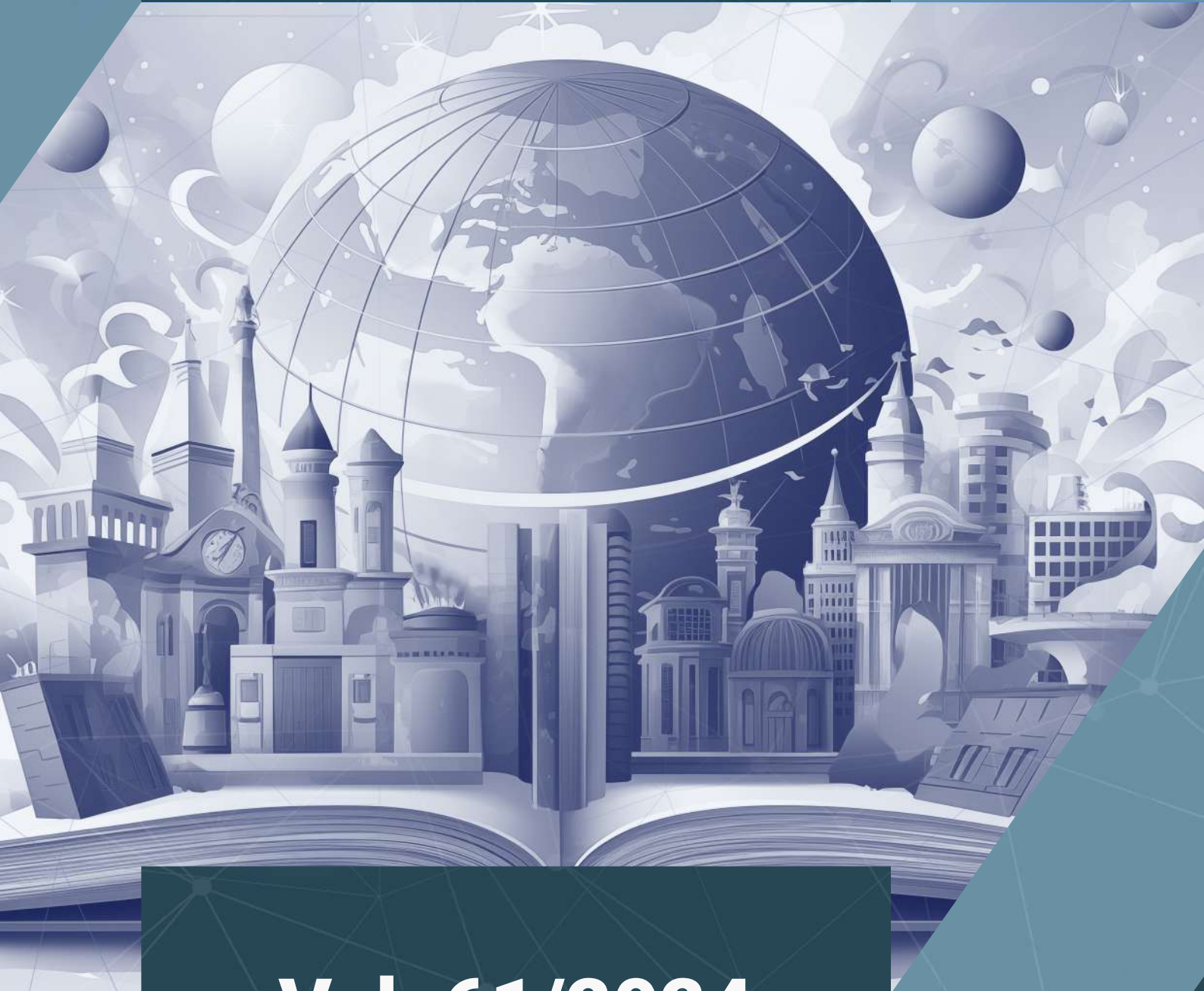




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The Mediating Role Of Proactive Behavior In The Relationship Between Supportive Leadership And Creative Performance

