“How proactive personality affects lecturer innovative behavior: A mediation perspective”

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HOW PROACTIVE PERSONALITY AFFECTS LECTURER INNOVATIVE BEHAVIOR: A MEDIATION PERSPECTIVE

Abstract

A proactive personality is crucial for individuals and organizations, including lecturers in higher education institutions. Therefore, the purpose of this study is to investigate how proactive personalities affect the innovative behavior of Indonesian lecturers through the sequential mediation of job involvement, organizational commitment, and organizational citizenship behavior. The paper employed a quantitative approach, and the data were operationalized through a survey using a Likert-scale questionnaire. The sample included 230 lecturers at private universities in Indonesia spread across four provinces (Central Jawa, West Jawa, Jakarta, and Banten). Correlational matrices and descriptive statistics supported data analysis using structural equation modeling. The results demonstrate a significant relationship between lecturers' proactive personality and job involvement, organizational commitment, and innovative behavior. Additionally, a proactive personality influences innovative behavior through job involvement, organizational commitment, and organizational citizenship behavior. This study produces a new empirical model that explains how proactive personalities affect lecturers' innovative behavior through job involvement, organizational commitment, and organizational citizenship behavior.

Keywords proactive personality, innovative behavior, job involvement, organizational commitment, organizational citizenship behavior

JEL Classification D23, I20, I23, O31

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INTRODUCTION

A proactive personality is essential for both individuals and organizations, including university lecturers. It is necessary for lecturers to carry out their duties, for instance, during and after the COVID-19 outbreak, which requires early and accurate anticipation. A proactive personality is necessary for implementing online learning without preparation during the pandemic or executing hybrid learning after the pandemic. The slowing of scientific and technological development at that time also required acceleration with the support of proactive personalities. Therefore, it is crucial to investigate the existence of lecturers' proactive personalities in this context. In such conditions, a proactive personality has the potential to encourage job involvement, organizational commitment, organizational citizenship behavior (OCB), and innovative behavior among lecturers. Liao (2021) demonstrated that a proactive personality influences job involvement. Other studies indicated that proactive personality enhances organizational commitment (Ullah et al., 2020; Shahid et al., 2020). Bozdoğan (2021) and Zhang et al. (2022) claim that proactive personality influences OCB. Finally, Ullah et al. (2024) and Ahmad et al. (2023) revealed that a proactive personality significantly impacts innovative behavior. In line with this, job involvement, organizational commitment, and OCB in-

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fluence innovative behavior (Wang & Hou, 2023; Bhawna et al., 2024; Albdareen et al., 2024; Torlak et al., 2024; Hutomo, 2023). If analyzed critically, these research results show the strategic position of job involvement, organizational commitment, and OCB in mediating the relationship between proactive personality and innovative behavior. However, specific research has yet to be conducted.

1. LITERATURE REVIEW

Conceptually, a proactive personality is related to a consistent inclination to independently link various activities and circumstances (Seibert et al., 2001). It reflects an individual's natural inclination to promote constructive changes (Sun et al., 2021), encouraging them to perform better. Proactive personality is also related to employees' anticipatory actions that benefit the environment or themselves in advance (Takaishi et al., 2019), incorporating a characteristic that consistently motivates the person to attain the desired transformation (Kale, 2019). Ozkurt and Alpay (2018) state that proactive individuals strive to achieve their goals and attain success by making a genuine effort to do whatever is necessary. It will not only alter the current circumstances but also strive to enhance them in line with its objectives to attain successful outcomes.

The basic tenet of the proactive personality theory is that people differ in their ability to monitor and control their surroundings, which leads to differences in their inclination to act in a way that encourages change (Bozdoğan, 2021). A proactive personality shows an employee's willingness and inclination to exceed their job requirements and showcase extra-role performance (Xiong & King, 2018). Individuals with a proactive nature can also bring about good transformation in the work environment, regardless of the obstacles and limitations (Robbins & Judge, 2022). Frese and Fay (2001) characterized a proactive personality as self-initiated, change-oriented, and future-oriented. Self-initiated is the tendency to produce new ideas. Change-oriented refers to the tendency to make changes. Finally, future-oriented relates to the tendency to direct life energy to anticipate the future.

Job involvement is the capacity of a specific job to satisfy the individual's primary needs (Salessi & Omar, 2019). Job involvement is essential for both individuals and organizations from a practical perspective. Prior research has demonstrated that engagement in one's profession may enhance one's dedication to one's career (Jyoti et al., 2021) and increase job performance (Wijaya et al., 2021; Prasetyo et al., 2021). Besides, job involvement reduces job stress and turnover intention (Yu & Lee, 2018). At the organizational level, job involvement affects organizational productivity (Mazayed et al., 2014). Robbins and Judge (2022) list three signs that indicate an employee is actively involved in their work. The first is active engagement, such as attentiveness, interest, and proficiency in the areas of work. Second, it is crucial to demonstrate one's work, including one's attitude toward work, in order to consistently strive to perform at one's best. Third, it is important to regard work as crucial for one's self-worth, as it provides a sense of purpose and value both in practical and emotional terms. These signs can be effectively created if the lecturer possesses a proactive personality. For example, lecturers who have a strong tendency to produce new ideas related to teaching tend to have great attention, concern, and mastery in the teaching field, such as innovative methods and media.

