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Entrepreneurial Leadership, Entrepreneurial Character, and Intrapreneurial Behavior: Empirical Evidence from Private Higher Education Institutions in Surabaya

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Abstract

Private universities are required to enhance competitiveness and institutional quality amid increasingly dynamic external pressures. To sustain operations and growth, particularly in financially independent institutions, effective management strategies and optimal resource utilization are essential. One strategic approach is fostering intrapreneurship behavior among lecturers, which plays a key role in driving innovation and generating alternative income sources. This study aims to examine the effect of perceptions of entrepreneurial leadership and entrepreneurial character on intrapreneurship behavior, both partially and simultaneously, in private universities in Surabaya. This research employs a quantitative approach. The population consists of 55 accredited private universities in Surabaya, including institutions with Excellent (A), Very Good (B), and Good (C) accreditation levels. Data were analyzed using multiple linear regression with the support of SPSS 25 to examine relationships among variables, along with descriptive analysis of respondent characteristics. The findings indicate that perceptions of entrepreneurial leadership do not significantly influence intrapreneurship behavior. In contrast, entrepreneurial character has a positive and significant effect, suggesting that individual attributes play a more dominant role in shaping innovative behavior. However, when tested simultaneously, both variables significantly influence intrapreneurship behavior, indicating a complementary relationship between individual

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and organizational factors. These findings imply that private universities should focus on strengthening lecturers' entrepreneurial character through incentives, recognition, and capacity-building programs such as seminars or workshops. Such initiatives are expected to stimulate intrapreneurial activities, particularly those contributing to income-generating efforts and institutional sustainability.

Keywords: Perception Of Entrepreneurial Leadership, Entrepreneurial Character, Intrapreneurship Behavior, Private University.

INTRODUCTION

The growth in the number of private higher education institutions (PHEIs) in Indonesia has shown a significant upward trend, particularly in East Java, which hosts hundreds of such institutions. This condition has intensified the level of competition among PHEIs, especially in attracting new students and maintaining institutional sustainability. Data indicate that the majority of higher education institutions in Indonesia are private, with varying scales, including many small institutions with limited student enrollment. This situation requires PHEI managers to develop competitive advantages through adaptive and innovative management strategies.

The increasingly complex dynamics of the external environment, including the post-pandemic impact, have further exacerbated this competitive landscape. The decline in student enrollment due to economic pressures has become one of the primary challenges faced by PHEIs. Their high dependence on tuition fees as the main source of revenue makes many institutions vulnerable to changes in macroeconomic conditions. Therefore, alternative strategies are needed to encourage the diversification of institutional revenue sources through the optimal utilization of internal resources (Fan, 2021; Cleverley-Thompson, 2016; Valka et al., 2020).

In this context, strengthening intrapreneurial behavior emerges as a relevant strategic approach. Intrapreneurship refers to entrepreneurial processes within an organization, characterized by innovative, proactive, and opportunity-oriented activities (Valka et al., 2020). This behavior enables individuals within organizations, including academic staff, to generate new ideas, develop business units, and produce innovations that create added value for the institution. In the higher education sector, intrapreneurial behavior not only contributes to academic innovation but also has the potential to generate alternative income streams through income-generating activities.

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However, empirical evidence suggests that many PHEIs have not been able to fully optimize their intrapreneurial potential. Various resources remain underutilized (idle capacity), such as campus facilities that are not managed productively. This condition reflects a gap between existing potential and its practical implementation in the form of intrapreneurial activities. In other words, although opportunities are available, the ability to identify and exploit these opportunities remains relatively low.

Theoretically, intrapreneurial behavior is influenced by various factors, both at the individual and organizational levels. One organizational factor frequently examined is entrepreneurial leadership. This concept represents the integration of leadership and entrepreneurship, emphasizing a leader's ability to create a vision, identify opportunities, and foster innovation within the organization (Kuratko, 2007; Wang et al., 2012; Fontana & Musa, 2017). Entrepreneurial leadership is believed to create a conducive work environment that encourages intrapreneurial behavior through the empowerment of organizational members and the strengthening of an innovation-oriented culture.