Liqaa Mutter Atti

Southern Technical University, Administrative Technical College, Basra, Department of Business Administration Technologies

liqaa.mutter@stu.edu.iq

Abstract. The aim of this research is to analyze the mediating role of preventive behavior in the relationship between supportive leadership and creative performance. The current research is descriptive in terms of the nature of the research, and in terms of the purpose of the research, it is a part of applied research. This research is descriptive-survey based on structural equations. The statistical population of this research is the teachers and education managers of district 12 in Ibn Majid Co Their number was 400 and they were investigated. The sample size was equal to 196 people using Cochran's formula and the sample people were selected using simple random sampling method. The results showed that supportive leadership has an effect on proactive behavior. Supportive leadership has an impact on creative performance. Proactive behavior affects creative performance and proactive behavior mediates the relationship between supportive leadership and creative performance

Keywords. Proactive Behavior, Supportive Leadership, Creative Executive

Introduction

Employee behaviors that include anticipating the future and proactively taking on situations to make changes are recognized by researchers and practitioners as essential for organizations to compete in uncertain times (Campbell, 2000). Literature shows that this set of behaviors, which is called preventive behavior (Bindel and Packer, 2010). Preventive behavior is defined as the participation of employees in self-initiated behaviors to improve the work environment, their role in the organization and their skills (Bindel and Parker, 2010). When a supervisor evaluates this set of behaviors, sometimes referred to as proactive performance (Boudrias, 2021), the term proactive behavior is appropriate when considered from an employee perspective. Preventive behavior can be distinguished from innovation. Because it does not include a set of behaviors (Deperz, 2017). And the results of preventive behavior do not need to deviate objectively from organizational actions (Potoknik and Anderson, 2016). However, proactive behavior and innovative behavior share similarities because they require a similar process to emerge and be effectively achieved in an organizational context. Thus, the process leading to preventive behavior can be characterized by different steps, such as envisioning/imagining improvement,

intentionally promoting improvement ideas to others, and engaging in ongoing efforts to implement them in the workplace (Bindel et al., 2012).

Literature review determined that preventive behavior can be influenced by various variables such as welfare (Fay and Hotges, 2017), supportive leadership, and affect variables such as employee turnover (Rajabi Pourmibdi et al., 2018). Supportive leadership style is one of the Leadership styles are defined based on the existence of a coaching relationship between the manager and the employees and will continue until the employees are able to perform their duties on their own (Cunningham et al., 2012). This relationship is in accordance with Drucker's definition of knowledge workers. and expects that this group of employees will create added value for the organization by processing existing information and creating new information and define and solve problems with its help and using their experience and skills (Drucker, 2018). In the supportive leadership style, leaders care about their subordinates and followers and provide training and development opportunities so that their career flourishes in the future. Leaders in this style seek to satisfy the needs and preferences of their subordinates (Banai and Reserrel, 2001) and appreciate the work done by their subordinates (Meierhans et al., 2001). In this type of leadership style, leaders use the best methods to communicate with team members to convey organizational messages and create a two-column and supportive environment; Conditions that lead to an increase in the efficiency and productivity of colleagues and provide the possibility of doing the project at the same time and personal budget (Johnson et al., 2012). The creative performance and creativity of employees is often called the creation of new and useful products and services as well as innovative ideas and methods (Paliva et al., 2022), which has been necessary to solve problems and meet the basic needs of the organization (Chen, 2020) and forces organizations to use the innovative abilities of employees themselves (Shango et al., 2019). Organizations whose employees do not engage in such behaviors are facing a greater risk of failure (Aldham and Cummings, 1996). Today, the existence of a creative workforce in the service sector is needed. Researches in this field have been conducted in Asian and American countries and the results indicate that was that individual creativity depends on several organizational factors such as leadership behavior and behavioral factors (Shelley et al., 2004). The need for creative performance in organizations is obvious due to the unstable conditions that organizations are currently facing (Tseng and Tseng, 2019). Education and schools, as the cornerstone of all-round development, play an incomparable role in improving the scientific, cultural, economic and social status of countries. The capital and the main element of education and schools are teachers and managers, whose familiarity with creative performance and forward-looking behavior plays a great role in how to deal with and adapt to the bottlenecks and hardships of their jobs, and sometimes it is an opportunity to turn these challenges into opportunities. Unfortunately, in educational organizations, most of the thinking that is taught and predicted is analytical; But in the real world, creative performance and forward-looking behaviors and factors affecting it need more attention. Therefore, it is very important to pay attention to creative performance and factors affecting it in education and schools. This research examines the mediating role of preventive behavior in the relationship between supportive leadership and creative performance.

