

The Role of Championing Behavior on the Lecturers' Occupational Well-Being

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ABSTRACT

This study aims to analyze the effect of championing behavior on occupational well-being among university lecturers in Indonesia. It stems from the increasing professional and administrative demands faced by lecturers, which have an impact on their occupational well-being, as well as the need for proactive behaviors such as championing behavior as a form of adaptation to institutional change. The theoretical review highlights that championing behavior can strengthen lecturers' psychological well-being by increasing their sense of meaning, autonomy, and social support. This study uses a quantitative approach with a survey method and criterion sampling technique and uses instruments that have undergone validity and reliability tests with Confirmatory Factor Analysis (CFA), Cronbach's Alpha, and Composite Reliability through SPSS ver. 30.0 software. Simple linear regression analysis shows that championing behavior has a positive and significant effect on occupational well-being ($\beta = 0.592$; $p < 0.001$), indicating that lecturers with proactive and innovative behavior tend to have higher occupational well-being. The results of this study emphasize the importance of championing behavior in building lecturers' occupational well-being and recommend that higher education institutions create a supportive, transparent, and appreciative work environment to foster championing behavior for the improvement of occupational well-being and academic quality.

Keywords: Championing behavior, Occupational well-being, Lecturer, Higher education.

Introduction

In facing the ASEAN Economic Community (AEC) 2015, universities need to improve the quality of lecturers in technology, learning management, and leadership so that they are able to support students with various characteristics to be ready to enter the world of work (Wahab & Kurniady, 2020; Alanazi *et al.*, 2022; Gu *et al.*, 2022; Hassan & Hatah, 2022; Ramzan *et al.*, 2022; Ahmed *et al.*, 2023; Çınaroglu *et al.*, 2023; Drobotova *et al.*, 2023; Ku *et al.*, 2023). In terms of knowledge transfer and learning motivation, lecturers are crucial. Additionally, lecturers' responsibilities in teaching, research, and community service (Ball & Wilkinson, 1994) are accompanied by increased pressure and heightened expectations from universities, students, and society (Cao *et al.*, 2025). However, increased workloads and demands are often not balanced with the rewards received (Bakker *et al.*, 2025). Beyond organizational demands, lecturers are also increasingly exposed to intense information through digital media and mass media, which can reinforce negative emotions and psychological pressure and potentially affect their overall well-being (Ogunbode *et al.*, 2022). High demands without adequate support can reduce well-being and trigger fatigue, while resources such as autonomy and supervisor support can improve work well-being (Demerouti & Bakker, 2022). Therefore, lecturers' well-being is considered important because it has a positive impact on quality of life and the academic environment (Rahmi *et al.*, 2024).

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Based on the Broaden and Build theory by Fredrickson (2004), with Stifter, Augustine, and Dollar (2020), lecturers with high well-being tend to show positive emotions that broaden creativity and innovation in teaching. Factors that influence psychological well-being include situational, non-work, personality, and interaction factors (Blasco-Belld & Alsinet, 2022). Personality traits such as Extraversion, Agreeableness, and Openness encourage individuals to be more proactive and open to change, which can develop into championing behavior, namely enthusiastic and proactive behavior towards change (De Clercq & Pereira, 2021; De Clercq *et al.*, 2021; de Wijn *et al.*, 2022; Hartono *et al.*, 2023). Championing plays a strategic role in influencing resources, motivation, and cross-functional collaboration within organizations (De Clercq & Pereira, 2021; De Clercq *et al.*, 2021; de Wijn *et al.*, 2022; Hartono *et al.*, 2023). Therefore, it is important to understand the role of championing behavior in lecturer well-being (Coppol *et al.*, 2022; Spirito *et al.*, 2022; Belfiore *et al.*, 2023; Nieoczym & Rybak, 2023; Triantafyllopoulos *et al.*, 2023; Dobrzynski *et al.*, 2024; Samaranayake *et al.*, 2024).

