University Environment and Entrepreneurial Intentions of Final Year Students in Veritas University, Abuja

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Abstract
Extant literature has demonstrated support for the university environment - entrepreneurial intentions nexus. However, these studies only employed diverse aspects of the interacting factors in the environment as the dimensions of university environment. Thus, neglecting to validate the role of the core mandates of universities in the formation of entrepreneurial intentions. Moreover, with the years of teaching of entrepreneurship as general studies and as a degree course in universities in Nigeria, the rate of triggering of entrepreneurial intentions in university students has remained below expectation. With a special focus on final year students in Veritas University, Abuja, this study investigated the effects of teaching, academic research and community service on the students' entrepreneurial intentions. A cross-sectional survey research design, and criterion sampling, proportionate stratified random sampling and simple random sampling techniques were adopted to select the 216 respondents that completed the questionnaire. The generated data which were subjected to regression analysis showed that teaching triggered entrepreneurial intentions, while academic research and community service did not contribute to the formation of entrepreneurial intentions. The researcher concludes that academic research and community service can be reinvented and repositioned to better stimulate students' entrepreneurial intentions. A replication of the study in both public and private universities using longitudinal research design and triangulation method is advocated.

Keywords: University Environment, Entrepreneurial Intentions, Teaching, Academic Research, Community Service

Introduction
Entrepreneurship development occurs in diverse environments of the different regions and countries of the world (Wyrwich, Stuetzer & Stemberg, 2016). Kromidha et al., (2022) aver that the best predictor of entrepreneurial activities is the intentions to start and/or own a business. Entrepreneurial intentions can be triggered in individuals who are actively involved in entrepreneurial activities in environments that promotes and supports such activities. Active involvement in such activities is important because the stronger the intention to engage in the behaviour, the more likely the behaviour will be performed (Ajzen, 1991). This assertion is supported by the Theory of Planned Behaviour (TPB) which suggests that the performance of behaviours such as entrepreneurship is based on an individual's willingness to start and/or own a business. One of such environments that can influence entrepreneurial intentions is the university environment. The university environment is characterised by environmental factors (i.e., teaching, research and community service) which are also referred to as the core mandate of the university as an educational institution for higher learning (de Moraes, Iizuka & Pedro, 2018; Fayolle & Liñán, 2014).

The university environment can impact the attitudes and intentions of students through entrepreneurship education (de Moraes et al., 2018; Fayolle & Liñán, 2014). The Shapero's Entrepreneurial Event (SEE) model suggests that entrepreneurial intentions can be derived from

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personal perception of students and the external environmental factors. The factors within and/or outside the university environment can influence the students to be willing to start and/or own businesses either before graduation or at graduation (Al-Mamary et al., 2020; de Moraes et al., 2018). The institutional environment provided by the university can influence students' mind-set from job seeking to job creating or from depending on the government for employment to developing the willingness to be self-employed (Wardana et al., 2021). This explains why the regulatory, cognitive and normative forces within the university is promoting the involvement of students in entrepreneurship and entrepreneurial activities (Kromidha et al., 2022).

Entrepreneurship was first taught as an academic course at Harvard Business School in 1947. In 1953, Peter Drucker introduced the first courses in entrepreneurship and innovation at New York University. In the early part of the year 2000, entrepreneurship was taught as a field of study in 600 universities around the world and as a major course at 400 universities (Kuratko, 2009; Wach, 2013; Wach & Głodowska, 2019). In a bid to enhance the triggering of entrepreneurial intentions among Nigerian students and by extension increase the number of graduates of higher institutions who create and/or own businesses, entrepreneurship was approved as a compulsory course for all students in higher institutions. This came into effect as a general studies (GST) course in the 2007/2008 academic session. Subsequently, Federal University of Technology, Minna, Niger State and Nasarawa University, Keffi, Nasarawa State became the first set of universities in Nigeria to start offering entrepreneurship as a degree course, while in 2016, Veritas University, Abuja, commenced the bachelor of science degree program in entrepreneurship.

