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Leadership Styles and Entrepreneurial Competencies: Evidence From Guinea Students in Northern Cyprus

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This paper investigates the relationship between leadership styles and entrepreneurial competencies among Guinean students in Northern Cyprus. Leadership styles are assessed using the Multifactor Leadership Questionnaire (MLQ 5x-short), whereas entrepreneurship competencies are assessed using the EntreComp questionnaire. The questionnaire was distributed to a union of 250 students, of whom 202 completed it, yielding a response rate of 80.8%. The average EC score is 104.70 (SD = 24.22), which is relatively high given that entrepreneurial competencies (EC) values range from 22 to 110. The findings also show that there is a significant and positive correlation between EC and transformational leadership (TFL) ($r = 0.61$, $p < 0.01$), a negative and significant correlation ($r = -0.14$, $p < 0.05$) between EC and transactional leadership (TSL), and a positive and significant correlation between laissez-faire leadership (LFL) and EC ($r = 0.06$, $p < 0.05$). Finally, leadership effectiveness is positively and significantly associated with EC ($r = 0.56$, $p < 0.001$), suggesting that effective leadership and entrepreneurship may complement one another.

Keywords: entrepreneurship competencies, leadership style, MLQ 5x-short, Guinea, Cyprus

Introduction

Understanding the dynamics of innovation and economic growth can be facilitated by examining how leadership styles and entrepreneurial abilities interact within a particular organizational or cultural setting. A leader's guidance and motivation of individuals or teams toward goals are referred to as their leadership style. The competencies required for entrepreneurship include the ability to identify opportunities, take calculated risks, and innovate to deliver value. The two are closely related because they both require a strong sense of vision, strategic thinking, risk-taking, creativity, communication, adaptation, and resilience. Because they both strive for corporate success and value creation, effective leadership can enhance entrepreneurial competencies, and vice versa.

A leader persuades followers to achieve shared goals within an organization (Alsarrani, Jusoh, Alhaseri, & Almeharish, 2021). She helps her team members achieve the organization's objectives. Effective leaders with the capacity to shape employees' behavior are essential to any organization.

Meanwhile, an entrepreneur is a person who starts and/or invests in one or more enterprises, assuming the majority of the risks and reaping the majority of the benefits. Entrepreneurship refers to the process of starting a firm and creating or obtaining economic value. As a source of novel concepts, products, services, and/or business

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practices, entrepreneurs are frequently viewed as innovators (Gaddefors & Anderson, 2017). Entrepreneurial leadership is a term used to describe the relationship between leadership and entrepreneurship. Its definition centers on certain entrepreneurial behaviors or extraordinary skills, such as identifying and seizing entrepreneurial opportunities (Renko, El Tarabishy, Carsrud, & Brannback, 2015). Renko et al. (2015) add that entrepreneurial leadership is characterized as a leadership approach that focuses on directing and influencing the performance of group members toward the achievement of organizational goals, which involve recognizing and exploiting entrepreneurial opportunities.

The primary factor influencing entrepreneurial success is entrepreneurial skill (Boldureanu et al., 2020). Strategic management expertise, company management expertise, planning and execution skills, interpersonal and responsiveness skills, and planning abilities are key components of entrepreneurial competency (Jackson et al., 2019). According to Hashim et al. (2018), entrepreneurial competencies offer a potential way for small businesses to improve company performance. These competencies are often described as integrated, combining knowledge, skills, and attitudes. Accordingly, they are flexible, teachable, and acquired through experience, instruction, or mentoring (Kyndt & Baert, 2015).

Because researchers lack consensus on a precise definition, terms such as skills, knowledge, and expertise are often used interchangeably with entrepreneurial competencies (Wang et al., 2023). Thus, entrepreneurial competence encompasses the fundamental qualities that foster the emergence, continuation, and expansion of entrepreneurship. These qualities include motivation, self-perception, social roles, and abilities, as well as general and specific knowledge. It is a higher-level attribute that includes knowledge, abilities, and personality traits. As such, it may be viewed as an entrepreneur's overall capacity to perform their work role successfully.

