

A Qualitative Study of the influence of Entrepreneurial Leadership, Orientation on Innovation

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Abstract

This research shall adopt a qualitative method of data collection through a tape recorded interview of about 15 students and faculty members in selected universities located in Oyo states in Nigeria. Data collected were transcribed and analyzed through content, thematic, and case by case cross case analysis. Entrepreneurial leadership in the university settings entails that kind of leadership that involves equipping university students and faculty members with that kind of knowledge and capability to adopt entrepreneurial behavior and innovative approaches in creating young ventures and managing existing organizational operations. Hence, adopting appropriate entrepreneurial leadership styles by university leaders is so vital especially now that the country is experiencing economic recession where private organizations are laying off staffs and most public organizations are unable to pay salaries and other bills. In another dimension, the study reported that entrepreneurial orientation is a multidimensional construct applied at the organisational level which characterises firm's entrepreneurial behaviour and including one or several of these three dimensions: risk-taking, innovativeness and pro-activeness. This concept is important because it enables university students know all about entrepreneurial development. Entrepreneurship orientation is helping and educating students or other citizens, new

business and new ideas creators to understand the nitty gritty of young business formation, it also involves building the knowhow to manage existing small, medium or large ventures.

Keywords: *Entrepreneurial Leadership, Entrepreneurial Orientation, Innovation, Qualitative Research, Universities, Nigeria.*

1.0 Background of the Study

Meyers and Pruthi (2011) argued that the concept of entrepreneurship have been stressed as the process of building customer-centric value through the exploitation of resources and innovating beyond the control of the entrepreneur. This description integrates some concepts, in the one hand, viewed entrepreneurship as a process, an action-oriented undertaking that requires doing, executing and adjusting to changing conditions. Martinez et al. (2010) stressed that planning is an integral portion of the process, learning by trial and error, early prototyping and taking advantage of a closing window of opportunity as an essential concept in the description of entrepreneurship. Entrepreneurship is an avenue toward an end: creating value as defined in the mind of the customer. Wirtz and Ehret (2009) argued that value is the difference between tangible and intangible benefits versus tangible and intangible costs. Nonetheless, different customers and stakeholders will define value adopting varying dimensions. An entrepreneur might describe value considering the market value of the firm, the number of jobs created or the size of a new tax base created in the environment. Meyers and Pruthi (2011) posited that value can be viewed in the sense that to a commercial customer, value might be defined in terms of product characteristics and benefits, service or customer experience. Garcia-Marales et al. (2006) argued that economic development authorities might define the value of entrepreneurial activities in terms of jobs created in the community. Elenurm (2012) suggested that academic administrators might measure value by the number of grant dollars generated, new programs or courses offered, or improving educational and skills outcomes in their students. They concluded that in every instance, value is defined and validated by a customer willing to pay for a product or service (Elenurm, 2012; Meyers and Pruthi, 2011). In empirical literature, the research on entrepreneurship has been approached from two viewpoints. Wirtz and Ehret (2009) mentioned that each view carries with it an implied definition of entrepreneurship. In one view, it is a content perspective, and the other view is a process perspective. Authors added that content models dominate the entrepreneurship literature, though process models offer the possibility of connecting content models as well as integrating varying theoretical opinions (Kang and Uhlenbruck, 2006; Garcia-Marales et al., 2006). An assortment of definitions of entrepreneurship exists that are positioned within the content or the process perspective, or both. This assortment of definitions is such that some scholars have acknowledged that a succinct and collectively accepted definition of entrepreneurship has not yet been found (Yusuf, 2005). One of the more influential definitions of entrepreneurship comes from Schumpeter, who in his 1911 theory of economic development described a process of “creative destruction” driving capitalism, in which new products and processes displace older ones, and more entrepreneurial firms displace less innovative ones (Drucker, 2006). Another comprehensive definition asserts that entrepreneurship is, “a context-dependent process of creating future goods and services that involves the cycle of exploration and exploitation of opportunities by individuals or groups of individuals who may exit and re-enter this process” (Zhao et al., 2011; Ajagbe et al., 2013). As for, Cassis and Minoglou (2005), there is a remark that notwithstanding the capacity to evaluate entrepreneurship from an individual, team or operational level, authors still find it difficult to build a theory of entrepreneurship. However, to be accepted as a domain of academic research, investigators suggest entrepreneurship must delineate a distinctive domain and construct a logical and collective body of knowledge. Bass