Scholars also claim that proactive personality enhances organizational commitment (Ullah et al., 2020; Shahid et al., 2020). Organizational commitment is a strong desire to fit in with the group, a willingness to work harder for the organization's benefit, and an embrace of the organization's objectives and core principles (Riana, 2021). It also concerns the extent to which a worker feels that they are part of the company and are prepared to keep working hard for it, therefore representing it (Noe et al., 2021). Organizational commitment is constructed from three components (indicators). First, affective commitment refers to a worker's sentimental bond, sense of self, and level of engagement with the company. Continuity commitment is predicated on the expenses an employee would incur if they were to leave the company. Finally, normative commitment refers to the feeling of duty that workers have to stick with the company because it is the right thing to do and they ought to (Meyer & Allen, 1991). These indicators can be well improved if the lec-

turer has an adequate proactive personality. As an illustration, lecturers with a strong desire to produce fresh ideas related to research tend to have excellent attention, concern, and mastery in the research field. They also regard research as essential in their job, so they carry out research activities with enthusiasm and dedication, using the latest research methods and trying to produce new findings.

Proactive personality also affects organizational citizenship behavior (OCB) (Bozdoğan, 2021; Zhang et al., 2022). Traditionally, OCB is extra work behavior that goes above and beyond the expected work requirements or tasks that employees willingly do and actively benefit the organization. OCB, as defined by McShane and von Glinow (2020), is characterized as employee behavior exceeding their formal roles' expectations, such as collaboration and helping others, which not only supports the social and psychological context of the organization but is frequently essential to its survival. According to Organ (2018), OCB is a group of activities that enhance or support the company's collaborative structure but are not consistently recorded in the official organizational system or connected to particular rewards in a consistent way. Similarly, Schultz and Schultz (2016) state that OCB means exerting effort, going beyond basic job requirements, such as taking on extra tasks and voluntarily helping colleagues, staying updated with industry advancements, adhering to company policies even when unsupervised, advocating for and safeguarding the group, and keeping a favorable mindset while tolerating workplace inconveniences. Klotz et al. (2018) asserted that the organizational environment may influence the diverse patterns of citizenship that employees in different organizations exhibit.

For example, Hermawan et al. (2020) demonstrate that OCB influences employee engagement and performance. Kumar et al. (2023) proved that it is related to productivity. Al-Ahmadi and Mahran (2022) revealed that OCB influences job satisfaction. It helps an organization become more efficient and productive in reaching its goals (Organ, 2018). This implies that OCB is essential for both individuals and organizations, with a particular emphasis on university lecturers.

OCB is made up of five indicators: altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). Altruism is connected to assisting individuals who face challenges with duties related to organizations or personal matters. Conscientiousness is the act of striving to surpass the expectations of the organization. Sportsmanship promotes acceptance of suboptimal conditions inside the organization. Courtesy is the act of establishing positive relationships with others in order to prevent interpersonal issues. Ultimately, civic virtue pertains to being accountable for the functioning of an organization. A proactive personality can effectively improve these indicators. For instance, lecturers with a solid tendency to produce original ideas related to community service tasks tend to have special attention, concern, and mastery in solving various community problems. They will help the community to solve the problem (altruism). They will also do new things outside of their primary duties to assist the university in achieving its goals, especially in making a positive contribution to society (conscientiousness and civic virtue).

Several previous studies also revealed that a proactive personality significantly impacts innovative behavior (Takaishi et al., 2019; Murniasih, 2023; Mubarak et al., 2021). A proactive personality is essential for individuals' innovative behavior, including lecturers. Traditionally, innovative behavior involves thinking creatively and using unconventional approaches (Ma Prieto & Pérez-Santana, 2014). It demonstrates the deliberate incorporation of fresh concepts to address acknowledged issues (Tan et al., 2021) and a complicated behavior involving producing, promoting, and implementing ideas (Stoffers et al., 2020). Innovative behavior is also employee conduct associated with recognizing issues and possibilities, exploring creative resolutions, proposing these advancements to colleagues and managers, and finally participating in the implementation of these advancements in the workplace (de Spiegelaere et al., 2018). Hence, it contributes to the success of individuals and organizations.

Widodo and Mawarto (2020) demonstrated that innovative behavior significantly affects job performance, including task performance (van Zyl et al., 2021). Moreover, it also impacts business per-

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formance and sustainability (Thurlings et al., 2015; Jankelová et al., 2021). Kleysen and Strees (2001) list five signs of innovative behavior. The first step is opportunity exploration, including identifying opportunities, searching for opportunities to innovate, focusing on opportunity sources, and obtaining information about opportunities. Second, generativity generates ideas and solutions to opportunities, as well as associations and combinations of information and ideas. It also represents and categorizes opportunities. The third type of informative investigation involves developing, testing, and assessing concepts and solutions. The fourth strategy is championing, which includes resource mobilization, negotiation, pushing, risk-taking, and persuasion. The fifth step involves an application, which includes applying, customizing, and automating. These indicators can be well increased if the lecturer has a highly proactive personality. For instance, lecturers who have a tendency to be future-focused, focusing their life force on projecting future events, typically have more opportunities for inquiry, generativity, and enlightening research in their teaching and research.

