

Relationship Between Leadership Style and Entrepreneurial Tendency among Students in A Public Institution of Higher Learning in Malaysia: The Research Framework

Shahrul Azuwar Abdul Aziz, Norhasni Zainal Abiddin and Mohd Hamran Mohamad

Universiti Pertahanan Nasional Malaysia, Kuala Lumpur, Malaysia

Corresponding Author: Norhasni Zainal Abiddin

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Abstract

21st century leadership can be seen as an individual and collective response to changing the environment for the better. An understanding and practice of environmentally responsive leadership is needed given today's world that depends on individuals who have leadership criteria in students in institutions of higher learning. The 21st century now requires continuity between leadership and entrepreneurship which is a value-added feature that can produce students who are self-disciplined, creative in decision making, have self-confidence and positive thinking. This article provides research framework on leadership styles and its interaction with the aspects of entrepreneurial among Bachelor's degree students at a public university of Malaysia. Thus, this research is designed to provide more complete description of university students leadership style so that students can prepare for entering the workforce or starting a business by contributing to the development of leadership as a necessary talent. **Keyword:** Leadership Style, Entrepreneurial Tendency, Entrepreneurship, Higher Learning Institution, Student, 21st Century

Introduction

Malaysian education has grown tremendously in line with current needs. Improving the quality of education is elevated to a global level to achieve educational excellence. The pattern of 21st century education is proclaimed in shaping the direction of Malaysian education in producing human capital to support the country's aspirations. 21st century education also faces a variety of obstacles in empowering management systems. Competent leadership is needed in tracing the current of the world of education which is increasingly towards technology. An understanding and practice of environmentally responsive leadership are needed, given that today's world depends on individuals who have leadership criteria (Chen et al., 2015). Today, educational leadership is no longer related to the individual leader himself but has begun to be applied in a more collective and global form. Education plays an

essential role in determining the quality and ability of the new generation to adapt in the face of drastic changes in global civilization (Abiddin, 2013).

In other words, 21st century leadership encompasses a leadership perspective that aims to respond to today's world's unique challenges and opportunities. It also reflects an expanded leadership paradigm and integrates theories and practices from various disciplines and traditions to foster practical knowledge and transformative change in world service. Leadership is also considered the driving force of an individual to improve the quality of self. Many previous researchers have successfully studied the development of these leadership styles and characteristics, yet there is no single or best definition for the term leadership. Studies on leadership have been extensively conducted over the years

Leadership, in general, is rarely examined among students in institutions of higher learning, and most studies have focused on the relationship between leadership and employee performance in public organizations and institutions (Ismail & Abiddin, 2009). For example, Khan et al (2011) examined the leadership styles of educational professionals in institutions of higher learning. Islam et al (2012) focused their research on the impact of transformational and transactional leadership styles on the entrepreneurial characteristics, motivation, and academic performance of university students; where according to him, today's education requires quality students who have added value to themselves to prepare for future. Leadership has a direct relationship with the success of an organization (Jia et al., 2017). Leaders determine the value, morale, and motivation of employees individually or in teamwork by forming strategies, including the implementation and the effectiveness of the strategy (Anderson, 2016). Leaders can also influence those around them to mobilize a shared vision (Nanjundeswaraswamy & Swamy, 2014). Therefore, leaders play an essential role in driving the development of an organization's performance to meet the desired goals.

A leader's leadership styles and characteristics may be successful in one situation but less successful in another. This has a lot to do with the local culture, organizational characteristics, the ability of followers, gender influence, and various other factors. Thus, studies on the meaning of leadership and the characteristics of influential leaders remain relevant and still need to be conducted from time to time, taking into account the differences in the context of leaders and leadership (Ibrahim et al., 2018). A country is seen as prosperous, developed, and respected because it has a highly skilled leader (Victor & Andersson, 2015). Good leaders can guide a work team to provide a high commitment to the tasks that need to be performed and motivate them to work with more dedication (Alghazo & Anazi, 2016). Therefore, a leader needs to inspire, support, and be a source of encouragement to all members under his leadership to improve organizational performance. The added value that needs to be emphasized in students must meet the marketability characteristics required by the employment sector. Leadership and entrepreneurship are value-added features that can produce students who are self-disciplined, creative in decision making, and have self-confidence and positive thinking.

