



The Relationship between Abusive Supervision and Proactivity Performance through the Mediator's Role in Goal Orientation: An Analytical Study of the Opinions of a Sample of Faculty Members of the Colleges of Al-Qadisiyah University

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Abstract:

The study looked at the variable of abusive supervision, which is defined as the use of supervisory authority in the context of management in ways that are unlawful or unfair by going beyond the proper bounds of authority and applying it arbitrarily to the people under supervision, as well as the connection between these behaviors and proactive employee performance. The mediating function of the variable of employee goal orientation of all kinds was also covered in the study.

(306) university professors from Al-Qadisiyah University's 18 colleges provided their opinions for the study, which used a descriptive analytical approach. The three orientations were towards the goals of learning, proving performance, and avoiding performance. Measures for the three variables used in earlier studies were included in the questionnaire form that was used for data collection in this study. The research findings indicate that there is a statistically significant and indirect relationship between abusive supervision and the proactive performance behavior dimensions of problem prevention, individual voice, individual creativity, and tolerance. (accountability) The variables of arbitrary supervision and the aspects of proactive performance behavior under the goal orientation's (orientation towards the goal of proving performance) dimension were found to have an indirect effect relationship that was both direct and statistically significant through the two types of employee goal orientations, which are represented by (orientation towards the learning goal and orientation towards the goal of proving performance). The study's recommendations and proposals, which include the need for Iraqi universities to give careful consideration to the quality of supervision and its influence on academic performance, align with the workers' goals. By enhancing management techniques, it would be possible to lessen the detrimental effects of arbitrary supervision and increase academics' proactive performance, which would raise the bar for scientific research and advance Iraq's academic system.

Keywords: Abusive Supervision, Proactivity Performance, Goal Orientation, Orientation towards learning goal, individual voice.



Introduction

Effective management is essential in today's business environment to attain exceptional performance and encourage positive employee motivation. Abusive supervision techniques, however, can have unfavorable effects on employee behavior and the workplace atmosphere. Thus, the current study uses an analytical examination of the viewpoints of a sample of Al-Qadisiyah University professors to shed light on the relationship between abusive supervision and proactive performance behavior, with a particular emphasis on the mediating role of employees' goal orientation. Abusive supervision pertains to the exertion of authority in an authoritarian and oppressive manner, encompassing actions that cause instability and demotivation in employees. These practices not only impact the psychological well-being of workers but can also have an impact on their behavior and job performance. Conversely, proactive performance refers to actions taken by individuals on their own to enhance operations and offer original solutions. Consequently, the overall performance of the organization is enhanced. Furthermore, an employee's personal objectives are crucial in shaping how they behave and react to their workplace. As a result, an employee's goal orientation—whether it be towards performance and demonstrating competence or towards learning and development—may act as a mediating factor in determining how supervision affects abusive proactive performance behavior.

1-Study methodology

1-1 The problem of the study

As is well known, there are a lot of things going on in business organization's these days that make the workplace more uncertain. It gets harder for the organization to forecast the inputs, processes, and outputs of its work the more uncertainty there is. As a result, it calls for more adaptability in job duties. The concept of emerging and emergent roles necessitates that organizational management embrace work concepts and practices that pay attention to other significant practices, particularly the issue of proactive work behavior, rather than focusing solely on job performance and job descriptions (Griffin et al., 2007).

which characterizes workers' proactive, self-initiated, change-oriented work behavior focused on enhancing present procedures to improve long-term effectiveness. According to Parker et al. (2010), prior research has demonstrated that proactive work behavior is positively associated with a wide range of outcomes that improve organizations' operations and help them achieve their objectives.

additionally to be aware of how to encourage or prohibit proactive behavior at work. Numerous studies have shown that a wide range of factors can either increase or decrease people's desire to act pro-actively at work. People choose whether or not to engage in work behaviors, particularly abusive supervision and other negative leadership behaviors. The current study aims to adopt a perspective that is based on the fundamental idea that workplace leader behaviors are the critical factor that shapes the psychological and motivational mechanisms towards... In general, the study's concept is predicated on a model.

(Parker et al., 2010), which makes the assumption that one of the contextual factors influencing people's motivational states is leadership, which is then reflected in whether or not proactive work behavior is practiced. In the current study, goal orientation was selected as a mediating variable as a motivational state that explains why people engage in or do not engage in proactive work behavior

(a dependent variable), and abusive supervision was selected as a contextual variable that can affect proactive work behavior.