The occupational well-being of lecturers has a significant effect on job satisfaction and performance (Ratnawili & Sari, 2021; Fu *et al.*, 2025). According to Meng and Chang, (2024), occupational well-being among lecturers is a fundamental aspect of educational effectiveness because it reflects positive qualities such as hope, resilience, and optimism, which contribute to the quality of teaching, research, and academic outcomes. Factors that influence this include salary, coworker relationships, a safe environment, and appropriate rewards. Based on JD-R theory, well-being increases when job demands are balanced with job resources such as managerial support and professional development opportunities (Demerouti & Bakker, 2022; Bakker *et al.*, 2025). An imbalance between workload and resources can trigger burnout. In this context, championing behavior can strengthen a lecturer's well-being because it involves initiative and responsibility in facing organizational challenges (Howell & Shea, 2006; Cao *et al.*, 2025; Fhauzan & Ali, 2025).

Championing behavior consists of four aspects: pursuing innovation, persisting under adversity, network building, and taking responsibility for the idea (Walter *et al.*, 2011). Lecturers who exhibit this behavior have been proven to be capable of producing innovation, quality research, and academic achievements. Championing behavior has also been proven to play a role in the success of organizational change (Fredrickson, 2004; Howell *et al.*, 2005; Bakari *et al.*, 2017; Faupel, 2020; Stifter *et al.*, 2020; Islam *et al.*, 2022).

Previous studies have shown that championing behavior is influenced by transformational leadership and self-efficacy (Howell & Shea, 2001; Saaranen *et al.*, 2015; De Clercq & Pereira, 2021; De Clercq *et al.*, 2021; de Wijn *et al.*, 2022). The highest level of behaviour support for change, where people exhibit intense zeal for change, is called "championing behaviour," according to Fredrickson (2004) and Stifter, Augustine, and Dollar (2020). Research indicates that the success of organisational change is accelerated when champions are present (Shane, 1995; Howell *et al.*, 2005; Sabar *et al.*, 2022; Sadarić & Škerlavaj, 2023). In the context of higher education, lecturers have the potential to become champions by encouraging innovation, adopting technology, and building a collaborative culture. Occupational well-being refers to a positive assessment of one's working life within the framework of occupational health psychology, encompassing job satisfaction, work engagement, and low levels of stress or fatigue, with important implications for individual and organizational outcomes (Horn *et al.*, 2004; Xu *et al.*, 2023; Zhang *et al.*, 2024). While championing behavior is proactive behavior in promoting change (Howell & Shea, 2006), individuals who engage in championing behavior tend to be more cooperative and comply with behavioral requirements (Sabar *et al.*, 2022). High well-being encourages proactive behavior, risk-taking, and intrinsic motivation (Bakker & Demerouti, 2007). Based on JD-R theory, a balance between demands and work resources improves well-being and encourages championing behavior (Walter *et al.*, 2011; Zheng *et al.*, 2022).

Previous studies have discussed factors that influence occupational well-being, such as workload, mental health, spirituality, organizational support, and the role of transformational leadership. However, no study has directly examined how championing behavior affects the well-being of lecturers in Indonesia. Therefore, this study is important to strengthen the understanding of the role of championing behavior in improving the quality and well-being of lecturers (Makhdoom *et al.*, 2022; Rattanakorn & Dhep, 2023; Roger *et al.*, 2023; Hakami, 2024; Hima *et al.*, 2024; Xie *et al.*, 2024).

Championing behavior is generally understood as proactive work behavior demonstrated by individuals to support, maintain, and encourage the implementation of ideas or changes within an organization. This behavior goes beyond formal job descriptions and reflects a high commitment to innovation or renewal (Howell *et al.*, 2005). According to Howell and Shea (2006), championing behavior involves the ability to influence others, communicate ideas enthusiastically, and maintain enthusiasm despite obstacles. In the context of organizational change, Islam, Furuoka, and Idris (2021, 2022) mention that this behavior is rooted in transformational leadership and trust in leadership, while Hina and Siddiqui (2023) emphasizes the importance of transparent communication, openness to change, and charismatic support in shaping it. On the other hand, Shane (1995) highlights that cultural orientation towards uncertainty also influences the extent to which a person is willing to take on an innovative role. Championing behavior is also a type of change-supportive behavior that refers to employees' willingness to convince others on the benefits of a change and positively influence others' behavior by conveying their confidence in the change (Kanitz *et al.*, 2022). Championing and supporting innovative ideas is one of the key elements in organizational success (Abun & Macaspac, 2023), and in the academic context, this behavior is important because it reflects the role of lecturers as agents of change and institutional innovators (Walter *et al.*, 2011).

