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THE NEXUS BETWEEN INTRAPRENEURSHIP AND LECTURER PERFORMANCE: A CASE OF A MALAYSIAN PUBLIC UNIVERSITY

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Abstract: *This study aims to determine the direct effect of intrapreneurship on academician performance. Intrapreneurship is the capability of an academician to play a role like an entrepreneur who is self-motivated, proactive, and action-oriented. The academician needs to be equipped with the ability to think creatively and strategically to produce competent future graduates. Two hundred eighty-six questionnaires were returned, and the data were analysed using Smart PLS 3.2. This study's findings indicate a positive relationship between intrapreneurship and academician performance. This study is essential for the university to ascertain their lecturer performance through intrapreneurship behaviour, encompassing the individual levels of self-motivated, proactiveness, risk-taking, and leadership skills.*

Keywords: Intrapreneurship, Performance.

1. Introduction

Investing in knowledge development leads to high-income jobs and productivity growth, which ultimately contributes to the country's economic growth since the people governing the nation must be educated and skilled. Higher education development is essential to supplying a skilled workforce, supporting business and industry, and fostering research and development (QS Asia News Network, 2018). The COVID-19 outbreak indicated that it is closely related to the socioeconomic facets of the country, educators in higher education enable research production to be turned into actions to benefit the country (New Straits Times, 2020). The effectiveness upon which university employees completed their tasks led to

university performance, according to the QS World University Ranking (2020). In modern economic trends, entrepreneurship skills among graduates are critical. They must make themselves more marketable by learning various skills (New Straits Times, 2020), especially since the post-pandemic has demonstrated a higher unemployment rate. Academicians may help encourage more graduates to start their ventures instead of depending on work opportunities. According to the Department of Statistics Malaysia, as reported in the New Straits Times (2020), there were 746,400 unemployed in November 2020, which increased the unemployment rate by 0.1%. The increasing unemployment trend is worrying as the high unemployment rate indicates poor economic conditions.

Academicians play a vital role in encouraging future graduates to equip themselves with an entrepreneurship mindset, and they must show this through their work. It is also crucial for academics to exhibit entrepreneurial behaviour so they are not afraid to venture into the field of business. The Malaysian Ministry of Higher Education Minister reinforced it by stating that it is estimated that 1,500 educators with entrepreneurship experience will serve as advisors or mentors for students' business and entrepreneurship ventures (New Straits Times, 2017). It is important to have educators with a high level of competency to ensure the efficacy of entrepreneurship education. However, in terms of entrepreneurship competency, Malaysian educators seem to fall short (Rahim et al., 2015). Minimal studies were conducted on intrapreneurship towards educators or lecturers, and the previous research focused more on intrapreneurship and SMEs or business performance. Therefore, this study attempts to study intrapreneurship among academicians in Malaysia. Intrapreneurship is defined by Lim and Kim (2019) as a person's entrepreneurial behaviour (Burgelman, 1983; Burgers and Covin, 2016; Lim & Kim, 2019). The result of attempts or events carried out by organisation members leading to the accomplishment of university goals is referred to as university performance.

The study examines university success using academic and management metrics. Academic success is classified into two types: science and education. Meanwhile, management efficiency is split into financial and human resources. Hence, this research investigates the relationship between intrapreneurship and public university lecturer performance.

1.1 Research Objective

1. To determine the relationship between intrapreneurship and public university lecturer performance

2. Literature Review

2.1 Intrapreneurship has a Positive Relationship with Public University Lecturer Performance

Intrapreneurship is a system allowing an employee to act like an entrepreneur within an organisation. Intrapreneurs are self-motivated, proactive, and action-oriented people with leadership skills who think outside the box. Employees with intrapreneurial skills are innovative and major contributors to an organisation's development.

Petra et al. (2019) have conducted an exhaustive systematic literature review on intrapreneurship. They identified the organisational and individual aspects of intrapreneurship and integrated them. They proposed a new definition of intrapreneurship, stating that it is a process in which employees recognise and exploit opportunities and create new products, processes, or services and improve the organisation's performance. The thematic results of the study have proposed a model that identified three major dimensions as intrapreneurial behaviour, characteristics, and attitude contributing to higher employee performance in organisations.

Ruud et al. (2020) studied the effectiveness of firms' performance after adopting New Ways of Working (NWW) on work performance. The impact of several NWW factors on innovation encourages intrapreneurial behaviour among employees. It has been investigated, and the study's findings stated that time, location, and independent work positively affect management output. The relationship between a freely accessible open workplace and intrapreneurial behaviour is mediated by transformational leadership.