The motivations behind people's various achievement behaviors in a given situation are referred to as employee goal orientation. These could be to achieve success (performance goal orientation), learn (learning goal orientation), or avoid failure (performance goal orientation). In the direction of avoiding performance) (DonVanDeWalle, 2001). As a result, the following questions can be used to translate the study's problem:

- Does the desire of employees to engage in proactive work behavior get in the way of abusive supervision?
- Does the degree of proactive performance behavior vary depending on an employee's goal orientation?
- Does the association between aggressive supervision and proactive performance behavior make sense given the goal-orientations of employees?.
- In what ways does goal orientation among employees in the study sample population impact the dimensions of proactive performance behavior under abusive supervision?

1-2 The importance of the study:

The current study is important because it:

- Described and analyzed the relationship and influence between three variables—abusive supervision, employees' goal orientation, and proactive performance behavior—that researchers in both the Iraqi and Arab environments did not give enough attention to. A remarkable effort has been made to attain these variables, which lends them additional significance, in addition to the obvious paucity of studies connecting these variables together.
- The current study aims to shed light on the concept of abusive supervision and recognition and provide organizations with scientific foundations upon which to build and solidify the belief in the significance of enhancing and motivating employees' proactive behaviors, as they represent a significant and vital factor in achieving their goals and supporting their orientations. Regarding its primary consequences, and how it might influence people's proactive performance behaviors and choices about their own paths.

1-3 Objectives of the study

The following are the goals of the current study:

- Determining the extent of abusive supervision practiced by Al-Qadisiyah University college professors in the study community administrations. Additionally, it provides insight into the various types and orientations of professors employed by Al-Qadisiyah University's colleges, as well as the study's sample, including how they approach learning, performance, or avoidance of performance as goals. Finding the Al-Qadisiyah University professors' level of proactive performance behavior, which is exemplified by (preventing problems, individual creativity, individual voice, and assuming responsibility), is another important step.
- Evaluating the relationship of influence between the study population sample's variable of abusive supervision and the proactive performance behavior dimensions (i.e., problem prevention, individual creativity, individual voice, and taking responsibility) for the study's subject.
- Evaluating the relationship of influence between proactive performance behavior dimensions (prevention of problems, individual creativity, individual voice, and assuming responsibility) and



the different goal orientations of employees (orientation towards the learning goal, orientation towards the goal of proving performance, and orientation towards the goal of avoiding performance).

- Using employees' goal orientation as a mediating variable and their three orientations (orientation towards the learning goal, orientation towards the goal of proving performance, and the goal of orientation towards the goal of avoiding performance) within the study sample, we are testing the indirect influence relationship between the variable of abusive supervision and the dimensions of proactive performance behavior (preventing problems, individual creativity, individual voice, and assuming responsibility).

1-4 Study hypotheses

The study relied on the following set of hypotheses to accomplish its goals and test its hypothetical plan:

- The first hypothesis states that there is a significant relationship between the proactive performance behavior variable and the abusive supervision variable.
- The second hypothesis states that the proactive performance behavior variable's dimensions are significantly impacted by the kinds and attitudes of employees. There are three sub-hypotheses within this hypothesis.
- The third hypothesis posits that a noteworthy correlation exists between the variables of abusive supervision and the goal orientation of employees.
- The fourth hypothesis, which has three sub-hypotheses that flow from it, states that there is a significant indirect effect between the dependent variable of proactive performance behavior—the aspects of abusive supervision—and the independent variable of employee goal orientation.

1-5 Study data gathering instrument:

The primary instrument for data collection in the study was a questionnaire form. A five-point (Likert scale) was chosen because it is one of the most popular approaches in the administrative and social sciences and can be used within three dimensions:

- The first axis: Items about abusive supervision are included in this axis. It has fifteen items and is a one-dimensional scale. These items were taken from the abusive supervision literature, particularly the study (Ghayas & Jabeen, 2020).
- The lateral axis: The axis comprises four paragraphs for each of the three categories of employee goal orientation: orientation towards the learning goal, orientation towards the goal of proving performance, and orientation towards the goal of avoiding performance. These paragraphs were taken from the literature on employee goal orientation, particularly the study by Don VanDeWalle (2001).
- The third axis: This axis contains paragraphs about proactive performance behavior and has four dimensions: the first three paragraphs discuss problem prevention, the second three paragraphs describe individual creativity, and the fourth paragraph includes the dimension of the individual's



voice. It has four items total, and then three items to gauge it based on the study (Parker & Collins, 2010) following the section on accepting responsibility.