Understanding the interaction between leadership styles and entrepreneurial competencies is essential in today's evolving corporate environment, as entrepreneurship is increasingly valued and sought. Our understanding of how various leadership styles affect the development and use of entrepreneurial competencies such as creativity, risk-taking, resilience, and vision remains limited, despite substantial research on each concept separately. While a variety of leadership theories are available, ranging from situational and charismatic to transformational and transactional, it remains unclear how each theory specifically affects the development of entrepreneurial competencies in individuals or teams. Furthermore, determining which leadership styles are best for developing these competencies is crucial for effective entrepreneurial leadership development, as entrepreneurship demands a distinct combination of abilities and mindsets to manage uncertainty and spur creativity.

To address this gap, this study examines how various leadership styles relate to the development and use of entrepreneurial competencies. Thus, the aim of this study is to investigate the relationship between leadership styles and entrepreneurial competencies among Guinean students in Northern Cyprus. To improve entrepreneurial leadership practices and, ultimately, promote innovation and long-term growth in the entrepreneurial ecosystem, the study offers insightful information to corporate leaders, educators, legislators, and entrepreneurs.

The central question of this research is as follows: What is the relationship between leadership styles and entrepreneurship competencies among Guinean students in Northern Cyprus?

This main question leads to the following secondary interrogations:

- What is the correlation between transformational leadership and entrepreneurship competencies?
- What is the correlation between transactional leadership and entrepreneurship competencies?
- What is the correlation between laissez-faire leadership and entrepreneurship competencies?

The emphasis on immigrants is justified for two primary reasons. First, global migration, especially from Africa to Europe, has received increasing attention from media and policymakers (Fofack & Akendung, 2020). Second, it is believed that those who leave their home countries and travel thousands of kilometers to settle in a new environment—characterized by a different language, culture, climate, and economic system—must possess a certain level of interpersonal skills to facilitate their integration and reach their objectives.

The secondary interrogations lead to the following hypotheses:

H_1: There is a positive and significant correlation between transformational leadership and entrepreneurship competencies.

H_2: There is a positive and significant correlation between transactional leadership and entrepreneurship competencies.

H_3: There is a positive and significant correlation between laissez-faire leadership and entrepreneurship competencies.

A quantitative research strategy is employed in this study to systematically investigate the relationship between Guinean students' entrepreneurial skills and leadership styles in the Turkish Republic of Northern Cyprus. An online questionnaire was distributed via the WhatsApp group of the Guinea student union in Northern Cyprus to collect data. Leadership styles are measured using the Multifactor Leadership Questionnaire (MLQ 5x-short), which evaluates Transformational, Transactional, and Laissez-Faire leadership styles. While entrepreneurship competencies are measured using the 22-item EntreComp questionnaire, which has four dimensions: Into Action, Ideas and Opportunities, Personal Resources, and Specific Knowledge. To enable quantitative analysis, both concepts are measured using a five-point Likert scale. The survey was distributed to a union of 250 students, of which 202 completed it.

This study contributes to the empirical literature on leadership styles and entrepreneurial competencies by examining their relationship in an immigrant population. To our knowledge, this is the first study to examine the correlation between leadership styles and entrepreneurship competencies in this context.

Literature Review

Leadership Theories and Leadership Styles

Since the dawn of human history, leadership has been an idea (Vilegi-Peters, 2010). One of the main themes in the development of leadership theories is the relationship between a leader's activities and the results they generate, and the conditions that lessen this association. The concept of leadership is continually evolving, and numerous leadership theories have been developed and categorized according to different theoretical perspectives (Avolio, Walumbwa, & Weber, 2009).

