LEGAL REGULATION OF CYBERSECURITY AND PRIVACY ON THE INTERNET AS SDG’s

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ABSTRACT

Objective: The article focuses on the conceptual framework for the formation and development of legal regulation of cybersecurity and privacy on the Internet.

Theoretical Framework: Technological development has provided humanity with many clear benefits. However, it has also created severe challenges and threats to national security, critical infrastructure, private persons and states, as well as the international community. In Ukraine, these issues have been exacerbated by the Russian-Ukrainian war.

Method: The research methodology is based on a logical and systematic presentation and analysis of the material related to the process of legal support for cybersecurity and privacy.

Results and Discussion: Today, states and international organizations have to pursue two different policies: one in the virtual environment and the other in the real world. The Presidential Commission on Critical Infrastructure Protection was established in 1996 in the United States. As of today, the definition of “cybersecurity” has been determined at the legislative level. It includes 10 fundamental principles related to the development of the Internet and its impact on human life.

Research Implications: The previous legislative experience of international law related to cybersecurity and privacy has been summarized.

Originality/Value: In Ukraine, the process of legal support for cybersecurity and privacy on the Internet is also ongoing. Ukraine has both ratified several international documents related to this issue and has its own legislative framework.

Keywords: cyber threats, cybersecurity, cyberbullying, netiquette, privacy, virtual space, legal regulation, Internet, Sustainable Development Goals (SDGs).

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1 INTRODUCTION

The leadership style and motivation of students at higher education institutions are vital factors that influence their entrepreneurial inclination. Nevertheless, the educational background of the graduates’ curriculum of study remains undisclosed (Abiddin, 2007; Abiddin & West, 2007). Research revealed that students had a strong inclination towards entrepreneurship when provided with the chance to start a company venture, along with the essential resources. Competent leadership has the capacity to significantly influence work motivation, job happiness, and employee organisational commitment (Mazzetti & Schaufeli, 2022). In the realm of education, particularly in higher education institutions, the leadership of lecturers in their interactions with students may have a substantial impact on students’ inclination towards entrepreneurship (Tavella & Bogers, 2020). Research conducted by Bozward et al. (2022) has shown a noteworthy positive correlation between transformational and transactional leadership styles and students' inclination towards entrepreneurship. In addition, the research indicates that university administrators in higher education institutions do not just use a single leadership style, but instead integrate elements of both transactional and transformational leadership to inspire and encourage students. The incorporation of several leadership styles is essential in order to empower and motivate students to achieve excellence in their business endeavours (Ahmed et al., 2020).

The Malaysia Education Blueprint 2015-2025 acknowledges the significance of cultivating entrepreneurial mindsets in graduates to address the requirements of a dynamic global economy. The Blueprint promotes the transition from conventional, teacher-focused methods to student-centered learning, which stimulates the use of transformative leadership styles in higher education. Educators are urged to serve as facilitators, enabling students to
exhibit creativity, engage in critical thinking, and resolve difficulties, which are vital proficiencies for individuals striving to become entrepreneurs. Moreover, the Blueprint recognizes the significance of motivation in fostering entrepreneurial tendencies. The Blueprint seeks to foster intrinsic motivation among students by encouraging hands-on learning, industry partnerships, and entrepreneurial possibilities, so enabling them to explore and experience the satisfaction and delight of entrepreneurial endeavors. Additionally, the Blueprint enhances the connection between universities and industries, providing chances for external incentive. This includes giving students practical experience, guidance from mentors, and potential financial support to assist them in their entrepreneurial pursuits.

There is a discussion on whether it is more beneficial for university administrators in higher education institutions to adopt a solo leadership style instead of including both transactional and transformational features. This strategy is thought to provide more clarity and consistency in guiding and motivating students towards success in academics and business (Hassan et al., 2016; Abiddin & Ismail, 2014; Gbenga & Abiddin, 2013a). However, it is important to recognize that students may have different expectations about their preferred leadership style. Certain people may choose for a non-interventionist and laissez-faire approach, which enables them to take full responsibility for their own entrepreneurial pursuits. This preference is often seen among students who hold higher positions or had more extensive job experience (Hamilton et al., 2019). The impact of leadership style, namely transformational vs transactional, and motivation on the entrepreneurial tendencies of students in public higher education institutions is significant. Furthermore, doing further research in this field has the capacity to provide deeper insights into these important components.