A leader's leadership styles and characteristics may be successful in one. Specifically, entrepreneurial culture is a system of beliefs and values about how something works by shaping the action of its members based on the arrangement of organizational structure to produce norms of behavior (Gabrielsson et al., 2014). In turn, the continuity of this entrepreneurial culture can create entrepreneurial leadership (Sklaveniti, 2017). Leadership generally involves organized group activities toward achieving goals (Yunus & Ahmad, 2016). Whereas entrepreneurial leadership involves precise goal setting, creating opportunities, empowering individuals, and controlling organizations by entrepreneurs (Zainol et al., 2018).

Entrepreneurial leadership is also the process of influencing the performance of group members towards the achievement of organizational goals that can take advantage of entrepreneurial opportunities (Harrison et al., 2016).

It has been recognized that the concept of entrepreneurial leadership is complex and large; hence research interest in it continues to be conducted from various levels (Haynes et al., 2015; Galloway et al., 2015). Entrepreneurial leadership is essential because individual interests are needed in the entrepreneurial process. The matter is aligned with current research in entrepreneurial leadership, emphasizing entrepreneurial traits such as high confidence and daring to take risks (Renko et al., 2015; Voler et al., 2015). Thus, this entrepreneurial culture and leadership are closely related to the entrepreneurial mindset. Next, the entrepreneurial mind is the orientation of the individual dealing with situations, but it is hidden in nature (Klein, 2017; Subramaniam et al., 2020). In the context of strategic entrepreneurship, it is stated that the entrepreneurial mindset can be driven by entrepreneurial culture and leadership (Dweck, 2017).

Background of Study

Entrepreneurial leadership exists between the intersection of entrepreneurial meanings and leadership. Leadership is a process of influence (Silva, 2014; Ruben et al., 2016), while entrepreneurship is a process by which opportunities to create future goods and services are discovered, evaluated, and exploited (Oviatt et al., 2015). At the same time, entrepreneurial leadership is influencing others to understand and agree on what needs to be done collectively to achieve common objectives (Silva, 2014). The overlap between entrepreneurship and leadership has been studied by several researchers (Hasrul, 2016; Leitch & Volery; 2017). Thus, several characteristics have emerged when these two areas are united, including vision, opportunity focus, influence on followers, planning, motivation to others, achievement orientation, the creativity of leaders and followers, flexibility, patience, perseverance, risk-taking, tolerance, perseverance, confidence self, power orientation, proactiveness and internal loci of control (Renko et al., 2015; Harrison et al., 2018; Engelen et al., 2015).

Although the following traits of entrepreneurial leadership have been studied, this study will focus on entrepreneurial leaders' traits, behaviors, and actions. The difference in traits, behaviors, and actions that characterize entrepreneurial leadership with other leadership styles is by focusing on the purpose of entrepreneurship itself for recognition of opportunities to be exploited (Renko et al., 2015). Leaders need to have the initiative in introducing innovative goods or services to the market. At the same time, exploitation carries a different meaning, i.e., activities and investments made to obtain returns from new opportunities. Thus, leaders in the context of entrepreneurship need to have the following characteristics so that the opportunities can be used as best as possible.

Entrepreneurial leaders often engage in opportunity-focused activities by influencing their followers in performing entrepreneurial behaviours. One of the reasons leaders need to focus on opportunities is because leaders are the driving force in exploiting new opportunities for an organization. Thus, commitment for each follower is essential in doing what the leader has planned. The job of a leader is also to influence and direct his followers by acting as a role model (Jyoti & Bhau, 2015).