Past research conducted in different nations and diverse fields and contexts has also demonstrated that job involvement, organizational commitment, and OCB affect innovative behavior. For example, Wang and Hou (2023) and Kundu et al. (2019) claim that job involvement contributes to innovative behavior. Solid job involvement reflected in active participation, showing work is the main thing, and considering work essential for self-esteem can lead to highly innovative behavior. It is shown as the act of seeking opportunities, being creative and productive, conducting research for knowledge, advocating for something, and putting ideas into practice. For instance, lecturers with high active participation in research, showing strong attention, care, and understanding of various aspects of research activities, tend to easily carry out research activities (applications), including implementing theoretical and methodological concepts, simulating and modifying research results, write research reports and publish them, and then even routinizing research activities on campus. Accordingly, job involvement indicators can influence innovative behavior.

Researchers also assert a connection between organizational commitment and innovative behavior (Jalil et al., 2021; Dewi et al., 2023; Torlak et al., 2024). Solid organizational commitment actualized in affective, continuance, and normative commitment can support the innovative behavior of lecturers, which includes taking advantage of opportunities, being creative, conducting informative research, advocating for others, and applying concepts. For example, lecturers who demonstrate high affective commitment, which is actualized in emotional attachment to, identification with, and participation in a variety of university activities, are more inclined to advocate for institutional objectives when they are achieved through resource mobilization, persuasion and influence, pushing and negotiating, challenging, and taking risks in their professional capacity.

Finally, several studies revealed that OCB is linked to innovative behavior (Baety & Rojuaniah, 2022). It addressed the fact that a high OCB can drive innovative behavior. For example, lecturers with a high level of conscientiousness and civic virtue, which is an effort to exceed the universities' expectations and stay responsible for the universities' survival, tend to be easy and quick to do opportunity exploration, including focusing on potential sources of opportunity, seeking out chances for innovation, identifying opportunities, and obtaining data regarding different opportunities that could expedite universities' goal accomplishment.

Proactive personality affects job involvement (Liao, 2021), organizational commitment (Ullah et al., 2020; Shahid et al., 2020), and OCB (Bozdoğan, 2021; Zhang et al., 2022). In comparison, job involvement, organizational commitment, and OCB impact innovative behavior (Wang & Hou, 2023; Bhawna et al., 2024; Albdareen et al., 2024; Torlak et al., 2024; Hutomo, 2023). This empirical evidence illustrates the serial mediating role of work engagement, organizational commitment, and OCB in the causal relationship between proactive personality and innovative behavior. However, it remains challenging to identify research findings that explicitly examine serial mediation. Therefore, it is essential and urgent to carry out new research related to this issue, primarily when conflicting results of other studies are found. For example, Ni and Zheng (2024) show that proactive personal-

ity has a negative impact on innovative behavior. Sridadi et al. (2024) also prove that proactive personality has no significant effect on OCB. Then, Bastian and Widodo (2022) show that innovative behavior influences work engagement and OCB. The inconsistency of these research results creates research gaps.

Therefore, this study aims to close the existing knowledge gap and provide a new empirical model regarding the role of job involvement, organizational commitment, and OCB in mediating the causal relationships between proactive personality and innovative behavior. In order to accomplish this objective, the following hypotheses are proposed:

H_1: *Proactive personality directly affects job involvement.*

H_2: *Proactive personality directly affects organizational commitment.*

H_3: *Proactive personality directly affects OCB.*

H_4: *Proactive personality directly affects innovative behavior.*

H_5: *Job involvement directly affects innovative behavior.*

H_6: *Organizational commitment directly affects innovative behavior.*

H_7: *OCB directly affects innovative behavior.*

H_8: *Proactive personality indirectly affects innovative behavior through job involvement.*

H_9: *Proactive personality indirectly affects innovative behavior through organizational commitment.*

H_{10}: *Proactive personality indirectly affects innovative behavior through OCB.*

2. METHOD

This paper used a quantitative method and was operationalized through a survey. The participants consisted of 230 lecturers from private universities in four provinces in Indonesia: Central Jawa, West Jawa, Jakarta, and Banten. They voluntarily completed the entire survey. The bulk of participants were female (70.43%), between the ages of 26 and 35 (40.87%), with a postgraduate degree (75.65%), and with less than or equal to five years of experience (35.22%). In addition, most of the participants were married (72.61%).

The data were collected using a Likert scale questionnaire. It had five options, from strongly disagree/never (1) to strongly agree/always (5). The poll was disseminated across the lecturer's WhatsApp networks via Google Forms, which were completed online. The experts' recommended theoretical dimensions or suggestions were used to design the questionnaire. The indicators of proactive personality were self-initiated (S-I), change-oriented (C-O), and future-oriented (F-O) (Frese & Fay, 2001). Job involvement includes active participation in work (APW), showing work is the main thing (SWMT), and considers work as important to self-esteem (CWS-E) (Robbins & Judge, 2022). Organizational commitment comprises affective commitment (AC), normative commitment (NC), and continuance commitment (CC) (Meyer & Allen, 1991). OCB consists of altruism (Altr), conscientiousness (Cons), sportsmanship (Spor), courtesy (Cour), and civic virtue (CV) (Organ et al., 2006). Innovative behavior includes opportunity exploration (Opex), generativity (Gene), informative investigation (Infin), championing (Cham), and application (Appli) (Kleysen & Street, 2001).

