# The Relationship between Intrapreneurial Orientation and Job Performance among Academicians in Malaysian Public Universities

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**ABSTRACT**

The main objective of the higher education transformation is to improve the performance of higher education institutions in Malaysia and this demand for an emphasis in competitiveness, creativity, and innovations. Beginning in 1998, five public universities had been corporatized. To initiate this transformation process in the higher education, academicians have very important roles to play and there seem to be a need for them to possess some entrepreneurial values and characteristics. Yet no empirical studies had been conducted on the relationship between intrapreneurial orientation (IO) and job performance among these academicians. This study was conducted to identify the level of IO and its relationship to job performance among academicians in Malaysian public universities. The study adopted a quantitative approach through survey instruments design and the population of the study was the academicians of 20 Malaysian public universities. Data collection was made through questionnaires, and the constructs used were adapted from prior research and already tested for reliability. Three dimensions of IO (innovativeness, risk-taking, and proactiveness) were examined. Principal components factor analysis was engaged to extract and rotate factors and descriptive statistics such as means and standard deviations were used to analyse the demography of respondents and to conduct tests of differences. Multivariate techniques used were correlation and multiple regressions. The findings showed that innovativeness and proactiveness had significant and positive relationship with job performance. This study highlights the importance of factors relating to job performance among academicians in Malaysian public universities.

**Keywords**: Academicians, intrapreneurial orientation, job performance.

## I INTRODUCTION

Transformation in Higher Education, which started with the launching of The National Higher Education Strategic Plan (NHESP) by the former Prime Minister on 27 August 2007, is the beginning of a strong basis towards a bigger 'transformation in higher education' (Khaled, 2008). The main objective of the higher education transformation is to improve the performance of higher education institutions in Malaysia, towards 'world class' institutions (Khaled, 2008). This situation demands for an emphasis in competitiveness, creativity, and innovations. Through the activation of the NHESP Phase 1 (2007-2010), the Ministry of Higher Education (MOHE) exercised a major overhaul of tertiary education (Bernama, 2005). Apart from the demand to conduct research, academicians in public universities are faced with pressures to publish articles, teaching, advice students, and serve the communities (Razali, 2011). In other words, their roles as academicians are multifaceted and it is important to look at these academicians above all else in the process of moving towards transformation.

There are currently more than 26,000 lecturers in 20 public universities in Malaysia, and the government has set a target of at least 60 percent academicians with PhD. and equivalent. The Ministry of Higher Education inspires to drive the transformation of higher education to develop first class human capital for the sake of Malaysia's future. Higher education institutions need to maintain their education standards, and meet the social demands expected of them by the stakeholders. Amidst such challenges and changes, it is also beneficial and necessary for academicians to play their parts in producing highly qualified graduates who are competitive, marketable, and able to contribute to sustainable development. The massive expansion of higher education sector is highlighted in the massification of higher education, diversification of higher education, and internationalisation of higher education. This has led to a higher education sector that is differentiated by the type and variety of higher education institutions that suit the purpose to cater to the different needs of students. Academicians as the unit of these public

universities need to be proactive, innovative, and willing to take certain risks in exploring opportunities for their development in the respective universities. The presence to these traits of academic intrapreneurial orientation will be studied with respect to their job performance. In public universities especially, the responsibilities of bringing excellence to their institutions is everyone's responsibility (Khaled, 2008).

Studies relating to job performance of academicians are widely explored by scholars and researchers. Lea and Healy (2006) discussed the effect of the changing external and internal environment on professional demands and context on academicians. Job performance of academicians was found to be related to work and family (Razali, 2011); job satisfaction, organisational commitment, and turnover (Narimawati, 2007); emotional intelligence (Rohana, Kamaruzaman, & Zanariah, 2009); job motivation (Habibah & Noran Fauziah, 2011); gender and emotional self-regulations (Haryani, Sharifah, & Rose, 2010); psychological ownership (Nanthini, 2007), and performance appraisal (Roshidi, 2005).

