

## Rewards As a Sustainable Factor of Intrapreneurial Academicians in Higher Educational Institutions

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**[Abstract]** Canadian Intrapreneurship in higher educational Institutions is evolving in the wake of cataclysmic changes in education policies. Intrapreneur provides service to obtain maximum and desirable value while participating in intrapreneurship and thus is recognized as a sustainable factor. This study aims at understanding the rewards given by the management as a sustainable factor of Intrapreneurial academicians in higher educational institutions by analyzing six hundred samples of primary data collected using likert scale. The analysis revealed three factors of rewards – self-development, recognition and professional growth and the findings surges the significant statistical evidence of uniformity in the opinions of self-development and professional growth while the opinion is more spread in the Rewards factor. This paper also provides a discussion of the contribution of this research and plausible areas of future research.

**[Keywords]** intrapreneurship, academician, higher education, reward

### Introduction

Intrapreneurship in higher education is a dynamic framework that integrates entrepreneurial principles into the academic environment. This involves fostering an innovative culture and inspiring staff and students to explore and implement original solutions to pressing challenges. Establishing incubation centers within institutions can support the development of entrepreneurial ideas by providing resources and mentorship. Employee intrapreneurial behavior has become strategically significant for organizational performance (Neessen et al., 2019). Intrapreneurship education offers opportunities to enhance students' adaptation to the climate and behaviors of a learning organization (Kansikas & Murphy, 2010).

Many Indian organizations have yet to implement essential structures and procedures to foster innovation. While some have formal Research & Development departments, without adequate organizational support, R&D often becomes a mere ritual rather than a proactive component of an innovation strategy (Manimala et al., 2006). Employees from Generation Z are particularly inclined to contribute to fostering creativity within an appropriate organizational culture. It is incumbent upon decision-makers within organizations to meet the needs of these personnel, which differ from those of regular employees (Singh Ghura, 2017). Established firms seek growth opportunities through market expansion and the introduction of new products and services, necessitating a new management approach to fulfill these requirements.

Launching new endeavors within a large organization or mature business necessitates a strategy that differs dramatically from standard business practices (Shatzer & Schwartz, 1991). Employee contributions are considered paramount. Tangible capital production will result from the scientific management of resources, encompassing both human and material resources, to identify solutions by integrating intrapreneurial activities into the company. Management must cultivate a culture within the framework to capitalize on intrapreneurs (Duncan et al., 1988).

### Literature Review

An organization that provides its employees with opportunities for growth and success, as well as recognizes their achievements, will likely experience greater commitment from its workforce. Human resource managers and higher authorities must develop strategies to attract and retain highly qualified faculty members who have high expectations from their organizations (Khalid & Aftab, 2017). To

maximize employee motivation, organizations should establish policies, organizational structures, and reward programs that ensure a fair and equitable distribution of benefits. This will undoubtedly contribute to the organization's growth and reputation (Jehangir, Sahibzada, & Tariq, 2015).

Emphasizing intrinsic incentives highlights that employment can serve as a source of fulfillment, empowerment, and personal development (Stumpf et al., 2013). By increasing intrinsic rewards, the need to raise pay and perks to enhance employee satisfaction diminishes. Creating an environment that fosters pride in the company and intrinsic rewards is essential for companies aiming to develop an employee value proposition that is less easily imitated by competitors than simply offering higher starting wages or more annual raises (Tyman Jr et al., 2010). Organizations must develop strategies for employee appreciation and motivation by enhancing reward management systems and performance appraisal methods (Danish et al., 2015).

Long-tenured employees tend to place a higher value on their positions. Initially, employees who have been in their roles for longer periods place considerable weight on intrinsic incentives, but this value diminishes as organizational rewards increase (Mottaz, 1985). Employee satisfaction with their jobs is related to intrinsic incentives such as autonomy, significance, involvement in their work, and opportunities for learning and recognition, both in the public and private sectors (Tausif, 2012). However, the satisfaction levels differ between private and public sector employees, with satisfaction in the public sector generally lower than in the private sector.

