

## The Antecedents of Lecturer Performance through Innovative Work Behavior: Evidence from Excellent Accredited Universities in LLDIKTI Region I

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### Abstract

This study examines the antecedents of lecturer performance by testing the effects of perceived organizational support and proactive personality, with innovative work behavior as a mediating mechanism, in excellent-accredited universities under LLDIKTI Region I, Indonesia. The study is motivated by the strategic role of lecturers in sustaining higher education quality through education, research, and community service, and by the need to identify organizational and personal resources that can be translated into measurable performance outcomes. A quantitative explanatory design was employed using survey data from 95 lecturers, and the data were analyzed using partial least squares structural equation modelling (PLS-SEM). The measurement model demonstrated adequate convergent validity and reliability, with outer loading values above 0.70, AVE values between 0.67 and 0.70, Cronbach's alpha values between 0.92 and 0.96, and composite reliability values between 0.94 and 0.97. The structural model showed that perceived organizational support and proactive personality significantly influenced innovative work behavior and lecturer performance. Innovative work behavior also significantly influenced lecturer performance and mediated the effects of perceived organizational support and proactive personality on lecturer performance. The model explained 62% of the variance in innovative work behavior and 74% of the variance in lecturer performance. These findings indicate that lecturer performance is strengthened not only by institutional support and individual proactivity, but also by the lecturers' capacity to generate, promote, and implement new ideas in academic work.

**Keywords:** lecturer performance, perceived organizational support, proactive personality, innovative work behavior

### 1. Introduction

Lecturer performance is a central issue in higher education management because lecturers are responsible for the implementation of teaching, research, and community service. In Indonesia, these three domains are institutionalized as the Tri Dharma of higher education and have become the basis for evaluating academic contribution, institutional quality, and public accountability. For private higher education institutions, lecturer performance is not merely an individual-level outcome; it is also a strategic factor that supports accreditation, institutional reputation, graduate quality, research productivity, and the sustainability of university competitiveness. Universities with excellent accreditation status face higher expectations because they are expected to maintain superior quality assurance systems, stronger academic governance, and continuous improvement in the outputs of teaching, research, and community

engagement.

The context of LLDIKTI Region I is particularly relevant for examining lecturer performance. The region supervises a large number of private higher education institutions in North Sumatra, with diverse institutional forms, study programs, and lecturer profiles. The dissertation proposal that underlies this conference paper documents that the region contains 188 private higher education institutions and 1,320 study programs. It also reports that the total number of lecturers reaches 12,518, with most lecturers holding master's degrees and a smaller proportion holding doctoral qualifications. In terms of academic rank, the distribution remains concentrated at the levels of Asisten Ahli and Lektor, while the proportions of Lektor Kepala and Professor remain relatively limited. This institutional profile suggests that lecturer performance improvement is closely connected to academic career development, research productivity, and the institutional capacity to manage human resources strategically.

The issue becomes more specific when the focus is placed on excellent-accredited universities. Such universities are expected to have stronger organizational systems and higher performance standards, but they still require continuous efforts to improve research output, publication quality, innovation in learning, and community service dissemination. Preliminary survey results in the dissertation proposal indicated that lecturers tended to report good performance in teaching activities, yet the proportion of lecturers reporting publication of research and publication of community service outputs was lower than the proportion reporting routine teaching activities. This pattern shows that performance improvement should not only target the completion of formal duties, but also the transformation of academic work into visible outputs and innovations.

From the perspective of organizational behavior, lecturer performance can be influenced by both organizational resources and individual characteristics. Perceived organizational support represents lecturers' belief that their institution values their contribution and cares about their well-being. Organizational support can take the form of fair workload allocation, recognition of academic contribution, supervisor support, adequate facilities, and a work environment that enables lecturers to perform their academic tasks. When lecturers perceive that the institution supports them, they are more likely to feel psychologically obligated to reciprocate through stronger effort, commitment, and performance. However, previous studies have not always found a consistent direct effect of perceived organizational support on performance, indicating that the relationship may be explained through behavioral mechanisms.

