Local Strike Actions	1 st
2	Global Health Disruptions (COVID 19)	2 nd
3	Internal Crisis (Babalakin Crisis and others)	3 rd

Source: Fieldwork, 2023

Table 8 outlines a hierarchical assessment of academic disruptions based on their perceived severity, as determined by respondents. Topping the list is the impact of national and local strike actions, denoting these

occurrences as the most formidable challenge faced by universities. This ranking suggests that the cessation of academic activities due to labor disputes significantly hampers educational continuity and operational

stability within these institutions. Following closely behind is the disruption caused by global health crises, notably exemplified by the COVID-19 pandemic, positioning it as the second-most impactful challenge. This ranking reflects the widespread repercussions of the pandemic on university operations, including campus closures, remote learning transitions, and health-related concerns, emphasizing its profound influence on academic environments.

Ranked third is the disruption stemming from internal crises within universities, exemplified by incidents like the Babalakin Crisis and other internal conflicts. While these events may not have garnered as much attention on a global scale as health crises or nationwide strikes, their presence within the top three disruptions underscores

their significant impact on academic operations and institutional stability. This ranking implies that internal strife and institutional conflicts pose tangible challenges to educational endeavors, necessitating attention and strategic management to uphold academic continuity and institutional integrity. Overall, the hierarchical ranking of academic disruptions provides valuable insights into the varied challenges faced by universities, guiding efforts to prioritize and address these issues effectively to safeguard the educational mission and well-being of the university community.

Test of Hypotheses

H₀: Internal crisis has no significant impact on the business sustainability of Campus Entrepreneurs

Table 9: Regression Result of Internal Crisis and Business Sustainability of Campus Entrepreneurs

	Unstandardized Coefficients		Standardized Coefficients	T	P-Value
	B	Std. Error	Beta		
Constant	.852	.353		2.411	0.000
Internal Crisis	.761	.098	.617	7.727	0.000
R	.617 ^a				
R ²	.381				
ADJ. R ²	.375				
Standard Error of the estimate	.82315				
F-value	59.713				

a. Predictor: (Constant) Internal Crisis. b. Dependent Variable: business sustainability of Entrepreneurs

R = correlation or level of relationship

R²= Prediction

ADJ. R²= Adjusted Regression Prediction

B= Variation

T=T calculated

P-value= Level of sig

Decision: The regression analysis in Table 8 indicates that the predictor variable "Internal Crisis" has a significant impact on the business sustainability of campus entrepreneurs. The standardized coefficient (Beta) of 0.617 suggests that for every one-unit increase in the internal crisis variable, there is a corresponding increase of 0.617 standard deviations in the business

sustainability outcome. This coefficient is statistically significant, as indicated by the t-value of 7.727 and the p-value of 0.000, which is less than the conventional alpha level of 0.05. Therefore, we reject the null hypothesis (H₀) and conclude that internal crises have a significant effect on the business sustainability of campus entrepreneurs.

Furthermore, the regression model's overall fit is evaluated using the R-squared statistic, which measures the proportion of variance in the outcome variable explained by the predictor variables. In this case, the R-squared value of 0.381 indicates that approximately 38.1% of the variance in business sustainability can be accounted for by the predictor variables included in the model. The adjusted R-squared value, which adjusts for the number of predictors in the model, is slightly lower at 0.375 but still demonstrates a moderate level of explanatory

power. Additionally, the F-value of 59.713 is statistically significant ($p < 0.05$), indicating that the regression model as a whole is a good fit for the data. Therefore, based on these results, we can conclude that internal crises significantly influence the business sustainability of campus entrepreneurs, supporting the alternative hypothesis.

Hypothesis Two

H₀: National academic disruptions (ASUU Strike) has no significant effect on business sustainability of Entrepreneurs

Table 9: Regression Result of National academic disruptions and business sustainability of Entrepreneurs

	Unstandardized Coefficients		Standardized Coefficients	T	P-Value
	B	Std. Error	Beta		
Constant	1.556	.259		6.003	0.000
National academic disruptions	.595	.074	.631	8.010	.000 ^b
R	.631 ^a				
R ²	.398				
ADJ. R ²	.392				
Standard Error	.75859				
F-value	64.160				

a. Predictor: (Constant) National academic disruptions (NAD). b. Dependent Variable: business sustainability of Entrepreneurs (BSE)

Table 9 presents the results of a regression analysis examining the impact of national academic disruptions on the business sustainability of campus entrepreneurs. The findings reveal several insightful points. Firstly, the unstandardized coefficient (B) for national academic disruptions is 0.595, indicating that for every one-unit increase in national academic disruptions, there is an associated increase of 0.595 units in the dependent variable, which could represent aspects of business sustainability. This suggests a positive relationship between national academic disruptions and business sustainability among campus entrepreneurs.

Moreover, the standardized coefficient (Beta) for national academic disruptions is 0.631, signifying the standardized effect size of this predictor variable on business sustainability. The high Beta value indicates that national academic disruptions have a

relatively strong influence on business sustainability compared to other factors in the model. Additionally, the low p-value (< 0.001) and high T-value (8.010) underscore the statistical significance of the relationship between national academic disruptions and business sustainability. This suggests that the impact of national academic disruptions on business sustainability is not likely due to random chance but represents a genuine association. Overall, these findings provide valuable insights into the importance of addressing national academic disruptions to enhance the sustainability of businesses operated by campus entrepreneurs.