Research hypotheses and research conceptual model

- 1- Supportive leadership has an effect on proactive behavior.
- 2- Supportive leadership has an effect on creative performance.
- 3- Proactive behavior has an effect on creative performance.

4- Proactive behavior mediates the relationship between supportive leadership and creative performance

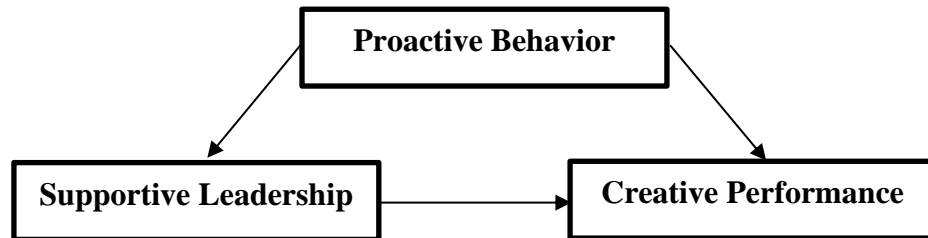


Figure (1) Conceptual Model Of Research

Research Method

Considering that the purpose of this research is to analyze the mediating role of preventive behavior in the relationship between supportive leadership and creative performance, therefore the current research is descriptive in terms of the nature of the research and since the results of the research can be used for other service sectors, in terms of the purpose of the research, it is part of It is applied research. This research is descriptive-survey and based on structural equations in that it describes a situation or a series of conditions by using the field method (questionnaire). The statistical community of this research is The teachers and education managers of district 12 in Ibn Majid Co were 400 people and were investigated. The sample size was equal to 196 people using Cochran's formula and the sample people were selected using simple random sampling method. In this research, in order to compile the theoretical foundations and literature of the research, the library method including the use of books, magazines, articles and master's and doctoral theses has been used, and to collect the necessary data for testing the hypotheses from the field method and to collect the data. A questionnaire was used

The questionnaire includes two demographic sections and main questions. Demographic questions or general questions include gender and history. In the main questions section, the respondents are asked to express their opinion from very little to very much in the answer letter which is arranged as a Likert scale. Table (1) shows the Likert scale and research variables, along with the dimensions and distribution of the questions related to each

Table (1) Likert Spectrum

Selective Option	Very Much	Much	Medium	Low	Very Little
Score	5	4	3	2	1

In this research, due to the standard nature of the questionnaire, its validity was implicitly confirmed. The convergent validity of the research was checked with the help of average variance expanded (AVE). Cronbach's alpha and CR composite reliability were used to measure the reliability of the questionnaire. The standard for Cronbach's alpha is higher than 0.7. Frenell and Locker (1981) have stated a high level of 0.5 for AVE and a high standard of 0.7 for CR. Data analysis tool is pls software and structural equation method. Structural equation modeling by PLS method is evaluated and interpreted in two stages. These stages include measurement model test and structural model test, in each of these stages, indicators are reported; Each of these steps is explained below:

Types Of Mediation Effect

Three decades ago, Baron and Kenny (1986) presented an approach to mediation analysis that is still routinely used by many researchers. However, more recent research points to conceptual and methodological problems with Baron and Kenny's (1986) approach

In this regard, our description is based on Zhao et al.'s (2010) synthesis of previous research on mediation analysis and relevant directions for future research.

The authors identify two types of disintermediation:

- No mediation, only direct: the direct effect is significant, but the indirect effect is not.
- No mediation without effect: direct and indirect effects are not significant.

In addition, they identify three types of mediation:

- Complementary mediation: the indirect effect and the direct effect are both significant and in the same direction.
- Competitive mediation: the indirect effect and the direct effect are both significant and in the opposite direction.
- Only indirect mediation: the indirect effect is significant but the direct effect is not.