and Riggio (2006) argued that the economic theory of entrepreneurship that is viewed as a subject of considerable interest to economic scholars is economic growth through entrepreneurship. In their review of economic research on entrepreneurship, Ireland and Webb (2007) reported that entrepreneurs are responsible for bringing to market the technological advances that drive the development and growth of economies. A number of issues related to entrepreneurship economic growth have been examined, including the types of entrepreneurship; entrepreneurs as human capital, investor protection (Drucker, 2006), and scale and population growth effects. Erdos and Varga (2010) reported that econometrics adopts mathematical and statistical techniques to analyze empirical data and to inform and shape theory. In addition, new divisions of economic theories have developed over the last two decades. Coupled with the traditional theories, new institutional economics, complexity theory (Minniti and Lévesque, 2008), behavioral economics and evolutionary economics are contributing to the knowledge of understanding entrepreneurial behavior and the phenomenon. Burns (2007) believed that these new fields of economic inquiry share some common principles, such as the importance they attribute to bounded rationality, rule following, institutions, cognition and evolution. Kropp and Zolin (2005) opined that the five principles are at the root of a growing amount of work on entrepreneurship in economics.

Stam et al. (2010) opined that building the studies of leadership in competitive environments requires a consensus on ineffectiveness of most traditional approaches, and the necessity of using entrepreneurial methods has been reinvigorated. Nonetheless, to simultaneously adopt corporate entrepreneurship and leadership, a new field referred to as entrepreneurial leadership (EL) has been presented. Ajagbe and Ismail (2014) opined that EL is known as the dynamic process of presenting vision, making commitment among followers and risk acceptance when facing opportunities that cause efficient use of available resources along with discovering and utilizing new resources with respect to the vision of the leader. Eisler and Carter (2010) stressed that it involves necessary abilities for constant value creation of managers with respect to the goals of the organization. Hence, entrepreneurial leaders consider entrepreneurship as a basis to gain competitive advantage and to outshine competitors. Smith et al. (2008) reported that among the objections to EL is lack of consensus in its concept in previous studies. This various perspectives are more related to leadership theory which explains the concept of entrepreneurial leadership. For example, in some opinion, the most important feature of EL is known as creating value by discovering new opportunities and editing new strategies in order to gain competitive advantages. They lay emphasis on entrepreneurial leaders' communication and conceptual skills to recognize the complexity of the environment (Hawkins, 2007). In this perspective, EL conforms to innovational dimensions of strategic management. Eisler and Carter (2010) found that personal characteristics are effective in the study of EL and the big five-factor model help leaders to demonstrate entrepreneurial capabilities. It means, usually this kind of leaders tend to violate few imposed or designated norms. In another study related to EL, some features are suggested for evaluating this kind of leadership such as inclination to risk acceptance, need for achievement, need for independence, self-actualization and span of control (Morris et al., 2008; Stam et al., 2010; Ajagbe and Ismail, 2013). Entrepreneurial leadership means that the entrepreneur(s) have high tolerance of ambiguity, persistence, perseverance, are enthusiastic and dynamic leaders with high networking and communication abilities; show creativity (Lumpkin and Dess, 1996; Rivera, 2010), and builds entrepreneurial culture and organization (Kuratko, 2007). Briefly, the entrepreneur used attributes such as risk taking, proactiveness and innovativeness. Some studies argued that EL displayed by the top management team profoundly energizes organizational innovation (Kuratko, 2007; Lumpkin and Dess, 1996; Rivera, 2010).