Studies that have linked institutional environment and entrepreneurial intentions; using regulatory, normative and cognitive factors as dimensions of institutional environment abound in extant literature (Kayabasi et al., 2021; Lembana & Liang, 2020; Mall, 2022; Tsybenko, 2020; Woldesenbet, 2020). Researchers (Jamali, 2019; Quacoe et al., 2022) have also investigated the effects of formal and informal institutional environment on entrepreneurial intentions. Similarly, the few studies that examined the effects of university environment on entrepreneurial intentions only focused on specific entrepreneurial characteristics such as self-efficacy, family environment, and the differences in entrepreneurial intentions between public and private university students (Barral et al., 2017; de Moraes et al., 2018; Foster et al., 2021). Moreover, a few other researchers only focused on aspects of the university environmental factors such as teachers' and students' creativity (Noworatzky, 2018; Wibowo et al., 2018), academic curriculum (Lingappa et al., 2020), learning (Anwar & Abdullah, 2021), and attendance of business information and professional seminars (Almeida, 2023; Malebana, 2021). Hence, our understanding of the effect of university environment on entrepreneurial intentions has remained limited.

In spite of the years of teaching of entrepreneurship development as a GST and the increasing number of universities that offer entrepreneurship as a degree course, the essence of introducing entrepreneurship in the academic curriculum seems elusive. The reason for this failure can be attributed to the diversities in the teaching of the GST and the issue of students not getting involved in skills development practical. For instance, in some universities, the GST is only taught at 100 level, 200 level, 300 level, 400 level or 500 level. In others it is only at 100 and 200 levels, 200 and 300 levels, while other universities teach it at all levels. Further, in some other universities, many students show apathy towards entrepreneurship practical and rarely participate in workshops and excursions, while others contract out the conduct of their academic project work. Corroborating this view, Agbim et al., (2013) aver that one weakness of the

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Nigerian system of education is its inability to help students develop entrepreneurial and self-employment mind-set. As such, only few of these students become entrepreneurs after graduation.

The situation is not completely different in Veritas University, Abuja, where entrepreneurship development is only taught as GST at 200 and 300 levels. Although the teachings are regular but academic project writing and involvement in student academic centered events is still characterised by lack of personal commitment. Consequent upon the foregoing, the level of entrepreneurial intentions among the University's final year students leaves much to be desired. Moreover, there is a rarity of studies that have used the core mandates of universities (i.e., teaching, research and community service) as the dimensions of university environment. It is therefore imperative to investigate the effects of teaching, academic project writing and community service that go on within and outside the lecture rooms on entrepreneurial intentions of final year students in Veritas University, Abuja. Failure to conduct this research may limit the ability of the University to develop the students' willingness to start and/or own businesses and to increase the number of the graduates of the University who are entrepreneurs.

Literature Review

University Environment

A university is a higher educational institution that influence the development of its students through the transfer of specific knowledge and mindset re-engineering (Abdesselam et al., 2018; Kayabasi et al., 2021; Mall, 2022; Oftedal et al., 2017; Urbano et al., 2019). It can as well be viewed as an institution of higher learning with the core mandate of teaching, academic research and community service. These mandates constitute a university an environment that can influence the behaviour and general development of its students via involvement in and influence of the environmental factors of teaching, academic research and community service. Yusliza et al. (2020) affirm that university environment has the potential to help students develop the interest to be independent. The growing interest for entrepreneurial activities that take place in a university has been associated with job creation and economic development (Elikwu et al., 2020). These activities occur inside and sometimes outside the classroom during teaching, academic research and community service.

i. Teaching: refers to a process and practice undertaken by the teacher and student(s) wherein the later acquires knowledge, practical skills and experiences within a particular discipline in an institution like a university to enhance their development in life. Teaching is associated with knowledge transfer. The theoretical and cultural aspects of teaching are done in the traditional lecture room, while the practical aspect is taught in the skills acquisition centers and laboratories (de Moraes et al., 2018; Fayolle & Liñán, 2014; Iizuka & Moraes, 2014).

ii. Academic research: represents a thorough theoretical and practical investigation that is usually undertaken by both teachers and/or students to solve a researchable problem as a requirement for the award of degree. Academic research represents knowledge creation. This knowledge is created when a researchable problem is solved by either a student and/or a teacher (or lecturer). The process of solving this problem usually follows defined methods, procedures or steps. As such, a new knowledge is formed by combing the knowledge and experience of the student researcher (in this case the supervisee) and the teacher or lecturer (in this case the supervisor of the student). Academic research project in the university environment is usually conducted and written by both undergraduate and postgraduate students.