In addition to serving as role models, entrepreneurial leaders also need to encourage their followers to achieve entrepreneurial goals. Leaders need to motivate their followers in terms of thinking and act in more innovative ways. The entrepreneurial vision needs to be

clear for the firm's future in the long run. Leaders are also accountable to their followers in interpreting their identity in the company as agents responsible for future success.

Entrepreneurial leadership is conceptually different from other leadership concepts. However, constructively it is still in line with transformational leadership (Bass & Avolio, 1995) and creativity enhancement leadership (Makri & Scandura, 2010). Both of these types of leadership are extensions of entrepreneurial leadership. This entrepreneurial leadership differs from other leadership concepts, yet its construction is still in line with these two leadership styles: transformational leadership and creativity enhancement leadership. Both of these types of leadership are extensions of entrepreneurial leadership. Transformational leadership consists of four components: charismatic role-modeling, individual judgment, motivation, and intellectual stimulation. The following constructs have been widely used in entrepreneurship research (Jyoti & Bhau, 2015; Mittal & Dhar, 2015; Hoch et al., 2018).

Transformational leaders also exhibit characteristics and behaviors similar to entrepreneurial leaders, such as looking for something new and looking for opportunities in the face of risk. Thus, a transformational leader encourages his followers to think of old problems in new ways of solutions and leads to the discovery of new opportunities. This feature is evident as an overlap between entrepreneurial leadership and transformational leadership. There is a difference between entrepreneurial leadership and transformational leadership. Transformational leaders are more aware of their followers' unique needs and abilities, build relationships with their employees, and understand and consider their skills. Whereas entrepreneurial leaders only consider followers who have an entrepreneurial spirit. The key to understanding entrepreneurial leadership is to focus on opportunity-oriented behaviors, whether from the leader or his followers.

Although transformational leaders have this element of behavior, their nature is different. In addition, creativity enhancement leadership is also related to entrepreneurial leadership. Creativity-enhancing leadership means the ability of employees to generate thoughtful ideas, express unique thoughts and make exceptional opportunity breakthroughs (Makri & Scandura, 2010). This leadership style suggests that subordinates will be more creative when they assume the closest leader supports their job (Jaiswal & Dhar, 2015). Other researchers have also supported the above leadership styles by developing creativity behavior scales that measure leader behaviors such as praising employees' creative work and being aware of their innovations (Renko et al., 2015). These employees' creative work and innovation efforts can commercialize products and services more widely.

Leadership style is a relatively consistent pattern of behavior that characterizes a leader' (DuBrin, 2001). Different leadership styles can affect an organization's level of performance and electives. According to Oladipo et al. (2013), the success or failure of an organization, country, and other social units largely depends on its leadership style. Based on previous studies, leadership styles have been thoroughly researched among the adult population but have not received much attention among adolescents (Montoya and Duncan, 2018). A lack of understanding of the relationship between entrepreneurship and leadership creates a need for a new paradigm in explaining this phenomenon (Fernald et al., 2005). He explores the common characteristics of both entrepreneurs and leaders. With university-supported entrepreneurial activities, several essential component factors can play a role in realizing this, such as leadership style (Jauhari et al., 2017; Han et al., 2016).

Academic experts argue that student leadership development should be a priority in helping students form strong leadership identities early (Adams, Kamarudin, & Tan, 2018; Amiriazadeh, 2012; Keselman et al., 2015; Simonsen et al., 2014; Villarreal et al., 2018).

However, for university students, having the nature and characteristics of a leader alone is not enough to make flexible decisions when facing various challenges when stepping into the world of work in the 21st century.

Leadership in 21st Century

Several summaries have been made to identify the definition of leadership. Leadership is a concept that is difficult for researchers to define. Many researchers have put forward various definitions for leadership, but there are still differences from each other. Nevertheless, McCleskey (2014) argues that defining specific leadership is futile because its correct definition depends on the researcher's interests and the type of problem or situation of a study.