In the context of higher education, championing behavior reflects the proactive behavior of individuals in initiating, maintaining, and realizing change or innovative ideas in the workplace. Based on Islam, Furuoka, and Idris (2021) and Walter *et al.* (2011), this behavior covers four main aspects, namely pursuing innovative ideas, network building, persisting under adversity, and taking responsibility.

Championing behavior is influenced by the interaction between personal factors and organizational environmental factors (Howell & Shea, 2001; Islam *et al.*, 2021, 2022; Hina & Siddiqui, 2023). Internal factors include self-confidence, personal commitment, intrinsic motivation, and values towards change (valence) that encourage individuals to voice their ideas and take responsibility for change (Howell & Shea, 2001; Islam *et al.*, 2021, 2022). In addition, psychological resilience and tolerance for uncertainty enable individuals to persevere under pressure and accept risk as part of the innovation process (Shane, 1995; Howell *et al.*, 2005). The drive to give social meaning through prosocial contributions to institutions also reinforces champion behavior (Sadarić & Škerlavaj, 2023). Externally, transformational leadership and empowerment mechanisms have been shown to increase champion behavior by providing inspiration, motivation, and space for active participation (Islam *et al.*, 2021, 2022; Sabar *et al.*, 2022). An organizational culture that is open to new ideas and value innovative contributions also reinforces this behavior (Hina & Siddiqui, 2023), as do social networks and team collaboration that provide support and resources (Walter *et al.*, 2011). In addition, supporting structures such as academic incentives, formal recognition, and career paths that emphasize innovation also play an important role in maintaining the sustainability of champion behavior. Thus, champion behavior among lecturers is not only determined by personal qualities, but also depends on an organizational climate that supports collaboration and renewal.

Meanwhile, occupational well-being is a multidimensional concept that encompasses various aspects of employee welfare in the workplace (Herscovitch & Meyer, 2002). Saaranen *et al.* (2015) describe occupational well-being as the state of an employee's body and mind that results from the interplay of workload, workplace culture, and free time. Positive experiences at work and a positive evaluation of one's employment, such as contentment, dedication, involvement, and active participation, are also components of occupational well-being (Daovisan & Intarakamhang, 2024; Fu *et al.*, 2025). Based on Herscovitch and Meyer (2002), occupational well-being consists of five main dimensions, namely affective, motivational, behavioral, cognitive, and psychosomatic. The affective dimension describes an individual's emotional state at work, such as happiness or stress; the motivational dimension reflects the drive to develop; the behavioral dimension relates to social participation and work engagement; the cognitive dimension highlights thinking capacity and mental load; while the psychosomatic dimension relates to physical symptoms resulting from work pressure.

Meanwhile, Saaranen *et al.* (2015) adds that the dimensions of occupational well-being can also be viewed from four components, namely worker and work, working conditions, professional competence, and working community. Worker and work focuses on individuals' perceptions of the meaning and quality of their work; working conditions highlight physical and psychosocial aspects that affect safety and comfort; professional competence. Occupational well-being also refers to the assessment of various aspects of a person's work, including affective, motivational,



behavioral, cognitive, and psychosomatic dimensions, and recent research has increasingly focused on both positive and negative work emotions (Zheng *et al.*, 2022).

According to Herscovitch and Meyer (2002), factors that influence occupational well-being include emotional and affective aspects, work engagement and satisfaction, cognitive and mental abilities, job and work environment characteristics, physical and mental health, as well as motivation and aspirations (Rutten *et al.*, 2022; Wilson *et al.*, 2022; Chen & Chen, 2023; Petrov & Jovic, 2023; Feng *et al.*, 2024; Mohamed *et al.*, 2024). These factors are interrelated in determining the extent to which individuals feel well-being in the workplace. Meanwhile, Sadarić and Škerlavaj (2023) highlights four main sources of occupational well-being, namely worker and job factors, working conditions, professional competence, and the work community. Work well-being is determined by the balance between job demands and an individual's capacity to manage them, as well as social support that facilitates adaptation and professional growth. Thus, occupational well-being reflects the balance between an individual's internal conditions and the external context of the workplace that supports health, productivity, and meaning in work.