Proactive personality is another important antecedent of lecturer performance. Lecturers with a proactive personality tend to identify opportunities, initiate improvements, and persist in achieving work goals despite obstacles. In academic settings, proactivity can be expressed through curriculum innovation, research collaboration, grant-seeking behavior, the design of new learning methods, and active participation in institutional development. Nevertheless, a proactive disposition does not automatically become performance. It must be translated into concrete behavior, especially behavior that produces academic value and institutional improvement. This study therefore positions innovative work behavior as a key mechanism

linking perceived organizational support and proactive personality to lecturer performance.

Innovative work behavior refers to the generation, promotion, and realization of new ideas in the work context. It is broader than creativity because it does not stop at idea creation; it also includes the social and practical processes needed to make ideas accepted and implemented. For lecturers, innovative work behavior may include developing new teaching materials, applying digital learning tools, designing collaborative research, creating community service models, improving administrative processes, or converting academic ideas into outputs that support institutional quality. In excellent-accredited universities, innovative work behavior is essential because the maintenance of excellent accreditation depends not only on compliance, but also on the continuous creation and implementation of improvements in academic work.

The research gap addressed in this paper is not simply whether organizational support and proactive personality matter, but how they become performance. Previous studies in organizational behavior frequently show that organizational support strengthens attitudes and performance, while proactive personality is associated with initiative and positive change. However, in academic institutions the route from support or personal initiative to performance may be more complex because lecturers work across several domains simultaneously. A lecturer may receive institutional support but still fail to translate it into publication, teaching improvement, or community service output if the support does not stimulate innovation. Likewise, a lecturer may be personally proactive but may not achieve high performance if initiative remains an intention rather than implemented academic behavior.

This argument is particularly important for excellent-accredited universities because maintaining excellent status requires continuous improvement. The accreditation context creates pressure for universities to demonstrate not only the availability of resources, but also the effectiveness of those resources in producing academic outcomes. For that reason, the present model treats innovative work behavior as the behavioral mechanism that converts support and proactivity into performance. The model is intentionally concise because a conference paper must present a clear empirical message within a limited word count. Rather than including all possible variables from the dissertation model, this version emphasizes the tested relationships available in the SmartPLS output.

This paper contributes to the higher education management literature by empirically testing a parsimonious model that excludes job crafting mindfulness and focuses on three core mechanisms: perceived organizational support, proactive personality, and innovative work behavior. The absence of job crafting mindfulness in this version makes the model more focused and suitable for conference presentation because it emphasizes variables for which empirical testing results are already available. The purpose of this study is to analyze whether perceived organizational support and proactive personality influence lecturer performance directly and indirectly through innovative work behavior among lecturers in excellent-accredited universities under LLDIKTI Region I.

## 2. Literature Review

This study is grounded in Conservation of Resources theory and the Job Demands-Resources perspective. Conservation of Resources theory explains that individuals strive to obtain, maintain, and develop valuable resources. Resources may include organizational support, personal characteristics, energy, competence, and positive psychological conditions. In the lecturer context, perceived organizational support can be understood as an external job resource, while proactive personality can be understood as a personal resource. These resources enable lecturers to cope with academic demands and invest effort in behaviors that generate further gains, such as innovation and performance improvement.

Perceived organizational support has been widely discussed in Organizational Support Theory. Eisenberger et al. defined it as employees' general belief that the organization values their contribution and cares about their well-being. In higher education, support may appear through fair policies, supervisor assistance, recognition for research and teaching, opportunities for development, adequate facilities, and institutional responsiveness to lecturer needs. Based on social exchange logic, lecturers who perceive higher organizational support may reciprocate by showing stronger work effort and greater willingness to contribute to institutional goals. Therefore, perceived organizational support is expected to enhance lecturer performance and to stimulate innovative work behavior.