From being institutions that were isolated and engrossed in academic work for its own sake, universities were suddenly thrust into another role – to cooperate with industry as means of transferring their knowledge for commercial use (Dzulkifli, 2010).

As stated in the action plan of the NHESP Phase 2 (2011-2015), one of the Critical Agenda Project (CAP) is to build a strong relationship between the industry and the academia (MOHE, 2011). The result predicted by CAP of industry-academia relationship by 2015 is that, the income based on consultation service to the industry should be at least 10 percent of the total administration budget, and at least 30 percent academicians have to undergo industrial attachment. Collaborations between the public universities and the private sectors are encouraged to create new products, which could increase the country's economic value chain. In order for academicians to contribute to such linkages, they must look beyond the classrooms and identify ways that they could contribute to the industry and the private sectors. Hence, academicians need to be innovative, proactive and willing to indulge in certain risks in facing the external challenges beyond their core businesses like teaching and conducting research. To encourage and promote university-industry linkages, we need to determine whether they possess a certain level of intrapreneurial orientation or at least have an inclination to think and behave like entrepreneurs.

The global and local trends in higher education as well as the changing external and internal environment present many challenges for the academicians in higher education institutions. Apart from that, the development of the corporate culture into higher education institutions has required academicians to behave like entrepreneurs and to market their expertise, services, and research findings. As higher education institutions find themselves operating in a more competitive and market-oriented environment, they need to be flexible and able to respond quickly to market signals and pressures. Therefore, many academic leaders have started searching for ways to make their institutions more entrepreneurial and autonomous (Khaled, 2008). Universities are increasingly subjected to external pressures to achieve greater accountability for their performances and encouraged to develop systems for evaluation and assessment, as such the introduction of the MQA Rating System for Higher Education (SETARA) (MOHE, 2011a) to measure the performance of universities and university colleges. Their positions in the SETARA rankings represent their competitiveness and their ability to attract more students with marketable programs and excellent academicians.

Due to the latest development in intrapreneurial orientation research, this study focuses on the three dimensions of innovativeness, proactiveness, and risk-taking (Kreiser & Davis, 2010; Kreiser, Marino, & Weaver, 2002; Lumpkin & Dess, 1996). The study is significant in steering ideas of how important it is for these academicians to have or possess some entrepreneurial values and characteristics. According to Stewart (2009), individual entrepreneurial efforts give rise to an entrepreneurial organisation and hence, it is important for corporate entrepreneurship scholars to study entrepreneurship at the level of the individual rather than at the level of the organisation. However, measures have not yet been developed to examine entrepreneurship at the lower levels within the organisation. Hence, the instrument for this study was adapted from Stewart (2009) which she adopted and modified from the literatures on entrepreneurial orientation that was initially conceptualised as a firm-level construct.

Numerous researchers have examined job performance and job satisfaction in many types of organisations including the higher education institutions. However, not many can be found on linking relationship between job performance and intrapreneurial orientation among academicians. This study is therefore important in providing empirical evidence for public higher learning industry specifically, and the Malaysian education industry in general in terms of the existence of intrapreneurial orientation and its relationship to job performance among academicians. The academicians' level of innovativeness, proactiveness, and risk taking behaviour are measured and the significance of these dimensions is tested for significance and the findings will contribute to the existing literature of intrapreneurial orientation and corporate entrepreneurship literature.

## II JOB PERFORMANCE AMONG ACADEMICIANS

For any occupational academicians performance on the job is an important work outcome. Research pertaining to job performance among academicians has been a popular subject of discussions among the higher education literatures. In the case of Malaysian public universities, job performance reflects the quality of the academicians. Poor performance may create the potential for errors, legal liability, and loss of credibility (Fisher, 2001). Studies have been conducted involving significant variables in the behaviour of job performance among academicians. Razali (2011) for example, conducted a study on the effect of work and family on work performance of university lecturers. The respondents were academicians of Universiti Putra Malaysia, Serdang. The research found that there was a significant relationship between the respondents' perceived effect of work and family on work performance. It implies that work and family affect job performance of academicians.