2-Conceptual framework of the study

2-1 The concept of abusive supervision:

A distinct trend towards focusing on and researching the factors that primarily influence the human element has been facilitated by administrative theories. In order to create a safe and effective work environment for employees, organization and administrative leaders must take proactive measures to decrease abusive supervision and increase positive leadership. According to Chen et al. (2020), abusive supervision is defined as the supervisor's unfair use of power and going above and beyond what is expected of them in order to further their own goals or engage in employee abuse and discrimination.

According to (Finney et al., 2021), administrative behavior encompasses actions such as discrimination, arbitrary decision-making, intimidation, threats, and psychological or physical abuse that go beyond the bounds of proper supervisory authority, violate employee rights, and subject them to unfair treatment. Abusive supervision has a detrimental effect on the personal and professional well-being of employees by going beyond reasonable bounds of influence and control. While the tyranny of superiors or the president's use of power in an oppressive, arbitrary, and possibly vindictive manner have been defined as abusive supervision (Ghoureyshi, 2021). Consequently, the researcher concludes that it is "a negative phenomenon that represents the behaviors adopted by the supervisor towards subordinates through treatment, discrimination, and injustice in the work environment, whether these hostile behaviors are verbal or non-verbal, as they are considered a violation of employees' rights, conflict with the ethical principles of effective leadership, and are incompatible with a healthy work environment.

2-2 Effects of abusive supervision:

According to the study (Gallegos-et-al., 2022), arbitrary supervision can have a frightening effect on people's freedom of expression and creativity when they feel that they are being subjected to... arbitrary supervision can also lead to feelings of anxiety, fear, and mistrust towards those in positions of authority. Censorship inhibits people's ability to freely express themselves and participate in the things they enjoy doing, which stunts their imagination and inventiveness. This was also supported by the study (Koay & Lim, 2023) which found that abusive supervision in workplaces has a major detrimental effect on people by making them conceal their skills and abilities in order to avoid taking accountability. This is because concealing knowledge results from a lack of a sense of duty of fairness between subordinates in the workplace.

2-3 The concept of employee goal orientation:

Because it is connected to the orientation style of the employees themselves, the idea of employee goal orientation is among the most crucial components of an effective management strategy. According to Zhou (2021), it is a behavior that typifies workers who place a strong emphasis on reaching the objectives set by their coworkers and who heavily rely on doing so. It is defined by management and is typified by change in response to external factors. Employees who are eager to achieve distinguished performance and outperform others within the organization are the ones who are interested in competing with and outperforming their colleagues, according to Marquardt et al. (2021).



According to the study (Guo et al., 2022), employees' goal orientation reflects how they see their own professional goals and how much they want to learn and grow. This orientation can also have an impact on organizational flexibility because a purposeful orientation is thought to be associated with a high level of organizational flexibility and the capacity to adjust to changes in the work environment. Accordingly, the researcher thinks that the idea of employee goal orientation refers to the motivation and course that workers take in order to fulfill their personal and professional objectives while working. People with a purposeful orientation might be more driven and enthusiastic about growing as individuals and accomplishing success.

2-4 Employee Goal-Oriented Forms:

The most common categorization in scientific research for measures of employee orientation towards goals in its three forms—learning goal orientation, performance goal orientation, and performance avoidance goal orientation—is as follows:

• A focus on the learning objective:

A study's recipe (To et al., 2015): Confidence in one's own abilities and orientation towards the learning goal are closely related because they both describe a person's capacity for task performance and exhibit traits of psychological empowerment, as per a study (Joo et al., 2016). Psychological empowerment, on the other hand, entails feeling in charge of one's job and being able to carry out tasks more adeptly and effortlessly. Since a person's orientation towards their learning goal is crucial to their sense of empowerment, they are likely to have a positive impact with a high percentage when they are content with their training activities and eager to learn. Furthermore, Yeh et al. (2019) noted that a significant aspect of employee goal orientation centers around the aspiration and enthusiasm for knowledge acquisition, learning, and skill enhancement. This orientation signifies the employees' readiness to gain fresh insights and enhance their work output via education and training via (goal orientation Knowledge acquisition, orientation towards the goal of practical use, orientation towards the goal of innovation and creativity).