In this sense, Zhao et al.'s (2010) procedure is consistent with Baron and Kenny's (1986) concept of partial mediation and full mediation. In fact, if the direct effect is not significant, we are facing the situation of only indirect mediation, but if in addition to the indirect effect, the direct effect is significant, we can distinguish complementary and competitive mediation:

In complementary mediation, the direct effect and the indirect effect are in the same direction. In other words, the product of the direct effect and the indirect effect is positive. In competitive mediation, the product of direct effect and indirect effect is negative. Competing mediation supports the hypothesized mediating effect, but also suggests that another mediator may be present whose sign of the indirect effect is the same as the direct effect. It is important to note that in competitive mediation, the mediating construct acts as a suppressor variable, which significantly reduces the total effect of the first variable on the third.

The analysis process is as follows:

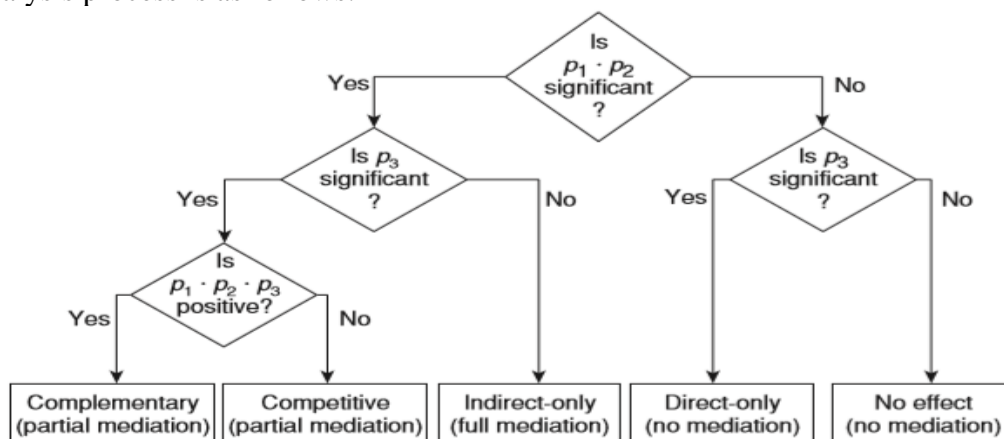


Figure (2) mediation analysis process (Hayer et al., 2021)

Data Analysis

The results showed that 27% of the sample were male and 73% were female. 25% had less

than 10 years of work experience, 65% had between 11 and 15 years of experience. 10 percent had more than 15 years of work experience.

1-Testing The Measurement Model

1-1- Convergent validity at the level of the indicators: To check the validity of each of the observed variables or items, the factor load of each observed variable must be more than 0.4