Ajagbe (2014) described the term innovation as the process of adding value to new ideas, resulting in new or improved products, services, systems or methods. The ideas of newness and value-adding was captured as innovation was described as doing things differently, improving things, and doing things in a better way (Elenurm and Alas, 2009; Breznitz, 2008). There has been a wide acknowledgment that the most critical challenge world leaders' face in public policy issues is how best to improve industrial competitiveness based on innovation. Dess and Lumpkin (2005) agreed that innovation sustains economic growth while competitiveness generates employment. Innovation means a new idea or ways of doing something that had been introduced or discovered. Buenstorf and Geissler (2012) reported that innovation is an attempt to create competitive advantage by perceiving or discovering new and better ways of competing in an industry and bringing them to market. Whereas, Invention means an idea of an inventor which permits in practice the solution to a specific problem in the field of technology, and may be, or may relate to, a product or process (Roomi and Harrison, 2011; Ary et al., 2009). However, an inventor means the person who is the actual creator of the invention or who has made an intellectual contribution to the conception of the invention, and where the context so requires, means the author or designer. Barreto (2010) also emphasized that product innovation is the introduction of a product or service that is unique or a significant improvement of an existing product with respect to characteristics or intended uses. Innovations are therefore not confined to tangible products but also include services and processes. Rothaermel et al. (2007) reported that it has become imperative to examine the benefits of being able to offer innovative products due to the prominence across industries where firms compete on the grounds of new products with new features, new design, and new functions. This is because competitive firms no longer keep offering similar products or just compete on traditional grounds such as price and quality (Green et al., 2008; Dahl and Sorenson, 2011; Bathelt et al., 2010; Berman, 2008; Duenning and Sherrill, 2005). However, it is a common trend for technical firms to introduce different product offerings through innovation in order to gain a competitive advantage ahead of competitors. Elenurm (2012) highlighted on three major types of innovation based on the uniqueness of the idea; breakthrough, technological and ordinary innovation. They mentioned further that, it is the most difficult tasks for technology entrepreneurs, in that it requires not only the ability to create and conceptualize but also the ability to understand all the forces at work in the environment. It consists of everything from a new product to a new distribution system to a method for developing a new organizational structure.

Roomi and Harrison (2011) suggested that second motivation in EL orientation is to give focused emphasis to the areas of entrepreneurship that are essential to leadership. However, particular training approaches that are critically reflective, socially interactive, and experiential have been suggested in extant literature. Kuratko and Audretsch (2009) highlighted that EL orientation are supposed to enlighten faculty members, students and future entrepreneurs on methods to exploit and adopt an entrepreneurial mindset, that is, their own, as well as those of people working with them. Nonetheless, an entrepreneurial mindset is both an individual and collective phenomenon that is important to entrepreneurs, managers and leaders. Renko et al. (2011) have defined it as a way in which individuals think about business, focusing on the benefits occurring with uncertainty. This means that an entrepreneurial mindset is vital for capturing opportunities and, as a result, can contribute to an organization's competitive advantage. Roomi and Harrison (2011) argued that techniques that emphasize this might include materials and methods designed to increase; the ability to recognize and analyze entrepreneurial opportunities, entrepreneurial alertness, real options logic, entrepreneurial framework and dominant logic. Minniti and Levesque (2008) considered entrepreneurial orientation (EO) as a frequently used measure of behavioral

tendency in the entrepreneurship literature. The concept of EO derived its origins in the literature on strategy. The EO concept concerns the presence of organizational level entrepreneurship (Martinez et al., 2010; Ajagbe and Ismail, 2013; Ajagbe and Ismail, 2014), this is regarded as the first operational definition of entrepreneurial orientation. Bercovitz and Feldman (2008) initially defined an entrepreneurial firm as one that engages in product marketing innovation, undertakes somewhat risky ventures, and is first to come up with proactive innovations, beating the competition to the punch. Morris et al. (2008) described EO as a firm level construct that is evidenced in strategic management and the strategic decision making process. From a marketing perspective, EO was perceived as a tendency of the senior management of an organization to take calculated risks, to be innovative, and to demonstrate proactive marketing orientations. However, EO was also viewed importantly as a more proactive marketing orientation. Collier and Gray (2010) viewed EO as being complementary to a marketing orientation. They asserted a firm needs both an entrepreneurial and marketing orientation to reach maximum effectiveness. Hence, from the opinion of senior management, Lumpkin and Dess (1996) concluded that EO should reflect the strategic posture of multiple layers of management and not just senior level management. Hence, the current research emphasizes on the influence of entrepreneurial leadership and entrepreneurial orientation on innovations in Nigerian universities. Figure 1 below presents the conceptual framework of the study indicating the interaction among the three variables under survey, they are entrepreneurial leadership as the independent variable, innovation as the dependent variable and entrepreneurial orientation as the intervening variable.