Proactive personality refers to a relatively stable tendency to take initiative and create positive change in the environment. Bateman and Crant conceptualized proactive individuals as people who are not constrained by situational forces but actively influence their surroundings. In academic work, proactive lecturers are more likely to seek research opportunities, introduce new teaching practices, build professional networks, and solve institutional problems. These behaviors are relevant to lecturer performance because universities increasingly require adaptive, self-directed, and opportunity-seeking academic staff. Proactive personality is therefore expected to influence both innovative work behavior and lecturer performance.

Innovative work behavior is conceptualized as a multi-stage behavior consisting of idea generation, idea promotion, and idea realization. Janssen and Scott and Bruce emphasized that innovation in the workplace requires not only original ideas but also the effort to gain support and implement those ideas. In higher education, innovation is important because lecturers are expected to respond to changing student needs, digital transformation, research competition, and community expectations. Innovative work behavior becomes a behavioral bridge: organizational support and proactive personality provide resources and motivation, while innovative work behavior translates these resources into visible academic outputs and improved performance.

Lecturer performance in this study refers to the accomplishment of academic duties in teaching, research, and community service. It involves not only the quantity of tasks completed, but also the quality, relevance, timeliness, and contribution of academic work to institutional goals. Based on the theoretical arguments above, this study proposes seven hypotheses. H1: Perceived organizational support has a positive effect on innovative work behavior. H2: Proactive personality has a positive effect on innovative work behavior. H3: Perceived organizational

support has a positive effect on lecturer performance. H4: Proactive personality has a positive effect on lecturer performance. H5: Innovative work behavior has a positive effect on lecturer performance. H6: Innovative work behavior mediates the effect of perceived organizational support on lecturer performance. H7: Innovative work behavior mediates the effect of proactive personality on lecturer performance.

### 3. Research Method

This study used a quantitative explanatory design. The population context consisted of lecturers working at excellent-accredited universities under LLDIKTI Region I, Indonesia. The empirical data analyzed in this paper came from 95 lecturer responses. The study focused on four latent variables: perceived organizational support, proactive personality, innovative work behavior, and lecturer performance. Job crafting mindfulness was not included in this conference version because the objective was to present a focused tested model based on available SmartPLS results.

Data were collected using a structured questionnaire with reflective indicators. Perceived organizational support was measured through indicators representing institutional concern for lecturer well-being, fairness, recognition of contribution, supervisor support, and supporting work conditions. Proactive personality was measured through indicators representing initiative, change orientation, opportunity seeking, and persistence. Innovative work behavior was measured through indicators representing idea generation, idea promotion, and idea realization. Lecturer performance was measured through indicators reflecting teaching, research, and community service performance. The responses were analyzed with PLS-SEM because the method is appropriate for prediction-oriented models, mediation testing, and complex relationships among latent constructs.

The evaluation of the PLS-SEM model followed two stages. First, the measurement model was assessed through outer loading, average variance extracted (AVE), Cronbach's alpha, and composite reliability. Outer loading values above 0.70 indicate that indicators represent their latent constructs adequately, while AVE values above 0.50 indicate convergent validity. Cronbach's alpha and composite reliability values above 0.70 indicate internal consistency reliability. Second, the structural model was evaluated through path coefficients, t statistics, p values, indirect effects, and R-square values. A path was considered significant when the p value was below 0.05 and the t statistic exceeded the critical value.

Table 1. Research constructs and indicator coverage.

| Construct                        | Indicator Code | Indicator Domain                                                       |
|----------------------------------|----------------|------------------------------------------------------------------------|
| Perceived Organizational Support | POS1-POS11     | Well-being, fairness, recognition, supervisor support, work conditions |
| Proactive Personality            | PP1-PP8        | Initiative, change orientation, opportunity seeking, persistence       |

| Construct                | Indicator Code | Indicator Domain                                  |
|--------------------------|----------------|---------------------------------------------------|
| Innovative Work Behavior | IWB1-IWB8      | Idea generation, idea promotion, idea realization |
| Lecturer Performance     | LP1-LP13       | Teaching, research, community service             |

*Source: Developed from the research operationalization and SmartPLS dataset.*

#### 4. Finding and Discussion

The measurement model demonstrated satisfactory validity and reliability. The outer loading values for all constructs were above the commonly recommended threshold of 0.70. Perceived organizational support had indicator loadings ranging from 0.78 to 0.86. Proactive personality had loadings ranging from 0.79 to 0.85. Innovative work behavior had loadings ranging from 0.80 to 0.86. Lecturer performance had loadings ranging from 0.80 to 0.86. These results indicate that the indicators were strongly associated with their respective constructs and that no indicator showed weak convergence.