Initially, the concept did not consider human factors and was instead focused on tasks and process-based leadership and production-oriented leadership (Tinker-Walker & Walker, 2020). Our understanding of leadership evolved gradually from methods based on behavior, traits, and contingencies to its current state. Although several theoretical frameworks have been used to evaluate leadership styles, the full-range leadership model (FRLT) is the best-known. Transformational, transactional, and laissez-faire leadership were the three types of leadership covered in the FRLT. Reliable evaluation tools, such as the Multifactor Leadership Questionnaire (MLQ) developed by Bass (1985) and Bass and Avolio (1995), are frequently used to examine these dimensions.

Transformational leadership. Aligning individual members' interests and values with those of the organization is necessary to transcend personal self-interest in the service of the organization. Transformational leaders enhance followers' motivation, morale, and ethical standards, whereas transactional leaders cater to followers' short-term self-interest (Hilton, Arkorful, & Martins, 2021).

The most important and essential component of transformational leadership is vision. Empirical data demonstrating a robust correlation between vision and effectiveness measure, such as satisfaction, lend credence to this idea (Thomas, 2024). Herbst (2020) asserts that the essential components of vision have been grossly neglected or underestimated. Inspirational communication is also recognized as a critical component of transformational leadership, although its definition varies (Thomas, 2024). Through emotive communication and motivating appeals, transformational leaders encourage staff members to prioritize the demands of the team over their own. A leader demonstrates both vision and inspiring communication when she can envision a desired future, set high performance standards, and radiate confidence and determination.

The integration of personal elements is a feature that distinguishes transformational leadership from other modern philosophies. A portion of this constructively supportive leadership has been the topic of individual considerations. A transformational leader demonstrates individual concern by committing to her team members' growth, providing each follower with personalized attention, and attending to their specific needs (Herbst, 2020).

The most underappreciated component of transformative leadership is intellectual stimulation. According to Thomas (2024), this leadership component entails taking steps to increase staff members' awareness of, interest in, and willingness to approach problems from new angles. Intellectual stimulation has been shown to enhance workers' ability to detect, understand, and evaluate difficulties, as well as to improve the quality of the solutions they generate.

Transactional leadership. Transactional leadership refers to a set of leadership theories that emphasize the relationships between leaders and their followers (Hilton et al., 2021). According to Kuhnert (1994), transactional leaders exchange valued resources with followers to advance the group's goals. To gain from this, members are required to behave in the leader's best interests. In the case of a transactional leadership style, coherence and satisfaction characterize interactions between leaders and subordinates. Managing the relationship between managers and employees is the main objective of the transactional leadership style. Thus, the accomplishment of organizational goals is affected by this reciprocal process.

The reciprocity process may also be used to create favorable conditions, inspire subordinates, and set a positive example for achieving the organization's goals. This procedure focuses solely on the advancement of the company while safeguarding against adverse risks. Transactional leadership requires reward and punishment, as well as emotional and physical exchanges, among other comparable transactions. Performance-based incentives are the cornerstone of transactional leadership (Hilton et al., 2021). The ideas of transactional leadership consist of two elements: contingent pay and management by exception (Bass, 1985).

A contingent reward is a constructive relationship between leaders and followers, as the former set the latter's objectives and specify the steps to be taken to achieve them. Awards are used to encourage excellent performance, and work satisfaction factors moderate this effect (Bass, 1985; Hilton et al., 2021). On the other hand, a remedial conversation between leaders and members is referred to as management by exception. In this interaction, leaders can choose to be proactive or passive. Proactive leaders monitor members' errors and take appropriate action when necessary, whereas passive leaders act only when they feel obliged to intervene, which is usually too late (Bass, 1985; Hilton et al., 2021).

Laissez-faire leadership. A leader who practices laissez-faire provides team members with considerable freedom to act independently and complete tasks with minimal direction or oversight. The English translation of "laissez-faire" is "let it be" or "leave alone". Laissez-faire leadership is a concept that implies a lack of direction or supervision. Northouse (2016) claims that the concept of laissez-faire leadership characterizes leaders who shirk responsibility, delay decisions, withhold feedback, and show little interest in meeting followers' needs.