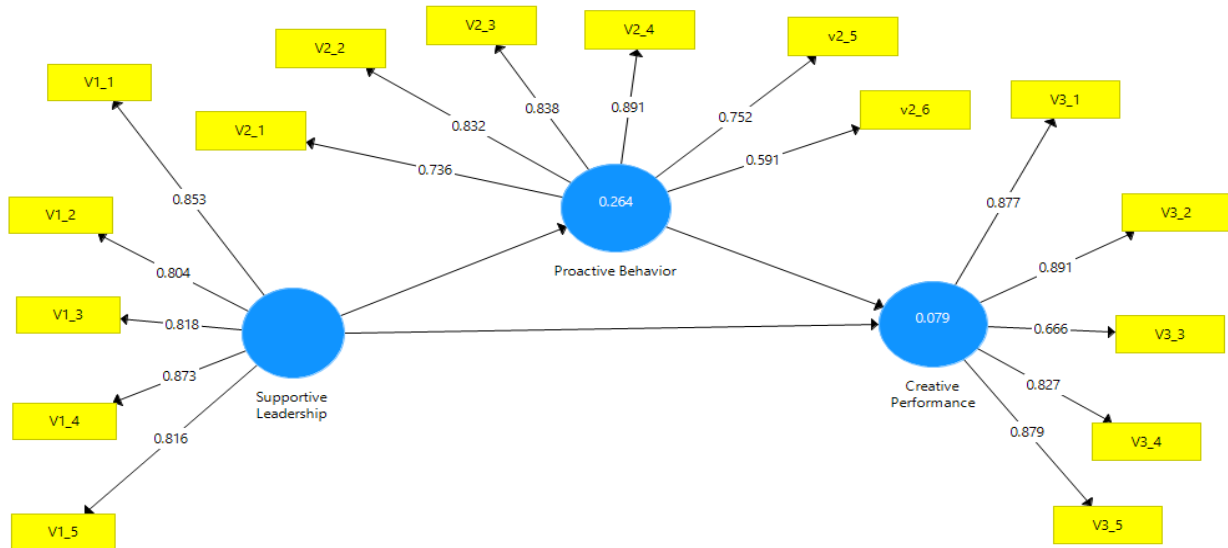


Figure (3) Convergent Validity At The Level Of Factors: Factor Loadings

In this step, the questions that had a factor load of less than 0.4 were obtained from the elimination model and the final model. In this model, all the questions have a factor load higher than 0.4, so it can be concluded that the items measure the data well.

1-2- Convergent validity at the level of latent factors or variables using the mean of extracted variance AVE: Frenell and Locker (1981) recommend AVE values of 0.5 and more and this means that the construct Opinion explains 50% or more of the variance of its items. Table (2) shows the results of examining the average variance extracted for each of the structures.

Table (2) investigation of convergent validity at the level of factors using the average variance extracted

	Average Variance Extracted (AVE)
Creative Performance	0.693
Proactive Behavior	0.607
Supportive Leadership	0.694

The convergent validity (at the factor level) in all variables is more than 0.5, which indicates the appropriate validity of the measurement tool.

Cronbach's alpha and composite reliability criteria are also used to check the measurement models, and the results can be seen in the following table:

Table (3) Results Related To Cronbach's Alpha, Composite Reliability

	Cronbach's Alpha	Composite Reliability
Creative Performance	0.893	0.918
Proactive Behavior	0.87	0.901
Supportive Leadership	0.89	0.919

The results related to Cronbach's alpha and composite reliability are higher than 0.7 and can be confirmed.

2- To check the auditor's validity or diagnostic validity, Chin (1998) recommends two criteria: 2-1- Assessor validity or diagnostic validity at the level of items: the items or indicators of a structure must have the highest factor load on their structure; It means to have the least sectional load on other structures. Giffen and Ashtrab (2005) suggest that the factor load of each item on its related construct should be at least 0.1 more than the factor load of the same item on other constructs.

Table (4) auditor validity or diagnostic validity at the level of items

	Creative Performance	Proactive Behavior	Supportive Leadership
V1_1	0.373	0.414	0.853
V1_2	0.113	0.456	0.804
V1_3	0.188	0.38	0.818
V1_4	0.316	0.451	0.873
V1_5	0.08	0.439	0.816
V2_1	0.042	0.736	0.353
V2_2	0.127	0.832	0.562
V2_3	-0.019	0.838	0.364
V2_4	0.069	0.891	0.462
V3_1	0.877	0.036	0.274
V3_2	0.891	0.037	0.236
V3_3	0.666	0.107	0.08
V3_4	0.827	0.159	0.256
V3_5	0.879	0.01	0.174
v2_5	-0.144	0.752	0.289
v2_6	0.235	0.591	0.216

Considering that the items or indicators related to each construct have the highest factor load on their construct (at least 0.4) and the least cross-sectional load on other constructs (at most 0.4), it can be concluded that the validity Diagnosis is established at the level of items.

2-2- Validity or diagnostic validity at the level of factors or divergence of constructs: the square root of AVE of a construct must be more than the correlation of that construct with other constructs. This indicates that the correlation of that structure with its indicators is more than its correlation with other structures.

In the following, the validity of the assessment or the diagnostic validity can be seen at the level of the factors or the divergence of the structures:

Table (5) Auditory Validity Or Diagnostic Validity At The Level Of Factors Or Divergence Of Constructs

	Creative Performance	Proactive Behavior	Supportive Leadership
Creative Performance	0.832		
Proactive Behavior	0.074	0.779	
Supportive Leadership	0.27	0.514	0.833

According to the method of Fornell and Larker, the elements on the diameter of the matrix must be larger than the values listed in the cells below them in order to realize the divergent validity of the second case (at the level of the structure). According to the above table, it can be seen that in all cases the diagonal elements are larger than the values listed below them, it can be concluded that the validity of the criterion is established at the level of the factors.