The AVE values ranged from 0.67 to 0.70, exceeding the 0.50 threshold. This indicates that each construct explained more than half of the variance of its indicators. Reliability values were also high. Cronbach's alpha ranged from 0.92 to 0.96 and composite reliability ranged from 0.94 to 0.97. These findings demonstrate that the instruments had strong internal consistency. In practical terms, lecturers' perceptions of support, proactive personality, innovative behavior, and performance were measured consistently by their indicators. Therefore, the structural model could be interpreted with adequate confidence.

Table 2. Measurement model results.

| Variable                         | AVE  | Cronbach Alpha | Composite Reliability | Decision           |
|----------------------------------|------|----------------|-----------------------|--------------------|
| Perceived Organizational Support | 0.67 | 0.95           | 0.96                  | Reliable and valid |
| Proactive Personality            | 0.68 | 0.92           | 0.94                  | Reliable and valid |
| Innovative Work Behavior         | 0.69 | 0.93           | 0.95                  | Reliable and valid |
| Lecturer Performance             | 0.70 | 0.96           | 0.97                  | Reliable and valid |

*Source: SmartPLS output, processed by the author.*

The structural model showed strong explanatory power. The R-square value for innovative work behavior was 0.62, meaning that perceived organizational support and proactive personality jointly explained 62% of the variance in innovative work behavior. This is a substantial result in behavioral research because innovative work behavior is often influenced

by many contextual and psychological factors. The R-square value for lecturer performance was 0.74, indicating that perceived organizational support, proactive personality, and innovative work behavior explained 74% of the variance in lecturer performance. This result suggests that the proposed model has strong predictive relevance for explaining lecturer performance in excellent-accredited universities.

Table 3. R-square values of endogenous variables.

| Endogenous Variable      | R-square |
|--------------------------|----------|
| Innovative Work Behavior | 0.62     |
| Lecturer Performance     | 0.74     |

Source: SmartPLS output, processed by the author.

The direct path results support all five direct hypotheses. Perceived organizational support had a positive and significant effect on innovative work behavior ( $\beta = 0.45$ ,  $t = 5.88$ ,  $p = 0.000$ ). This is the strongest antecedent of innovative work behavior in the model, suggesting that lecturers are more likely to generate, promote, and implement new ideas when they perceive fairness, recognition, supervisor support, and adequate work conditions. Proactive personality also had a positive and significant effect on innovative work behavior ( $\beta = 0.38$ ,  $t = 4.92$ ,  $p = 0.000$ ), indicating that individual initiative and change orientation are important personal drivers of academic innovation.

The model also showed that perceived organizational support had a positive and significant direct effect on lecturer performance ( $\beta = 0.29$ ,  $t = 3.44$ ,  $p = 0.001$ ). This finding indicates that institutional support contributes directly to performance in teaching, research, and community service. Proactive personality also had a positive and significant effect on lecturer performance ( $\beta = 0.21$ ,  $t = 2.67$ ,  $p = 0.008$ ). Although the effect size was smaller than the effect of perceived organizational support and innovative work behavior, it remained statistically significant. The strongest direct predictor of lecturer performance was innovative work behavior ( $\beta = 0.47$ ,  $t = 6.15$ ,  $p = 0.000$ ), confirming that performance is highly dependent on the extent to which lecturers convert resources and initiative into innovative academic actions.