Habibah and Noran Fauziah (2011) on the other hand, looked at job motivation and job performance among the recipients for excellent service in Higher Education Institutions. The study depicted that there was no correlation between job motivation and job performance of academicians. In terms of gender influence on emotional self-regulations of academicians in Malaysia, Haryani et al., (2010) gave an insight of how successful academicians self-regulate their emotions in facing challenges in a new academic norm. It was also found that academicians self-regulate their emotions by motivating own self and staying focus to achieve personal target.

Nilufar, Zaini, Yong, and Syed (2009) examined job stress and job satisfaction among university staff in Malaysia. They found that failure of the educational institutions in providing a healthy working environment would lead to job stress that could induce other problems in the future especially in the employees' work performance. Job performance is indeed a very important aspect for academicians in universities. Roshidi (2005) in his research studied the perceptions of academicians on performance appraisal in public universities and job performance of academicians in Business Management faculties in Malaysian public universities was positively related to psychological ownership (Nanthini, 2007). In addition, appraisal and expression of emotion were found to be moderately correlated to job performance among the academicians.

## III RESEARCH FRAMEWORK

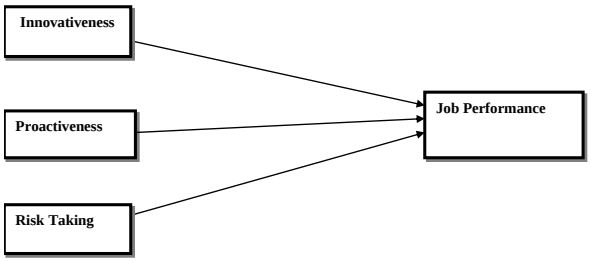


Figure 1. Research Framework

Three dimensions of intrapreneurial orientation were examined, namely; innovativeness, risk-taking and pro-activeness. The study adapts the dimensions or facets intrapreneurial orientation proposed by Covin and Slevin, 1991; Zahra (1991); and Ireland et al., (2006a; 2006b). These facets or dimensions are also termed as entrepreneurial orientation by Miller (1983); Morris & Paul (1987); and Covin & Slevin (1989). Innovativeness reflects the tendency to engage in and support new idea generation, novelty, experimentation, and creative processes (Lumpkin & Dess, 1996). Proactiveness refers to the propensity of a firm to take the initiative to compete aggressively with other firms (Covin & Slevin, 1989). With the forward-looking perspective (Bhuian, Richard, & Shamma, 2010), proactive firms anticipate future wants and needs and participate in emerging markets (Lumpkin & Dess, 1996). An opportunity-seeking, forward

looking perspective involving new products or services ahead of the competition and acting in anticipation of future demand to create change and shape of the environment (Lumpkin & Dess, 2005); and risk-taking is the propensity of a firm to commit large amount of resources to uncertain and novel business (Lumpkin & Dess, 1996).

## IV RESEARCH HYPOTHESES

H1: There is a significant relationship between innovativeness and job performance of academicians in Malaysian public universities.
H2: There is a significant relationship between proactiveness and job performance of academicians in Malaysian public universities.
H3: There is a significant relationship between risk-taking and job performance of academicians in Malaysian public universities.

## V METHODOLOGY

The unit of analysis for this study is the academic staff in 20 Malaysian public universities. Their respondents' attitude towards job performance and job satisfaction were measured as well as their perceptions towards innovativeness, proactiveness, and risk-taking.

Mail survey was used for data collection from respondents (academicians). The listing of the academicians was obtained from the telephone directories and e-mail addresses of each Malaysian public universities. Proportionate stratified random sampling design was used for its simplicity, less expensive, and easy to manage (Sekaran & Bougie, 2010). According to Sekaran & Bougie, (2010), for a population of at least 20,000, the appropriate sample is 377. Hence, for a population of 26,624 academicians, 379 respondents were needed for a 5 percent margin error. The respondents were chosen at random based on the list of academicians in the university registry (the sampling frame). Since the response rate for a mail survey in Malaysia is between 20-25 percent (June & Mahmood, 2011; Abd Aziz & Mahmood, 2011), the number of questionnaires sent out were five times more than the intended sample size and a total of usable response of 464 questionnaires were received.