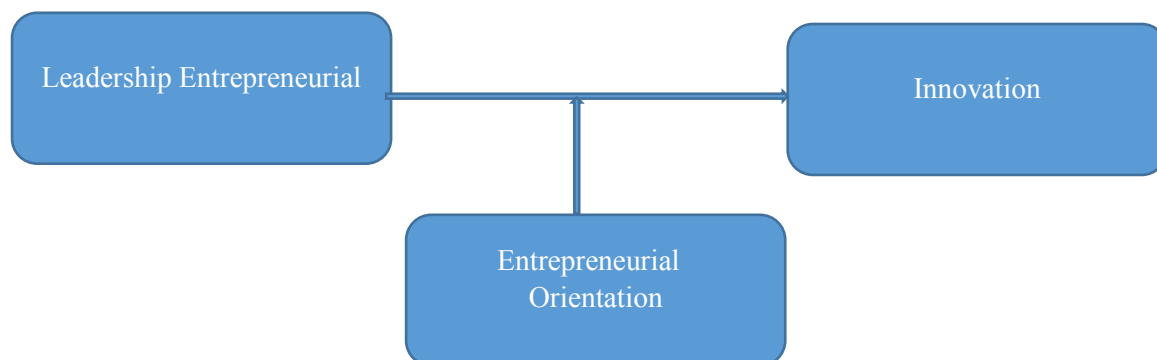


Figure 1: Research Conceptual Framework

2.0 Research Methodology

This section describes the viewpoint of the research, design, methodology to be used, ethical issues, and researcher's plan to answer the study's research questions, the process of data analysis, coding and interpretation. Hence, this study depends on the philosophy of naturalistic, qualitative investigation as described by Trochim and James (2006). The research viewpoint was selected as a result that an overview of previous publications exposed the relevance of having a deep knowledge of the experience of students and faculty leaders as it concerns entrepreneurial leadership, entrepreneurial orientation and innovation in Nigerian universities. In this study, the researchers used purposeful sampling, makes use of the case study as an exposure instrument, and uses analogous strategy to prove the positivist ideas of validity, reliability, and objectivity. The novel aim of this investigation is to collect information from students, departmental, faculty and unit heads in the case study university, exploring groups of this sample and attracting them to participate in this study. Although, it

proved difficult to secure the willingness of the respondents to partake in this research, however, the researchers were able to gather enough participants required for a proper qualitative study, which has helped to achieve the objectives of this study. The interviewer adopted the individual unit of analysis to determine the chosen population for the investigation. This research made use of observation, interview and document analysis. This method of data gathering is called triangulation. Although the commonly adopted method for collecting information for qualitative study is the interview. The aim of qualitative study is to monitor the study subject from the views of the candidate, and to discover how and why it comes up to have that viewpoint (David, 2002). Qualitative data gathering is preferred for this study because; this method is mostly used for research areas that have not been fully exploited (Saunders et al., 2007). In this study, new themes emerged from the interview data that shall be useful to future quantitative researchers to further explore this area of investigation. Secondary information for this study were sourced from published artifacts, reports, and previous empirical literature and internet sources. Primary data were collected through face to face tape recorded interviews as suggested by Creswell (2012). This study adopted purposive sampling because it takes place in a judgmental manner, it is conducted for an exceptional rationale (Trochim and James, 2006; Saunders et al., 2007). However, in this research, snowballing sampling was used to achieve the objectives set out for this study. It is based entirely on the accessibility and willingness of participants to take part in the interview particularly those who are very occupied and hard to trail for an interview (Creswell, 2012). For this research, the researcher continued the interviews until the answers attain a saturation point (Shuttleworth, 2008). Other authors suggested that the amount of case research is based on the investigator himself and in qualitative sampling; there are no universal convention for the sample size (Sekaran, 2003). The researchers analyzed the data collected through an inductive, thematic analysis and definite approach from the constant comparison technique. The outcome was to understand the experience of students and faculty leaders as it concerns entrepreneurial leadership, entrepreneurial orientation and innovation in universities in Nigeria. This interview gathered qualitative data from responses to conversations and semi-structured interviews of about 45 to 60 minutes with 15 informants who met the selection requirement.