4-5- Test of research hypotheses

In the form of structural model, hypotheses were tested and the direction of the structural model was evaluated. Each route corresponds to one of the assumptions of the model, and the numbers on the arrows show the coefficient of the route. Each hypothesis is tested by examining the sign, size, and statistical significance of the path coefficient (beta) between each variable and the dependent variable. The path coefficient shows the direct effect of one structure on another structure. The higher the path coefficient, the greater the predictive effect of the hidden variable compared to the dependent variable. By considering the results of the study of the relationships between independent and dependent structures using the relevant coefficient, we can investigate the significance of the effects between the research structures. In order to investigate the significance of the path coefficient or beta, the significance of the t-value for each path coefficient should be considered

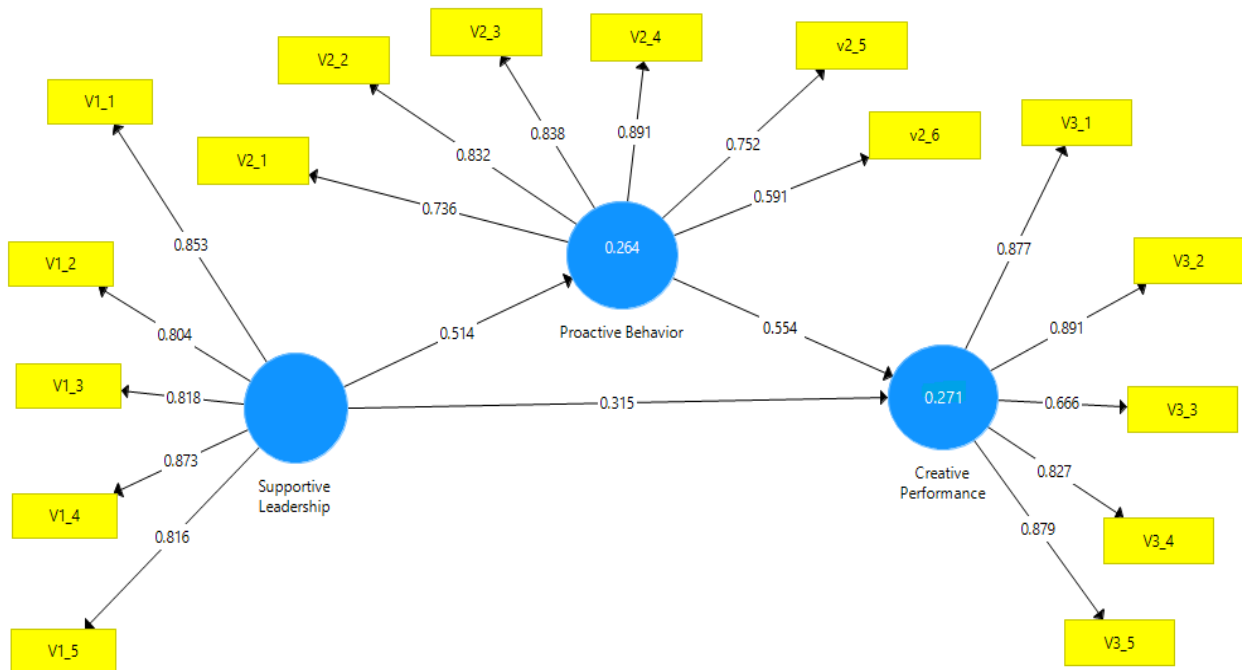


Figure (4) of the tested research model (regression coefficient and R square) of the hypotheses