2.2 Lecturer Performance

Norasmah et al. (2012) studied the impact of entrepreneurial education on Malaysian students. They identified the impact of two major factors: readiness in willingness and readiness in entrepreneurship in influencing students to adapt to entrepreneurship in Malaysia and indirectly contributing to the country's human capital.

Noor et al. (2012) studied the impact of employee performance in today's competitive environment to improve organisational performance and stated that organisations should invigorate intrapreneurship qualities among employees to improve organisational performance. Five dimensions of pro-intrapreneurship were examined to study the effect on employee performance. The study's findings stated that organisations should concentrate more on empowerment and flexibility in crafting organisational policies, providing the necessary support, and acting positively to the innovative activities of the employees. The study also emphasised that organisations should encourage risk-taking initiatives among employees to improve their entrepreneurial skills.

Chin Wei (2014) conducted research to identify the knowledge-sharing practices among public and private universities in Malaysia. The perception of academic staff towards knowledge sharing stated that all realised the importance, and it was identified that private university staff was more effective and willing to share. The study investigated the barriers to knowledge sharing. It was identified that lack of rewards and recognition, inadequacy in IT systems, and trust in relationships with colleagues were the significant barriers. It was stated that linking knowledge sharing with non-monetary rewards and fair performance appraisals are the ways to promote knowledge sharing.

Rosa. et al. (2014) have studied the new role of universities as entrepreneurial entities and supporting the development of regional innovation economies. The study on entrepreneurship was conducted among Mediterranean students, and factors influencing entrepreneurial education programs in Italy and Singapore were studied. The study focused on the essential policies on social values, individual attributes, and government investments that would support promoting successful entrepreneurship among students. The study also implied that introducing innovative teaching programmes, setting up incubators for students with new

business ideas, and hiring lecturers with entrepreneurial backgrounds can be some ways to encourage entrepreneurship among the younger generation.

Bidyuth and Anthony (2014) studied the incorporation of active programmes within the teaching modules to gradually train and build intrapreneurial skills among global students. They stated that the intrapreneurial skill initiatives taken in the institution encourage students and make them smart innovators creating new designs and developing new products, ventures, and business models.

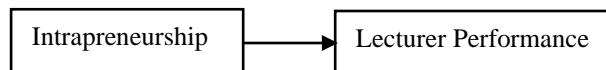


Figure 1: Research Framework

2.3 Hypotheses

H1: Intrapreneurship has a significant relationship with public university lecturer performance.

3. Methodology

This study used the cross-sectional method as it allows the researcher to use the literature review of management coaching, pilot studies, and questionnaires as the primary procedure for obtaining survey data (Sekaran, 2014). Besides, in quantitative research, a research design consists of procedures to select research participants and determine how data will be collected from those participants (Sekaran & Bougie, 2013). The analytical or causal research approach was used for this study. The objective of this study is to obtain as much data as possible related to the topic of interest. This study is a non-contrived setting in which a survey is being performed in the natural environment among entrepreneurship lecturers at all Universiti Teknologi MARA (UiTM) branches in Malaysia. It targets to investigate the importance of intrapreneurship behaviour among public university lecturers, in this case, UiTM lecturers. Concerning the literature review, this study intends to find the relationship between intrapreneurship and public university staff performance. The unit of analysis for this research is individual; data is gathered from individuals among lecturers at UiTM.

This research targeted all Faculty of Business and Management (FBM) lecturers. The output from the Raosoft table showed that the minimum sample size for the said population size was 286 samples. The determination of sample size was based on three criteria: level of precision, confidence, and degree of variability. It included all the lecturers, especially those with experience in entrepreneurship. The questionnaire was distributed to all selected respondents, as mentioned. Non-probability sampling method, specifically convenience sampling, was used to select the samples from a population. The questionnaire was segregated into two (2) parts: demographic and independent/dependent variable items. The items for the independent and dependent variables contained elements of intrapreneurship and lecturer performance. Most of the parameters were measured using a five-point Likert scale; “1 – Not important at all”, “2 – Not Important”, “3 – Neutral”, “4 – Important”, and “5 – Very Important”. This scale was used to indicate the respondents’ degree of agreement with every statement in the questionnaire.

Besides that, SmartPLS version 3.2 was used to determine the instrument's validity and reliability and test the study's hypothesis (Hair et al., 2017). Two important models were used to present and explain the results of PLS analysis; among them are the results of the measurement model analysis and structural model analysis (Hair et al., 2017). In the measurement model analysis, the analysis was performed by looking at the reliability and validity of each measured construct. Moreover, when the measurement of the constructs reached the pre-determined reliability and validity, the structural model analysis was performed to test the direct relationship among the variables.