Materials and Methods

Previous studies have examined various factors influencing occupational well-being and lecturer behavior, including workload, mental health, spirituality, and organizational support. Leadership styles, particularly transformational leadership, have also been shown to play an important role in shaping positive behavioral change within academic settings. However, limited research has directly explored how championing behavior influences the well-being of lecturers, especially in the Indonesian higher education context. Therefore, by examining the contribution of championing behaviour to improving lecturers' professional well-being, this study seeks to close that gap. The study integrates several theoretical frameworks, such as Ryff's Psychological Well-Being Theory, the Job Demands–Resources (JD-R) Model, and the Broaden and Build Theory to explain how proactive, innovative actions like championing behavior can promote personal growth, resilience, and overall well-being among educators (Abdelkader & Bergeron, 2022; Abdulgadir *et al.*, 2023; Elamin *et al.*, 2023; Prisa *et al.*, 2023; Albalawi, 2024; Ghati *et al.*, 2024).

Validity

The validity and reliability testing in this study were conducted to ensure that the measurement instruments accurately represented the theoretical constructs and produced consistent, dependable results (Azwar, 2015; Sugiyono, 2019; Borsboom *et al.*, 2021; Pilcher & Cortazzi, 2024). The validity assessment began with Confirmatory Factor Analysis (CFA) using Maximum Likelihood Estimation (MLE) to evaluate the goodness of fit between the theoretical model and empirical data, following established model criteria of $CFI > 0.90$, $RMSEA < 0.08$, and $AVE > 0.50$. Additionally, convergent and discriminant validity were assessed using the Fornell–Larcker Criterion (Rasoolimanesh, 2022), where convergent validity was achieved if factor loadings were ≥ 0.50 and $AVE > 0.50$, while discriminant validity was confirmed when the square root of AVE (\sqrt{AVE}) for each construct was greater than its correlations with other constructs. To complement the validity tests, reliability analysis was performed using Cronbach's Alpha and Composite Reliability (CR) to assess internal consistency (Hair, 2021; Lai, 2021). A construct was considered reliable if Cronbach's Alpha ≥ 0.70 and CR > 0.80 , indicating a strong and consistent relationship among the indicators in measuring the same concept.

The study involved 37 lecturer respondents selected through criterion sampling, a purposive technique based on specific eligibility requirements. Participants met the following criteria: (1) aged between 25 and 55 years, (2) having at least two years of work experience, and (3) holding either permanent or non-permanent lecturer status, including civil servants (PNS), non-civil servants, and state civil apparatus (ASN). Data collection was carried out using structured questionnaires designed to capture both Occupational Well-being (OWB) as the dependent variable and Championing Behavior (CB) as the independent variable. The collected data were analyzed quantitatively, and the reliability of the instrument was confirmed using Cronbach's Alpha and Composite Reliability (CR) to assess internal consistency, ensuring that the scales used were both valid and internally consistent for measuring the relationship between CB and OWB.

Results and Discussion



The collected data is analyzed using SPSS version. 30.0 approach. Based on the results of descriptive analysis, it is known that the Occupational Well-Being (OWB) variable has an average value of 154.78 with a standard deviation of 25.26. Meanwhile, the Championing Behavior (CB) variable has an average value of 103.30 with a standard deviation of 16.22. These results indicate that, in general, respondents have a high level of occupational well-being and championing behavior, with relatively little variation among individuals (**Table 1**).

Table 1. Descriptive Table

	Mean	Std. Deviation	N
Occupational Well-Being	154.78	25.263	37
Championing Behavior	103.30	16.219	37

The correlation analysis results show a correlation coefficient (r) value of 0.592 with a significance of $p < 0.001$. This indicates a strong and significant positive relationship between CB and OWB. Thus, the higher a person's championing behavior at work, the higher their level of occupational well-being (**Table 2**).