There is also no dialogue with followers to promote their own growth. A laissez-faire leader avoids making decisions regarding organizational matters and does not interact with his followers. He does not care whether they meet performance goals or standards. As a result, he regularly misses work meetings and related tasks (Yukl, 2010). Laissez-faire leaders provide minimal direction or oversight, thereby granting followers substantial autonomy and flexibility to make their own decisions and carry out their tasks.

Entrepreneurship and Entrepreneurial Competencies

The concept of entrepreneurship is fluid, meaning it adapts and innovates in response to customer wants, market conditions, and target markets. According to Borot (2015), action and the establishment of a new organization are the first steps in the practice of entrepreneurship.

Due to its inherent competitiveness, entrepreneurial conduct influences market dynamics (Buccieri, Javalgi, & Cavusgil, 2020). According to this perspective, entrepreneurship is exemplified by the introduction of any new economic activity into the market. Entrepreneurship can also involve innovation and market-breaking initiatives by well-established organizations, in addition to venturing into new corporate markets (Buccieri et al., 2020). Entrepreneurs who proactively pursue change, adapt to it, and seize the opportunities it offers exhibit personal attributes such as inventiveness, loyalty, resolve, flexibility, energy, excitement, and intelligence.

Entrepreneurial competencies are the primary determinants of success in business and technology (Boldureanu et al., 2020). Among the essential elements of entrepreneurial competencies are knowledge of corporate and strategic management, planning and execution skills, planning abilities, and interpersonal and responsiveness skills (Halberstadt et al., 2019). Bird (2002) states that small business leaders may be able to enhance corporate performance by developing their entrepreneurial abilities, as these traits enable them to leverage corporate skills and influence how their business operates, thereby improving performance.

The term entrepreneurial competencies refers to fundamental qualities, including general and particular knowledge, motivations, attributes, self-images, social roles, and abilities that lead to the creation, maintenance, and expansion of a company (Bird, 2002). Competencies comprise an individual's knowledge, abilities, and the motivations or characteristics required to perform a task. In the European Commission's entrepreneurship strategy, the EntreComp model identifies 15 competencies that collectively address the ability to translate ideas into action.

Spotting opportunities is the capacity to identify changes that add value for others, identify possibilities that must be exploited, and respond to obstacles.

Creativity is recognized as the capacity to generate numerous concepts that add value for others and to turn these concepts into solutions.

Vision refers to the ability to envision a compelling future and a motivating vision that will guide strategic decision-making.

Valuing ideas is having the capacity to recognize and value ideas and the variety of uses they may have, as well as the ability to establish plans to maximize the value that ideas may provide.

Ethical and sustainable thinking refers to the capacity to understand how decisions guided by ethics and sustainability would affect the community and the environment.

Competences per area resources pertain to the skills required to pursue a recognized opportunity. It comprises both tangible and intangible characteristics.

Self-awareness and self-efficacy are characterized by confidence in one's capacity to add value for others, to leverage both one's strengths and shortcomings, and to collaborate with others to compensate for one's weaknesses.

Motivation and perseverance refer to the ability to direct effort toward goals and to persist.

Mobilizing resources is defined as the capacity to locate, ethically utilize, and manage resources and information.

Financial and economic literacy encompasses the ability to create a budget as a first step, followed by the investigation of financial opportunities and the pursuit of economic sustainability.

Mobilizing others is described as the ability to persuade, inspire, and "get others on board" (leadership skills) as well as the capacity to express ideas effectively and enthusiastically (communication skills).

Competences per area ideas and innovation refer to competencies which make up the third block of the framework and represent qualities related to the capacity to turn concepts into actuality.

Taking the initiative is the capacity to start actions that add value.

Planning and management refer to the capacity to set objectives, formulate action plans, and prioritize.

Coping with uncertainty, risk, and ambiguity entails an attitude that enables decision-making in the face of uncertainty and does not fear error.