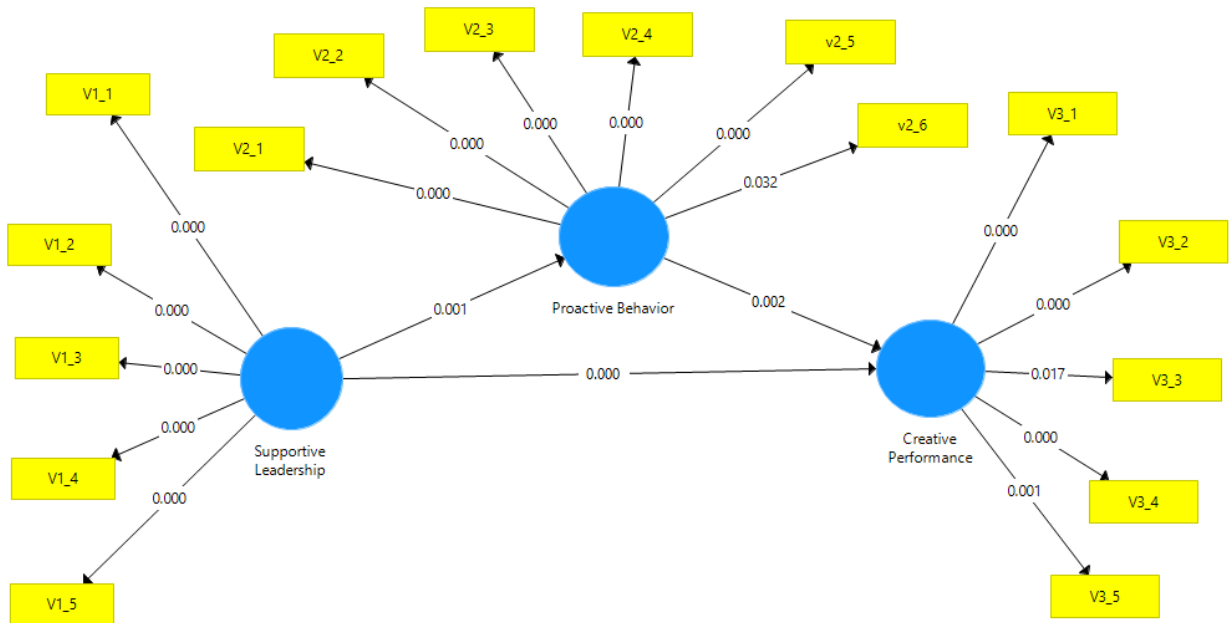


Figure (5) of the tested research model (P values) of the hypotheses

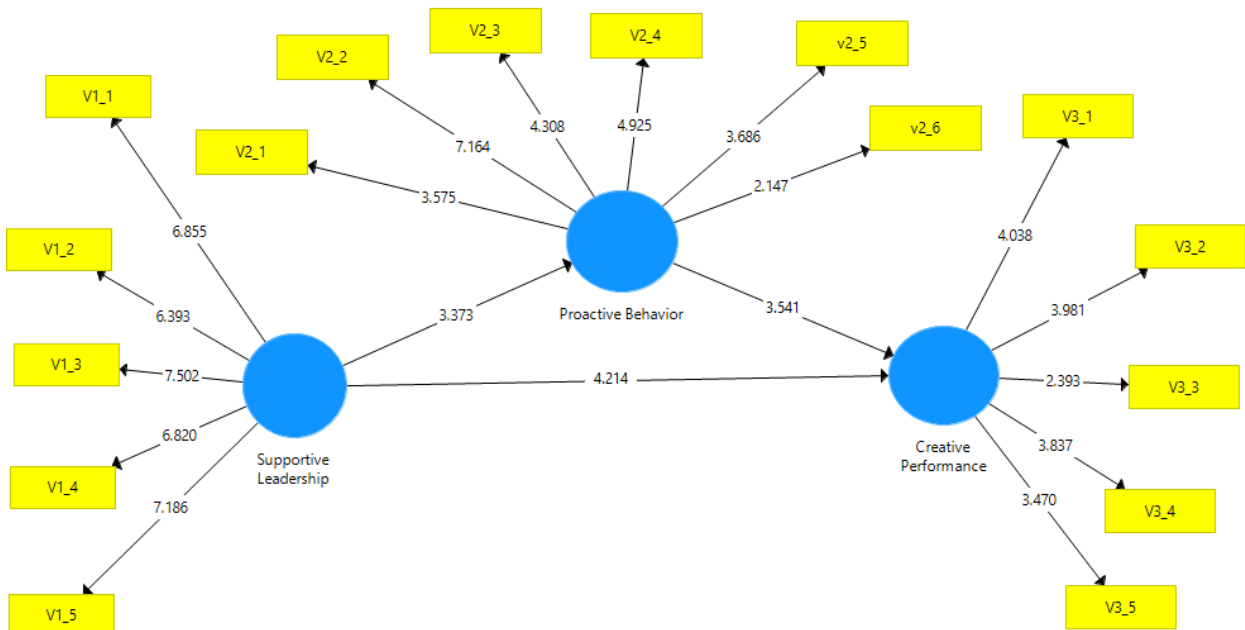


Figure (6) The tested research model (T values) of the hypotheses

According to the output of the software, the level of significance in all hypotheses was less than 0.05. This means that just as the beta value is not equal to zero in the statistical sample, this value is also not equal to zero in the statistical population, and it shows the confirmation of the hypotheses. In the first hypothesis: the beta value equal to 0.514 was obtained, which means that the impact of supportive leadership on proactive behavior is 51%, which means that 51% of the changes in proactive behavior are related to supportive leadership; To confirm the hypothesis, the value of the t statistic must be greater than 1.96. In the output of the software,

this value is equal to 3.37. Therefore, it can be said that this hypothesis is confirmed. In the second hypothesis: beta value equal to 0.315 was obtained, which means that the impact of supportive leadership on creative performance is 31%, which means that 31% of the changes in the behavior of pioneers are related to supportive leadership; To confirm the hypothesis, the value of the t statistic must be greater than 1.96. In the output of the software, this value is equal to 4.21. Therefore, it can be said that this hypothesis is confirmed. In the third hypothesis: the beta value equal to 0.554 was obtained, which means that the impact of progressive behavior on creative performance is 55%, which means that 55% of the changes in creative performance are related to progressive behavior; To confirm the hypothesis, the value of the t statistic must be greater than 1.96. In the output of the software, this value is equal to 4.21. Therefore, it can be said that this hypothesis is confirmed

In the fourth hypothesis, the mediating role of proactive behavior in the relationship between supportive leadership and creative performance was investigated. In order to investigate this issue, the indirect effect of supportive leadership and creative performance should be investigated first. This effect was equal to 0.133, which was significant at the 95% level. Therefore, the first condition was confirmed. In the second step, the direct impact of supportive leadership and creative performance should be checked, which can be seen in the output, which is equal to 0.315 and is also significant. In this way, the total effect is equal to 0.648, which was also significant. Therefore, the mediating effect of proactive behavior in the relationship between supportive leadership and creative performance is confirmed, and because a significant direct effect was obtained, it can be said that this effect is partial.