The correlation between leadership style and entrepreneurial practice is generally acknowledged as a pivotal factor in an individual's achievement (Adams & Velarde, 2018). Many people have studied this process successfully, but it has been seen throughout time that there is no one or ideal definition of the notion of leadership style. According to Chima (2016), leadership style refers to the combination of several characteristics, behaviours, and abilities
Leadership may be described as the act of forming alliances in which individuals use their own resources and methods to promote productive cooperation among others in pursuit of a common goal (Gbenga & Abiddin, 2013b). The topic of leadership style has been extensively discussed in several types of organisations, including business, military, religion, politics, and sports. Based on academic sources (Angus-Leppan, Metcalf & Benn 2010; Strom et al. 2014; Chima 2016), the optimal leadership approach for an organisation may vary based on its size or previous achievements. However, in the context of this study on students in a public higher education institution and their interest in entrepreneurship, it is suggested that employing a combination of transformational and transactional leadership styles may be the most effective approach (Tavella & Bogers, 2020). The rationale for this is that transformational leadership has the capacity to motivate and stimulate students to participate in entrepreneurial endeavours, while transactional leadership can provide the necessary guidance and rewards for their undertakings.

Scholars have extensively examined the correlation between motivation, leadership style, and entrepreneurial aptitude among students in higher education institutions (Li, 2020). Previous conversations have shown that using a blend of transformational and transactional leadership styles is helpful in motivating and directing students towards entrepreneurial endeavours. To get a deeper understanding, it is crucial to explore the many complexities of motivation. Motivation is a potent catalyst that propels people towards their objectives, and it may be impacted by both external and internal influences (Abiddin & Ismail, 2014). Domenico and Ryan (2017) argue that although external motivators like rewards and incentives might initially drive interest and effort, maintaining long-term devotion and persistence need intrinsic motivation, which arises from personal interest, pleasure, and satisfaction.

Further research is needed to explore the intricate connection between leadership style, motivation, and entrepreneurial inclination among students at public higher education institutions. Mazzetti and Schaufeli (2022) found that effective leadership in educational environments significantly impacts students'
motivation, job satisfaction, and commitment. The role of professors as leaders is crucial in this context, since their interactions with students possess the capacity to significantly impact entrepreneurial inclinations (Tavella & Bogers, 2020). The research done by Bozward et al. (2022) highlights the clear correlation between transformational and transactional leadership styles and students’ propensity for entrepreneurship. This emphasises the need of implementing a complete plan that integrates elements from both kinds.

However, there is a current disagreement over the most efficient leadership approach for fostering entrepreneurial tendencies among students. Although some people advocate for a uniform leadership approach to provide clarity and consistency (Gbenga & Abiddin, 2013b), it is important to recognise the diverse set of student expectations. Hamilton et al. (2019) found that students, particularly those in higher positions or with much work experience, may be more likely to adopt non-interventionist and laissez-faire leadership styles. Hence, it is important to possess a leadership strategy that is flexible to diverse preferences and fosters student autonomy.

Moreover, the notion of leadership style is intricate, including a broad spectrum of traits, actions, and skills that leaders use to engage with their followers (Chima, 2016). When individuals in higher education combine their entrepreneurial goals with academic pursuits, they may adopt an approach that involves both transformational and transactional leadership styles, which has the potential to be beneficial (Tavella & Bogers, 2020). Transformational leadership inspires students to actively participate in entrepreneurial activities, whereas transactional leadership provides the necessary guidance and rewards for their endeavours.

Furthermore, scholarly discussions highlight the intricate relationship among leadership style, motivation, and entrepreneurial aptitude. According to Li (2020), the combination of transformational and transactional leadership styles has a synergistic effect in effectively motivating students to participate in entrepreneurial activities. However, it is essential to possess a comprehensive understanding of motivation, since it encompasses both external and internal factors (Domenico & Ryan, 2017). While external incentives might initially spark interest, sustaining long-term commitment
requires internal motivation rooted on personal interest, enjoyment, and contentment. The interplay between leadership style and motivation serves as a catalyst for the inclination towards entrepreneurship among students in public higher education institutions. By effectively navigating the intricacies of leadership dynamics and understanding the intricacies of motivation, educators may provide a conducive environment for fostering entrepreneurial attitudes and efforts among students.