Working with others entails collaborating as a team to meet the demands of an activity that creates value, as well as the capability, when called upon, to resolve disputes and confront rivalry constructively.

Learning through experience is the capacity to assess successes and mistakes, draw lessons from them, and identify lessons learned through results orientation, change management, and quality of work.

Methodology

Instruments and Sample

A quantitative research strategy is used in this study to systematically examine the relationship between Guinean students' entrepreneurship skills and leadership styles in the Turkish Republic of Northern Cyprus. An online questionnaire was used to collect data and was shared via the WhatsApp group of the Guinean student union in Northern Cyprus. Leadership styles are measured using the Multifactor Leadership Questionnaire (MLQ 5x-short), while entrepreneurship competencies are measured using the EntreComp questionnaire. To enable quantitative analysis, both concepts are measured on a five-point Likert scale.

The questionnaire was distributed to a union of 250 students, of whom 202 completed it, yielding a response rate of 80.8%. The IBM SPSS Version 22 was used for data analysis. Reliability tests were used to assess the internal consistency of the variables, and descriptive statistics (means, frequencies, and standard deviations) were used to characterize the sample. Finally, Pearson correlation analysis was conducted to investigate the association between leadership styles and entrepreneurial competencies.

The first part of this anonymous questionnaire comprises four items that collected demographic data, including gender, age, level of education, and years of leadership experience. The second section of the questionnaire assesses leadership styles. The Multifactor Leadership Questionnaire (MLQ 5x-short), created by Bass (1985) and Bass and Avolio (1995), is used in this section. This widely used tool in leadership studies has been deemed trustworthy in several investigations (Dimitrov & Darova, 2016).

This 45-item questionnaire uses a five-point Likert scale to measure three leadership outcomes: transformational, transactional, and laissez-faire. The 19 items that make up transformational leadership (TFL) are 6, 8, 9, 10, 13, 14, 15,18, 19, 21, 23, 25, 26, 29, 31, 32, 34, 36. Item 8 is formulated as follows: "I seek differing perspectives when solving problems". Transactional leadership (TSL) has eight items: 3, 5, 7, 12, 17, 20, 28, and 33. As stated in Item 12: "I wait for things to go wrong before taking action", there are eight items in the assessment of laissez-faire leadership (LFL): 1, 4, 11, 16, 22, 24, 27, 35. Item 24 says: "I keep track of all mistakes".

The third section of the questionnaire related to entrepreneurial competencies is a self-assessment instrument that evaluates entrepreneurial abilities. It enables individuals to assess their ability to create economic, cultural, or social value in the workplace or in society. The questionnaire covers four dimensions: Idea and opportunities (IO) is assessed with five items (1, 2, 3, 4, and 5). Item number 1 is formulated as follows: "I identify opportunities to create value and challenges that need to be met". Personal resources (PR) are also measured using six items (6, 7, 8, 9, 10, and 11). Items 10 is stated as follows: "I have communication skills". Specific knowledge (SK) is captured by 3 items (12, 13 14). Items 12 say; "Digital know how". Into Action (IA) is evaluated with eight items (15, 16, 17, 18, 19, 20, 21, and 22). Item 21 declares that: "Learn by doing".

Reliability Tests

Table 1

Reliability Statistics for Leadership Styles

Variable	Cronbach's	Number of items
Leadership variables		
TFL	0.88	19
TSL	0.77	8
LFL	0.78	8
LE	0.85	9
Entrepreneurship variables		
EC	0.93	22
IO	0.81	5
PR	0.84	6
SK	0.70	3
IA	0.87	8

Table 1 presents the results of a test assessing the internal consistency of leadership styles and leadership effectiveness (LE). Based on those findings, the Cronbach's Alpha is 0.88 for TFL, 0.77 for TSL, 0.78 for LFL, and 0.85 for LE. Therefore, the internal consistency of those variables is satisfactory. The internal consistency of entrepreneurial competencies (EC) was computed. As shown in Table 1, the variable has acceptable internal consistency ($\alpha = 0.93$). Tested and documented in the table is also the reliability of the four branches of EC. The internal consistency of IO ($\alpha = 0.81$), PR ($\alpha = 0.84$), SK ($\alpha = 0.70$), and IA ($\alpha = 0.87$) is satisfactory.