As presented in Appendix A, the proactive personality assessment consists of nine items, with an alpha coefficient (AC) of .898 and a corrected item-total correlation coefficient (CI-TCC) varying from .385 to .885. There are nine items that make job involvement, and their CI-TCC are .484 to .801, and an AC of .873. Organizational commitment comprises an AC of .935 and a CI-TCC between .646 and .878 on nine items. The 10 items that make up OCB have an AC of .889 and a CI-TCC between .488 and .813. Ten items with a CI-TCC between .518 and .754 and an AC of .901 make up the category of innovative behavior. The CI-TCC for each item is greater than .361, and the AC for each variable is higher than .70. Consequently, the study tool is believed to be valid and reliable (Hair et al., 2018).

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However, common method biases (CMB) could cause measurement errors when self-report questionnaires are used in cross-sectional survey studies like this one. The trigger for CMB is the extent of the difference arising from common method variance (CMV) between the real and apparent relationship between constructs (variables). When compared to the real correlation, CMV may make the perceived correlation higher. Fuller et al. (2016) recommend managing and lowering CMV using statistical and procedural improvements. The correlation matrix approach and Harman's single-factor test are two statistical techniques used in this work to determine CMV (Rodríguez-Ardura & Meseguer-Artola, 2020). According to Harman's single-factor analysis, the percentage of variance explained by a single component is 48.451%, which is less than the 50% recommended cutoff point (Kock, 2021). There is less than .9 correlation coefficient between the constructs (variables) (Tehseen et al., 2017). Consequently, the research data do not contain CMV (CMB) (Widodo et al., 2024).

Structural equation modeling (SEM) was used to examine the data together with CMB, correlational, and descriptive statistics. The Student's *t*-test was utilized to investigate the significance of the path coefficient of direct correlation, while the Sobel test (Z) was employed to investigate the route coefficient of indirect correlation (Abu-Bader & Jones, 2021). The CMB, correlational, and descriptive analyses were conducted using SPSS version 22, whilst the SEM analysis was conducted using LISREL 8.80.

3. RESULTS

The descriptive statistical analysis of the five research variables indicated that SD values are smaller than the mean values. Thus, the data may be reliably represented as a whole. At a significance level of $p < .01$, the correlation analysis results show significant relationships between the indicators of variables.

Table 1 presents the measurement model estimate obtained by confirmatory factor analysis. Factor loading values >.30 are present in all indicators, confirming validity (Costello & Osborne, 2005). It implies that all indicators, when seen as variables that may be observed, can be assessed as underlying factors in every part of the investigation. In the

Table 1. Measurement model

Variable	Indicator	Factor Loading	CR	VE	α
Proactive Personality	S-I	.83	.948	.859	.898
	C-O	.92			
	F-O	.83			
Job Involvement	APW	.85	.953	.871	.873
	SWMT	.92			
	CWS-E	.85			
Organizational Commitment	AC	.76	.925	.806	.935
	CC	.76			
	NC	.90			
OCB	Altr	.56	.861	.558	.889
	Cons	.71			
	Spor	.41			
	Cour	.37			
	CV	.74			
Innovative Behavior	Opex	.58	.848	.529	.901
	Gene	.64			
	Infin	.49			
	Cham	.46			
	Appli	.48			

Note: S-I = self-initiated; C-O = change-oriented; F-O = future-oriented; APW = active participation in work; SWMT = showing work is the main thing; CWS-E = considers work as important to self-esteem; AC = affective commitment; NC = normative commitment; CC = continuance commitment; Altr = altruism; Cons = conscientiousness; Spor = sportsmanship; Cour = courtesy; CV = civic virtue; Opex = opportunity exploration; Gene = generativity; Infin = informative investigation; Cham = championing; Appli = application.