The instruments used in this study were adapted from existing research models and pilot study was conducted to determine their validity and reliability. Measurement scales for job performance were based on six items adapted from Pearce and Porter (1986). Rohana et al., (2009) adapted the same instrument for their study of emotional intelligence and job performance among academic staff. Finally, the instrument to measure intrapreneurial orientation was based on a measure by Stewart (2009) where each item required the respondents to rate how entrepreneurial they were compared to their colleagues. Measures for all three dimensions of intrapreneurial orientation were conceptually coherent with previous studies. Each construct was measured using six items on a 5-point scale (1-"strongly disagree" and 5-"strongly agree"). Six items used to measure innovativeness were adapted from Scott and Bruce (1994). As for proactiveness, the instrument was adapted from proactive personality scale developed by Bateman and Crant (1993). Finally, the instrument used to measure risk-taking was adapted from "willingness to take risk" scale used by Gomez-Mejia and Balkin (1989) and Matsuno, Mentzer, and Ozsomer (2002). These instruments were fit to measure at individual unit of analysis and the target population was the academicians from 20 Malaysian public universities.

The reliability tests showed an excellent reliability for all the components tested with a coefficient alpha of above 0.7 exceeding the minimum acceptable level as suggested by Nunnally and Berstein (1994) and Nunnally (1978).

Table 1. Overall Internal Reliability

| No. | Variables | Reliability (Cronbach's. α) |
|---|---|---|
| 1. | Job performance | 0.862 |
| 2. | Innovativeness | 0.891 |
| 3. | Proactiveness | 0.812 |
| 4. | Risk-taking | 0.846 |

Descriptive analysis was used to illustrate the characteristics of the samples such as the demographic profile of the respondents (gender, age, education level, etc.). Means and standard deviation of the study variables are analysed to determine the highest score of the variables under study. Apart from that, t-test and ANOVA were also examined. Results from the analyses performed were used to explain and rationalise the specific research questions for the study.

For Hypothesis 1, Hypothesis 2, and Hypothesis 3, multiple regression analysis is used to investigate the relationship between innovativeness,

proactiveness and risk taking with job performance (as the dependent variable).

## VI DATA ANALYSIS

Prior to conducting regression analysis, the data was checked for outliers, normality, linearity, and multicollinearity. For this study, any uncompleted questionnaires received were considered as unusable and discarded. Hence, after performing frequency and missing value analysis for each variable, it was found that there was no missing data recorded. To detect and clean data of any existing outliers, the method of Mahalanobis distance was used. In most cases, the value of Mahalanobis distance must not exceed the critical value chi-squared with the Degree of Freedom (*df*) equals to the number of predictors (questions for the independent variables) (IV) and alpha = 0.001 otherwise, the extreme values will impose problems to the data (Hair, 1995). The final data consist of 442 respondents that are sufficient based on Sekaran and Bougie (2010). The data was found to be linear and normal with the skewness and kurtosis value falls in the range of -2 and +2 (Chua, 2006). All the VIF values for the dependent and independent variables and the mediator were found to be less than 10 and Tolerance value of greater than 0.1. Hence, multicollinearity did not exist in the data. Factor analysis was carried out on all the variables and the necessary adjustments were made.

## VII FINDINGS

The sample was comprised of more female respondents (69.6%) compared to male respondents (30.4%), and majority of the respondents fall through the category of young to middle-age group (86.4%). Teaching was the main task of the majority of respondents (89%), followed by services (6.7%) and research (4.3%). The distribution of respondents in terms of academic positions was Lecturers (62.5%), Senior Lecturers (25.2%), Associate Professors (8.4%), and Professors (3.9%).