Results

Descriptive Statistics

The initial section of the questionnaire used in this investigation enabled us to collect demographic information on the sample, including gender, age, education level, and leadership experience. According to those demographic statistics, there are 20 (9.9%) females and 182 (90.1%) men in our sample. Figure 1 shows the gender distribution of our sample.

Table 2, reporting the age distribution of our sample, shows that 2.0% (4) of the respondents are younger than 21 years old, 61.9% (125) are between the ages of 21 and 30, 33.7% (68) are between the ages of 30 and 40, and 2.5% (5) are older than 40. Overall, 63.9% of the sample is under 30 years old.

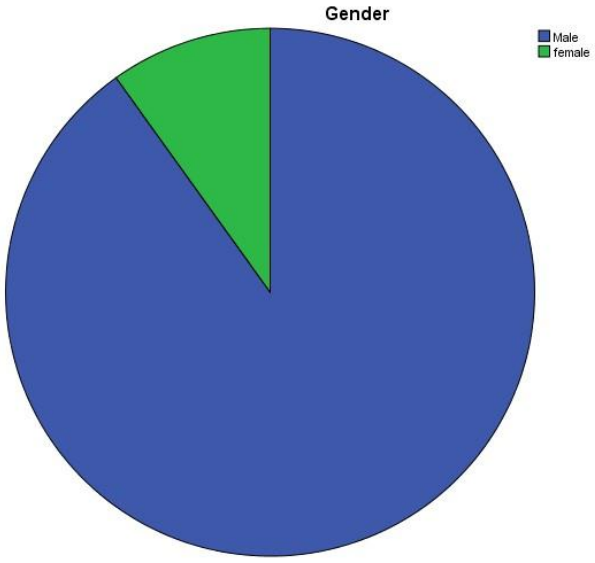

Figure 1. Gender distribution.

Table 2

Age Distribution

Age	Frequency	Percent
Less than 21 years	4	2.0%
21-30 years	125	61.9%
30-40 years	68	33.7%
Above 40 years	5	2.5%
Total	202	100%

Table 3 shows the distribution of education in our sample. The table shows that 2.0% (4) of respondents have attained the highest level of education as secondary school, 78.2% (158) are undergraduate students, and 19.8% (40) are master's students.

Table 4 presents the dispersion of our sample's experience. It indicates that of the respondents, 27.2% (55) of the respondents have fewer than 2 years of experience as leaders, 42.6% (86) have 3 to 6 years of experience, 28.7% (58) have 6 to10 experiences, and 1.5% (3) have 10 or more years of experience. Our sample appears to consist primarily of individuals with 3 to 5 years of leadership experience.

Table 3

Distribution of Education

Education	Frequency	Percent
Secondary	4	2.0%
Undergraduate	158	78.2%
Masters	40	19.8%
Total	202	100%

Table 4

Distribution of Leadership Experience

Experiences	Frequency	Percent
Less than 2 years	55	27.2%
3-5 years	86	42.6%
6-10 years	58	28.7%
Above 10 years	3	1.5%
Total	202	100%

Following a review of the sample's demographics, a close examination of their EC score was conducted. Table 5 reveals that our sample has an average EC score of 104.70 (SD = 24.22), which is rather high considering that EC values range from 22 to 110. We contend that a high degree of EC is necessary for migrants to successfully integrate into the host country's language, culture, environment, and economic structure.