Leadership is about influence, but it must also lead to the desired purpose. Northouse (2016) describes leadership as “the process by which an individual influences a group of individuals to achieve a common goal.” Kouzes and Posner (2010) state that the definition of leadership is dynamically integrated and changing in the 21st century. An individual will not be able to exhibit his leadership qualities without challenges or obstacles and followers who adhere to him. These challenges will create a need for a leader to use their skill set to benefit others and achieve a goal. The politics, environment, technology, and power of an organization require leaders to grow, adapt, and ultimately lead.

Table 1

Definition of leadership

Author	Definition	Content
Abu (2009)	Influencing leaders needs to be followers, and the process of influencing occurs in the context of a goal.	Influence followers in context towards some goal.
Kouzes & Posner (2012)	Influence is no more, no less the relationship between those who aspire to lead and those who choose to follow.	The influence of the relationship between leaders and followers
Sanfuentes et al (2021)	The ability to develop and communicate a vision to a group that will achieve a vision.	Communicate and achieve the vision
Northouse (2016)	A process in which an individual influences a group of individuals to achieve a common goal.	Influence one group to achieve the same goal
Ray & Sanders (2009).	The process of influencing leaders and followers to achieve organizational objectives through change.	influence to achieve organizational objectives
Hassanzadeh et al (2015).	The person whose vision, courage and influence set the idea, individuals, organizations and communities in the movement towards the improvement of	Vision and influence towards the good of the organization, the community and the world

Author	Definition	Content
	their organizations, communities and the world.	
Avolio et al (2004)	Individuals who significantly affect thinking, behaviours, and/or feelings of others.	Influencing behaviour toward others
Silva (2016)	Interactions between two or more group members that often involve the structuring or restructuring of situations and members' perceptions and expectations.	Leader and follower interaction
Chen & Silverthorne, (2005)	A process of influencing the activities of an individual or group in an effort toward achieving organizational objectives in a given situation.	Influence others to achieve organizational objectives

Student Self Leadership

An authoritative student leader can demonstrate leadership qualities by setting an example to other students to spread influence. Demonstrating commitment, composure, responsibility, reliability, accountability, and other essential traits can impact student-led (Perkel, 2005; Burningham et al., 2010). In some cases, students have the characteristics and qualities needed to be a leader but are less interested in leadership roles because they are squeezed with increasing assignments for graduation, work, and other co-curricular activities that limit the space for leadership to be in their schedules (Nellis, 1994).

Table 2

Leader Characteristics

Characteristics	Quality
Model	<ul style="list-style-type: none"> a) Set an example for what they expect from others b) Ensure everyone follows set standards and principles c) Loyal and dependable; commitment d) Have a clear leadership philosophy; always respond to others about their achievements e) Demonstrates initiative, enthusiasm, reliability, and moral courage
Inspiration	<ul style="list-style-type: none"> a) Speak with honest conviction about the meaning and purpose of their higher work b) Showing their long-term interest can be realized with hard work and dedication c) Share the struggle with perseverance d) Highlight that opportunities can be seized with a shared vision and the concerted efforts of everyone
Challenge	<ul style="list-style-type: none"> a) Looking for challenging opportunities to test their own skills and abilities b) Take risks even when there is a chance of failure

Characteristics	Quality
	<ul style="list-style-type: none"> c) Challenging individuals to experiment and find new solutions to a problem d) Looking beyond the boundaries of formal organizations to try innovative ways as improvements
Enables	<ul style="list-style-type: none"> a) Develop collaborative relationships with the people who work with them b) Supports decisions made by others themselves c) Treat others with dignity and respect d) Encourage others to learn from their own work; offer guidance rather than control e) Demonstrates effective listening skills for all situations.
Encouragement	<ul style="list-style-type: none"> a) Encourage others to persevere despite challenges b) Find ways to celebrate achievement c) In general praise individuals for their hard work and commitment d) Demonstrates confidence in the abilities of others