### A. Job Performance

The dependent variable for this study was job performance, which contained six items. From the SPSS output, the KMO measure of sampling adequacy is 0.863 (sig = 0.000). The KMO value showed that the data was sufficient to perform factor analysis and the minimum value of KMO needed to qualify for factor analysis is 0.50 (Kaiser, 1970, 1974). Bartlett's Test of Sphericity is significant at $p<0.001$. Hence, the sample size for the variable "job performance" was sufficient for factor analysis (see Table 2).

Table 2: KMO and Bartlett's Test for Job Performance

| | |
|---|---|
| Keiser-Meyer-Olkin Measure of Sampling Adequacy | 0.863 |
| Bartlett's Test of Sphericity Approx. Chi-Square | 1146.645 |
| df | 15 |
| Sig. | 0.000 |

Table 3: Total Variance Explained for Job Performance

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.5 | 58.47 | 58.472 | 3.5 | 58.47 | 58.472 |
| 2 | 0.8 | 13.57 | 72.048 | | | |
| 3 | 0.5 | 9.938 | 81.96 | | | |
| 4 | 0.4 | 7.956 | 89.942 | | | |
| 5 | 0.3 | 5.624 | 95.566 | | | |
| 6 | 0.2 | 4.434 | 100.00 | | | |

Table 3 shows the Total Variance Explained. In the column for Total, the value is 3.5 and the percent of variance is 58.472 for component 1, as for component 2 to 6, initial eigenvalues are below 1.0. The number of components are determined by looking at the eigenvalues which are equal to, or larger than 1.0. For this study, only eigenvalue for component 1 is larger than 1.0 (3.508). This implies that the components for the dependent variable (job performance) are unidimensional as stated in factor analysis procedure for dependent variable. The results showed that the items in the questionnaire form a single dimension or factor. The single factor retained 58.472 percent of Variance. Information regarding all items described above is summarised in Table 4. As suggested by Hair et al (2006), only factor values greater than 0.33 were considered. Therefore, none of the items from the questionnaire was removed or deleted from the analysis. Factor loading recorded

were greater than 0.7 except for the second item (0.596 ± 0.6). According to Hair et al (2006), factor loading greater than 0.3 is acceptable and need not be removed.

Table 4: Factor Loading for Dependent Variable: Job Performance

| Item(s) | | Job Performance |
|---|---|---|
| 1. | Overall, my work performance is good. | 0.736 |
| 2. | I can get along with anybody in the university. | 0.596 |
| 3. | I can complete my tasks | 0.732 |
| 4. | I achieve the quality of performance as set by my university. | 0.854 |
| 5. | I am able to achieve and fulfill the work performance goals. | 0.804 |
| 6. | I always achieve the targets as set by my university. | 0.836 |
| | Eigenvalue | 3.508 |
| | Percentage of Variance | 58.472 |
| | KMO | 0.863 |
| | Bartlett's Test of Sphericity | 1146.645 |
| | Sig. | 0.000 |

B. Intrapreneurial Orientation (Innovativeness, Proactiveness, Risk-taking)

For the independent variables, factor analysis for the three dimensions of intrapreneurial orientation characterise multidimensional examinations since there exist three independent variable constructs namely, innovativeness, risk-taking, and proactiveness. Unrotated factor analysis showed that the KMO Measure of Sampling Adequacy value was 0.901 which is greater than 0.5 as suggested by Kaiser (1970, 1974). Bartlett's of Sphericity Test is significant at $p<0.001$ with the chi-square value of 3934.367 that shows there exist a relationship for the overall correlation among the variables under study and allows factor analysis to be performed.