Organizational performance is influenced by intrinsic rewards, necessitating the embrace of concepts such as job rotation, on-the-job training, and strengthening organizational reward schemes for employees (Dinah et al., 2016). The use of motivation signals alongside task-specific reward signals, aggregated according to a predetermined formula, can enhance adaptive and multitask learning (Dhakan et al., 2018).

Retention processes aim to keep employees satisfied at every level and reduce the organization's turnover rate. While both extrinsic and intrinsic rewards are associated with retention, extrinsic rewards have a stronger link with employee retention (Hassan & Govindhasamy, 2020). An organizational reward structure that prioritizes financial gain over other forms of intrinsic motivation, such as job enrichment, is unlikely to fully utilize people's resources (Reif, 1975). Despite extrinsic rewards appearing more powerful, both extrinsic and intrinsic rewards have a favorable and significant impact on employee performance (Emmanuel & Nwuzor, 2021). Teachers experience a lack of pleasure and delight in their profession when they feel compelled to work in ways that contradict their views about teaching and learning (Rooney, 2015).

Workers are more likely to adopt a creative and proactive approach at work, overcome challenges, and surpass expectations if they perceive that the company values and acknowledges their contributions (Chouchane et al., 2021). Satisfied employees tend to respond positively by exhibiting favorable attitudes towards their employer when they are content with the benefits provided by the organization (Nazir et al., 2016). The relationship between employee satisfaction and positive attitudes towards the employer is moderated by collectivism. The regularity of awards and recognition reassures employees of their value to the organization. Maintaining and enhancing motivation and job satisfaction relies on striking a balance between monetary and non-monetary rewards, which fosters organizational commitment (Saqib et al., 2015).

Job satisfaction is linked to an increased likelihood of employees generating creative ideas. Contented employees are more likely to exhibit innovative intrapreneurial behavior (Ahmed et al., 2013). Factors contributing to employee satisfaction, such as general job satisfaction, employee relationships, compensation, benefits, organizational culture, and employee loyalty, serve as critical antecedents of intrapreneurship (Antoncic & Antoncic, 2011).

### Methodology

A well-structured questionnaire was administered, taking into account the exploratory nature of the study. Primary data was collected from respondents, with 25% of the population identified from each quota. The study population consists of 24 universities, 11 autonomous institutions, and 205 affiliated colleges that

have recognized intrapreneurships. Factorial analysis was chosen as an appropriate method for dimensionality reduction.

The higher education group is considered homogeneous as all institutions within it impart higher education. The study findings are applicable to the specified population. The factors derived from the factor analysis constitute the dependent variable, while the types of higher education serve as the independent variable. Analysis of variance is used to analyze the variability of means across different types of higher education.

### **Data Collection**

Data for this study was collected through a questionnaire, serving as the primary source for detailed analysis and hypothesis testing. The dataset comprises responses from six hundred academicians representing various universities of higher education in Bangalore. Descriptive statistics, including mean and standard deviations, are presented in Table 1.

Every action undertaken typically has objectives, driven by needs and aimed at positive benefits, often referred to as rewards. Expectations are generally perceived as positive outcomes, but not all outcomes necessarily result in such perceptions. Results can be positive, negative, or a combination of both, in varying proportions. This aspect has been explored in the study from the perspective of academicians.