Types of Leadership Styles

Mullins (2000) defines leadership style as the manner in which leaders interact with and influence their subordinates. It can also refer to the methods used by leaders to complete tasks or achieve organisational goals and objectives. Howell and Costley (2006), on the other hand, stated that leadership styles are frequently based on the nature or context of the organisation, and that such styles usually change or can be modified based on changes in the environment or even social dynamics of relationships in the organisation. Thus, forms, styles, and leadership methods can be viewed as tools or skills that can be changed or modified to meet the organization's needs, goals, or expectations. Leadership style reflects the approach leaders adopt in influencing and ensuring that specific goals and objectives are achieved (Mandell, 2003)

Table 3

Types of Leadership Styles

Leadership style	Summary
Charismatic leadership	Charismatic leadership is an identifiable leadership style but is less pronounced than other leadership styles (Bell, 2013). Most charismatic leaders always tend to have a vision and exhibit a motivated lifestyle to motivate subordinates to achieve the vision.
Transactional leadership	This leadership style begins with the idea that group members agree to obey their leader when they accept a job. It is a relationship based on the exchange of rewards (especially in the form of salaries or wages) depending on a particular role or task
Transformational leadership	This leadership style is described as an ongoing process of identifying the mission and objectives of the organization through some changes in the attitudes of the staff of an organization. The first step in this leadership style is for leaders to help all employees understand that every outcome derived

Leadership style	Summary
	from their work is essential. The second step is for leaders to define organizational targets rather than employees. In the last stage, the leader is accepted when he or she can manage the needs of the employees. This leadership style encourages individuals in the group to focus on goals by helping them build a vision and mission in the business (Day et al., 2016)
Autocratic Leadership	It is an extreme form of transactional leadership, in which the leader has complete power over his followers. Group members have little opportunity to make recommendations, even if it is in the best interests of the team or organization. Although some studies (Santrock, 2007) have criticized and often see autocracy as an unhealthy leadership style and cannot be used in today's modern business context, it is essential to consider some of the benefits or advantages derived from this leadership style.
Democratic Leadership	A democratic leader is a leader who will make the final decision but involves the participation of group members in the decision-making process. They encourage creativity, and the involvement of group members in projects or decision-making is usually very high. The advantage of democratic leadership is that group members tend to have higher levels of job satisfaction and be more productive. This leadership style also helps develop employee skills. Theoretically, although democratic leadership is seen as highly authentic leadership, it often causes the decision-making process to be slow, and the results obtained usually require more significant effort (Angus-Leppan et al., 2010).
Bureaucratic Leadership	Bureaucratic leaders are leaders focused on making policies that will help entrepreneurs achieve goals. For them, the policy is the impetus for ensuring that a task is completed. Bureaucratic leaders adhere to rules strictly and ensure that their staff follows procedures accurately. Bureaucratic leadership is also helpful in organizations where employees perform routine tasks (Schaefer, 2005).
Laissez-Faire Leadership	Laissez-faire in French means "let," which when used in leadership describes the leader as someone who allows his subordinates to work on their own. Laissez-faire leaders abdicate responsibility and avoid decision-making; they give complete freedom to the team to do their work and set deadlines for their project. In other words, Laissez-faire leaders typically allow their subordinates the power to make decisions about their work (Chaudhry & Javed, 2012).

Objectives

Generally, this study will focus on the types of leadership styles and entrepreneurial tendency according to the perspective of Bachelor's degree students in a public university of Malaysia. Specifically, the objectives of the study will be

- (1) to identify the leadership styles among students in a public university of Malaysia;
- (2) to identify the entrepreneurial tendency among students in a public university of Malaysia;
- (3) to determine the relationship between leadership style and entrepreneurial leadership among students in a public university of Malaysia.