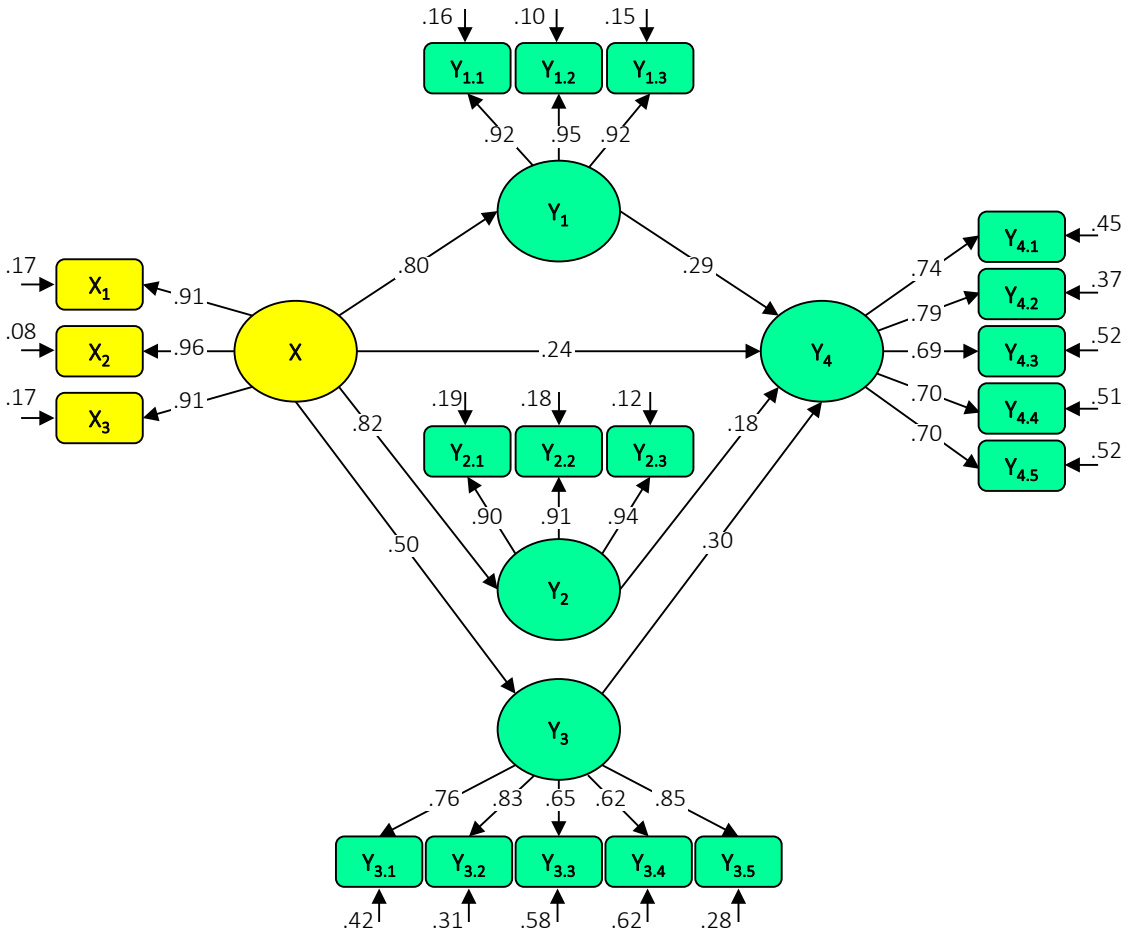
Table 2. Hypothesis testing results

Hypothesis	β/γ	T-value	Decision
H_1: Proactive personality affects job involvement	.80**	13.18	Supported
H_2: Proactive personality affects organizational commitment	.82**	13.38	Supported
H_3: Proactive personality affects OCB	.50**	6.87	Supported
H_4: Proactive personality affects innovative behavior	.24*	1.90	Supported
H_5: Job involvement affects innovative behavior	.29**	3.39	Supported
H_6: Organizational commitment affects innovative behavior	.18*	1.96	Supported
H_7: OCB affects innovative behavior	.30**	4.74	Supported
H_8: Proactive personality affects innovative behavior through job involvement	.23**	10.37	Supported
H_9: Proactive personality affects innovative behavior through organizational commitment	.15**	11.77	Supported
H_{10}: Proactive personality affects innovative behavior through OCB	.15**	6.24	Supported

Note: * $p < .05$; ** $p < .01$.

meantime, the construct reliability (CR), variance extracted (VE), and alpha (α) values served as the foundation for the reliability assessment. All variables have CR and α values greater than .70 and VE values greater than .50. This indicates adequate convergence and strong reliability (Hair et al., 2018).

The test of goodness of fit (GOF) results indicated that eight of the eleven criterion measurements were fit (GFI, RMSEA, NFI, NNFI, CFI, RFI, Noemed chi-square, PNFI). However, the other three (chi-square, sig. probability, and AGFI values) were not. According to Hair et al.



Note: Chi-Square = 341.23, df = 146, *P*-value = .00000, RMSEA = .076; X = Proactive personality, Y_1 = Job involvement, Y_2 = Organizational commitment, Y_2 = OCB, Y_3 = Innovative behavior.