Several studies have demonstrated that entrepreneurial leadership positively influences innovation and intrapreneurial behavior (Kistyanto et al., 2018; Leitch & Volery, 2017). Leaders with an entrepreneurial orientation tend to encourage organizational members to think creatively, take risks, and proactively develop new opportunities. However, not all studies report consistent findings. Some studies indicate that entrepreneurial leadership does not have a significant effect on innovation or intrapreneurial behavior (Fatoni et al., 2021). These inconsistencies reveal a research gap that requires further investigation, particularly within the higher education sector.

In addition to leadership factors, individual characteristics also play a crucial role in shaping intrapreneurial behavior. One relevant individual factor is entrepreneurial character. Entrepreneurial character reflects personal traits such as creativity, independence, risk-taking propensity, opportunity recognition, and perseverance in facing challenges (Maisaroh, 2019; Naibaho & Sitinjak, 2020). Individuals with strong entrepreneurial character are more likely to exhibit innovative and proactive orientations in creating value for the organization.

Previous studies suggest that entrepreneurial character has a positive influence on intrapreneurial behavior (Pirhadi et al., 2021; Farrukh et al., 2016). Nevertheless, some findings indicate that not all dimensions of entrepreneurial character significantly affect intrapreneurial behavior. For instance, persistence and diligence have been found in certain studies to have no significant effect (Shian et al., 2022). This inconsistency highlights the need for further empirical testing in different contexts.

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In the context of higher education, particularly PHEIs, studies on intrapreneurial behavior remain relatively limited compared to those in business or industrial sectors. In fact, higher education institutions possess substantial potential to develop intrapreneurial activities through academic innovation, applied research, and the utilization of institutional assets. The involvement of academic staff as the primary human resources in higher education institutions is a key factor in fostering intrapreneurial behavior.

Based on the empirical phenomenon indicating a gap between intrapreneurial potential and its implementation, as well as inconsistencies in previous research findings (research gap), this study is important to undertake. Furthermore, there is a theoretical gap concerning the roles of entrepreneurial leadership and entrepreneurial character in influencing intrapreneurial behavior, which still requires further examination in the context of higher education.vTherefore, this study aims to analyze the influence of perceived entrepreneurial leadership and entrepreneurial character on intrapreneurial behavior in private higher education institutions in Surabaya. Specifically, this study examines the partial and simultaneous effects of these variables on intrapreneurial behavior.

The findings of this study are expected to provide both theoretical and practical contributions. Theoretically, this research enriches the literature on intrapreneurship in the context of higher education, particularly in Indonesia. Practically, the results are expected to serve as a foundation for PHEI managers in formulating human resource development strategies oriented toward strengthening entrepreneurial character and creating an environment that supports intrapreneurial behavior.

LITERATURE REVIEW

Entrepreneurial Leadership

Entrepreneurial leadership is a concept that integrates leadership functions with an entrepreneurial orientation within organizations. It emphasizes a leader's ability to identify opportunities, foster innovation, and manage risks in dynamic environments (Kuratko, 2007; Wang et al., 2012). Unlike traditional leadership styles, entrepreneurial leadership not only focuses on achieving organizational goals but also on creating new value through opportunity exploration and continuous innovation. Entrepreneurial leadership is also understood as a leader's capability to influence organizational members to think and act innovatively through the communication of a clear vision and the empowerment of individuals (Fontana & Musa, 2017). Leaders with these characteristics tend to be achievement-oriented, willing to take risks, persistent, and capable of motivating others (Fernald et al., 2005). In the context of modern organizations,

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particularly those facing high competitive pressures such as private higher education institutions, the role of entrepreneurial leadership becomes increasingly crucial in establishing competitive advantage. A number of empirical studies indicate that entrepreneurial leadership has a positive effect on organizational innovation and intrapreneurial behavior (Kistyanto et al., 2018; Leitch & Volery, 2017). Leaders who internalize entrepreneurial values are more likely to create work environments that encourage creativity and proactiveness among organizational members. However, some findings also suggest that entrepreneurial leadership does not always have a significant impact on innovation or intrapreneurial behavior (Fatoni et al., 2021). These inconsistencies imply that the effectiveness of entrepreneurial leadership is highly contingent upon organizational context as well as the readiness of individuals to respond to such leadership styles.