Table 4. Direct hypothesis testing results.

| Hypothesis | Path                                                         | Coefficient | T Statistics | P Values | Decision  |
|------------|--------------------------------------------------------------|-------------|--------------|----------|-----------|
| H1         | Perceived Organizational Support -> Innovative Work Behavior | 0.45        | 5.88         | 0.000    | Supported |

| Hypothesis | Path                                                     | Coefficient | T Statistics | P Values | Decision  |
|------------|----------------------------------------------------------|-------------|--------------|----------|-----------|
| H2         | Proactive Personality -> Innovative Work Behavior        | 0.38        | 4.92         | 0.000    | Supported |
| H3         | Perceived Organizational Support -> Lecturer Performance | 0.29        | 3.44         | 0.001    | Supported |
| H4         | Proactive Personality -> Lecturer Performance            | 0.21        | 2.67         | 0.008    | Supported |
| H5         | Innovative Work Behavior -> Lecturer Performance         | 0.47        | 6.15         | 0.000    | Supported |

Source: SmartPLS output, processed by the author.

The mediation results further clarify the mechanism of lecturer performance. Innovative work behavior significantly mediated the effect of perceived organizational support on lecturer performance (indirect effect = 0.212,  $t = 4.77$ ,  $p = 0.000$ ). This means that perceived organizational support improves lecturer performance not only directly, but also indirectly by stimulating innovative behavior. Innovative work behavior also significantly mediated the effect of proactive personality on lecturer performance (indirect effect = 0.179,  $t = 4.11$ ,  $p = 0.000$ ). This finding indicates that proactive lecturers achieve better performance when their proactive orientation is expressed through concrete innovation activities.

Table 5. Indirect effect testing results.

| Hypothesis | Indirect Path                                                                        | Indirect Effect | T Statistics | P Values | Decision  |
|------------|--------------------------------------------------------------------------------------|-----------------|--------------|----------|-----------|
| H6         | Perceived Organizational Support -> Innovative Work Behavior -> Lecturer Performance | 0.212           | 4.77         | 0.000    | Supported |

| Hypothesis | Indirect Path                                                             | Indirect Effect | T Statistics | P Values | Decision  |
|------------|---------------------------------------------------------------------------|-----------------|--------------|----------|-----------|
| H7         | Proactive Personality -> Innovative Work Behavior -> Lecturer Performance | 0.179           | 4.11         | 0.000    | Supported |

Source: SmartPLS output, processed by the author.

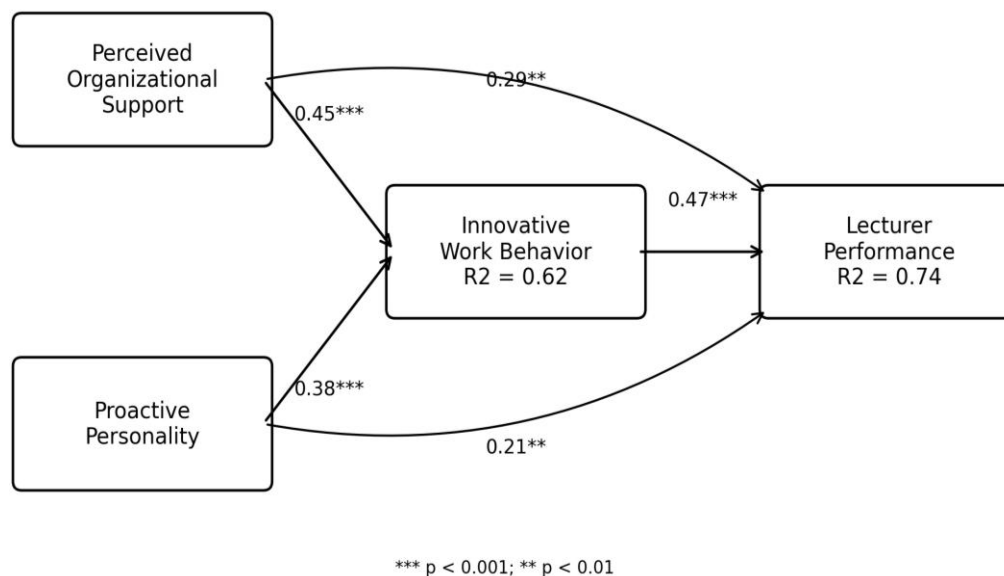


Figure 1. Empirical model with path coefficients. (Source: SmartPLS output, processed by the author)