These results have significant implications for policy development in Malaysia, since they are in line with the goals outlined in the Malaysia Education Blueprint 2015-2025. The Blueprint highlights the need of fostering an entrepreneurial attitude in graduates to fulfil the requirements of a rapidly changing global economy. Malaysian higher education institutions may cultivate entrepreneurial inclinations among students by including motivating tactics and using effective leadership techniques in their instructional programmes. This entails shifting from conventional, instructor-focused approaches to learner-focused education, so promoting the adoption of transformational leadership techniques that stimulate innovation, analytical reasoning, and problem-solving abilities. Furthermore, comprehending the varied motivational requirements of students may aid in formulating programmes that effectively combine internal and external incentives, guaranteeing long-term interest and involvement in entrepreneurial endeavours. Therefore, these endeavours may help establish a favourable atmosphere that fosters innovation and creativity, eventually boosting Malaysia’s competitiveness in the international market.

2 BACKGROUND OF STUDY

In 2005, the Ministry of Education in Taiwan introduced revisions to the Basic Education Act that prohibited the use of severe disciplinary measures on students. Therefore, it is essential to adapt the traditional autocratic leadership style by including motivational elements to align with the present educational setting (Villareal et al., 2022). Consequently, there was an increased focus on examining transformational and transactional leadership styles, along with motivational traits, within the realm of education. During
that time, this problem gained considerable attention in studies (Huguet, 2017). Huang’s (2019) study indicates that implementing both transformational and transactional leadership styles leads to improved academic performance in students. Furthermore, using a transactional leadership approach has been linked to a decline in academic performance among students. Nevertheless, there is a dearth of comprehensive research on this particular aspect of leadership styles. Hence, further research is required to examine the relationship between instructional leadership style and student achievement (Meng, 2022).

Motivation is a psychological characteristic that prompts an organism to engage in activities with the aim of attaining a desired goal, while also controlling and maintaining behaviour that is directed towards a certain purpose (Nasim et al., 2023; Abiddin, 2007). It may be seen as a motivational factor, a psychological element that drives or reinforces behaviour towards a desired goal (Schater, 2011). While motivation may be beneficial in directing individuals towards their goals, there is a belief that placing too much importance on external incentives might impede internal motivation (Aloqleh & Teh, 2019). An overemphasis on incentives and external pressures might lead to a decrease in genuine personal involvement and passion among pupils. The topic of motivation is complex, and it is crucial to understand the many factors that influence it, especially in the context of educational leadership and the entrepreneurial drive of students. In addition to the aforementioned external motivators, it is essential to consider intrinsic motivation, which arises from inside the individual. This kind of motivation is driven by personal desire, enjoyment, and satisfaction derived from the activity or employment being pursued (Gao et al., 2023). Research has shown that it is essential to maintain a balanced blend of external and internal factors to preserve motivation and engagement among students. While external rewards and incentives might initially inspire interest and effort, it is ultimately the internal drive and passion that sustains long-term devotion and tenacity (Ranganathan & Velmurugan, 2023).

The importance of skilled leadership and motivation in the field of business has gained increasing acknowledgement in recent decades.
Entrepreneurship is multifaceted phenomena that is influenced by several internal and external factors. The influence of leadership style and motivation on entrepreneurial inclinations has been a primary area of interest in scholarly investigations (Maheshwari et al., 2022). Multiple studies have analysed the distinct components of leadership, motivation, and entrepreneurship. Nevertheless, it is important to do research on the interplay between these components in order to get a comprehensive understanding of their interaction (Du et al., 2022). The correlation between leadership style and motivation in connection to entrepreneurial inclinations is a pertinent and noteworthy area of study, especially within the context of the National Defence University of Malaysia. Understanding the correlation between leadership style, motivation, and entrepreneurial inclinations is crucial for obtaining a full comprehension of entrepreneurship inside this institution (Hutabarat et al., 2022). The study undertaken at the National Defence University of Malaysia seeks to examine the correlation between leadership style and motivation within the context of entrepreneurial inclinations. The study aims to provide valuable insights that may inform the development of tailored frameworks for aspiring entrepreneurs and policymakers by examining these factors in a unique setting.