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iii. Community Service: depicts services rendered by students, academics and the academia or gown to the university community, the town and the larger community or society. This can be social responsibilities and roles (i.e., leadership or headship). It also includes programs (e.g., workshops, conferences, seminars, skills development trainings, cooperative meetings, talk shows) organised by a student (or students' representative assembly), an academic (or their union) or the management of the university for the benefit of members of the university community and/or the larger community. Specifically, community services afford both the students and the teachers the opportunity of acquiring professional experience, observing and/or participating in practicalising theoretical knowledge and/or making positive contributions to the community.

Entrepreneurial Intentions

Intention depicts a person's willingness to expend effort and time to do something such as identifying and understanding opportunities, and manifesting the specific behaviour needed to satisfy the opportunities (Ajzen, 2005; Yusliza et al., 2020). It represents a commitment to behave in a particular way in the future (Yusliza et al., 2020). Itis the first stage in business creation. Hence, strong entrepreneurial intention is a prerequisite for new venture formation (Liu et al., 2019). Entrepreneurial intention connotes the ability of an individual to use his/her strength to create a new business, promote the business and to meet life's needs from the proceeds of the business (Anggadwita & Dhewanto, 2016). Liu et al. (2019) view entrepreneurial intention as the determination to carry out new venture creation plan. Thus, new venture or value creation in an existing business remains the primary goal of entrepreneurial intention. This can only be done by those with a high level of entrepreneurial intentions (Koe, 2016; Quacoe et al., 2022). With respect to students, entrepreneurial intention is a desire that arises from within students to start a business when they graduate (Wardana et al., 2021). In this study, students' entrepreneurial intentions represent students' willingness to start and/or own a business before or after graduation.

Theoretical Foundation

The theoretical foundations of this study are Shapero's model of Entrepreneurial Event (SEE) and the Theory of Planned Behaviour (TPB). The SEE model was developed by Shapero and Sokol in 1982. The SEE notes that the willingness to create a new business demands credibility (i.e., intentions toward entrepreneurship) and the displacement of an event. Further, the credibility of the new venture connotes that it must be perceived to be feasible, desirable plus some propensity to act upon the identified opportunity. Shapero concluded that desirability, feasibility and a propensity to act are the major factors controlling a person's intention to initiate a new business (Ndaghu et al., 2016; Ngugi et al., 2012; Shapero, 1982). The TPB was postulated by Ajzen (1991). The theory proposed that desired behaviours such as entrepreneurship will usually be initiated by entrepreneurial intentions, which is influenced by attitude toward the behaviour (ATB), subjective norms (SN) and perceived behavioural control (PBC). The ATB is defined as a favourable or unfavourable evaluation of the performance of the behaviour (Ajzen, 1991; Krueger et al.,2000).

Further, the SN depict the perceived belief about important others; such as family members, friends and other role model entrepreneurs on the desirability of being an entrepreneur. It also includes the social pressure to perform the behaviour as well as values and norms held by these significant others (Schlaegel & Koenig, 2014). The PBC represents the perceived ease or difficulty of performing the behaviour, and the belief that the planned behaviour is under control (Ajzen, 1991, 2002). However, the drive to engage in entrepreneurship is increased by favourable attitude towards entrepreneurship, social pressure to start a business and the

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individual's confidence in his/her own ability to start the business (Ajzen, 2011; Tornikoski & Maalaoui, 2019). The TPB suggests that the behaviour of an individual is controlled only by intentions; thus, ignoring other interfering forces from the significant others. As such, the explanatory application and promotion power of the TPB is limited (Hockerts, 2015). Despite the criticism, the theory is still important in entrepreneurial intentions and social psychology researches. Hence, the theory has helped to increase our understanding of why some individuals make their career choices in entrepreneurship, while others do not (Zaremohzzabieh et al., 2019).

Hypothesis Development

Teachers can unlock the creativity of their students in a learning context by allowing them to articulate and follow their passions. Thus, engendering more highly motivated and successful students (Noworatzky, 2018). This is because as empirically established by Wibowo et al. (2018), teachers' creativity is positively related to entrepreneurial intention through entrepreneurship education. The ability to get involved in entrepreneurial activities in the present and to establish a business in the future is fostered by entrepreneurship education (Lv et al., 2021). Anwar and Abdullah (2021) also found that learning is strongly related to entrepreneurial intention. Affirming Wibowo et al.'s assertion, Lv et al. further avers that entrepreneurial competence obtained through entrepreneurship education can continuously affect entrepreneurial intention. This is due to the positive effect of entrepreneurial teaching, business plan competition and entrepreneurial practice on entrepreneurial competence. Conversely, Lingappa et al. (2020) reported that the regular academic curriculum is negatively related to attitude toward entrepreneurship, while academic curriculum and support have no significant impact on subjective norms and perceived behavioural control.