• Orientation towards the goal of proving performance:

Using this framework, several studies have discussed the potential to use this form of orientation towards the goal of demonstrating performance to enhance and develop the organization. This is because there is a positive correlation between this orientation and the psychological capacity of employees, as measured by performance evaluation and the degree to which they respond to various variables and how to handle them (Barba & Serrano, 2015). Consequently, García-Juan et al. (2020) suggested that managers could boost employees' drive to perform by rewarding them for reaching the highest standards and evaluating their own performance against that of their peers in order to strengthen psychological empowerment.

Additionally, (Noordzij et al., 2013) made a distinction between job performance and performance orientation based on the nature of the tasks, their regularity, and their ease of completion. The orientation towards the objective of functional performance is when the tasks are simple and routine, and vice versa. Thus, the orientation towards the performance goal, which is exemplified by the drive and interest in attaining success and excellence in carrying out tasks and achieving concrete results, can be considered as one of the significant forms of employee goal orientation.

• Goal orientation towards performance avoidance:

This type of goal orientation is significant for employees since it is focused on their desire and worry to avoid failing and getting bad reviews or consequences for their work. Numerous scientific investigations have been carried out to gain a deeper understanding of this dimension. For instance,



the findings of a study by Elliot & McGregor (2001) supported the notion that there is such a thing as performance-avoidance goal orientation.

Researchers have discovered that people who exhibit this orientation avoid circumstances that could result in poor performance reviews or failure. As a result, this orientation can have a detrimental impact on employees' participation, self-esteem, and interpersonal relationships at work. This form is similar to what (Van Dooren et al., 2010; Hall, 2017) described as workers getting used to working freely and without accountability, so it must be taken into consideration when developing performance management strategies and enhancing the desire to achieve success and excellence at work (Magni et al., 2021). to complete the tasks given to them without worrying about failing because they believe there won't be any arbitrary feedback regarding how well they performed.

Conversely,

Workers who exhibit a high degree of performance-avoidance goal orientation believe that their work is less significant or that they have less autonomy in how they carry out their duties. Because of this, employees with a high performance-avoidance orientation perceive their workplace as being more hostile, which makes them feel less capable of doing their jobs psychologically.

2-5 Proactive performance behavior concept:

One of the key concepts in the study of organizational behavior is proactive performance behavior. According to Bindl and Parker (2015), both of these behaviors are self-directed processes that aim to improve the organization's future. As such, it is crucial to recognize, characterize, and comprehend these behaviors because they help businesses grow and prosper. By implementing new work practices, influencing the organization's strategy, or altering personally by picking up new skills to handle upcoming demands, the individual aims to change the circumstances.

defined (Bakk-et-al, 2018) it as an employee behavior that is one of the key components of successful organizations' high professional performance, which is characterized by proactive behavior in the workplace. Both Raman and Sreenivas (2019) believe that proactive work behavior encompasses two perspectives. The first is the individual perspective, which characterizes the proactive employee as someone who can plan ahead, think for themselves, and make decisions on their own. They also like having the freedom to set goals, manage their time, and hone their personal skills.

Proactive work behavior promotes innovation and change within the organization, according to the second perspective—the organizational perspective. Employee interaction and cooperation are increased, professional excellence and creativity are enhanced, knowledge and experiences are exchanged, and performance is improved and organizational success is achieved.

In light of this, the researcher believes that proactive performance behavior is one of the key components of an individual's self-performance that arises from the interaction of organizational factors like leadership, support, and direction with an individual's personal characteristics like skill, experience, and abilities that are characterized by innovation, initiative, and future thinking in order to achieve organizational goals in a proactive manner that ultimately helps the organization succeed. the relationship between organizational and individual elements through active involvement in planning, decision-making, and the growth of both.

2-6 Proactive performance behavior has six dimensions:



Regarding the names of the proactive behavior dimensions, researchers disagreed. The dimension that researchers agreed upon the most was chosen. An explanation of each of these dimensions is provided below:

- **Preventing issues:** According to a study by Searle (2011), proactive performance behavior is crucial to employees' attempts to identify the primary causes of issues, ascertain the circumstances surrounding their emergence within the company, and implement preventative actions to stop them from happening again in the future. This idea states that employees look for issues, attempt to determine what causes them, and then seek to prevent them. in the future and stop it from happening again. According to the study (Schyns & Schilling, 2013), focusing on problem prevention improves quality and productivity in businesses, lowers the cost of correcting mistakes and dealing with issues, boosts a company's reputation, and results in satisfied clients.