Table 2. Correlation Table

		<i>Occupational Well-Being</i>	<i>Championing Behavior</i>
Pearson Correlation	<i>Occupational Well-Being</i>	1.000	.592
	<i>Championing Behavior</i>	.592	1.000
Sig. (1-tailed)	<i>Occupational Well-Being</i>	.	<.001
	<i>Championing Behavior</i>	.000	.
N	<i>Occupational Well-Being</i>	37	37
	<i>Championing Behavior</i>	37	37



In addition, the coefficient of determination (R^2) value of 0.350 indicates that 35% of the variation in occupational well-being can be explained by the Championing behavior variable, while the remaining 65% is influenced by other variables outside the scope of this study, such as organizational support, self-efficacy, or work engagement. The correlation value (R) of 0.592 also reinforces the finding that the relationship between the two variables is in the moderate to strong category (**Table 3**).

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.592 ^a	.350	.331	20.658
a. Predictors: (Constant), CB				
b. Dependent Variable: OWB				

Hypothesis testing was conducted using a simple linear regression test, which produced a beta coefficient (β) value of 0.592 with a t-value of 4.340 and a significance level of $p < 0.001$, indicating that CB has a positive and significant effect on OWB. This indicates that those who are more likely to encourage innovation, advocate for ideas, and take initiative at work typically have higher levels of occupational well-being. This finding is in line with the view that proactive behavior in the workplace not only benefits the institution but also has a positive impact on the psychological well-being of employees, such as job satisfaction, a sense of meaning, and happiness at work.

Table 4. Tabel Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	59.606	22.190	2.686	.011

CB	.921	.212	.592	4.340	<.001
a. Dependent Variable: OWB					

The results of this study indicate that championing behavior has a positive and significant effect on occupational well-being among university lecturers in Indonesia. This means that the more individuals tend to champion ideas, support innovation, and take initiative in the workplace, the higher their level of occupational well-being. These findings illustrate that proactive behavior in the workplace can provide positive emotional and psychological experiences for lecturers, such as a sense of meaning, satisfaction, and pride in their work.

These results are in line with research from De Clercq and Pereira (2020) which found that individuals who exhibit championing behavior tend to experience career advancement, meaning in their work, and stronger attachment to the organization. When people see that their work makes a real contribution and that personal success is aligned with organizational success, they will be more motivated to champion ideas and make positive changes in the workplace. This ultimately fosters a sense of meaning, achievement, and occupational well-being.

Thus, the results of this study confirm that championing behavior is not only beneficial for organizations in encouraging innovation, but also has a positive impact on individuals through improved occupational well-being. Lecturers who dare to express ideas, provide support for change, and take the initiative in facing work challenges tend to have higher levels of occupational well-being compared to those who are passive towards their work environment.

Conclusion

Based on the results of data analysis and discussion, it can be concluded that championing behavior has a positive and significant effect on occupational well-being among university lecturers in Indonesia.

The results of simple linear regression tests show that the higher the championing behavior exhibited by lecturers, the higher their level of occupational well-being. This finding reinforces the view that proactive behavior in the workplace, such as advocating ideas, supporting innovation, and taking initiative, not only benefits the organization but also has a positive impact on individual occupational well-being. Lecturers who are active and enthusiastic about contributing to change tend to experience higher levels of job satisfaction, meaning, and happiness at work.

Thus, the research hypothesis stating that championing behavior has a positive and significant effect on occupational well-being is accepted.

Limitations and Dimensions for Future Research

Based on the results of this study, it is recommended that higher education institutions foster and facilitate championing behavior among lecturers by creating a supportive work environment that is open to change and provides space for lecturers to express innovative ideas and receive recognition for their positive initiatives. These efforts are expected to improve lecturers' work satisfaction, motivation, and commitment to the institution. From a theoretical perspective, this study is expected to enrich the study of psychological factors that influence occupational well-being. Future researchers are advised to add other variables that have the potential to influence occupational well-being, such as perceived organizational support, psychological empowerment, or job satisfaction, and to use more complex analytical methods such as multiple regression or Structural Equation Modeling (SEM) to make the research results more comprehensive. In addition, future research can expand the sample coverage by involving lecturers from various regions or types of universities, both public and private, and consider a qualitative approach to explore in greater depth how lecturers interpret and express championing behavior in the context of their daily work.

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