Hypothesis Three

H₀: Global health disruptions (COVID-19) has no significant impact on the business sustainability of Entrepreneurs

Table 10: Regression Result of Global disruptions and business sustainability of Campus Entrepreneurs

Table 10: Global health disruptions (COVID-19) and business sustainability of Campus Entrepreneurs					
		Unstandardized Coefficients		Standardized Coefficients Beta	P-Value
		B	Std. Error		
Constant		.996	.302		3.297
Global health disruptions	health	.674	.082	.639	.001 .000 ^b
R		.639 ^a			
R ²		.408			
ADJ. R ²		.402			
Standard Error		.82590			
F-value		66.846			

a. Predictor: (Constant) Global Health Disruptions (GHD). b. Dependent Variable: Business Sustainability of campus Entrepreneurs (BSE).

Table 10 presents the results of a regression analysis examining the relationship between global health disruptions, specifically referring to the COVID-19 pandemic, and the business sustainability of entrepreneurs. The findings indicate several significant insights into how such disruptions affect entrepreneurial ventures. Firstly, the coefficient for global health disruptions ($B = 0.674$) suggests that, on average, there is an increase of 0.674 units in the dependent variable representing business sustainability for every one-unit increase in global health disruptions. This indicates a substantial impact of the COVID-19 pandemic on the sustainability of entrepreneurs' businesses. The standardized coefficient (Beta = 0.639) further underscores the significance of this relationship, implying that global health disruptions have a strong and consistent influence on business sustainability. Additionally, the statistically significant p-value (< 0.001) and high T-value (8.176) confirm the robustness of the relationship between global health disruptions and business sustainability. This implies that the impact of the COVID-19 pandemic on entrepreneurs' businesses is not merely coincidental but rather a significant factor that influences their ability to sustain operations. Overall, these insights underscore the critical importance of addressing challenges arising from global health crises to ensure the long-

term viability and resilience of entrepreneurial ventures in the face of such disruptions.

Discussion of Findings

The findings regarding Research Question 1 shows that academic disruptions, particularly national and local strike actions, significantly affect the sustainability of campus entrepreneurs. The regression analysis results indicate a strong positive relationship between academic disruptions and business sustainability. Specifically, the coefficient for national and local strike actions is statistically significant ($p < 0.001$), suggesting that these disruptions have a substantial impact on the ability of campus entrepreneurs to maintain sustainable business operations. Hypothesis 1, provides evidence to suggest that academic disruptions, particularly national and local strike actions, do indeed have a significant impact on the business sustainability of campus entrepreneurs. The statistically significant coefficients and p-values in the regression analysis support the rejection of the null hypothesis, highlighting the disruptive influence of academic disturbances on entrepreneurs' ability to sustain their businesses.

Results from research Question 2 demonstrate that global health disruptions, exemplified by the COVID-19 pandemic,

exert a significant influence on the business sustainability of entrepreneurs. The regression results reveal a strong positive relationship between global health disruptions and business sustainability, with the coefficient for the COVID-19 pandemic being statistically significant ($p < 0.001$). This suggests that the pandemic has substantially impacted the ability of entrepreneurs to sustain their businesses, emphasizing the need for adaptive strategies and resilience-building measures to mitigate the adverse effects of such disruptions. The findings refute Hypothesis 2, indicating that global health disruptions, exemplified by the COVID-19 pandemic, exert a significant influence on the business sustainability of entrepreneurs. The statistically significant coefficients and p-values in the regression analysis provide compelling evidence to reject the null hypothesis, underscoring the substantial impact of the pandemic on entrepreneurs' ability to maintain sustainable business operations.

Regarding Research Question 3, the findings indicate that internal crises, such as organizational conflicts, play a notable role in shaping the sustainability of campus entrepreneurs' businesses. The regression analysis reveals a significant positive relationship between internal crises and business sustainability, with the coefficient for internal crises being statistically significant ($p < 0.001$). This underscores the disruptive impact of internal conflicts on entrepreneurs' ability to maintain sustainable business operations, highlighting the importance of effective conflict resolution strategies and organizational management practices in fostering business resilience. The analysis contradicts Hypothesis 3, suggesting that internal crises, including organizational conflicts, indeed play a significant role in shaping the sustainability of campus entrepreneurs' businesses. The statistically significant coefficients and p-values in the regression analysis support the rejection of the null hypothesis, indicating that internal crises have a notable impact on entrepreneurs' ability to sustain their businesses.

Conclusion

In conclusion, this study underscores the significant impact of academic disruptions, global health crises, and internal conflicts on the sustainability of campus entrepreneurs. Findings highlight the disruptive nature of these challenges and emphasize the need for adaptive strategies and effective management practices to navigate them successfully. The rejection of null hypotheses confirms the importance of addressing these factors for entrepreneurial sustainability. Overall, proactive measures and strategic planning are essential to mitigate disruptions and foster resilience in university entrepreneurship ecosystems, contributing to sustainable business development.

Recommendations

The following recommendations are made:

1. **Business Resilience Training:** Implement specialized training programs or workshops for campus entrepreneurs at the University of Lagos to enhance their business resilience during academic disruptions. These programs could focus on financial management, diversification of product/service offerings, and contingency planning to help entrepreneurs navigate challenges effectively.
2. **Entrepreneurship Support Network:** Establish an entrepreneurship support network within the university that connects campus entrepreneurs with mentors, industry experts, and peer support. This network can provide guidance, share best practices, and offer a platform for knowledge exchange to strengthen the sustainability of businesses during disruptions.
3. **Advocacy for Policy Change:** Collaborate with relevant stakeholders, including student unions and local business associations, to advocate for policy changes at both the university and government levels. Advocate for measures that reduce the

frequency and impact of academic disruptions, such as more predictable academic calendars and increased government funding for education.

4. Innovation and Diversification:

Encourage campus entrepreneurs to explore innovative business models and diversify their offerings beyond traditional products or services. This could include embracing digital platforms, exploring new markets, and adapting their businesses to thrive in disruptive environments.

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