3.0 Interview Analysis and Discussion

3.1 Entrepreneurial Leadership

From this study, 2(13%) among 15 respondents surveyed that they do not have the idea about the concept of entrepreneurial leadership. Nonetheless, 13(87%) among 15 respondents surveyed agreed that they have in-depth knowledge and understanding of the meaning of entrepreneurial leadership. From the assertion of RES1 “*Entrepreneurial leadership simply means a situation where organizational leaders adopt innovative approaches in managing organizational operations. The respondents further add that teaching employees of organizations how to productively deliver organization results within a specified time-frame is the core of entrepreneurial leadership*”. In another opinion, RES6 stated that “*Entrepreneurial leadership is the purposeful leadership carried out in the domain of entrepreneurship where human and material resources are properly used to achieve stated organizational goals*”. In other words, entrepreneurial leadership is the art of managing a young or existing business enterprise. It involves active boldness and readiness to embark on a new venture in life. It is leadership which can propel entrepreneurship in individual. The concept involves equipping university students to become job creators and not job seekers, which is the willingness of an individual to subject himself to risk taking activities in order to make more profits. Leadership with regards to all that has to do with matters relating to entrepreneurship development. Leadership being expressed by an entrepreneur in a specific

business enterprise. Entrepreneurial leadership is a process whereby an individual influence other group members to achieve a common goal through the use of entrepreneurial behavior (risk-taker, innovative, creative and so on. This is consistent with Ajagbe and Ismail (2014) who found that entrepreneurial leadership is viewed as the flexible approach of presenting vision, making commitment among followers and risk acceptance when facing opportunities that cause efficient use of available resources along with discovering and utilizing new resources with respect to the vision of the leader. Figure 2 shows the degree of awareness of respondents about the concept of entrepreneurial leadership.