Framework of Study

This study has two major components: the domain for student leadership style and the entrepreneurial element, with these two domains serving as the study's primary objectives. For this study, critical elements in each domain will be based on existing instruments that have been adapted, used, and validated in previous studies involving the following leadership styles: autocratic style, transactional style, charismatic style, democratic style, bureaucratic style, and transformational laissez faire style. For the second domain, which is an element of students' entrepreneurial proclivity, this study adopts the study conducted by (Amir et al., 2012), which was conducted to design a scale to measure entrepreneurial leadership.

Significance of Study

For researchers and academics, this study offers theoretical and practical implications in the fields of student leadership and entrepreneurial leadership. This research will contribute to the continuing research on leadership education in higher education institutions. This research will focus on student leadership and its interaction with the aspects of entrepreneurial leadership in an organisation. In practise, the findings of this study will highlight the need for entrepreneurial leadership to improve student leadership in the twenty-first century by employing the appropriate type of leadership style. Academics in this field of leadership can then develop strategies and training programmes that focus on leadership and entrepreneurial skills. More emphasis should be placed on leadership development in order to strengthen human resources in Malaysia's industrial and educational sectors and contribute significantly to the country's development.

Methods

Based on the needs of the implementation of the study, this study will be using quantitative survey research method. This method was chosen because it is more suitable for the study because the selected respondents include a large number of Bachelor's degree students who are registered at a public university of Malaysia. The goal of employing this strategy is to make it easier for researchers to obtain critical information; this method can alleviate the problem of obtaining and interpreting data because it employs a variety of methods for the distribution and collection of questionnaires.

According to Talib (2009); Hasan (2012), the data gathered and the findings of a study will be able to provide information to help achieve the study's objectives. The survey data will be used to evaluate the item function, validity, and reliability of the instrument through a survey study involving quantitative methodologies.

Data Analysis

All data obtained from the data collection process will be analyzed to answer the research questions. Table 4 shows three research questions that must be answered by analysing the respective data.

Table 4

Summary of Research Analysis

Objective	Research Questions	Method	Analysis
(i) Identify the leadership styles among students in a public university of Malaysia	a. What is the leadership style of students in a public university of Malaysia?	Quantitative -Instruments	SPSS -Min Score -Frequency
(ii) Identify the entrepreneurial tendency among students in a public university of Malaysia	b. What is the entrepreneurial tendency among students in a public university of Malaysia?	Quantitative -Instruments	SPSS -Min Score - Frequency
(iii) Determine the relationship between leadership styles and entrepreneurial tendency among students in a public university of Malaysia	c. Is there any relationship between leadership style and entrepreneurial tendencies among students in a public university of Malaysia?	Quantitative -Instruments	SPSS - Min Score - Pearson Correlation

Expected Research Outcome

This study is expected to provide a more detailed description of the leadership style of Bachelor's degree students. In addition to contributing to the development of leadership as an essential skill, students can make preparations for entering the workforce or starting a business. This research is also thought to have the potential to help improve the entrepreneurship curriculum, as described below.

a) Leadership Development in Institutions of Higher Learning

Each individual has their leadership style. Through this study, students will identify the dominant characteristics of their leadership and the tendencies of the leadership style that is practiced either when conducting activities at the university or through co-curricular involvement and so on.

b) Improvement of Entrepreneurship Curriculum

The understanding of entrepreneurship courses at the university can be improved by identifying the dominant elements of entrepreneurial leadership among students. This is due to the fact that elements of entrepreneurship can develop individual leadership to face the world's dynamic changes, particularly in the field of technology, in accordance with the needs of the twenty-first century. As a result, it is expected that this study will uncover the relationship between student leadership style and entrepreneurial leadership in order to raise awareness of the importance of entrepreneurship courses at the university.

Conclusion

Overall, the results of this study will highlight the need for entrepreneurial leadership to improve student leadership by applying the appropriate type of leadership style in the 21st

century. In turn, academics in this field of leadership are able to develop strategies and training programs that target leadership and entrepreneurial skills. In particular, to strengthen human resources in the industrial and education sectors in Malaysia in order to contribute significantly to the development of the country, then more attention should be given to leadership development.

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