This study aims to investigate the correlation between leadership style and motivation inside the National Defence University of Malaysia. The aim is to provide understanding of how these traits influence the entrepreneurial inclinations of pupils. This work has importance not only for the National Defence University of Malaysia, but also for the wider domain of entrepreneurial education and policy development (Liu et al., 2023). This research may contribute to the development of effective leadership and motivational strategies that foster entrepreneurial skills and aspirations in students. In order to develop a framework for attaining success in entrepreneurship, it is essential to recognise the importance of leadership style and motivation in shaping one's inclination towards entrepreneurship. Understanding the specific challenges faced by Malaysian entrepreneurs is crucial, such as the lack of technical progress, a scarcity of innovation, and a concentration on local markets. Comprehending this concept is crucial for developing and implementing effective plans to overcome these obstacles and
foster a thriving business atmosphere (Yuen, 2023). By integrating transformational and transactional leadership styles with motivating characteristics, educators may create a conducive and supportive learning environment that enhances academic achievement among students (Meng, 2022). In addition, by incorporating experiential learning opportunities and fostering an entrepreneurial environment inside institutions, students may gain practical expertise in firm management and make significant contributions to Malaysia's goal of attaining high-income status.

The existing body of research on this subject has laid a solid foundation for understanding the separate components of leadership, motivation, and entrepreneurship (Daspit et al., 2021). However, including these elements inside the distinctive environment of the National Defence University of Malaysia provides an opportunity to generate detailed and contextually meaningful findings that might enrich the existing knowledge pool. Moreover, the importance of educators and university administrators in fostering and advocating for a favourable environment for both intrinsic and extrinsic motivation cannot be overstated (Pervin et al., 2021). Cultivating a culture that values individual motivation, creativity, and self-reliance, while also providing guidance and support, is crucial for fostering students' entrepreneurial aspirations. Leaders must cultivate a leadership approach that effectively combines aspects of transformational and transactional leadership. This approach should provide the necessary inspiration and guidance while also acknowledging and nurturing the inherent motivations of the pupils (Harris & Jones, 2023). The relationship between motivation, leadership style, and entrepreneurial tendency among students at higher education institutions is intricate and constantly evolving. It is important to do more research in this sector in order to have a deeper understanding of these fundamental characteristics. This research has the potential to provide valuable insights that may inform the development of effective leadership initiatives and educational methods to better support and nurture students' entrepreneurial aspirations (Bozward et al., 2022). This study will focus on analysing the leadership style and motivation as viewed by students at the National Defence University of Malaysia. In addition, the researcher will examine the dominant attributes of
students at the higher education institution in relation to their leadership style, motivation, and propensity towards entrepreneurship.

The results of this study have the potential to greatly impact the formulation of policies in Malaysia, namely in accordance with the objectives outlined in the Malaysia Education Blueprint 2015-2025 and other national strategic initiatives focused on promoting innovation and entrepreneurship. By comprehending the impact of leadership styles and motivation on entrepreneurial inclinations, educational officials might formulate precise ways to cultivate entrepreneurial talents among students. This is in line with Malaysia’s Vision 2020 and subsequent efforts to convert the country into a high-income, knowledge-driven economy. By combining transformational and transactional leadership styles and adopting a balanced approach to motivating, educators may provide a dynamic and supportive learning environment that fosters creativity and entrepreneurship. This strategy not only facilitates academic achievement but also equips students to make valuable contributions to the nation’s economic expansion and competitiveness in the global arena.

3 METHODOLOGY

This research uses a 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 first-year to final-year undergraduate students enrolled at the National Defense University of Malaysia (NDUM). According to Ghaffar (1999), Talib (2009) and Hasan (2012), research design is a guide or method of obtaining data using various methods and procedures, as well as a plan to achieve the objectives of the study.

This study has collected data from students studying at NDUM because the sample taken consists of undergraduate students. The purpose of using this strategy is to make it easier for researchers to obtain important information where with this method, it can reduce the problem of obtaining and interpreting data because it involves various methods for the distribution and collection of questionnaires. A questionnaire instrument is a method of collecting data that saves time in a short period of time. According to Talib
(2009) and Hasan (2012), the data collected, and the results of a study can provide information to achieve the objectives of the study.

The data obtained from the data collection process is analyzed to answer the research questions. Data collected from each instrument will be analyzed using SPSS software. The mean of each item was identified to obtain the level of agreement on each item. Questionnaire data was analyzed using inferential analysis. Inferential analysis provides researchers with findings about the influence between study variables where the influence can be determined using Multiple Regression analysis.