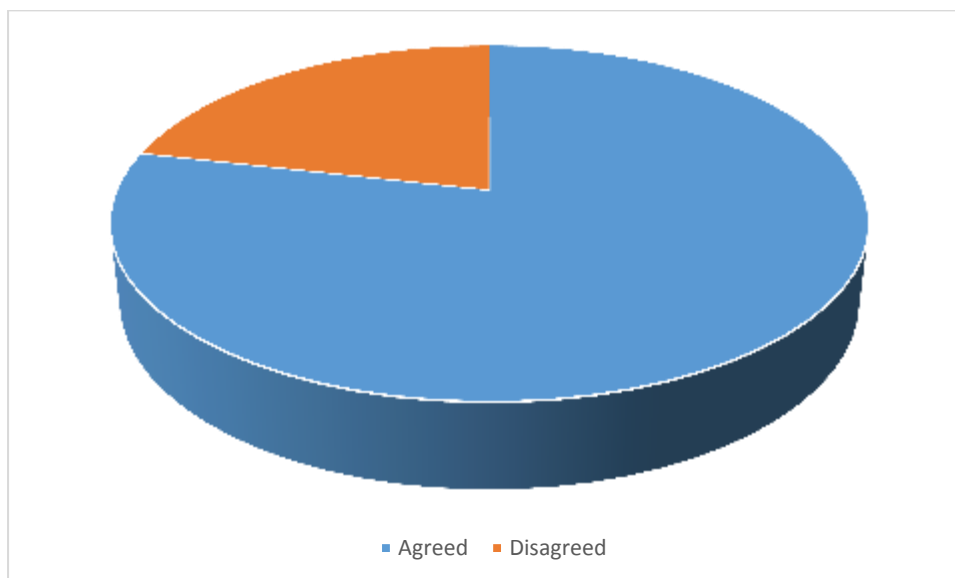


Figure 2: Concept of Entrepreneurial Leadership

3.2 Entrepreneurial Leadership Styles and Innovation

In this section, the researcher explored the how entrepreneurial leadership styles of a leader encouraged innovation among university students and faculty members. Coded information from the transcribed transcript revealed about 3 (20%) among 15 surveyed respondents have contrary opinion that entrepreneurial leadership styles of university leaders could be instrumental to enhancing innovation among university students and faculty members. Nonetheless, 12 (80%) among 15 surveyed respondents shared similar opinion that entrepreneurial leadership styles of university leaders are instrumental to enhancing innovation among university students and faculty members. RES1 responded that *“This is a welcome development because it will enhance creativity among university students”* While RES4 added that *“if the leadership style of the leader is all embracing, innovation among students could be enhanced”*. However, appropriate entrepreneurial leadership styles by university leaders would engender creativity, innovation and development because it introduces something new in any environment (Kuratko, 2007; Lumpkin and Dess, 1996; Rivera, 2010). In the same light, university leadership must have the skills of entrepreneurship first before they can pass it on to students and faculty members. Thus, this is a great development that would go a long way to distinguish university students in entrepreneurial universities from those who graduate from other non-entrepreneurial minded universities in Nigeria. Those leaders who know what entrepreneurship entails should teach what it takes to be a successful innovator to university students before they graduate so that once they have graduated, they can try to use the knowledge gained to establish their own ventures and grow Nigerian economy. Adopting appropriate entrepreneurial leadership styles by university leaders is so vital especially now that Nigeria is in an economic recession where

those who have jobs are being laid off due to economic downturn. Hence, entrepreneurial leaders consider entrepreneurship as a basis to gain competitive advantage and to outshine competitors (Eisler and Carter, 2010). The leadership approach also involves the entrepreneur (leader) possessing great tolerance of ambiguity, persistence, perseverance, are enthusiastic and flexible leaders with high networking and communication abilities; show creativity and innovation (Lumpkin and Dess, 1996; Rivera, 2010), and builds entrepreneurial culture and organization (Kuratko, 2007). Figure 3 shows how entrepreneurial leadership styles enhance innovation among university students and faculty members.