Moreover, preventing issues fosters better teamwork and collaboration within the company as well as increased employee engagement and interaction. The findings of the study (Mao, 2021) were as follows: Employees who understand the value of prevention and are dedicated to it feel more at ease and confident at work, which raises their level of satisfaction and self-motivation. According to the study (Hou et al, 2022), managing an organization's operations more successfully and increasing efficiency both benefit from problem prevention. When particular tactics and regulations are in place to avert issues appropriate preventive actions are implemented to raise employee awareness and improve training techniques, which lowers the likelihood of errors and the associated expenses. Therefore, in order to improve performance and attain excellence at work, business organizations need to pay more attention to problem prevention as a crucial component of their overall strategy.

- **Creativity on an individual basis:**

Studies have indicated a connection between an individual's creativity and organizational commitment and job satisfaction. According to a study (Mao., 2021), when workers possess creative behaviors and skills, they are able to think creatively, come up with fresh concepts, spot untapped chances, and transform those concepts into creative and practical solutions. It can aid in enhancing the efficacy and efficiency of operations, raising the caliber of goods and services rendered, reducing expenses, and generating more income. Individual innovation generally plays a significant role in supporting an organization's success and longevity in a highly competitive environment. Individual creativity can improve organizational performance, provide a competitive edge, and help the organization achieve its goals if it is fostered and supported (Raman & Sreenivas, 2019). Parker & Collins (2010), on the other hand, defined creativity as the set of behaviors involving the creation and application of ideas, the recognition and generation of possibilities, the discovery of novel ways of thinking, the involvement in the attainment of those ideas, and their implementation. Because of this, one way to characterize an individual's creativity is through their use of initiative and creative thinking while coming up with new ideas and putting them to use in a professional setting.

- **Personal voice:**

It is important to remember that a person's voice can encompass more than just issues and worries; it can also contain compliments and creative, constructive suggestions that might enhance the effectiveness of the company. As a result, businesses need to foster an atmosphere where workers feel free to voice their opinions and contribute to the advancement of both the company as a whole and their specific task (Duffy et al., 2002).



Therefore, the concept of the individual voice was highlighted by the study (Cohen-Charash et al., 2001) as expressing employees' willingness and ability to voice their opinions as well as share their thoughts, worries, and suggestions in the context of work. It also shows how capable workers are of contributing to decision-making, enhancing the workplace, and creating procedures and guidelines for the company. According to the study (Van-Dyne et al., 2003), people can use their voice to express themselves and improve the work environment. This goes against the idea of organizational silence, which holds that people don't speak up to the appropriate authorities when they have suggestions. Or details regarding issues that could be helpful in enhancing the working environment of the company, as (Ozcelik-et-al, 2015) demonstrated, as it fosters better and more developed organizational procedures and improves employee-management trust and communication. Additionally, it fosters more creativity and adaptability inside the company and raises customer happiness and work quality. According to (Madelon et al., 2019), the individual's voice represents an informal, voluntary communication process that the individual carries out by presenting his ideas and suggestions regarding work matters to people who have the authority to take the necessary actions to enhance the environment within the organization.

To summarize, the voice of the individual is a crucial component of corporate organizations as it fosters creativity, communication, and involvement. It also acts as a vehicle for employee empowerment, organizational fairness, sustainability, and ongoing success.

• **Accepting accountability:**

According to Presbitero (2015), proactive performance behavior is typified by taking the initiative in terms of career development by planning work and bearing the weight of business responsibilities for those jobs by developing plans and putting them into action to achieve the desired goals. Proactive performance behavior is represented by the dimension of assuming responsibility. According to (Raman & Sreenivas, 2019), accepting responsibility is a prerequisite for both career success and job satisfaction. Workers who assume accountability exhibit increased levels of competence and self-assurance in their work. It also aids in reaching objectives, both personal and professional, and improving job quality.

The recipe, according to Zheng et al. (2020), is that employees who take ownership of their work take the initiative, are happier and more willing to work, perform better and exhibit excellence in their tasks, and also improve cooperation and teamwork by inspiring other employees to take the initiative and share responsibility.

1. The study's practical framework:

3-1 Confirming the measurement tool's apparent and substance validity: Three fundamental points can be used to study how to verify the validity of the measuring tool:

• **The study scale's content appears to be valid:**

A crucial step in supporting the scientific conviction of the phenomenon you wish to measure is testing the content of the measuring tool, the questionnaire. After analyzing the arbitrators' overall responses on the questionnaire, which the researcher had given to them in its initial form, it was discovered that 87% of them agreed with it. In order to facilitate the remaining steps of confirming the validity of the instrument, their observations concentrated on rewording a few of the questions to make them more understandable, capable of reflecting the subject matter being examined, and compatible with the study sample.