It was observed based on Rotated Component Matrix that two items had a cross loading and appeared in two different components at the same time. Those items were *Proactiveness* item 1:" where ever I have been, I have been a powerful force for constructive change" which appeared in Component 1 and 3, and *Proactiveness* item 6: "I can spot a good opportunity long before others can" which appeared in Component 1 instead of in its group of Component 3. Hence, the item 6 of *Proactiveness* was regrouped in Component 1 (Innovativeness) after factor analysis procedure showed that it should be in Component 1. It implies that the item measures more on innovativeness and not proactiveness as assumed. The item 1 of *Proactiveness* "wherever I have been, I have been a powerful force for constructive change" was not suitable to be used for further analysis and hence have to be removed from the questionnaire. This means that through factor analysis performed, three factors, or construct were built in the questionnaire for independent variable and from 18 items analysed, one item (item 1 of *Proactiveness*) had to be removed from the questionnaire. The details are shown in the Appendix.

C. The Level of IO among Academicians in Malaysian Public Universities

The mean scores of more than 3.5 for innovativeness were shown by 5 out of 7 aspects of innovativeness, except for "Ii investigate and secure funds needed to implement new ideas*"* (M=3.256, SD=0.886), and "I can spot a good opportunity long before others can" (M=3.251, SD= 0.856). The two items were considered as of moderate importance compared to another five items listed in innovativeness. The result shows that academicians in Malaysian public universities did practise innovativeness in carrying out their duties especially in searching for new technologies, processes, techniques, and/or product ideas (M= 3.914, SD=0.772 ), and generating creative ideas (M=3.826 , SD=0.782 ). Apart from those items, academicians in Malaysian public universities placed high importance of promoting new ideas to others, besides developing adequate plans and schedules for the implementation of new ideas. Most importantly, the academicians agreed that it was of high importance to be innovative.

In terms of risk-taking, the mean scores for all six items were below 3.1. This indicates that it was of moderate importance to indulge in risk-taking behaviours. The lowest mean scores were indicated by "I like to implement a plan only if I am certain that it will work" (M=2.468, SD=0.921). The result of the analysis shows that academicians in Malaysian public universities did consider taking some risks in their decision-making, and it was more towards taking calculated risks. Four out of six items for risk-taking recorded a high values of standard deviations, namely; "I am not willing to

take risks when choosing a job or organization to work for*"* (SD=1.047 ), "I prefer a low risk/high security job with a steady salary to a job that offers high risks and high rewards" (SD=1.028), " I prefer to remain on a job that has problems that I know about rather than take the risks of working at a new job that has unknown problems even if the new job offers greater rewards" (SD=1.035) , "I view risk on a job as a situation to be avoided at all costs" (SD=1.063). The large values of standard deviations indicated that the risk-taking behaviour of the academicians varies greatly from one academician to another (Mohd Rafi, 2008).

One item of proactiveness was deleted and another item was relocated to be in Component 1 (Innovativeness) after factor analysis was performed on the independent variables. In terms of proactiveness, three out of four items recorded mean scores of more than 3.5. The items "If I see something I do not like, I fix it" (M=3.68 SD=0.772), "No matter what the odds, if I believe in something I will make it happen" (M=3.923, SD=0.699), and "I am always looking for better ways to do things at work" (M=4.170, SD=0.653). The lowest mean score was recorded by "I love being a champion for my ideas, even against others' opposition" (M=3.407, SD=.934). The academicians placed high importance to be proactive especially in fixing something that was unfavourable to them, strive for something that they believed was right, and looking for better ways to dodo their job. As being a champion for their ideas (even against others' opposition), it was of moderate importance.

D. Demographic Variables and IO

An independent group t-test was conducted to identify any differences that may exist in the mean scores between intrapreneurial orientation (innovativeness risk-taking and proactiveness) and gender (male and female academicians). Levene's Test for Equality of Variance was carried out and it was found that for risk-taking and proactiveness, the population variances were relatively equal at $p \leq 0.05$ and for innovativeness, $p \leq 0.001$ was considered. Overall, there was a significant difference between male and female academicians in terms of innovativeness (Sig. $=0.008 \leq 0.05$). It is shown that male (M=3.748) academicians tend to be more innovative compared to the female (M=3.562) even though the difference in means was quite small.