Entrepreneurial Character

Entrepreneurial character refers to a set of values, attitudes, and individual traits that reflect an orientation toward entrepreneurial activities. This construct encompasses aspects such as creativity, independence, risk-taking propensity, opportunity recognition, and perseverance in facing challenges (Maisaroh, 2019; Naibaho & Sitinjak, 2020). Entrepreneurial character is not only relevant in the context of individuals running businesses but also within organizations, where individuals are expected to behave in innovative and proactive ways. From an organizational behavior perspective, entrepreneurial character is viewed as an internal factor that drives individuals to create added value through innovative ideas and actions. Individuals with strong entrepreneurial character tend to possess high self-efficacy, an opportunity-oriented mindset, and the courage to make risky decisions (Farrukh et al., 2016). These characteristics constitute essential capital in fostering intrapreneurial behavior, particularly in organizations that require continuous innovation. Previous studies have indicated that entrepreneurial character has a positive effect on intrapreneurial behavior (Pirhadi et al., 2021). However, not all dimensions of entrepreneurial character contribute equally. Some studies have found that certain dimensions, such as persistence and diligence, do not always have a significant effect on intrapreneurial behavior (Shian et al., 2022). This suggests that entrepreneurial character is a complex, multidimensional construct that requires further empirical examination across different organizational contexts.

Entrepreneurial Behavior

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Intrapreneurial behavior refers to entrepreneurial activities carried out by individuals within established organizations. These activities include the generation of new ideas, product and process innovation, proactiveness in identifying and seizing opportunities, and the willingness to take risks for organizational development (Valka et al., 2020). Intrapreneurship serves as a crucial mechanism for enhancing organizational competitiveness, particularly in dynamic and highly competitive environments. Within an organizational context, intrapreneurship contributes not only to innovation but also to the overall improvement of organizational performance (Mardia et al., 2021). Individuals who exhibit intrapreneurial behavior tend to act as change agents, capable of initiating organizational transformation through creative ideas and the implementation of innovations. Therefore, the development of intrapreneurial behavior represents a key strategy in human resource management. Intrapreneurial behavior is influenced by various factors, both at the individual and organizational levels. Individual factors include character, motivation, and competencies, while organizational factors encompass leadership, organizational culture, and managerial support (Badoiu et al., 2020; Valka et al., 2020). In the higher education sector, intrapreneurial behavior plays a strategic role in fostering academic innovation and in developing alternative sources of institutional revenue.

Interrelationships Among Variables and Hypothesis Development

The relationship between entrepreneurial leadership and intrapreneurial behavior has been extensively examined in the literature. Theoretically, leaders with an entrepreneurial orientation are capable of creating an environment that supports innovation and risk-taking, which are key characteristics of intrapreneurship (Kistyanto et al., 2018). However, the presence of inconsistent empirical findings indicates that this influence is not always significant, thereby necessitating further examination in different contexts. On the other hand, entrepreneurial character, as an individual-level factor, plays a more direct role in shaping intrapreneurial behavior. Individuals with strong entrepreneurial character tend to be more proactive, innovative, and willing to take risks in developing new opportunities (Farrukh et al., 2016). Therefore, entrepreneurial character is considered a primary determinant in fostering intrapreneurial behavior. In addition to partial effects, the combination of leadership factors and individual characteristics is also believed to exert a stronger influence on intrapreneurial behavior. The synergy between organizational support through leadership and individual readiness

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through entrepreneurial character can create a conducive environment for the emergence of intrapreneurial behavior.