Table 1: Instrument

Intrapreneurship						
1.	Approach new projects or activities in a cautious manner	1	2	3	4	5
2.	Avoid taking calculated risks	1	2	3	4	5
3.	Will take calculated risks despite the possibility of failure	1	2	3	4	5
4.	Act in anticipation of future problems, needs, or changes	1	2	3	4	5
5.	Take the initiative to start projects	1	2	3	4	5
6.	Tend to implement changes before they are needed	1	2	3	4	5
7.	Generate useful new ideas	1	2	3	4	5
8.	Approach business tasks in innovative ways	1	2	3	4	5
9.	Often do things in unique ways	1	2	3	4	5
Lecturer Performance						
1.	Overall, my work performance is good	1	2	3	4	5
2.	I can get along with anybody in the university	1	2	3	4	5
3.	I can complete my tasks	1	2	3	4	5
4.	I achieve the quality of performance as set by my university	1	2	3	4	5
5.	I am able to achieve and fulfil the work performance goals	1	2	3	4	5
6.	I always achieve the targets set by my university	1	2	3	4	5

Table 2: Results of Hypothesis Testing

Relationship between	Beta	t-Value	p-Value	R²
Intrapreneurship and Academician Performance	0.445	9.229	0.000	19.99

Significant level= * $p < 0.05$, $t > 1.65$

4. Data Analysis

The measurement model in this study has the main independent variable, intrapreneurship, and lecture performance, as a dependent variable. Table 1 shows the weighting factor value and composite reliability for each construct. All items representing each construct have a weighting value of more than 0.70, meaning that all study constructs meet the convergent validity standards (Fornell & Larcker, 1981; Gefen & Straub, 2005) as required. Moreover, the analysis shows that all items representing each construct have a composite reliability value of more than 0.80, meaning that all study constructs meet a high internal consistency standard (Chua, 2006; Henseler et al., 2015). Then, the Average Variance Extracted (AVE) for each construct ranges from 0.510 to 0.618, exceeding the critical value required, which is 0.5 (Hair et al., 2012). It indicates that the study constructs meet the criteria of convergent validity (Fornell and Larcker, 1981; Henseler et al., 2009).

Table 3: Results of Items Loading and Composite Reliability

Variables / Items	Item Loading (≥ 0.70)	Composite Reliability (≥ 0.80)	Average Variance Extracted (AVE) (≥ 0.50)
Intrapreneurship (9)	0.700 – 0.230	0.875	0.510
Lecturer Performance (LP)	0.701 – 0.872	0.905	0.618

Table 2 shows the results of hypothesis testing using the SmartPLS path model analysis; intrapreneurship has a positive and significant relationship with lecturer performance ($\beta = 0.445$; $p = 0.000$). Hence H1 is supported. The inclusion of intrapreneurship into the SmartPLS path model analysis contributes 19.9 per cent of the change in the lecturer performance (dependent variable). The other 80.10 per cent are contributed by other factors not mentioned in this study.

5. Conclusion and Future Research

Overall, the study findings confirm the importance of intrapreneurship on lecturer performance in the studied organisation. Intrapreneurship is a system allowing an employee to act like an entrepreneur within an organisation to influence lecturer performance. Employees with intrapreneurial skills are innovative and significant contributors to an organisation's development.

Furthermore, the study's findings also indicate significant theoretical and practical implications. The findings support Ruud et al. (2020), who studied the effectiveness of firms' performance after adopting New Ways of Working (NWW) on work performance. The impact of several NWW factors on innovation encourages intrapreneurial behaviour among employees. It has been investigated, and the study findings stated that time, location and independent work positively affect management output. The relationship between a freely accessible open workplace and intrapreneurial behaviour is mediated by transformational leadership.

Researchers need to consider the limitations of the conceptual framework and methodology of the study. The cross-sectional method used in this study is unable to detect the relationship pattern among the more specific variables in the study sample. This study does not highlight the relationship between specific indicators of independent variables and dependent variables. The results of the SmartPLS path model analysis only explain the level of employees' development variance influenced by the variables involved in the research.

For future studies, it is hoped that the above limitations may be used as a guide to enhance the study. The actions that can be taken are: first, some personal and organisational characteristics that need to be explored more profoundly as they can show a more noticeable effect on intrapreneurship and lecturer performance. Second, more robust research designs, such as longitudinal studies, need to be used to collect data and describe relationship patterns, directions, and degree of relationship stability between independent and dependent variables. Third, future studies need to use more respondents to ensure the accuracy and validity of research findings. Fourth, future studies should also consider other independent and dependent variables. If the above recommendations are taken into account, it will help to produce more effective research findings in the future.

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