Yan et al. (2022) found that the entrepreneurial intentions of students rise significantly as their rate of participation in entrepreneurship educational programs increases. However, the girls showed lower entrepreneurial intentions than the boys. Corroborating Yan et al.'s view, Küttim et al. (2014) concluded that entrepreneurship education that is characterised by networking and coaching activities is related to entrepreneurial intentions. Noworatzky (2018) added that the proportional increase in entrepreneurship education and entrepreneurial intentions can be attributed to how failure is treated in the environment; an environment where it is safe to fail fosters iterative thinking and problem-solving skills that aids the solving of ambiguous problems and situations. Again, students with professional experience manifest a higher entrepreneurial intention and a higher perception of the role of entrepreneurship education in new venture formation (Almeida, 2023). Apart from entrepreneurship education, Malebana (2021) found that the knowledge of entrepreneurial support and attendance of business information seminars are significantly and positively related to entrepreneurial intention. Noworatzky (2018) further argued that academic research projects drive students into project management, leadership, collaboration, business processes, and all the essential skills for entrepreneurship development. Based on the preceding assertions and arguments, we propose that:

H_{01}: Teaching has no significant effect on the entrepreneurial intentions of final year students in Veritas University, Abuja.

H_{02}: Academic research has no significant effect on the entrepreneurial intentions of final year students in Veritas University, Abuja.

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H_{03}: Community service has no significant effect on the entrepreneurial intentions of final year students in Veritas University, Abuja.

Research Method

A cross-sectional survey research design was adopted in this study. The population of 622 is made up of the final year students in all the Departments in the Faculties of Management Sciences, Social Sciences, Education, Humanities, and Natural and Applied Sciences. Krejcie and Morgan's (1970) sample size formula for finite population was employed to compute the sample size of 238. Criterion sampling, proportionate stratified random sampling and simple random sampling methods were used in the study. A criterion sampling technique was adopted to select the final year students that participated in the study. The list of the students was screened based on predetermined criteria. The criteria are that: (i) the student attended lectures (teachings), especially for entrepreneurship, regularly and punctually; (ii) the student has started writing his/her academic research project; and (iii) the student has actively participated in some community services. Based on the aforementioned criteria, the sample size for the study was 216 respondents. Since the students are the only category of respondents for the study, they were therefore adopted as the unit of analysis. Proportionate stratified random sampling technique was employed to allocate to the Faculties and Departments strata a representative proportion of the sample size of 216. The proportionate stratified random samples were computed with the aid of Bowley (1937) proportional allocation formula.

The Table of Random Numbers was employed as a simple random sampling method to select from each Departments the students that completed the study questionnaire. This was done on the basis of the student's matriculation numbers. The study data were collected with the aid questionnaire. The measures of the variables in the questionnaire were adapted from extant literature. Specifically, the measures of teaching were adapted from Anwar and Abdullah (2021) and Mustafa et al. (2016). The measures of academic research project were adapted from (Noworatzky, 2018). The measures of community service were self-developed, while the measures of entrepreneurial intentions were adapted from (Liñán, 2008). All the variables were measured on a 5-point Likert scale that ranged from strongly agree (5) to strongly disagree (1). The validity of the questionnaire was confirmed by three lecturers in the Department of Entrepreneurial Studies, Veritas University, Abuja. The reliability of the questionnaire was confirmed by the overall Cronbach's alpha value of 0.77. The study data were generated from 216 final year students. The three research hypotheses were tested using linear regression analysis with the aid of SPSS (Version 21.0 for Windows). The decision rule was to reject the null hypothesis if the p-value is less than or equal to 5%, otherwise the null hypothesis was not rejected.

Results

Table 1 showed that teaching can significantly influence entrepreneurial intentions ($R = .688$, R^2 = Adj. $R^2 = .473$) and explained 47.3% of the total variation in entrepreneurial intentions (standard error = .438). There is no autocorrelation in the errors of the regression model (The Durbin-Watson value is 1.995) and the data has no collinearity problem (tolerance = .760, VIF = 1.040). Hence, teaching is important in facilitating entrepreneurial intentions. As shown by Fisher's coefficient [$F(2, 15) = 5.068$, $P = 0.002$], the difference in the effect of teaching on entrepreneurial intentions is significant. Further, the effect of teaching on entrepreneurial intentions is significant and positive ($\beta = 1.352$, $t = 9.538$, $P < .05$). Thus, we reject H_{01} and conclude that teaching has significant and positive effect on the entrepreneurial intentions of the final year students in Veritas University, Abuja.