Conseptual Framework

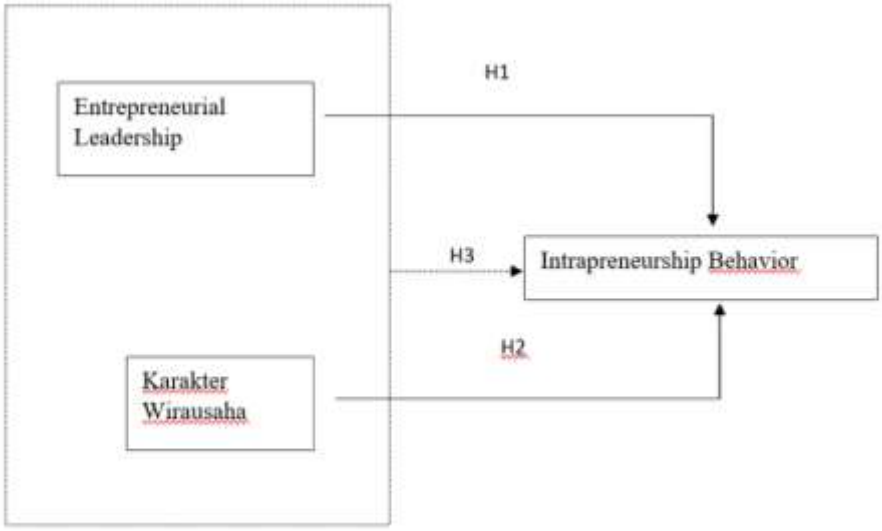


Figure 1. Conseptual Framework

Based on the aforementioned theoretical and empirical considerations, the research hypotheses are formulated as follows:

H1: Entrepreneurial leadership has an effect on intrapreneurial behavior.

H2: Entrepreneurial character has an effect on intrapreneurial behavior.

H3: Entrepreneurial leadership and entrepreneurial character simultaneously affect intrapreneurial behavior.

RESEARCH METHODS

This study employs a quantitative research method, which is an objective approach involving the collection and analysis of quantitative data and the application of statistical testing methods (Hermawan, 2009).

Population and Sample

The population of this study comprises all accredited Private Higher Education Institutions (PHEIs) in Surabaya, totaling 55 institutions, categorized into Excellent/A,

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Very Good/B, and Good/C accreditation levels. A sample is defined as a subset of the population used to draw research conclusions (Sekaran & Bougie, 2016). The sampling technique employed is non-probability sampling using a purposive sampling approach, which involves selecting samples based on specific criteria relevant to the research objectives (Sekaran & Bougie, 2016; Sugiyono, 2017). This method was chosen because the respondents are required to possess particular characteristics to provide appropriate and relevant information. The research sample was determined based on institutional accreditation classifications, namely Excellent/A, Very Good/B, and Good/C. From each category, PHEIs with the largest number of academic staff were selected, resulting in a total of 37 PHEIs included as the research sample. The respondents in this study are full-time academic staff with a minimum of two years of work experience. The assessment of entrepreneurial leadership is directed toward faculty-level leaders in universities or institutes, as well as vice chairpersons in colleges.

Data Sources

In a research context, data sources can be obtained from various origins, including primary and secondary data. Primary data are collected directly through careful analysis using methods such as interviews, surveys, questionnaires, and similar techniques, while secondary data are obtained from existing sources such as institutional reports, journals, books, and other relevant documents (Sekaran & Bougie, 2016a). In this study, primary data were collected from academic staff at accredited Private Higher Education Institutions (PHEIs) in Surabaya, categorized as Excellent, Very Good, and Good.

Data Collection Techniques

Data collection techniques refer to the procedures used to gather both primary and secondary data in a study (Sekaran & Bougie, 2016a). These techniques may include interviews, questionnaires (both offline and online), observations, or a combination of these methods (Sekaran & Bougie, 2016a). In this study, a questionnaire was employed as the primary data collection instrument, consisting of a series of statements developed to measure the research variables. The questionnaire used as a data collection tool contains statements designed to measure the variables under study; it was distributed online via Google Forms and shared with the WhatsApp group for private university faculty members.

The following are the stages of online data collection conducted by the researcher:

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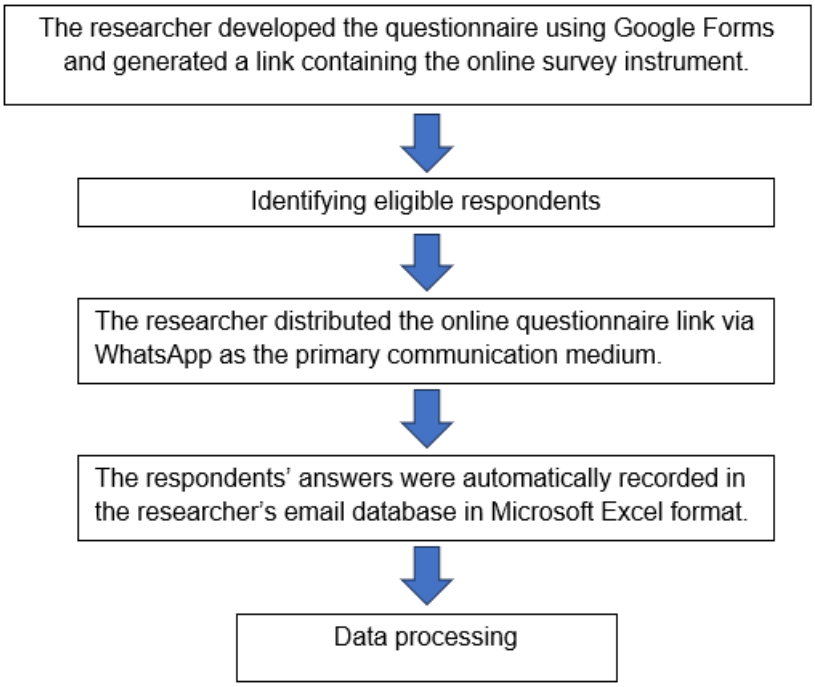


Figure 2. Stages of Data Collection

RESULT

Data analysis was conducted using multiple linear regression to examine the effects of entrepreneurial leadership and entrepreneurial character on intrapreneurial behavior in Private Higher Education Institutions in Surabaya.

Validity and Reliability Testing of Measurement Instruments

To ensure the extent to which the measurement instrument accurately measures what it is intended to measure, a validity test of the statement items must be conducted. In this study, validity testing was performed on the questionnaire items by calculating the Pearson correlation coefficient between each item and the total score obtained (Nazir, 2005). The correlation coefficient of each item was then compared with the critical r value from the Product Moment correlation table, based on the corresponding degrees of freedom and significance level. If the correlation coefficient exceeded the critical value, the item was considered valid. Conversely, if the correlation coefficient was lower than the critical value, the item was deemed invalid and excluded. The results of the validity test are presented in Table 1.

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Table 1. Validity Test Results

Statement Item	Calculated r-value	r table	Description
Entrepreneurial Leadership (EL) (X1)			
AM1	0,94	0,325	VALID
AM2	0,913		VALID
AO1	0,909		VALID
A02	0,807		VALID
AO3	0,763		VALID
P1	0,911		VALID
P2	0,697		VALID
P3	0,875		VALID
P4	0,753		VALID
P5	0,776		VALID
RT1	0,955		VALID
RT2	0,953		VALID
V1	0,870		VALID
V2	0,893		VALID
V3	0,900		VALID
V4	0,880		VALID
Statement Item	**r calculate**	**r table**	**Description**
Entrepreneurial Character (KW) (X2)			
PAS1	0,865	0,325	VALID
PAS2	0,892		VALID
PAS3	0,874		VALID
I1	0,850		VALID
I2	0,946		VALID
I3	0,634		VALID
M1	0,896		VALID
M2	0,875		VALID
M3	0,876		VALID
M4	0,900		VALID
C1	0,937		VALID
C2	0,769		VALID
C3	0,867		VALID
CR1	0,858		VALID
CR2	0,950		VALID

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CR3	0,863		VALID
PER1	0,908		VALID
PER2	0,949		VALID
PER3	0,913		VALID
PER4	0,927		VALID
PER5	0,838		VALID
HE1	0,836		VALID
HE2	0,884		VALID
Intrapreneurship Behavior (Y)			
PRO1	0,783	0,325	VALID
PRO2	0,798		VALID
PRO3	0,851		VALID
IN1	0,891		VALID
IN2	0,832		VALID
IN3	0,779		VALID
IN4	0,836		VALID
IN5	0,750		VALID
BR1	0,992		VALID
BR2	0,991		VALID

Source: SPSS (processed by the author)

Based on the validity test results presented in Table 1, all calculated r-values exceed the critical r-values, indicating that each statement item is valid and appropriate for further analysis. Subsequently, a reliability test was conducted to assess the consistency and stability of the measurement results. The reliability of the variables was evaluated using Cronbach's Alpha Coefficient with the assistance of SPSS software. The data are considered reliable if the Cronbach's Alpha value is greater than or equal to 0.60 (Ghozali, 2014:40).