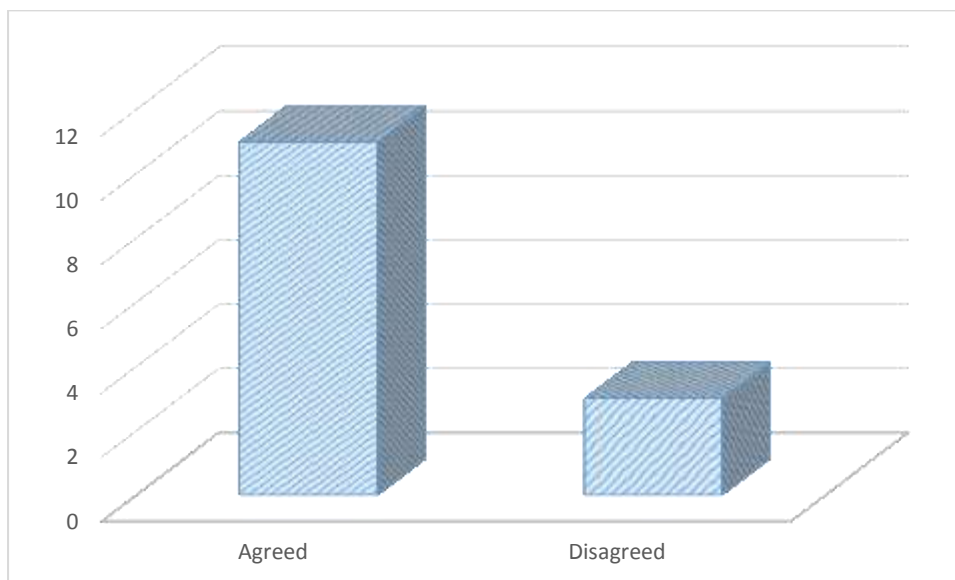


Figure 3: Entrepreneurial Leadership Styles and Innovation

3.3 Entrepreneurial Orientation

In order to explore the degree of awareness of the respondents about the term entrepreneurial orientation. Responses from coded data revealed that 1 (7%) among 15 respondents surveyed agreed that she does not have an understanding of the concept of entrepreneurial orientation. However, 14 (93%) among 15 respondents surveyed mentioned that they are fully knowledgeable about the meaning of entrepreneurial orientation. Hence, *“Entrepreneurial orientation is usually defined as a multidimensional construct applied at the organizational level which characterizes firm’s entrepreneurial behavior and including one or several of these three dimensions: risk-taking, innovativeness and pro-activeness (RES1)”*. This concept is important because it enables university students know all about entrepreneurial development. In addition, it is an art of ingenuity or art of equipping people with the knowledge of how people should go into creation and management of young or existing business firms. However, RES4 stressed that *“entrepreneurship orientation is helping and educating students or other citizens, new business and new idea creators to understand the nitty gritty of young business formation, it also involves building the knowhow to manage existing small, medium or large ventures”*. This kind of capabilities expose, equips and builds up the students with the competences of becoming owners and good managers of industries and teaches somebody on how to become an entrepreneur. Entrepreneurial orientation prepares intending entrepreneur into the sweet waters of entrepreneurial culture. This is when green horns and even those who have been engaged in entrepreneurial knowledge and grilled in the fundamentals of how to be a successful entrepreneur practicalise the knowledge they have previously acquired. Roomi and Harrison (2011) agreed with this assertion and suggested that EL orientation is to give focused emphasis to the areas of entrepreneurship that

are essential to leadership. They authors continued that particular training approaches that are critically reflective, socially interactive, and experiential have been suggested in extant literature. Kuratko and Audretsch (2009) highlighted that EL orientation is supposed to enlighten faculty members, students and future entrepreneurs on methods to exploit and adopt an entrepreneurial mindset, that is, their own, as well as those of people working with them.

3.4 Entrepreneurial Leadership, Orientation and Innovation

In this section, how entrepreneurial leadership can be combined with entrepreneurial orientation to encourage innovation among university students and faculty members were described. The content analysis and coding of the interview transcripts exposed that about 3 (20%) among 15 respondents surveyed disagreed that entrepreneurial leadership and entrepreneurial orientation could be instrumental to enhancing innovation among university students and faculty members. However, 12 (80%) among 15 respondents surveyed agreed that entrepreneurial leadership and entrepreneurial orientation would be instrumental to enhancing innovation among university students and faculty members. RES1 opined that *“yes, I feel it is possible for entrepreneurial orientation to encourage innovation”*. RES2 stated that *“yes! why not? By bringing the students to be aware, they will know innovation”*. Nonetheless, it is essential to know that in as much as university leaders practice entrepreneurship in leading their university and because once any idea is been repeated to a young audience, it sticks into their brains, and hence innovation would be encouraged among them. Among the 15 respondents interviewed, only one of them said that *“I don’t know”* (RES10). Most certainly, entrepreneurial leaders can adopt entrepreneurial orientation so as to enhance the strategic orientation of students leading to effective strategy-making practices and monitoring of the firm’s behaviour that is entrepreneurial in nature. However, Kuratko and Audretsch (2009) suggested that EL orientation are supposed to expose faculty members, students and future entrepreneurs to approaches to exploit and adopt an entrepreneurial mindset, that is, their own, as well as those of people working with them. Nonetheless, an entrepreneurial mindset is both an individual and collective phenomenon that is important to entrepreneurs, managers and leaders. Renko et al. (2011) have defined entrepreneurial orientation as a way in which individuals think about business, focusing on the benefits occurring with uncertainty. This means that an entrepreneurial mindset is vital for capturing opportunities and, as a result, can contribute to an organization’s competitive advantage through product and service innovation. Hence, the core of entrepreneurial leadership is the ability of university leaders to adopt entrepreneurial orientation such as risk-taking, innovativeness and pro-activeness when needed for effective transformation of the university. This can be implemented among university students in form of research activities relating to the courses being taught by the lecturer. Figure 4 shows how entrepreneurial leadership, orientation encourage innovation among university students.