5. Conclusion

The aim of this research is to analyze the mediating role of preventive behavior in the relationship between supportive leadership and creative performance. The current research is descriptive in terms of the nature of the research, and in terms of the purpose of the research, it is a part of applied research. This research is descriptive-survey based on structural equations. The statistical population of this research is the teachers and education managers of district 12 in Ibn Majid Co Their number was 400 and they were investigated. The sample size was equal to 196 people using Cochran's formula and the sample people were selected using simple random sampling method. The results showed that supportive leadership has an effect on proactive behavior. The results of the research are consistent with the study of Boudrias et al. (2021). Supportive leadership has an impact on creative performance. Proactive behavior affects creative performance and proactive behavior mediates the relationship between supportive leadership and creative performance. Today, the key to the success of educational institutions is to provide creative services according to different needs. The capital and the main element of education and schools are teachers and managers, whose familiarity with creative performance plays an important role in how to deal with and adapt to the bottlenecks and difficulties of their jobs, and sometimes it is an opportunity to turn these challenges into opportunities, so it is necessary to look at its influencing factors and variables. Note. Considering the effectiveness of supportive leadership on creative performance and proactive behavior, it is necessary to give great importance to things such as respect, trust and fellowship among members and not to use directive styles. Leaders should be available and aware of the problems of their subordinates, and the interests of the group should be given more importance than anything else. Also, it is necessary for the leader to have a friendly relationship with his employees and to meet their needs and to avoid high-order styles because if things are done in

such a way that the employees do specific tasks, supportive leadership will improve the performance of the employees.

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