The results are theoretically meaningful because they show that organizational and personal resources do not operate in isolation. Perceived organizational support provides an enabling context, while proactive personality provides internal drive. However, innovative work behavior is the mechanism that transforms these resources into performance. The stronger coefficient from innovative work behavior to lecturer performance indicates that universities cannot rely solely on providing support or recruiting proactive lecturers. Institutions must also build systems that help lecturers develop ideas, obtain support for ideas, and implement ideas in teaching, research, and community service.

The significant effect of perceived organizational support on innovative work behavior suggests that academic innovation is partly a response to the institutional environment. Lecturers who feel supported may perceive lower psychological risk when proposing new teaching methods,

initiating research collaboration, or experimenting with community service models. Supportive institutions may reduce uncertainty, provide access to resources, and create a sense of reciprocity that motivates lecturers to contribute beyond routine tasks. In the context of excellent-accredited universities, this is crucial because the maintenance of accreditation quality requires continuous innovation rather than mere compliance with minimum standards.

The significant effect of proactive personality on innovative work behavior also highlights the importance of individual agency. Even in the same institution, lecturers may differ in how actively they seek opportunities and initiate improvements. Proactive lecturers are more likely to identify gaps in teaching practice, notice research opportunities, and build networks for collaboration. However, the mediation result shows that proactivity becomes more valuable when it is translated into innovative work behavior. A lecturer may have a strong proactive disposition, but performance improvement will be limited if the disposition does not lead to idea generation, promotion, and realization.

The direct and indirect effects provide evidence of partial mediation. Perceived organizational support and proactive personality continued to influence lecturer performance directly even after innovative work behavior was included in the model. At the same time, the indirect effects were significant. This pattern means that support and proactivity affect performance through multiple pathways. Some effects may occur through motivation, commitment, access to resources, or direct work effort, while another important pathway occurs through innovation. For conference presentation, this is a strong contribution because it shows a concise mechanism that is empirically supported and practically interpretable.

The practical implication for university leaders is that lecturer performance development should integrate institutional support systems with innovation management. Support should not only be administrative; it should be directed toward enabling academic innovation. Universities may provide fair workload allocation, recognition for innovative teaching and research, internal funding, mentoring, supervisor feedback, publication support, and platforms for sharing academic ideas. These practices can strengthen lecturers' perception that the institution values their contributions and, at the same time, create pathways for converting ideas into outputs.

The results also imply that proactive personality should be considered in lecturer development programs. While personality may be relatively stable, proactive behavior can be encouraged through autonomy, leadership support, collaborative projects, and performance systems that reward initiative. Universities can design professional development programs that help lecturers identify opportunities, develop proposals, collaborate across departments, and implement academic innovations. In this way, proactive tendencies can be transformed into concrete behavior that supports institutional performance.

For lecturers, the findings suggest that high performance requires more than completing formal academic obligations. Lecturers need to cultivate innovative work behavior by generating ideas, seeking support from colleagues and leaders, and translating ideas into teaching, research, and community service outputs. The finding that innovative work behavior has the strongest direct effect on lecturer performance indicates that lecturers who actively implement new ideas are

more likely to produce stronger academic contributions. This is particularly relevant in an environment where universities are expected to improve quality assurance, accreditation outcomes, and public impact.

The empirical results also have implications for how excellent-accredited universities interpret lecturer performance. In many institutions, lecturer performance is often treated as a set of administrative obligations reported through workload documents or performance forms. The present findings suggest a broader interpretation. Performance improves when the organizational environment encourages lecturers to experiment with better methods and when lecturers themselves have the initiative to convert opportunities into academic outputs. Thus, lecturer performance should be managed as a developmental process, not only as a compliance process. The strong R-square value for lecturer performance indicates that the combination of support, proactivity, and innovation can form an integrated performance management framework for higher education institutions.