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Table 1: Significance of the Regression of EI on TG

	Unstandardised Coefficients		Standardised Coefficients			Collinearity Statistics	
Model	**B**	**Std. Error**	**Beta**	**T**	**Sig.**	**Tolerance**	**VIF**
1(Constant)	2.435	.282		13.379	.000		
TG	1.364	.313	1.352	9.538	.002	.760	1.040

R = .688, R^2 = .473, Adj. R^2 = .473; Std. Error = .438; Durbin-Watson = 1.995
F (2, 15) = 5.068, P = 0.002; TG = teaching; EI = entrepreneurial intentions
Predictors: (Constant), TG
Dependent Variable: EI
Source: SPSS Output, 2023

It is evident from Table 2 that academic research and entrepreneurial intentions are not strongly related (R = .290). As such, academic research project writing does not significantly influence and explain the total variance in entrepreneurial intentions (R^2 = Adj. R^2 = .085, standard error = .375). Again, there is no autocorrelation in the errors of the regression model (Durbin-Watson = 1.964) and the data has no collinearity problem (tolerance = 1.000, VIF = 1.000). This implies that academic research project writing is not helping final year students to form entrepreneurial intentions. Fisher's coefficient [F (1, 16) = 5.068, P = 0.062] reveal that the difference in the effect of academic research on entrepreneurial intentions is not significant. Further, the effect of academic research project writing on entrepreneurial intentions is not significant (β = .291, t = 4.198, P =0.07). Therefore, $H_{02}$is not rejected; we conclude that academic research project writing has no significant effect on entrepreneurial intentions of the final year students in Veritas University, Abuja.

Table 2: Significance of the Regression of EI on AR

	Unstandardised Coefficients		Standardised Coefficients			Collinearity Statistics	
Model	**B**	**Std. Error**	**Beta**	**T**	**Sig.**	**Tolerance**	**VIF**
1**(**Constant**)**	3.324	.283		11.746	.000		
AR	.275	.330	.291	4.198	.007	1.000	1.000

R = .290, R^2 = .085, Adj. R^2 = .085; Std. Error = .375; Durbin-Watson = 1.964
F (1, 16) = 5.068, P = 0.062; AR = academic research; EI = entrepreneurial intentions
Predictors: (Constant), AR
Dependent Variable: EI
Source: SPSS Output, 2023

It can be inferred from Table 3 that: the relationship between community service and entrepreneurial intentions is not strong (R = .303); the effect of community service on entrepreneurial intentions is not significant (R^2 = adj. R^2 = .091, standard error = .525); there is no autocorrelation in the errors of the regression model (Durbin-Watson statistics = 1.876); and the data has no collinearity problem (tolerance = .682, VIF = 1.304). This implies that community service does not significantly contribute to entrepreneurial intentions. It is evident from Fisher's coefficient [F (4, 13) = 4.745, P = 0.063] that the difference in the effect of community service on entrepreneurial intentions is not significant. Further, the effect of community service on entrepreneurial intentions is not significant (β = .344, t = 4.158, P = .075). Therefore, H_{03} is not rejected; we conclude that community service has no significant effect on the entrepreneurial intentions of the final year students in Veritas University, Abuja.

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Table 3: Significance of the Regression of EI on CS

	Unstandardised Coefficients		Standardised Coefficients			Collinearity Statistics	
Model	**B**	**Std. Error**	**Beta**	**T**	**Sig.**	**Tolerance**	**VIF**
1(Constant)	4.593	.214		7.681	.000		
CS	.351	.401	.344	4.158	.075	.682	1.304

$R = .303$, $R^2 = .091$, Adj. $R^2 = .091$; Std. Error = .525; Durbin-Watson = 1.876
F (4, 13) = 4.745, P = 0.063; CS = community service; EI = entrepreneurial intentions
Predictors: (Constant), CS
Dependent Variable: EI
Source: SPSS Output, 2023

Discussion

The results of this study have shown that first, the effect of teaching on entrepreneurial intentions is significant and positive. This result is in tandem with Wibowo et al.'s (2018) findings that teachers' creativity is related to entrepreneurial intentions. Also, the present result is aligned to Anwar and Abdullah's (2021) conclusion that learning influences entrepreneurial intention. The similarity in result can be attributed to the relatedness in study context. The teaching and learning pattern of entrepreneurship in universities is made effective by the participating students and teachers (or lecturers) (Anjum et al., 2020; Anwar & Abdullah, 2021). Creative teachers will make learning in the classroom less monotonous; but fun. Therefore, the creativity of a teacher can encourage the emergence of the inherent talents in the students. In support of the foregoing, the SEE assumes that students prefer to remain on a path until an "event" such as teaching pushes them to change their behaviour. The TPB further demonstrates that the behaviour of such students can be predicted from their intentions.