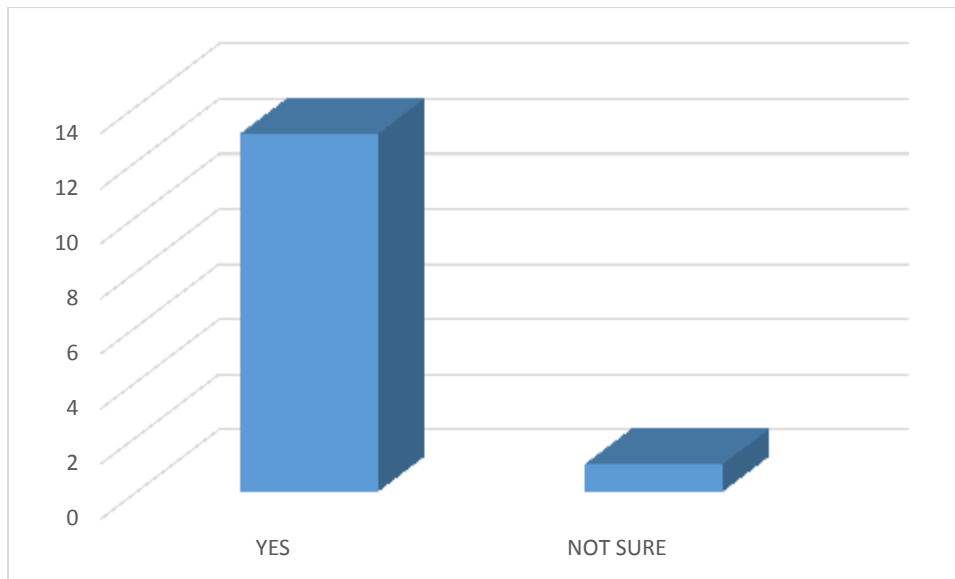


Figure 4: Entrepreneurial Leadership, Orientation and Innovation

3.5 Concept of Innovation

This question aimed to determine the degree of knowledge of the respondents about the concept of innovation. After, transcription and coding of the interview transcripts, the study showed that all the respondents are fully aware of the meaning of the term innovation. However, RES1 opined that the term “*Innovation simply means solving an existing problem using new technique which can be in form of modification of existing equations or theories that address the problem*”. In another view, innovation entails changing a business idea or machine into a new one which can help to easily solve the problems of mankind (RES2). Additionally, RES3 mentioned that “*innovation can be defined as the art of creating new ideas in order to develop new things*”. The core values of product and service innovation involves adding values to existing ideas, machines, develop a new idea or technology better than the previous or that which can make life easier for would be customers (Ajagbe and Ismail, 2013). Innovation aims to improve on an established idea/machinery or to develop a new machine or device which would produce superior services to the already existing devices or some devices they have not seen to the benefit of mankind. Nevertheless, Ajagbe (2014) described the term innovation as the process of adding value to new ideas, resulting in new or improved products, services, systems or methods. The idea of newness and value-adding as captured as innovation was described as doing things differently, improving things, and doing things in a better way (Elenurm and Alas, 2009; Breznitz, 2008). Innovation means a new idea or ways of doing something that had been introduced or discovered. It is however, an attempt to create competitive advantage by perceiving or discovering new and better ways of competing in an industry and bringing them to market.

4.0 Implications of the Research

This found that entrepreneurial leadership implies a situation where organizational leaders adopt innovative approaches in managing organizational activities. Hence, teaching employees of organizations how to innovatively and creatively deliver organization results within a specified time-frame is the core of entrepreneurial leadership. In the university environment, entrepreneurial leadership involve an approach to leadership that entails equipping university students and faculty members with that kind of knowledge and capability to become job creators, that is, building in students the willingness to subject themselves to risk taking activities which helps in establishing young ventures. In another

dimension, making use of the right kind of entrepreneurial leadership styles by university managers is very important in this present day Nigeria where economic recession is ravaging the country and many private firms are downsizing and most government owned firms are unable to pay their bills. Hence, adopting entrepreneurial leadership styles could help in enhancing that they students do not depend solely on white collar jobs as the case may be but to create jobs for themselves and employ others. Considering the earlier mentioned, it is important that entrepreneurial orientation which is often described as a multifaceted variable applied at the organizational level and characterizes firm's entrepreneurial behavior and including one or several of these three dimensions: risk-taking, innovativeness and pro-activeness be combined with entrepreneurial leadership in educating students and faculty members to become new venture creators and managers. This research found that entrepreneurial leadership and orientation could be useful in encouraging innovation. The researchers recommended that, university students could be taught entrepreneurial skills and all what it takes to be an innovator.

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