**Table 1**

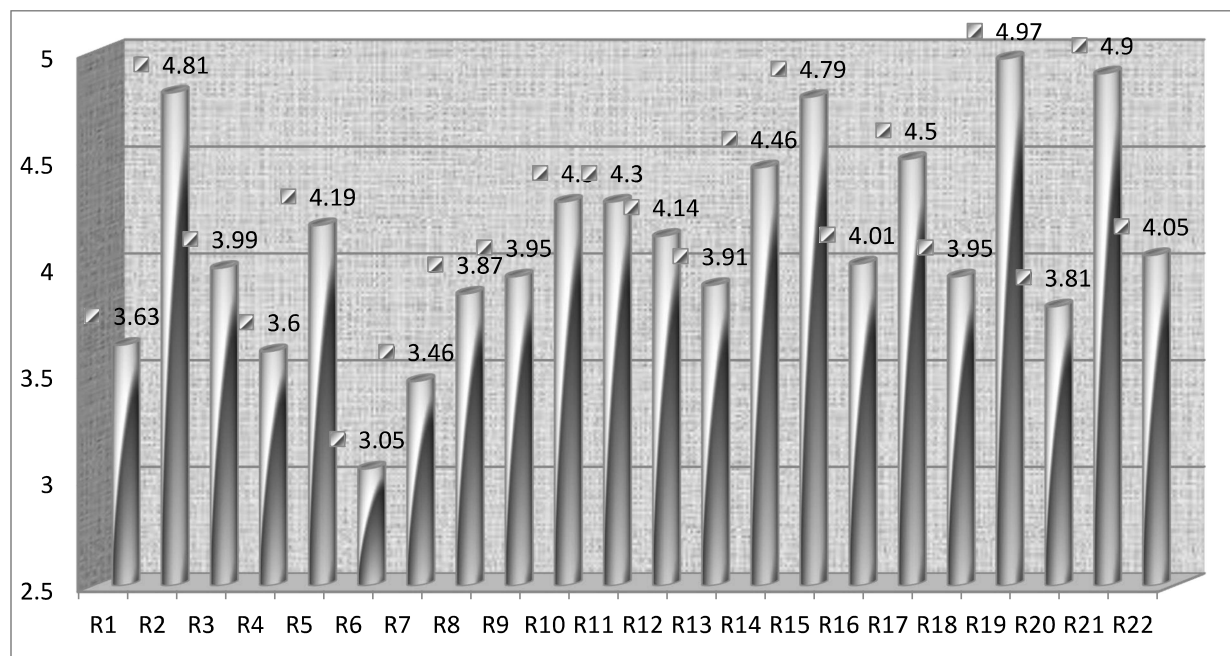
*Descriptive Statistics of Intrapreneurship Reward Factor of Academicians*

<b>Code</b>	<b>Rewards</b>	<b>Mean</b>	<b>SD</b>
R1	I look forward for opportunities to select and complete meaningful tasks	3.63	1.332
R2	I Gain a sense of competence and noticeable progress when trusted.	4.81	.653
R3	I Feel inspired to be more responsible when the institute makes me an important part of an organization or team	3.99	1.288
R4	I Feel accomplished by acquiring Mastery of knowledge or a skill	3.60	1.354
R5	Autonomy gives me belongingness and connectedness with the Institution.	4.19	1.167
R6	I Feel proud with words of praise from the seniors	3.05	1.325
R7	I can avoid stress through creative expressions of work	3.46	<b>1.356</b>
R8	For me freedom, feeling productive, personal resilience leads to Positive emotions	3.87	1.069
R9	Pursuing interests leads to Self-fulfilment and Pursuing curiosity	3.95	1.263
R10	I expect Setting bonuses for completing a certain amount of work	4.30	.903
R11	Profit-sharing between Academician or group rewards to encourage teamwork is a good practice	4.30	.814
R12	I expect Raising salary based on performance	4.14	1.210
R13	Awards, with Verbal praise and public recognition encourages Academicians.	3.91	1.167
R14	I expect a better workspace for good performance, such as a personal office.	4.46	.877
R15	I expect Access to Luxury as a part of recognition.	4.79	.405
R16	Subscription to Memberships to gain more knowledge is appreciated by Academicians.	4.01	1.314