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Critical Value	Description
Entrepreneurial Leadership (X1)	0,941	0,6	Reliabel
Entrepreneurial Character (X2)	0,944	0,6	Reliabel
Intrapreneurship Behavior (Y)	0,914	0,6	Reliabel

Source: SPSS (processed by the author)

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Based on the reliability test results presented in Table 2, it can be observed that the Cronbach's Alpha values for the variables Entrepreneurial Leadership (X1), Entrepreneurial Character (X2), and Intrapreneurial Behavior (Y) all exceed 0.60. Therefore, the measurement items are considered reliable (i.e., consistent and dependable) (Ghozali, 2014:40).

Classical Assumption Tests

Normality Test

The normality test aims to determine whether the residuals or error terms in the regression model are normally distributed. A good regression model assumes that the data are normally distributed. One method to assess data normality is by using the non-parametric Kolmogorov–Smirnov (K–S) statistical test. If the significance value (probability) is greater than 0.05, it indicates that the data are normally distributed. Conversely, if the probability value is less than 0.05, it indicates that the data are not normally distributed (Ghozali, 2014).

Table 3. Normality Test Results

One-Sample Kolmogorov–Smirnov Test

		Unstandardized Residual
N		37
Normal Parameters[a,b]	Mean	0.0000000
	Std. Deviation	1.50307416
Most Extreme Differences	Absolute	0.115
	Positive	0.115
	Negative	-0.096
Test Statistic		0.115
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

Source: SPSS (processed by the author)

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Multicollinearity Test

The absence of multicollinearity also referred to as multiple collinearity among independent variables indicates that there is no strong correlation between them. To detect the presence of multicollinearity in a regression model, the tolerance value and the Variance Inflation Factor (VIF) are commonly examined. Multicollinearity is indicated when the tolerance value is less than 0.10 or when the VIF value exceeds 10 (Ghozali, 2014).

Table 4. Multicollinearity Test Results

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
	(Constant)		
	Perseption *Entrepreneurial leadership*	0.467	2.139
	Entrepreneurial Character	0.467	2.139

a. Dependent Variable: RATA_IB

Source: SPSS (processed by the author)

Based on Table 4. it can be observed that the tolerance values for the variables Perceived Entrepreneurial Leadership and Entrepreneurial Character are 0.467, which is greater than 0.10. Similarly, the VIF values for both variables are 2.139, which are below 10. These results indicate that there is no multicollinearity in the regression model employed.

Heteroscedasticity Test

The heteroscedasticity test aims to examine whether there is inequality in the variance of residuals across observations in a regression model. If the variance of residuals remains constant across observations, the condition is referred to as homoscedasticity; if it varies, it is referred to as heteroscedasticity. A good regression model is one that exhibits homoscedasticity, meaning no heteroscedasticity is present (Ghozali, 2014). To detect the presence of heteroscedasticity, the Glejser test is employed. A regression model is considered to exhibit heteroscedasticity if the significance value between variables is less than 0.05.

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Table 5. Heteroscedasticity Test Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.183	.780		.235	.816
	RATA_EL	-.071	.079	-.216	-.899	.375
	RATA_KW	.145	.084	.411	1.715	.095

a. Dependent Variable: Abs_RES

Source: SPSS (processed by the author)

Based on Table 5, it can be observed that the significance value for the Perceived Entrepreneurial Leadership (EL) variable is 0.375, while the significance value for the Entrepreneurial Character (EC) variable is 0.95. Since the significance values for both variables are greater than 0.05, it can be concluded that there is no indication of heteroscedasticity in the model. The results of the classical assumption tests above indicate that the assumptions of normality, multicollinearity, and heteroscedasticity have been satisfied. Therefore, the regression model, with Perceived Entrepreneurial Leadership and Entrepreneurial Character as independent variables and Intrapreneurial Behavior as the dependent variable, is appropriate for further analysis. The following section presents the results of the multiple linear regression analysis:

Table 6. Results of Multiple Linear Regression Analysis

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.520	1.841		1.369	0.179
Perseption *Entrepreneurial Leadership* (X1)	0.177	0.188	0.174	0.942	0.352