The relatively larger coefficient of perceived organizational support on innovative work behavior compared with proactive personality also deserves attention. It indicates that, even among lecturers who may have different personal tendencies, the institutional environment remains a powerful lever for innovation. Fair policies, transparent workload allocation, supportive supervisors, and recognition for academic contributions can create a climate in which lecturers feel safe and encouraged to propose improvements. In contrast, when support is perceived as weak or inconsistent, lecturers may still complete routine tasks but become less willing to invest additional energy in innovation. This explains why organizational support should be designed not merely as welfare provision, but as an enabling structure for academic creativity and implementation.

The significant role of proactive personality complements this organizational explanation. Proactive lecturers are able to use available support more productively because they are more willing to search for opportunities and initiate action. However, the coefficient of proactive personality to lecturer performance is lower than the coefficient of innovative work behavior to lecturer performance. This pattern suggests that personality is important, but behavior is more proximal to performance outcomes. In other words, universities should not assume that proactive lecturers will automatically produce high performance. They need mentoring, collaborative platforms, and innovation channels so that proactive tendencies can become measurable teaching, research, and community service outputs.

The mediation findings also help explain why some previous studies reported inconsistent direct relationships between organizational support, proactivity, and performance. If innovative work behavior is absent, weak, or unsupported, the effect of support and proactivity may be smaller or less visible. Conversely, when lecturers use organizational support and personal initiative to develop and implement ideas, the effect on performance becomes stronger. This means that innovative work behavior is not only an additional outcome but also a conversion mechanism. It converts perceived support into reciprocal academic contribution and converts proactive personality into visible academic productivity.

For policy makers and university managers in the LLDIKTI Region I context, the findings point to the importance of aligning human resource policies with innovation targets. Lecturer development should be linked to institutional strategies such as accreditation improvement, publication growth, community impact, and digital learning transformation. Supportive policies can include research clinics, manuscript assistance, seed funding, teaching innovation awards, workload flexibility for research-active lecturers, and structured collaboration between senior and junior academics. When these policies are implemented consistently, lecturers are more likely to perceive support and more likely to engage in innovative work behavior.

A further practical implication concerns the evaluation of innovation. Universities should not only ask whether lecturers have new ideas, but also whether those ideas are promoted and realized. Idea generation may occur individually, but idea promotion and realization require social interaction and organizational facilitation. Leaders can create academic forums, peer review circles, innovation showcases, and cross-disciplinary project teams to help lecturers move from ideas to implementation. These mechanisms are especially important for community service and research outputs, where collaboration and institutional resources often determine whether an idea can become a recognized academic product.

Despite its contributions, the study has limitations. First, the data were collected from 90 lecturers and focused on excellent-accredited universities under LLDIKTI Region I, so generalization to other regions or institutional types should be made carefully. Second, the study used cross-sectional survey data, which limits causal inference. Third, all variables were measured using self-reported questionnaire responses, which may be influenced by respondent perception. Future studies may expand the sample, compare excellent and non-excellent accredited institutions, include objective performance indicators, and examine additional mechanisms such as work engagement, academic motivation, leadership support, or organizational learning climate.

## 5. Conclusion

This study concludes that perceived organizational support, proactive personality, and innovative work behavior are important determinants of lecturer performance in excellent-accredited universities under LLDIKTI Region I. The SmartPLS results show that the measurement model is valid and reliable, the structural model has strong explanatory power, and all hypothesized direct and indirect effects are significant. Innovative work behavior is the strongest direct predictor of lecturer performance and also mediates the effects of perceived organizational support and proactive personality. These findings confirm that institutional support and personal proactivity become more powerful when they are transformed into the generation, promotion, and implementation of new ideas. Therefore, universities should develop supportive systems and innovation-oriented cultures that help lecturers convert resources and initiative into performance in teaching, research, and community service.

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