R17	I expect Job perks and flexible work arrangements.	4.50	.724
R18	Corporate gifts surprises Academicians	3.95	1.008
R19	I expect Promotion at work.	<b>4.97</b>	.180
R20	Undertaking profitable activities on a Profit-sharing program is what Academicians expect from the Management	3.81	1.294
R21	Fringe benefits motivates Academicians.	4.90	.373
R22	Giving Health Insurance coverage for Academicians and family will assure long term association with the institute and going an extra mile to achieve.	4.05	.904

**Figure 1**

*Mean Values of Rewards*



Academicians exhibit differentiation in their preferences for rewards, as indicated by the larger range observed at 1.85. Promotion at work emerges as the most highly preferred reward, with a mean score of 4.97, while "word of praise from seniors" is the least preferred reward, with a mean of 3.05. An interesting observation is that although promotion is expected by most respondents, it has the least variability (0.180), suggesting a high level of unanimity among academicians in expecting this form of reward. This unanimity may stem from the monetary benefits typically associated with promotions. Similarly, "fringe benefits" is highly motivating for academicians, with a mean score of 4.90 and a lower standard deviation (0.373), indicating lower variability. Academicians who prefer promotion are likely to also prefer fringe benefits, further highlighting their unanimity in expecting these rewards.

All mean values for the roles played by both management and academicians exceed three. While there is more variation in the mean values among management, four pairs of statements have equal means. Conversely, among academicians, the mean values are more evenly spread, with three pairs of statements having equal means. This suggests that the roles played by both management and academicians in their respective domains are more focused, aimed at achieving desired outcomes.

Factor analysis has been conducted separately for management and academicians.

**Table 2***KMO and Bartlett's Test Results of Intrapreneurship Reward Factor of Academicians*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.947
	Approx. Chi-Square	29344.415
Bartlett's Test of Sphericity	df	231
	Sig.	.000*

\* $p < 0.05$ **Table 3***Rotated Component Matrix of Intrapreneurship Reward Factor of Academicians*

Statements	Reward Components		
	Self Development	Recognition	Professional Growth
I Feel accomplished by acquiring Mastery of knowledge or a skill	0.947		
Pursuing interests leads to Self-fulfilment and Pursuing curiosity	0.936		
I Feel proud with words of praise from the seniors	0.931		
I can avoid stress through creative expressions of work	0.928		
Awards, with Verbal praise and public recognition encourages Academicians.	0.925		
Corporate gifts surprises Academicians	0.918		
I look forward for opportunities to select and complete meaningful tasks	0.917		
Subscription to Memberships to gain more knowledge is appreciated by Academicians.	0.916		
Giving Health Insurance coverage for Academicians and family will assure long term association with the institute and going an extra mile to achieve.	0.873		
For me freedom, feeling productive, personal resilience leads to Positive emotions	0.857		
I expect a better workspace for good performance, such as a personal office.	0.775		
Fringe benefits motivates Academicians.		0.969	
I Gain a sense of competence and noticeable progress when trusted.		0.929	
Undertaking profitable activities on a Profit-sharing program is what Academicians expect from the Management		0.89	
I expect Job perks and flexible work arrangements.		0.845	
I expect Raising salary based on performance		0.819	
I expect Setting bonuses for completing a certain amount of work		0.791	

I Feel inspired to be more responsible when the institute makes me an important part of an organization or team	0.89
I expect Promotion at work.	0.875
Recognition should include access to luxury, in my opinion.	0.685

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy, with a value of 0.947, confirms the adequacy of the sample for factor analysis. Additionally, Bartlett's test of sphericity yielded a chi-square value of 29344.42, with a significance level (p) of less than 0.05 and 231 degrees of freedom, indicating that the correlations between the items are sufficiently large for principle component analysis (PCA).

The result of the factor analysis has identified three components for the sample of academicians. The items clustered for the components related to management include "Reward based on Self-Development," "Recognition," and "Professional Growth."