• **Confirmatory factor analysis, or structural testing, of the measuring device:**

It uses the confirmatory factor analysis (CFA) method, one of the structural equation modeling (SEM) choices, in its operations. Two key issues for the structural model to be studied are thought to be verified by the confirmatory factor analysis technique. Finding out if the items (questions) are in the appropriate dimension is the first problem. In the real world, factor structure is demonstrated by employing and validating correlations between sample responses (Eaton & Willoughby, 2018). Item saturation is the means by which this requirement is expressed. According to Dancey and Reidy (2007), an object is considered to be accepting within its structure when its saturation level is 40% or more, as this signifies the item's expression of dimension. The second area in which this research can be useful is with respect to the contribution of Model Fit Indices, which are measures of how well the structural model matches the sample data. Through these, it is possible to determine whether the researcher's hypothetical model and the model's hypothetical structure match. Table No. (1) displays the quality standards for conformance, and the laboratory and the software (AmosV.23) through which these procedures are implemented are included in the table below.

Table (1) Quality of conformity criteria

<i>standards</i>	
1	<i>CMIN/DF < 5</i>
2	<i>Goodness of Fit Index (GFI > 0.90)</i>
3	<i>Incremental Fit indices (IFI > 0.90)</i>
4	<i>Comparative Fit Index (CFI > 0.90)</i>
5	<i>Root Mean Square Error of Approximation (RMSEA < 0.08)</i>

• **Confirmatory factor analysis of the study variables:** This paragraph addresses the quality of the study variable model as well as the procedure for confirming that the items belong on their respective scales. From the structural model of the abusive supervision variable, which comprised fifteen items that represented the variable's measure (one-dimensional), it is evident that all of the items associated with those dimensions attained saturation rates greater than Its affiliation is based on the fact that all paragraphs' saturation was kept within the range of (0.69–0.88), which was demonstrated to be statistically acceptable based on its critical ratio (ranging from 12.213–18.499) and its value (P-Value ≤ 0.001), an excellent moral ratio for acceptance. saturation happens, This signifies that in the evaluated application environment, the variable of abusive supervision is reflected in an acceptable manner by (15). It also establishes the goodness of fit criterion and verifies that the variable is measured using a uni dimensional structure with fifteen items. It is evident from the model that there were three dimensions (basic forms) included in the analysis of the employee goal orientation variable: orientation towards the learning goal (4 items), orientation towards the goal of proving performance (4 items), and orientation towards the goal of avoiding performance (4). From a structural perspective, it was discovered that every one of the twelve paragraphs pertaining to those dimensions reached a saturation rate that was higher than the threshold used to establish their association, with each paragraph's saturation falling between 0.58 and 0.90. These prices were Statistical analysis of these rates indicated that their critical ratio, which varied from 9.879 to 17.968, was statistically acceptable to accept the results of saturation, which indicates that (12) acceptably reflects the variable goal orientation of the employees within the tested application environment, and to establish the criteria for the quality of conformity and confirm that it measures

a variable with a structure consisting of three Dimensions (shapes), the value of (P-Value ≤ 0.001) is an excellent moral percentage. It is evident from its structural model that all the unique items for the proactive performance behavior variable—which had four fundamental dimensions—were related to preventing difficulties (3), individual inventiveness (4), individual voice (4), and accepting responsibility (3). They attained saturation rates greater than the criterion that only establishes their association with those dimensions. All paragraphs' saturation was restricted to a range of 0.59–0.91, which corresponds to rates that were determined to be statistically acceptable by looking at their critical ratio, which varied from 9.0239 to 18.939. If we accept that (13) acceptably reflects the variable of proactive performance behavior within the tested application environment, then the value of (P-Value ≤ 0.001) is an excellent moral percentage to establish the criteria for the quality of conformity and confirm that it measures a variable with a structure consisting of four Dimensions. The study variables' quality of conformance criterion test results indicated that they fell within the range of statistically significant percentages. The structural model values and statistical acceptability levels are detailed in Table No. (2).