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	Entrepreneurial Character (X2)	0.546	0.203	0.497	2.693	0.010

a. Dependent Variable: Behavior Intrapreneurship (Y)

Source: SPSS (processed by the author)

Table 6. presents the multiple linear regression model equation as follows:

$$Y = 2{,}520 + 0{,}177\ X1 + 0{,}546\ X2 + e$$

The constant value (α) is 2.520, indicating that when Perceived Entrepreneurial Leadership and Entrepreneurial Character in Private Higher Education Institutions in Surabaya are equal to zero or held constant, the value of Intrapreneurial Behavior remains at 2.520. The positive constant suggests that even in the absence of Perceived Entrepreneurial Leadership and Entrepreneurial Character, intrapreneurial behavior still exists at a coefficient value of 2.520. This implies that there are other independent variables that may influence the dependent variable, namely Intrapreneurial Behavior. The regression coefficient for Perceived Entrepreneurial Leadership (X1) is 0.177. This indicates that a one-unit increase in Perceived Entrepreneurial Leadership will lead to an increase of 0.177 units in Intrapreneurial Behavior in Private Higher Education Institutions in Surabaya. This finding suggests that the higher the lecturers' perception of entrepreneurial leadership, the greater their tendency to exhibit intrapreneurial behavior. The regression coefficient for Entrepreneurial Character (X2) is 0.546. This implies that a one-unit increase in Entrepreneurial Character will increase Intrapreneurial Behavior by 0.546 units in Private Higher Education Institutions in Surabaya. This indicates that the stronger the entrepreneurial character possessed by lecturers, the higher their tendency to demonstrate intrapreneurial behavior.

Model Validation

The results of the analysis examining the influence of Perceived Entrepreneurial Leadership and Entrepreneurial Character on Intrapreneurial Behavior yield the following R and R^2 values:

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Table 7. Model Feasibility Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638[a]	0.408	0.378	1.813

a. Predictors: (Constant), KW (X2), EL (X1)

b. Dependent Variable: IB (Y)

Source: SPSS (processed by the author)

Table 7. shows that the R^2 value (Adjusted R Square) is 0.408, or 40.8%. This indicates that Perceived Entrepreneurial Leadership and Entrepreneurial Character jointly explain 40.8% of the variance in Intrapreneurial Behavior, while the remaining 59.2% is influenced by other variables beyond those included in this study.

Partial Test (t-test)

Based on Table 6, the following results are obtained:

The Effect of Perceived Entrepreneurial Leadership on Intrapreneurial Behavior The calculated t-value for the Perceived Entrepreneurial Leadership variable is 0.942, with a significance value of 0.352 (> 0.05). Therefore, it can be concluded that H1 is rejected, indicating that Perceived Entrepreneurial Leadership does not have a significant effect on Intrapreneurial Behavior. The Effect of Entrepreneurial Character on Intrapreneurial Behavior The calculated t-value for the Entrepreneurial Character variable is 2.693, with a significance value of 0.010 (< 0.05). Therefore, it can be concluded that H2 is accepted, indicating that Entrepreneurial Character has a significant effect on Intrapreneurial Behavior.

Results of the F-test

Table 8. Results of the F-tes

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	90.530	2	45.265	13.765	.000b
	Residual	131.541	40	3.289		
	Total	222.071	42			

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a. Dependent Variable: IB (Y)
b. Predictors: (Constant), KW (X2), EL (X1)

Source: SPSS (processed by the author)

Based on Table 8, the calculated F-value is 13.765 with a significance level of 0.000 (< 0.05). This indicates that Perceived Entrepreneurial Leadership and Entrepreneurial Character have a statistically significant simultaneous effect on Intrapreneurial Behavior. Therefore, H3 is accepted, meaning that the variables of Perceived Entrepreneurial Leadership and Entrepreneurial Character jointly have a significant influence on Intrapreneurial Behavior.