4 RESULTS AND FINDINGS

This study shows the influence of leadership style and motivation on students' entrepreneurial tendency. The results can be seen in the Table 1. Based on the $R^2$ value for each sub-element of knowledge with a value ($R^2=0.6300$ or 6.3%) proving that each variable from the variant on entrepreneurial tendency can be predicted and associated with the leadership style and student motivation variables.

Table 1.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R²</th>
<th>Adjusted R Square</th>
<th>Std. Error Of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.794a</td>
<td>.630</td>
<td>.628</td>
<td>.35143</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), MEAN_MOTIVATION, MEAN_LEADERSHIP_STYLE
b. Dependent Variable: MEAN_ENTREPRENEURIAL_TENDENCIES

The research investigates the influence of leadership style and motivation on the entrepreneurial inclinations of students, uncovering noteworthy results. The findings indicate a robust and significant positive relationship ($R = 0.794$) between these variables and entrepreneurial inclinations. The combination of leadership style and motivation accounts for 63% of the variability in entrepreneurial tendencies ($R^2 = 0.630$). The model has a strong fit, as seen by the modified $R^2$ value of 0.628 and a standard error of
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0.35143. Both predictors exhibit a high level of statistical significance (p = 0.000), indicating that the likelihood of their impact being attributed to chance is very improbable. The study found that motivation is a very influential factor (β = 0.604) in predicting entrepreneurial inclinations among students. This indicates that as student motivation improves, there is a substantial correlation with an increase in their inclination towards entrepreneurship. The influence of leadership style on entrepreneurial inclinations is equally favourable, albeit it is somewhat less significant (β = 0.233). These results suggest that it is essential to improve students' motivation and cultivate their leadership abilities in order to promote entrepreneurial inclinations. Implementing educational programmes that specifically target the enhancement of motivation and the provision of leadership opportunities has the potential to greatly encourage entrepreneurial behaviours and ambitions among students. The results of the study also show that motivation and leadership style can significantly predict entrepreneurial tendency (β=0.604 and β=0.233) as shown in Table 2.

Table 2.
Finding Value According to the Significance Level of Each Element

<table>
<thead>
<tr>
<th>Independent variable (IV)</th>
<th>Dependent variable (DV)</th>
<th>Significant Value of F (df)</th>
<th>Significant Value</th>
<th>Beta (β)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Tendencies</td>
<td>295.618 (2.347)</td>
<td>0.000</td>
<td>.604</td>
</tr>
<tr>
<td>Leadership Style</td>
<td>Entrepreneurship</td>
<td></td>
<td></td>
<td>.233</td>
</tr>
</tbody>
</table>

The results presented in Table 2 demonstrate the significant influence of motivation and leadership style on students' inclination towards entrepreneurship. The study demonstrates that motivation has a considerable and positive impact on entrepreneurial inclinations. This is supported by a very significant F-value of 295.618 (df = 2, 347) and a p-value of 0.000. Additionally, there is a strong beta coefficient (β = 0.604). This indicates that a higher level of motivation has a substantial impact on students' inclination towards entrepreneurship. Furthermore, the impact of leadership style on entrepreneurial inclinations is very significant, as shown by a p-value of 0.000 and a beta coefficient (β = 0.233). While the influence of leadership style may not be as strong as that of drive, it remains a significant predictor. The findings
emphasise that both increased motivation and effective leadership styles are crucial in promoting entrepreneurial inclinations among students, with motivation exerting a more prominent influence. Therefore, an increase in motivation is associated with a substantial upswing in entrepreneurial inclination. Nevertheless, the leadership style has a beta value of 0.233, which, while smaller than that of motivation, nevertheless indicates a significant and advantageous influence. This suggests that while leadership style does have an impact, its influence is very little compared to motivation in fostering entrepreneurial tendencies.

In summary, the study emphasises the vital significance of both intrinsic factors (such as motivation) and extrinsic factors (such as leadership style) in fostering entrepreneurial tendencies among students. The strong correlation and significant predictive ability of the model suggest that educational strategies that focus on enhancing student motivation and adopting effective leadership might considerably improve entrepreneurial behaviours. These findings provide valuable perspectives for educational institutions and governments seeking to cultivate entrepreneurial attitudes among students. They highlight the need of cultivating motivating and leadership qualities as essential elements of entrepreneurial education curricula.