Figure 1. Standardized structural model

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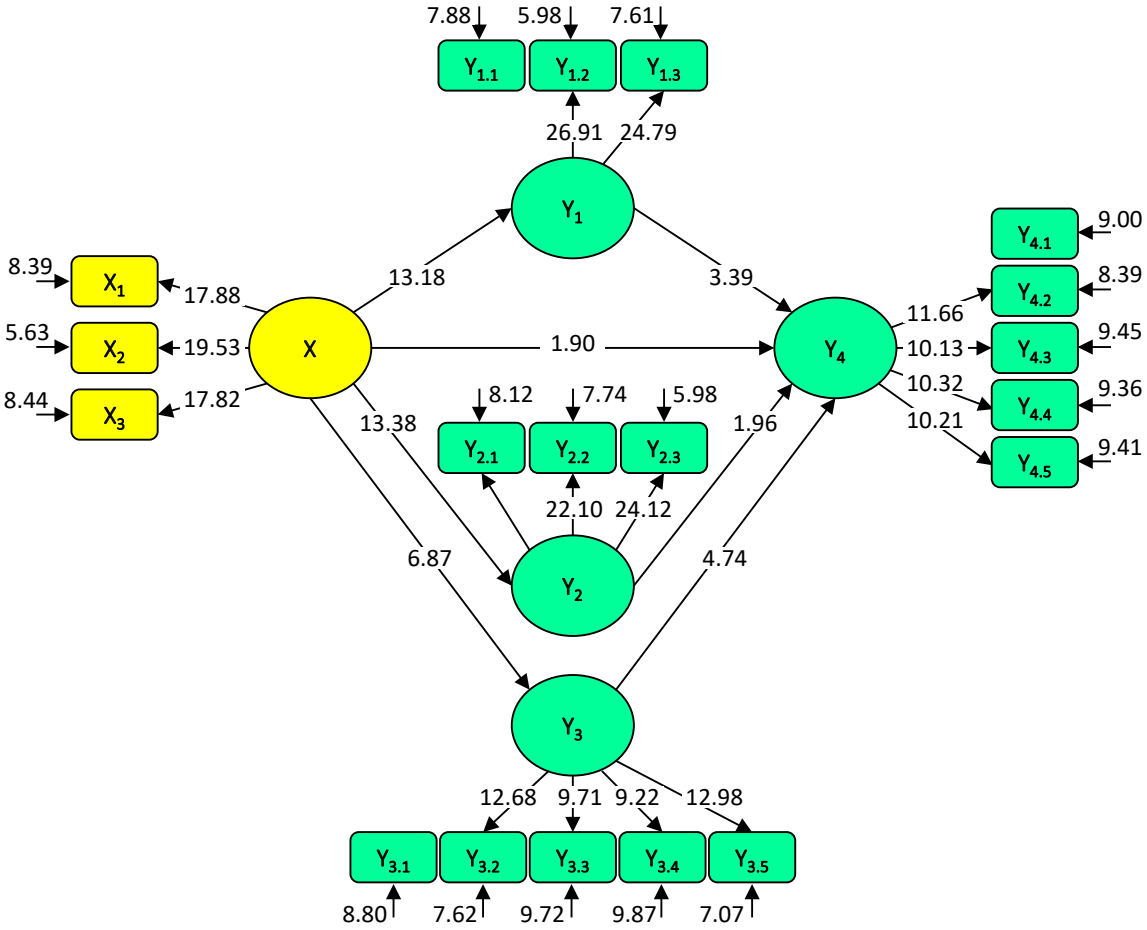

Note: Chi-Square = 341.23, df = 146, *P*-value = .00000, RMSEA = .076; X = Proactive personality, Y_1 = Job involvement, Y_2 = Organizational commitment, Y_2 = OCB, Y_3 = Innovative behavior.

Figure 2. *T* value structural model

(2018), the chi-square test has a strong sensitivity to sample sizes over 200, which requires an alternative testing method. The study included 230 lecturers; hence, the chi-square test was ineffective. Nevertheless, it was considered satisfactory as the other eight evaluated factors met the required levels. It indicates that the research sample's empirical data and the theoretical model match each other.

Table 2 summarizes the results of the hypothesis testing, which are also displayed in Figures 1 and 2. With *t* values exceeding the *t* table at α = .05 and .01, all hypotheses were supported (significantly). In detail, proactive personality directly affects lecturers' job involvement (γ = .80, $p < .01$), organizational commitment (γ = .82, $p < .01$), OCB (γ = .50, $p < .01$), and innovative behavior (γ = .24, $p < .05$). Proactive personality has a stronger influence on organizational commitment than OCB and innovative behavior. Additionally, job involvement, organizational commitment, and OCB directly impact lecturers' innovative behavior, respectively (β = .29, $p < .01$; β = .18, $p < .05$; β = .30, $p < .01$). OCB, however, has a stronger effect on innovative behavior than the others. The study determined that a proactive personality indirectly affects innovative behavior through work involvement, organizational commitment, and OCB. The effect was shown to be significant (supported) at α =.01, with path coefficients (β) of .23, .15, and .15, respectively. Compared to organizational commitment and OCB, the path coefficient (β) for job involvement appears to be higher. It indicated that job involvement plays a more important mediating role than the others.

4. DISCUSSION

This study found that a proactive personality significantly affects lecturers' job involvement, organizational commitment, OCB, and innovative behavior. It affirms that proactive personality is a crucial antecedent for these behaviors. This empirical finding suggested that lecturers with a sufficiently proactive personality typically exhibit high levels of job involvement. Put simply, proactive personalities can increase lecturers' involvement in their work. This empirical result is in line with and verifies a prior study by Liao (2021) that states that proactive personality is related to job involvement. In practice, lecturers who have a tendency to generate new ideas related to teaching activities tend to be more attentive and caring and try to master various aspects of teaching, both those related to learning materials, methods, and media. It encourages them to make teaching activities essential and prominent to make optimal efforts. Thus, this study suggests that proactive personality modifications could be a means of achieving lecturers' job involvement.

Additionally, this study indicates a significant effect of proactive personality on organizational commitment. In other words, proactive personalities can be expected to build stronger organizational commitments. The observed conclusion shows that lecturers with suitable proactive personalities typically have high organizational commitments. This conclusion is consistent with past studies (Ullah et al., 2020; Shahid et al., 2020) that found a strong relationship between proactive personality and organizational commitment. In reality, a proactive personality can help lecturers increase their organizational commitment. For example, lecturers with a strong determination to produce fresh ideas related to research tend to place research as a critical task in the context of their work. It makes them actively carry out research activities with total dedication to producing new findings that are useful for the development of science.