DISCUSSION

The Effect of Entrepreneurial Leadership on Intrapreneurial Behavior the findings indicate that entrepreneurial leadership does not have a significant effect on intrapreneurial behavior. This result is consistent with Fatoni et al. (2021) and can be explained by the organizational context of higher education institutions, which tend to be bureaucratic, characterized by hierarchical structures and formal procedures that may hinder innovation (Morris et al., 2007). Furthermore, academic staff with relatively long tenure often possess strong individual capabilities, thereby reducing the dominance of leadership influence. This supports the concept of substitutes for leadership (Kerr & Jermier, 1978), where individual characteristics and job-related factors can replace the role of leadership (Robbins & Judge, 2014). Although perceptions of entrepreneurial leadership are relatively high, this does not automatically translate into increased intrapreneurial behavior. Other factors, such as age, level of education (predominantly doctoral degree holders), and a strong focus on academic career development (the three core missions of higher education), may limit lecturers' motivation to engage in income-generating innovative activities. In addition, perceptions of leaders' capabilities in developing business opportunities remain moderate, suggesting that entrepreneurial orientation at the leadership level has not yet been fully optimized. The Effect of Entrepreneurial Character on Intrapreneurial Behavior In contrast to leadership, entrepreneurial character has been found to have a positive and significant effect on intrapreneurial behavior. This finding is consistent with previous studies (Pirhadi et al., 2021; Dilroshan et al., 2021; Noordiana et al., 2022), which emphasize that individual factors are key determinants of intrapreneurial behavior. Traits such as strong ethics, enthusiasm, independence, and risk-taking propensity serve as primary drivers of innovation. This is reflected in the high scores of ethical and motivational indicators, as

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well as lecturers' tendency to introduce breakthroughs in their work. However, certain aspects, such as the ability to identify business opportunities and business-related knowledge, remain at a moderate level. This suggests that although the foundational entrepreneurial character is relatively strong, the practical orientation toward business activities and income generation still requires further enhancement. This condition is also influenced by lecturers' primary focus on academic career development rather than entrepreneurial engagement. The Simultaneous Effect of Entrepreneurial Leadership and Entrepreneurial Character Simultaneously, entrepreneurial leadership and entrepreneurial character have a significant effect on intrapreneurial behavior. This finding highlights the synergy between individual and organizational factors in fostering intrapreneurial behavior. Entrepreneurial character acts as the primary driving force, while entrepreneurial leadership functions as an enabling factor. Leadership with an entrepreneurial orientation can create a supportive environment; however, its effectiveness largely depends on individual readiness. Nevertheless, the findings also reveal that income-generating activities have not yet become a primary priority in most Private Higher Education Institutions, particularly those with Good/C accreditation, as the focus remains on improving the quality of the three core missions of higher education activities and student enrollment. Consequently, intrapreneurial behavior within these institutions tends to be more individual-driven, where entrepreneurial character serves as the main foundation, while leadership plays a reinforcing role. Optimizing intrapreneurship therefore requires a balanced approach that combines strengthening individual entrepreneurial character with more tangible organizational support, particularly in the development of business opportunities and revenue-generating innovations.

CONCLUSION

This study aims to examine the effects of perceived entrepreneurial leadership and entrepreneurial character on intrapreneurial behavior, both partially and simultaneously, in Private Higher Education Institutions in Surabaya. Based on the findings, it can be concluded that, partially, perceived entrepreneurial leadership does not have a significant effect on intrapreneurial behavior. This result can be attributed to organizational factors, such as rigid hierarchical structures and overly formal procedures, particularly in institutions with Good (C) accreditation, where decision-making processes must pass through lengthy bureaucratic stages, including coordination with foundation authorities. In contrast, entrepreneurial character has a positive effect on intrapreneurial behavior, indicating that the stronger the entrepreneurial character of academic staff, the higher

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their level of intrapreneurial behavior. The highest mean value is observed in the indicator of high ethical standards, which encourages lecturers to innovate and create breakthroughs in their work compared to their peers. Simultaneously, perceived entrepreneurial leadership and entrepreneurial character significantly influence intrapreneurial behavior and reinforce one another. Lecturers with strong entrepreneurial character tend to have more positive perceptions of leadership that supports entrepreneurial initiatives. This is supported by the finding that most lecturers have a tenure of 2–10 years, during which leaders play an important role as role models. This is reflected in the high mean scores of perceived entrepreneurial leadership, particularly in the results-oriented indicator, as well as the strong entrepreneurial character reflected in persistence and diligence. Together, these factors contribute to the enhancement of intrapreneurial behavior.

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