5 DISCUSSION

The study investigating the influence of leadership style and motivation on students’ tendency towards entrepreneurship yields significant results with significant implications for educational methodologies and policy development. The study shows a strong and positive relationship between these factors, with a correlation coefficient (R) of 0.794, indicating a substantial link between leadership style, motivation, and entrepreneurial tendencies. The combined influence of these characteristics accounts for 63% of the variability in entrepreneurial tendencies (R² = 0.630), underscoring their critical importance. The model's adjusted R² of 0.628 and a standard error of 0.35143 provide further evidence that supports the dependability of these findings, indicating that the model is a suitable fit.
Both predictors have statistical significance, as shown by p-values of 0.000, suggesting that their impact is very unlikely to be due to random chance. The beta coefficient (β) of 0.604 indicates that motivation has a very important role in influencing entrepreneurial tendencies among students. Higher levels of student motivation are strongly associated with an increase in entrepreneurial inclinations. The impact of leadership style on entrepreneurial tendencies is also positive, as shown by a beta value (β) of 0.233. Nevertheless, its impact is somewhat less pronounced in relation to motivation.

The study's findings provide convincing proof of the significant impact of leadership approach and drive on students' propensity for entrepreneurship. The outcomes might be linked to different levels of motivation and involvement with diverse leadership approaches (Aziz, 2023). The significant significance ascribed to these elements underscores their impact on shaping entrepreneurial behaviour among students, suggesting that an increase in student motivation results in a noticeable increase in their inclination towards entrepreneurship (Sharma, 2023). This aligns with prior research that underscores the paramount significance of intrinsic drive in entrepreneurial pursuits. According to Bozward et al. (2022), educational programmes should give priority to techniques that improve students' inherent motivation via self-directed learning, establishing ambitious but achievable objectives, and providing chances for personal growth. Effective leadership may cultivate a conducive environment for entrepreneurial thinking by fostering a culture of innovation, offering support and resources, and exemplifying entrepreneurial values. In order to significantly increase students' tendency towards entrepreneurship, teachers and mentors should use transformational leadership tactics, including fostering a shared vision, establishing a trusting atmosphere, and promoting creativity (Shukaili et al., 2021).

These results have significance for academic institutions and policymakers seeking to foster entrepreneurial mindset. Developing educational courses and extracurricular efforts that not only teach entrepreneurial principles but also actively boost students' enthusiasm and familiarise them with good leadership tactics is crucial (Haddad et al., 2021). By implementing efforts that include motivational methods and leadership
training, a supportive climate may be created for aspiring entrepreneurs (A Babson Education, 2023). For example, mentorship programmes that connect students with accomplished entrepreneurs may provide practical knowledge and assistance, thereby bolstering students’ passion and aspirations in the realm of entrepreneurship (Gbenga & Abiddin, 2015).

The relationship between motivation, leadership style, and entrepreneurial propensity among students in higher education institutions has been extensively studied by scholars (Li, 2020). Combining transformational and transactional leadership styles is beneficial for inspiring and guiding students towards entrepreneurial pursuits. In order to have a more profound comprehension of motivation, it is essential to delve into the complex mechanisms at play. Motivation is a potent driving force that drives individuals towards their goals and may be influenced by factors emanating from both external and internal sources. Domenico and Ryan (2017) contend that although extrinsic motivators such as awards and incentives may initially spark interest and effort, sustaining long-term dedication and perseverance requires intrinsic motivation, which stems from personal interest, enjoyment, and contentment.

In the realm of educational leadership, it is crucial to strike a balance between external and internal motivators to ensure long-term student motivation and engagement (Gao et al., 2023). Excessive emphasis on external rewards may undermine internal motivation, leading to a decrease in genuine personal involvement and student enthusiasm. Therefore, it is important for educators and university administrators to recognise and foster a supportive environment that values both intrinsic and extrinsic motivation (Zhurauskaya, 2023). This may be achieved by cultivating a culture that promotes individual initiative, creativity, and autonomy, while still providing necessary guidance and assistance. The paramount importance of leadership in cultivating an appropriate environment for entrepreneurial thinking cannot be overstated. Both transformational and transactional leadership styles play complimentary roles in motivating, guiding, and incentivizing entrepreneurial activities (Covin & Wales, 2018). Transformational leadership has the capacity to motivate and stimulate students to participate in entrepreneurial activities, while
transactional leadership can provide the essential guidance and rewards to facilitate their efforts.