This paper also demonstrated that a proactive personality significantly affects OCB. This discovery indicated that lecturers with elevated proactive personalities tend to excel in their OCB; put differently, proactive personalities can enhance OCB. This evidence aligns with prior research that proactive personality significantly influences OCB (Bozdoğan, 2021; Zhang et al., 2022). As an illustration, lecturers with a strong tendency to produce original ideas related to community service tasks tend to be more attentive, caring, and motivated to solve various community problems. Therefore, they will help people who need help solving real and actual problems (altruism). They also do new things outside of their primary duties as lecturers to assist the university in achieving its goals, especially those related to social responsibility (awareness and civic virtue). This means that a strong, proactive personality can enhance OCB.

The results also demonstrated a significant impact of proactive personality on innovative behavior. Lecturers who possess a proactive personality tend to exhibit innovative behavior. In other words, innovative behavior can be enhanced by a proactive personality. This finding supports the notion made by scholars that proactive personality has a substantial link with inventive behavior (Takaishi et al., 2019; Murniasih, 2023; Mubarak et al., 2021) and disproves the contradictory findings of earlier research (Ni & Zheng, 2024). It addresses that a proactive personality is an essential predisposition for lecturers' innovative behavior. For example, lecturers who have a strong future orientation and direct most of their life energy to facing and anticipating various problems and challenges in the future tend to be active in exploring opportunities, generativity, and informative investigations about teaching and research. In opportunity exploration, they tend to pay attention to the sources of opportunities, look for opportunities to innovate, recognize opportunities, and gather various information about opportunities inherent in multiple aspects of teaching and research. In generativity, they strive to generate promising ideas and solutions, represent and categorize emerging opportunities, and build associations and combinations of ideas and information on various teaching and research problems. Finally, in informative inquiry, they seek to formulate selected ideas and solutions, experiment with them, and then evaluate them to solve actual teaching and research problems. It means that a proactive personality improves lecturers' innovative behavior.

This study also showed that job involvement has a major impact on innovative behavior. This empirical fact demonstrates that lecturers who are

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very involved in their work exhibit highly innovative behavior. In another way, job involvement can enhance lecturers' innovative behavior. This result is consistent with other research showing a relationship between work involvement and innovative behavior (Wang & Hou, 2023; Kundu et al., 2019) and rejects other conflicting prior relevant research results (Bastian & Widodo, 2022). However, job involvement can lead to highly innovative behavior. For example, lecturers with high active participation in research activities reflected in great attention, concern, and understanding of various aspects of research tend to actively carry out research activities, including applying theoretical and methodological concepts, simulating and modifying research results, writing research reports and publishing them, even considering routine and tradition research activities. Likewise, lecturers who make their profession the main thing in life, including teaching and research activities, will always try to carry out their duties to the maximum. They tend to mobilize all the potential resources available on campus, persuade and influence the people around them, encourage and negotiate with parties related to their activities, and even willingly take risks for the tasks that have been done. Thus, work involvement is proven to influence the lecturers' innovative behavior.

Additionally, this study demonstrated that organizational commitment significantly impacts innovative behavior, supporting the notion that lecturers with solid organizational commitment exhibit strong innovative behavior. Lecturers might use organizational commitment as capital to foster innovative behavior. This result is in line with and validates earlier research showing that organizational commitment influences innovative behavior (Jalil et al., 2021; Dewi et al., 2023; Torlak et al., 2024; Chang et al., 2024). In reality, lecturers who involve emotional attachment, identify themselves, and engage in various university activities intensely and massively will generate ideas and solutions that promise opportunities, categorize various opportunities that arise, and produce associations and combinations of ideas and information valuable for the advancement of the university. Likewise, lecturers who are loyal to the organization tend to immediately implement and modify the chosen idea or solution and try to make it a tradition as an academic culture that supports the university as a learning organization that allows all academics to learn and live together to advance each other.

The paper also discovered a substantial correlation between OCB and innovative behavior, suggesting that lecturers with high levels of OCB exhibit intense innovation. This indicates that OCB can potentially improve innovative behavior. These findings are consistent with scholars who claimed that OCB affects innovative behavior (Baety & Rojuaniah, 2022) and ignores conflicting research results (Bastian & Widodo, 2022; Sridadi et al., 2024). In practice, lecturers with a high level of conscientiousness and civic virtue do something beyond the expectations of the university. They are responsible for the survival and progress of the university. They tend to intensely mobilize the resources available on campus, persuade and influence the people around them to work together, encourage and negotiate with other parties to collaborate, and dare to take risks. It is necessary so that they can implement, modify, and routine new things that contribute to the development of science and technology.

Unlike previous research results, this study reveals a new empirical model on the mediating role of work involvement, organizational commitment, and OCB in the relationship between proactive personality and innovative behavior among lecturers. They play a remarkable role in mediating the influence of proactive personality on lecturers' innovative behavior. However, compared with organizational commitment and OCB, the mediating effect of work involvement is more evident and substantial. Thus, this finding produces a new and valuable framework for the influence of proactive personality on innovative behavior transmitted by organizational commitment, work involvement, and OCB. In addition, a proactive personality is proven to affect work involvement more strongly than organizational commitment and OCB. This finding can be a subject of discussion among academics, researchers, and practitioners, as well as a credo for building a proactive personality, especially to improve work involvement, organizational commitment, OCB, and innovative behavior in various situations, organizations, sectors, and locations.