Table (2) Evaluate the study variable model

Factors	path	Variables	Standardized Estimate	unstandardized Estimate	Standardized Error	Critical Ratio	v
Abu1	<---	arbitrary supervision	.736	1.000			
Abu2	<---	arbitrary supervision	.869	1.263	.068	18.499	
Abu3	<---	arbitrary supervision	.834	1.199	.071	16.844	
Abu4	<---	arbitrary supervision	.856	1.164	.076	15.375	
Abu5	<---	arbitrary supervision	.879	1.307	.083	15.806	
Abu15	<---	arbitrary supervision	.707	1.000	.080	12.470	
Abu14	<---	arbitrary supervision	.782	1.023	.073	13.923	
Abu13	<---	arbitrary supervision	.746	1.041	.079	13.237	
Abu12	<---	arbitrary supervision	.716	.942	.075	12.649	
Abu11	<---	arbitrary supervision	.693	.923	.076	12.213	
Abu10	<---	arbitrary supervision	.821	1.097	.075	14.690	
Abu9	<---	arbitrary supervision	.707	.999	.080	12.463	
Abu8	<---	arbitrary supervision	.788	1.031	.074	14.027	

Abu7	<---	arbitrary supervision	.874	1.212	.077	15.696
Abu6	<---	arbitrary supervision	.860	1.204	.078	15.441
Lea1	<---	Orientation towards learning goal	.713	1.000		
Lea2	<---	Orientation towards learning goal	.767	1.105	.090	12.259
Les3	<---	Orientation towards learning goal	.728	1.202	.103	11.641
Lea4	<---	Orientation towards learning goal	.765	1.083	.087	12.506
Con1	<---	Orientation towards the goal of demonstrating performance	.770	1.000		
Con2	<---	Orientation towards the goal of demonstrating performance	.618	.819	.078	10.529
Con3	<---	Orientation towards the goal of demonstrating performance	.620	.706	.067	10.597
Con4	<---	Orientation towards the goal of demonstrating performance	.581	.629	.064	9.879
Av01	<---	Goal Oriented to Avoid Performance	.796	1.000		
Av02	<---	Goal Oriented to Avoid Performance	.902	1.172	.065	17.968

Av03	<---	Goal Oriented to Avoid Performance	.855	1.096	.065	16.826
Av04	<---	Goal Oriented to Avoid Performance	.812	.993	.063	15.714
Pro1	<---	Prevent problems	.787	1.000		
Pro2	<---	Prevent problems	.680	.888	.075	11.768
Pro3	<---	Prevent problems	.727	.955	.076	12.623
Ino1	<---	individual creativity	.712	1.000		
Ino2	<---	individual creativity	.763	1.107	.087	12.748
Ino3	<---	individual creativity	.590	.875	.087	10.040
Sou1	<---	individual voice	.642	1.000		
Sou2	<---	individual voice	.601	.929	.101	9.239
Sou3	<---	individual voice	.805	1.539	.128	11.995
Sou4	<---	individual voice	.910	1.789	.138	13.005
Res1	<---	Take responsibility	.857	1.000		
Res2	<---	Take responsibility	.844	.939	.050	18.612
Res3	<---	Take responsibility	.853	.992	.052	18.939

Source: Output of Amos V.23

• **Measurement instrument stability test:**

The Cronbach Alpha coefficient analysis test must be more than or equal to 0.70 in order to determine the reliability of the scale (Tavakol & Dennick, 2011). If the % is less than the predetermined threshold, on the other hand, it suggests that there is an issue with the scale and that its internal consistency is weak. As a result, the scale is not recognized, and corrective action is required. Details unique to these circumstances, and Table No. (3) displays the questionnaire's reliability test. The results of the analysis show that the main research variables and their sub-dimensions had Cronbach Alpha coefficient values ranging from 0.73 to 0.96. These values are regarded as having statistical acceptance and an acceptable degree of reliability. Because the study tool and its measurements are known for their high validity, precision, and stability, they are now considered valid for use in final applications.

Table (3) Consistency results between components of the scale

NO.	Variables and dimensions	Cronbach's alpha coefficient
1	Abusive supervision variable	0.96
	Employee goal orientation variable	0.91
2	Learning goal orientation	0.85
	Performance goal orientation	0.75
	Performance goal orientation	0.91
	proactive performance behavior variable	0.92
3	Problem prevention	0.77
	Individual creativity	0.73
	Individual voice	0.82
	Taking responsibility	0.89

3-2 Statistical description: It comprises the following general description and diagnosis of the study variables:

- **An explanation and diagnosis of the arbitrary supervision variable:** The overall form of the dimension displays the variable's (abusive supervision) arithmetic mean, which is 3.00. A standard deviation ratio (1.381) was used to calculate its dispersion. This result makes it evident that the variable was moderately available within the application environment and that the sample's level of interest in it reached 0.80. This indicates that there is agreement among the sample with respect to this variable and that the sample is aware, to a moderate extent, of the existence of abusive supervision due to the direct official's actions.