A recent study undertaken at Malaysia's National Defence University has substantial ramifications for the fields of entrepreneurial education and policy. The essay emphasises the importance of leadership style and motivation in fostering the development of aspiring entrepreneurs. By understanding these factors, educators and policymakers may create customised plans that meet the specific needs of individuals. For example, some students may benefit from structured curricula that provide clear guidance, while others may excel in more independent environments. This attention should not be limited just to academics. Integrating these significant views into the broader entrepreneurial landscape in Malaysia is of utmost importance. Mentorship initiatives that connect aspiring entrepreneurs with leaders who share their leadership style and meet their motivational needs might lead to very favourable results. Furthermore, the study highlights the challenges faced by entrepreneurs in Malaysia, such as limited adoption of technology and a lack of innovation (Wiramihardja et al., 2022). By recognising these challenges, governments may develop targeted strategies, such as investing resources for technology acquisition or creating programmes that promote creative problem-solving. In order to empower aspiring entrepreneurs in Malaysia, it is essential to establish a comprehensive and nurturing ecosystem by tackling issues related to leadership, motivation, technological limitations, and fostering innovation.

Moreover, academic institutions and politicians play a crucial role in creating a favourable environment for fostering an entrepreneurial attitude. Turda et al. (2019) suggest that educational programmes and extracurricular activities should prioritise strategies that enhance students’ internal motivation. This may be achieved by fostering self-directed learning, setting hard but achievable objectives, and providing avenues for personal growth. By integrating motivating strategies and leadership development, one may establish a conducive atmosphere that nurtures inspiration among budding entrepreneurs, therefore giving students with the essential proficiencies for triumph in entrepreneurship (Sousa, 2018).
The Malaysia Education Blueprint 2015-2025 recognises that strong leadership and motivation are essential, rather than discretionary, in order to accomplish its objective of producing well-rounded, enterprising graduates. The Blueprint advocates for a shift from traditional leadership methods to a transformational approach, where educators inspire and empower students to become innovative thinkers and problem-solvers. The emphasis on student-centered learning, together with hands-on experiences and collaborations with industry, aims to cultivate intrinsic motivation, fostering a genuine passion for learning and entrepreneurship. The Blueprint employs extrinsic incentive by connecting students with industry mentors and real-world possibilities, motivating them to enhance their entrepreneurial skills and develop their companies. The Blueprint aims to empower graduates who have both internal and external motivation, within a supportive and creative learning setting. These graduates will possess not just strong academic skills, but also the ability to adapt, bounce back from challenges, and thrive in a rapidly changing environment.

In summary, this study highlights the significant correlation between motivation and leadership style in fostering entrepreneurial tendencies among students. While motivation plays a crucial role, the leadership style also has a significant influence. Employing educational strategies that enhance both motivation and exceptional leadership may significantly cultivate entrepreneurial tendencies. These findings provide valuable insights for educators and politicians seeking to cultivate an entrepreneurial attitude among the younger population. They emphasise the need of establishing comprehensive programming that target both internal and external motivational factors.

6 CONCLUSION

These findings have substantial practical implications for educational institutions and policymakers. To cultivate entrepreneurial mindsets, it is necessary to focus on enhancing student passion and developing leadership qualities. Educational programmes may increase intrinsic motivation by giving
engaging content and extrinsic drive by providing rewards and real-world business chances. Leadership skills may be developed via organised training programmes and enough opportunities for students to actively participate in leadership activities. Legislators must prioritise providing assistance to educational courses that actively foster motivation and leadership. Implementing laws that provide schools incentives to embrace motivational and leadership programmes, while also giving cash for extracurricular activities like entrepreneurial clubs, might result in substantial benefits. Additionally, doing a more thorough examination of the many aspects of motivation and leadership that effectively promote entrepreneurial tendencies might help enhance these strategies. Creating a favourable environment that promotes entrepreneurial initiatives outside educational institutions is of utmost importance. Providing resources, mentorship programmes, and networking opportunities helps sustain the motivation and skills necessary for effective leadership that is nurtured in educational settings.

The study highlights the essential importance of both internal factors (such as motivation) and external factors (such as leadership style) in fostering entrepreneurial tendencies among students. The model demonstrates a strong correlation and significant ability to forecast, suggesting that focusing emphasis on these areas might considerably enhance entrepreneurial habits. These remarkable discoveries are valuable for educational institutions and governments seeking to cultivate entrepreneurial attitudes. They emphasise the need of focusing the cultivation of motivation and leadership skills in order to foster innovation and economic growth among aspiring entrepreneurs.
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