### Hypothesis Testing

This study hinges on the central theme of determining the roles as a sustainable factor of Academicians in Intrapreneurship of higher education. More particularly, the factor analysis has yielded three factors of rewards – Self Development, Recognition and Professional growth. The hypothesis aims at determining if the means of all the three factors of rewards of the academicians are the same. The Null hypothesis constructed is as under:

$H_0$ : The intrapreneurial Reward factors of Academicians do not vary significantly among the types of higher educational institutions.

### Analyses of Hypotheses

The present study recognizing rewards as a means of sustenance of Academicians' Intrapreneurship aims to find the factors of the rewards have a significant impact amongst Academician Intrapreneur. The sample covers all the types of Higher Educational Institutions – University, Affiliated and Autonomous. The factors Self-development and Professional Growth show a significant level less than 0.05 and are significantly uniform across the Academicians' Intrapreneurship. However, Recognition as a factor of reward has  $p > 0.05$  indicating has a spread of different opinions among Academicians' Intrapreneurship.

**Table 4**

*ANOVA Table of Factors of Rewards of Academicians Intrapreneurs*

		Sum of Squares	df	Mean Square	F	Sig.
Self Development	Between Groups	34.206	2	17.103	31.367	.000
	Within Groups	325.513	597	.545		
	Total	359.718	599			
Recognition	Between Groups	10.086	2	5.043	2.499	.083
	Within Groups	1204.954	597	2.018		
	Total	1215.040	599			
Professional Growth	Between Groups	39.825	2	19.913	14.686	.000
	Within Groups	809.448	597	1.356		
	Total	849.273	599			

The sample frame covers all the types of higher educational institutions - Universities, Affiliated and Autonomous Institutions though the sample size is not uniform across this sample. The Universities, Affiliated and Autonomous Institutions have different policies and rules, synchronizing with the visions and missions of the higher education. Thus, the factors of rewards may not be uniform across the higher education types, but as the study reveals there is a more cohesiveness of self-development and professional growth factors across all the types of higher educational institutions, but not recognition factor.

### Conclusion

This study recognizing rewards as a means of sustenance of Academicians' Intrapreneurship aims to answer to the question whether rewards appear to uniformly affect the Academicians Intrapreneurship thereby providing sustenance. The data collected on a five-scale likert scale with 22 different statements show that promotion is the most preferred reward by the Academicians' Intrapreneur while a word of praise is the least preferred. The factor analysis with KMO is classified as superb (0.947) and the chi-square provides adequate correlations between the data for conducting Principle Component Analysis. The Rotated Matrix yielded three factors of rewards which are classified as self-development, recognition, and professional growth. These factors are considered for conducting the Analysis of Variance and the Recognition as a factor of reward has  $p > 0.05$  indicating from which inference is drawn that the opinions among Academicians' Intrapreneurship for this factor varies more while the other two factors of rewards show more uniformity.

### Contribution

Any topic covering Intrapreneurship in Higher Education Institutions has been relatively a new area and offers plethora of promises to drive through the paths of intrapreneurship that the management and academicians' tread. Recognizing this opportunity, the present study walks across the benefits derived out of intrapreneurship recognizing reward as an important ingredient. In the cataclysmic changes of the educational policies by the government, the topic on Intrapreneurship attaches special importance to management and academicians alike. The present study throws open the challenge of accepting rewards on near equal footing by the universities, affiliated and autonomous institutions to bring about a parity and work backwards towards achieving the goals of intrapreneurship. The present study also adds to the literature.

### Future Research

The study is carried out in Universities, Autonomous and Affiliated institutions in Bangalore covering a sample of 600 in all forming the higher education. Advancements in research could be done covering more numbers of Universities, Autonomous and Affiliated Institutions and in different places providing a comparison that may yield a clear perception academicians and management. Such an expansion may provide granular details of the factors of intrapreneurship providing the intrapreneurs the right reward and the management the right purpose, bringing an overall value addition.

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