Table 5

Descriptive Statistics of EC

Entrepreneurship competencies	
Mean	104.70
Median	102.50
Mode	135.00
Std. Deviation	24.22
Range	110.00
Minimum	43.00
Maximum	153.00

Correlation Analysis

The association between EC and leadership styles is shown in Table 6. According to the table, there is a significant and positive correlation between EC and TFL ($r = 0.61$, $p < 0.01$). The results show a significant negative correlation ($r = -0.14$, $p < 0.05$) between EC and TSL. LFL shows a positive and significant correlation with EC ($r = 0.06$, $p < 0.05$).

The results show that transformational leaders tend to exhibit strong entrepreneurial abilities, whereas transactional leadership tends to be limited in entrepreneurial contexts. This is consistent with the argument that transformational leaders enhance followers' motivation, morale, and ethical standards, whereas transactional leaders cater to their followers' short-term self-interest (Hilton et al., 2021). It is also consistent with the argument that transformational leaders possess a vision, inspiration, and intellectual stimulation that are compatible with entrepreneurship. Based on this finding, the first hypothesis of this study cannot be rejected, and it is concluded that there is a positive and significant correlation between transformational leadership and entrepreneurship competencies.

The results also reveal that transactional leaders tend to be bad entrepreneurs. This may be explained by the fact that transactional leaders tend to cater to followers' short-term self-interest and use reward and punishment to elicit performance (Hilton et al., 2021), whereas entrepreneurship requires abstract abilities, such as vision and inspiration, that extend beyond short-term interests and transactions between leaders and followers. Such a finding leads to the rejection of the second hypothesis.

Finally, the results show that laissez-faire leaders also tend to exhibit entrepreneurial abilities, although the coefficient is smaller than that of TFL. This counterintuitive finding may arise from the freedom and passive empowerment they provide their followers with. Based on this finding, the third hypothesis of this study cannot be rejected; therefore, there is a positive and significant correlation between laissez-faire leadership and entrepreneurship competencies.

Table 6

Correlation Between EC and Leadership Styles

	EC	TFL	TSL	LFL
EC	1			
TFL	0.61**	1		
TSL	-0.14*	0.17*	1	
LFL	0.06*	-0.82*	0.18**	1

Notes. * $p < 0.05$ and ** $p < 0.01$.

An analysis was also done on the relationship between each leadership style and the branches of entrepreneurial competencies. The results reported in Table 6 indicate a positive association between TFL and all four branches of EC. The correlation coefficients are 0.53 for ideas and opportunities, 0.51 for personal resources, 0.40 for specific knowledge, and 0.58 for into action. Additionally, each dimension of EC is positively correlated with the others, suggesting complementary or reinforcing effects among them.

TSL has a positive association with specific knowledge ($r = 0.10$, $p > 0.05$), and a negative association with ideas and opportunities ($r = -0.25$, $p < 0.05$), personal resources ($r = -0.15$, $p > 0.05$), and into action ($r = -0.11$, $p > 0.05$). As for LFL, it shows a positive and significant correlation with each EC branch, although the correlations are smaller than those of TFL.

Table 7

Correlation Between the Branches of EC and Leadership Styles

	TFL	TSL	LFL	IO	PR	SK	IA
TFL	1						
TSL	0.17*	1					
LFL	-0.82**	0.18**	1				
IO	0.53**	-0.25**	0.05**	1			
PR	0.51**	-0.15	0.01**	0.25*	1		
SK	0.40**	0.10	0.03**	0.53**	0.51**	1	
IA	0.58**	-0.11	0.05**	0.10**	0.75**	0.59**	1

Notes. * $p < 0.05$ and ** $p < 0.01$.

A final analysis is conducted of the relationship among leadership effectiveness, entrepreneurial competencies, and the dimensions of EC. The results presented in Table 8 show that leadership effectiveness is positively and significantly associated with EC ($r = 0.56$, $p < 0.001$). Moreover, LE shows positive and significant

correlations with IO ($r = 0.45$, $p < 0.001$), PR ($r = 0.45$, $p < 0.001$), SK ($r = 0.36$, $p < 0.001$), and IA ($r = 0.55$, $p < 0.001$).