As for risk-taking, $p=0.138$, and $p \leq 0.05$. There was no significant difference in terms of risk- taking where male and female respondents were concerned. Both genders seemed to be more careful in considering risks when carrying out their responsibilities. Within the context of proactiveness, the male and female respondents showed a slight difference in their mean score values. To see if the difference was significant, the value of significance was observed. It was found that, $p=0.006$ and $p \leq 0.05$. Hence, there exists a significant difference in proactiveness between male (M= 3.767, SD=0.549), and female (M= 3.599 SD=0.600) respondents where male respondents were more proactive compared their female colleagues.

An analysis of Variance (ANOVA) was used to test the mean scores of the four age groups of respondents' intrapreneurial orientation whether there exist any significant differences. The age groups were divided as 1: 20 to 30 years old; 2: 30 to 40 years old; 3: 40 to 50 years old, and 4: 50 and above. From Levene Test of Homogeneity of Variances, the three significance values for the three variables were tested for homogeneity of variances and it was found that Sig. (innovativeness)=0.739; Sig. (risk-taking)=0.055; Sig.(proactiveness)=0.082 which exceed 0.05. Hence, the population variances for each group were approximately equal and looking at the significant level of the ANOVA table it was found that there exist a significant difference of the level of proactiveness among the different age groups ($Sig.=0.004 \leq 0.05$). In addition, for innovativeness (Sig. =0.102) and risk-taking (Sig. =0.211), there were no significant differences among different age groups. To determine which age groups affect proactiveness, Post Hoc Tests table of multiple comparisons was examined to identify the age groups that contribute to the significant difference in proactiveness. It was found that respondents in age group 2: (30 to 40 years, M=3.554, SD=0.563) and age group 4: (50 and above, M=3.855, SD= 0.528) seem to have a significant difference in proactiveness with age group 4 being more proactive even though the mean score difference was quite small.

Academicians with Doctorate tend to be more proactive and innovative compared to those with Masters and others. In terms of risk-taking, there was no significant difference among academicians having a different level of highest qualification. Meanwhile, there was no significant difference in the level of innovativeness, risk-taking, and

proactiveness of academicians with respect to the number of years in university.

Academicians holding different task and responsibility besides teaching as their core business were analysed in terms of their innovativeness, risk-taking, and proactiveness inclination. For this study, three common types of tasks and responsibility were chosen to be examined namely; Teaching, Research, and Services (administrative duties, consultation, etc.). The result can be interpreted as academicians in services as the main task and responsibility were more proactive compared to their colleagues in teaching and research activities.

E. IO and Job Performance

Multiple regressions analysis was performed using the "Enter" method. The summary of results obtained is shown in Table 5 where three independent variables were tested for significance in influencing job performance of academicians in Malaysian public universities. The values of r = 0.517, r square = 0.267, adjusted r square = 0.262, f = 53.202, $p<0.001$.

Table 5 shows that two independent variables innovativeness and proactiveness were significant in contributing to the research model. Both independent variable (innovativeness and proactiveness) explain 26.7% of the variance (R-square) in job performance of academicians in Malaysian public universities which was significant as indicated by the F- value of 53.202.

Table 5: Multiple Regressions for Job Performance of Academicians in Malaysian Public Universities

| Variables | Standardised Beta Coefficients (β) | Sig. |
|---|---|---|
| Innovativeness | 0.304 | 0.000 |
| Risk-taking | -0.055 | 0.191 |
| Proactiveness | 0.264 | 0.000 |
| R Square | 0.267 | |
| Adjusted R Square | 0.262 | |
| F-Value | 53.202 | |

The result of the analysis shows that there is a significant positive relationship between innovativeness, and job performance (β=0.304, Sig. =0.000 at $p<0.01$), and there is also a significant positive relationship between proactiveness and job performance. On the other hand, is there is no significant relationship between risk-taking and job performance of academicians in Malaysian public universities.