With such conditions, it is important to continue improving lecturers' proactive personalities using appropriate techniques or approaches. For example, lecturers actively and independently improve their proactive personality literacy through various media/methods, such as books, films/videos, music, training, workshops, sharing sessions, or counseling. In addition, university leaders at all levels of management need to promote and support lecturers' involvement in training programs specifically aimed at improving their proactive personality capacity, both inside and outside the institution.

CONCLUSION

This study aimed to explore how proactive personality affects lecturers' innovative behavior through job involvement, organizational commitment, and organizational citizenship behavior and investigate the possibility of finding relevant new models. The results show that proactive personality significantly affects job involvement, organizational citizenship behavior, and innovative behavior among lecturers in Indonesia. Besides, job involvement, organizational commitment, and organizational citizenship behavior also significantly mediated the effect of proactive personality on lecturers' innovative behavior. However, job involvement is more dominant and crucial in mediating the effect of proactive personality on lecturers' innovative behavior than organizational commitment and organizational citizenship behavior. Accordingly, this study also produced a new model regarding the effect of proactive personality on lecturers' innovative behavior through job involvement, organizational commitment, and organizational citizenship behavior. This finding is crucial for increasing lecturers' capacity, competencies, and performance in teaching and research, which can impact the universities' quality, success, and competitiveness. Thus, academics and practitioners should engage in dialogue, modify, and implement a novel empirical framework to improve proactive personality, specifically increase job involvement, organizational commitment, organizational citizenship behavior, and innovative behavior.

However, this study has several limitations. For instance, it solely relied on individual data collected through self-reporting. Therefore, the subsequent research can use other participants (data sources), such as colleagues, students, or university leaders in various management settings. Furthermore, not all indicators and dimensions associated with the research variables were included in this study; consequently, additional indicators and dimensions may be included in subsequent research. Ultimately, this study did not investigate the concrete details of why and how proactive personality influences innovative behavior. Therefore, next studies should address these constraints by employing mixed approaches, incorporating both quantitative and qualitative evaluations.

AUTHOR CONTRIBUTIONS

Conceptualization: Rita Aryani, Adolf Bastian.
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Validation: Widodo Widodo.
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APPENDIX A

Table A1. Research variables, indicators, and items

Variables	Indicators	Items
Proactive Personality	S-I	I provide new ideas to improve the teaching process.
		I provide suggestions to solve various problems faced by universities.
		I actively offer new research topics.
	C-O	I adapt the lecture material to the actual developments that occur.
		I am an agent of change on campus.
		I will continue to make changes forever.
	F-O	I have continuously improved my capacity to be highly competitive.
		I design a future that promises success.
		I will continue to fight until my life goal is achieved.
Job Involvement	APW	I actively monitor student activities.
		I protect the good name of the university.
		I actively coordinate in implementing the tasks of higher education.
	SWMT	For me, work is a life mandate that needs to be completed well.
		For me, work responsibility is the main thing that is important to realize.
		For me, excellently serving students is a necessity.
	CWS-E	Working as a lecturer provides benefits for my life.
		My work provides professional recognition.
		My job is a decent source of livelihood.
Organizational Commitment	AC	I am ready to involve myself in various university activities.
		I am willing to work overtime even though I do not receive additional compensation.
		I am willing to work hard beyond what is expected of a lecturer.
	NC	I comply with the university regulations.
		I heed the ethical norms that apply at the university.
		The welfare provided by the campus encourages me to work well.
	CC	The shortcomings that still exist on campus encourage me to work harder.
		I would feel guilty if I had to stop working now.
		I give my best to progress at the university.
OCB	Altr	I actively share knowledge with other lecturers even if I have not asked for it.
		I help solve problems that occur on campus.
	Cons	I use my working time as efficiently as possible.
		I complete work that exceeds the work standards that apply on campus.
	Spor	I am willing to be criticized by anyone.
		I completed work exceeding targets.
	Cour	I carry out the role according to the job description as a lecturer.
		I work according to the norms that apply on campus.
	CV	I involve myself in additional activities on campus.
		I put the interests of the university before personal matters.
Innovative Behavior	Opex	I actively pay attention to every opportunity that promises to improve the quality of teaching.
		I gather new opportunities that have the potential to increase research capacity.
	Gene	I categorize various pieces of information to generate prospective new opportunities.
		I point out new opportunities that promise to increase research productivity.
	Infin	I formulate new ideas that have the potential to support teaching effectiveness.
		I am actively involved as an instructor in various community service activities.
	Cham	I am proactive in deploying university resources optimally to improve the quality of teaching.
		I actively influence my lecturer colleagues to carry out scientific publications.
	Appli	I actively implement new teaching approaches.
		I proactively modify learning activities if necessary.

Note: S-I = self-initiated; C-O = change-oriented; F-O = future-oriented; APW = active participation in work; SWMT = showing work is the main thing; CWS-E = considers work as important to self-esteem; AC = affective commitment; NC = normative commitment; CC = continuance commitment; Altr = altruism; Cons = conscientiousness; Spor = sportsmanship; Cour = courtesy; CV = civic virtue; Opex = opportunity exploration; Gene = generativity; Infin = informative investigation; Cham = championing; Appli = application.

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