Table 8

Correlation Between Leadership Effectiveness and EC

	LE	EC	IO	PR	SK	IA
LE	1					
EC	0.56**	1				
IO	0.49**	0.85**	1			
PR	0.45**	0.89**	0.25*	1		
SK	0.36**	0.74**	0.53**	0.51**	1	
IA	0.55**	0.88**	0.10**	0.75**	0.59**	1

Notes. * $p < 0.05$ and ** $p < 0.01$.

Conclusion

This paper investigates the relationship between leadership styles and entrepreneurship competencies among Guinean students in Northern Cyprus. Leadership styles are measured using the Multifactor Leadership Questionnaire (MLQ 5x-short), and entrepreneurship competencies are measured using the EntreComp questionnaire. The questionnaire was distributed to a sample of 250 students, of which 202 completed it, yielding a response rate of 80.8%.

Main Findings

The results show that women represent 9.9% of the sample, while men represent 90.1%; 63.9% of the sample is under 30 years old; 78.2% of the students are undergraduates; and 42.6% of the sample has 3 to 6 years of leadership experience in various associations. The sample also has an average EC score of 104.70 (SD = 24.22), which is rather high considering that EC values range from 22 to 110. It is our contention that a high degree of EC is necessary for migrants to successfully integrate into the host country's language, culture, environment, and economic structure.

The findings also show a significant positive correlation between EC and TFL ($r = 0.61$, $p < 0.01$). The results show a significant negative correlation ($r = -0.14$, $p < 0.05$) between EC and TSL. LFL shows a positive and significant correlation with EC ($r = 0.06$, $p < 0.05$).

A positive association is found between TFL and all four branches of EC. The correlation coefficients are 0.53 for ideas and opportunities, 0.51 for personal resources, 0.40 for specific knowledge, and 0.58 for into action. Additionally, each dimension of EC is positively correlated with the others, suggesting complementary or reinforcing effects among them. TSL has a positive association with specific knowledge ($r = 0.10$, $p > 0.05$), and a negative association with ideas and opportunities ($r = -0.25$, $p < 0.05$), personal resources ($r = -0.15$, $p > 0.05$), and into action ($r = -0.11$, $p > 0.05$). As for LFL, it shows a positive and significant correlation with each EC branch, although the correlations are smaller than those of TFL.

Finally, leadership effectiveness is positively and significantly associated with EC ($r = 0.56$, $p < 0.001$). Moreover, LE shows positive and significant correlations with IO ($r = 0.45$, $p < 0.001$), PR ($r = 0.45$, $p < 0.001$), SK ($r = 0.36$, $p < 0.001$), and IA ($r = 0.55$, $p < 0.001$).

Implications

Our findings suggest that transformational leaders tend to exhibit strong entrepreneurial abilities, whereas transactional leadership tends to be limited in entrepreneurial contexts. This is consistent with the argument that

transformational leaders enhance followers' motivation, morale, and ethical standards, whereas transactional leaders cater to their followers' short-term self-interest (Hilton et al., 2021). It is also consistent with the argument that transformational leaders possess a vision, inspiration, and intellectual stimulation that are compatible with entrepreneurship.

On the other hand, laissez-faire leaders also tend to exhibit entrepreneurial abilities, although the coefficient is smaller than that of TFL. This counterintuitive finding may arise from the freedom and passive empowerment they provide their followers with. Finally, entrepreneurial abilities are associated with leadership effectiveness, suggesting that effective leadership and entrepreneurship may complement each other. Thus, leadership should take courses in entrepreneurship, and entrepreneurs should be trained in leadership.

Limitations

The study's scope and focus on Guinea students in Northern Cyprus constitute its main limitation. Future studies should be conducted with professionals in leadership positions within their organizations or fields. More importantly, cross-cultural findings are needed on the relationship between leadership and entrepreneurship.

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