## VIII CONCLUSIONS

Prior to this study, there were very limited literature and research that relates intrapreneurial orientation to academicians in the universities. Hence, there is no point of reference as to the level of intrapreneurial orientation among academicians. Despite the lack of literature and writings on the respective subjects, studies on intrapreneurship (Pinchot, 1985) and entrepreneurial orientation (Covin & Slevin, 1989; Miller, 1983) that focused on the three dimensions or facets (innovativeness, risk-taking, and proactiveness) as presented by Kenney (2008) and Stewart (2009) were referred.

The study shows that the academicians practised innovativeness in their teaching, research and other tasks and responsibilities in the university. Most of the respondents were not willing to take risks when choosing a job or organisations to work for (M=3.036). This was true enough for employees in the public sector. They were not exposed to risks as their counterparts in the private sectors would. The respondents were also found to view risks on the job as a situation to be avoided at all costs (M=3.043). The respond might give an implication that, they would innovate, but only up to the extent approved of them by their superiors, or the budget allocated. With respect to proactiveness, the statement "I am always looking for better ways to do things at work" carries the highest mean score value of 4.170 (SD=0.653). Apart from that, no matter what the odds, if they believed in something they would make it happen (M=3.923). The persistence in the characteristics of these academicians might be a strength that they could manipulate to capture on the oncoming opportunities in facing their day-to-day tasks and responsibilities. Being proactive is one of the important facets in intrapreneurial orientation (Covin & Slevin, 1991; Ireland, Kuratko, & Morris, 2006a; 2006b; Zahra, 1991). The study showed that academicians in Malaysian public universities do possess a high level of innovativeness and proactiveness in their conduct.

The perceived level of job performance among academicians in Malaysian public universities was high. With the presence of innovativeness and proactiveness, they were able to perform well in

fulfilling their tasks and responsibilities, and able to achieve and fulfill their work performance goals. They faced no problems in getting along with anybody in the university, are able to complete their task anytime, as they achieve the targets as set by their universities.

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**APPENDIX**

Factor Loading for Independent Variables: Intrapreneurial Orientation (Innovativeness, Risk-taking, and Proactiveness)

| | | Component | | |
|---|---|---|---|---|
| | Item | 1 | 2 | 3 |
| Innovativeness | I search new technologies, processes, techniques, and/or product ideas (INN1) | 0.667 | | |
| | I generate creative ideas (INN2). | 0.779 | | |
| | I promote and champion new ideas to others (INN3) | 0.799 | | |
| | I investigate and secure funds needed to implement new ideas (INN4) | 0.793 | | |
| | I develop adequate plans and schedules for the implementation of new ideas (INN5) | 0.818 | | |
| | I am innovative (INN6) | 0.786 | | |
| Proactiveness | Wherever I have been, I have been a powerful force for constructive change (PRO1). | 0.628 | | 0.444 |
| | If I see something I do not like, I fix it (PRO2). | | | 0.768 |
| | No matter what the odds, if I believe in something I will make it happen (PRO3). | | | 0.768 |
| | I love being a champion for my ideas, even against others' opposition (PRO4). | | | 0.712 |
| | I am always looking for better ways to do things at work (PRO5). | | | 0.673 |
| | I can spot a good business opportunity long before others can (PRO6). | 0.566 | | |
| Risk-taking | I am not willing to take risks when choosing a job or organization to work for (RT1). | | 0.678 | |
| | I prefer a low risk/high security job with a steady salary to a job that offers high risks and high rewards (RT2). | | 0.798 | |
| | I prefer to remain on a job that has problems that I know about rather than take the risks of working at a new job that has unknown problems even if the new job offers greater rewards (RT3). | | 0.676 | |
| | I view risk on a job as a situation to be avoided at all costs (RT4). | | 0.761 | |
| | When it comes to making work-related decisions, I like to "play it safe" (RT5). | | 0.790 | |
| | I like to implement a plan only if I am very certain that it will work (RT6). | | 0.641 | |
| Eigenvalue | | | 10.795 | |
| Percentage of Variance | | | 59.695 | |
| KMO | | | 0.901 | |
| Bartlett's Test of Sphericity | | | 3934.367 | |
| Sig. | | | 0.000 | |