Creative teachers employ diverse strategies to solve classroom problems. They can by their way of inspiring their students be adopted by the same students as role models (Cayirdag, 2017; Purwana & Suhud, 2017; Wibowo et al., 2018). Based on the TPB, how a student perceives what he/she was taught can positively or negatively affect the formation of his/her attitude towards this behaviour. The extent to which this behaviour engenders the formation of a new business depicts the individual's level of entrepreneurial intention (Krueger & Carsrud, 1993). Entrepreneurial intention can be triggered by exposure to teachers' prior experience, and knowledge on how to identify business opportunities, start a business and manage the business (Farashah, 2015; Woldesenbet, 2020).It can by extension influence the productivity and efficiency of the students in entrepreneurial activities in the future. Generally, the willingness to start and/or own a business before or after graduation can be influenced by the university environment where the teaching and other entrepreneurial activities take place (Mall, 2022; Wannamakok & Chang, 2019).

The second result of the study revealed that the effect of academic research project writing on entrepreneurial intentions is not significant. This result is somewhat at variance with the outcome of Noworatzky's (2018) research. Noworatzky found that academic research project is related to students' involvement in entrepreneurship development. The reason for the diversity can be linked to how students' inability or failure to undertake their academic research project is treated in the university environment, that is, are such students encouraged to personally conduct there searches themselves or are they advised to contract them to consultants? Where the former is the case, such students are taught and allowed to practice what they have learnt; including academic project writing. As alluded to by the SEE model, the

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knowledge and skills acquired from the practical is complemented by the personal perception of the students concerning entrepreneurship (Al-Mamary et al., 2020; de Moraes et al., 2018). Hence, good technical, project and business knowledge, and skills are effective in driving and encouraging students to create new business ventures (Urban & Kujinga, 2017; Woldesenbet, 2020). Academic research project writing has the potentials of exposing both the supervisors and supervisees to deeper knowledge which is eventually created as new knowledge and solution to the researchable problem. Further, it can afford the students the opportunity of acquiring the requisite competencies for creating and operating their own businesses before or after graduation (Raposo & do Paço, 2011; Głodowska, 2017, 2018; Wach, 2015; Wach & Głodowska, 2019).

Finally, the study validated the assertion that community service is not significantly related to entrepreneurial intentions. This outcome is completely not in consonance with the findings of Malebana (2021), that seminars are associated with entrepreneurial intention. This difference can be linked to the rarity of seminars or programs that are generally beneficial to people from both the gown and the town. As alluded to by the TPB, community service is the fire that cook's entrepreneurial intentions. It follows that when students do not participate in it, entrepreneurial intentions will practically not be triggered (Irwansyah et al., 2021). Community services such as business information seminars are targeted at stimulating entrepreneurial intention, eliminating barriers to entrepreneurial activities, sharing business inform, and educating and giving support to would-be and existing entrepreneurs (Malebana, 2021; Mothibi & Malebana, 2019).

The results of this study extend the body of knowledge on the university environment - entrepreneurial intentions nexus. Specifically, the study contributes to the under researched context of the Nigerian university environment and the ignored environmental factors of teaching, academic research and community service. The result has brought to the fore the fact that if the procedures for the conduct of academic research and community service are reinvented, the instilling of entrepreneurial intentions in university students can be enhanced. The outcome of the study is significant as it will inspire the Nigerian university policy makers to formulate policies that will overhaul the mode of research and community services in universities. Since the data used in the study were only generated from Veritas University, Abuja, future researches can widen the sample size to truly represent the population of final year students in Nigerian universities. To broaden our knowledge on the dynamics of entrepreneurial intentions of university students with respect to the number of entrepreneurship GST courses taught and the different levels at which they are offered, further studies can adopt longitudinal research design and triangulation method in both private and public universities.

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