- **Goal orientation variable description and diagnosis:** This section covers the goal orientation variable description and diagnosis for the employees. Based on the responses of the sample, all three orientations of the mediating variable—employee goal orientation—achieved high levels. The dimension with the highest arithmetic mean, orientation towards the goal of proving performance, reached a value of (3.56). This indicates that the sample was consistent and agreed upon regarding its availability within the application environment. The response level reached a high rank and thus ranked first, and the amount of dispersion of the answers from their arithmetic mean was (1.151), representing a standard deviation. Next, in order determined by the arithmetic mean, the dimension (direction towards the learning goal) is presented, with a standard deviation of 1.207 and an arithmetic mean of 3.49. It demonstrates that there was little variation in the responses, supporting the claim that the study sample's judgments regarding the availability are in agreement. The application environment had a high response rate, which was followed by an orientation towards the goal of avoiding performance. The arithmetic mean of the responses reached 3.00, and their standard deviation was 1.367, indicating a low degree of dispersion. This is consistent with the statement that opinions are in harmony. The study's sample, which focused on the application environment's availability of (direction towards the goal of avoiding performance), had a moderate response rate The arithmetic mean of the employees' goal orientation variable, or the average of the averages of the variable's dimensions, was 3.35 overall. There was a high degree of agreement regarding the aim orientation variable, with the sample's standard answers deviating from it at a level of (1.242). This demonstrates that the goal orientation variable is readily available. Workers in the research sample.

• **Proactive performance behavior variable description and diagnosis:** This section covers the proactive performance behavior variable's description and diagnosis. The sample's responses indicated that the proactive performance behavior variable's dimensions had high degrees of availability. The component of "taking responsibility" got the highest arithmetic mean (3.59), indicating that the sample was consistent and agreed upon regarding The application environment contains it, and the standard deviation, or the degree to which the responses deviated from their arithmetic mean, was (1.381). Following assumption of responsibility, the answer's level acquired a high rank, resulting in its ranking first. After that, it is followed in order by the arithmetic mean to avoid issues.

The arithmetic mean was 3.57, and the standard deviation was 1.165, indicating a high degree of dispersion in the responses. This is consistent with the claim that the study sample's opinions regarding the availability of problem prevention in the application environment are in harmony, and the quality of the responses was high. The voice of the individual followed, with an arithmetic mean of (3.54) and a standard deviation of (1.272) indicating the degree of dispersion. The statement that there is harmony in the study sample's opinions regarding the availability of (the individual's voice) in the application environment is represented in the high degree of dispersion in the answers. There was a lot of response. It followed individual inventiveness, with an arithmetic mean of 3.49 and a standard deviation of 1.201 for dispersion. It demonstrates that there was a wide range of responses, which is consistent with the claim that the study sample's perspectives regarding the availability of (individual creativity) in the application environment and at the level The response was affirmative. The proactive performance behavior variable, which measures the average of the variable's dimensions, often attained an arithmetic mean of (3.55). The proactive performance behavior measure's standard answers' variance from the sample was at a level of (1.254), indicating a high degree of agreement regarding the variable. This indicates that the proactive performance behavior characteristic is readily available. The descriptive properties of the dimensions of the research variables are stated in Table No. (4).

Table (4) Descriptive characteristics of the main dimensions of a variable for the two study variables (n=306)

NO.	dimension	Arithmetic average	Standard deviation	Relative importance	Answer level	Ordinal importance
	Overall rate of Abusive supervision variable	3.00	1.381	0.60	moderate	-
1	Learning goal orientation	3.49	1.207	0.70	high	the second
2	Performance goal orientation	3.56	1.151	0.71	high	the first
3	Performance goal orientation	3.00	1.367	0.60	moderate	the third
	Overall rate of Employee goal orientation variable	3.35	1.242	0.67	moderate	-

1	Problem prevention	3.57	1.165	0.72	high	the second
2	Individual creativity	3.49	1.201	0.70	high	Fourth
3	Individual voice	3.54	1.272	0.71	high	the third
4	Taking responsibility	3.59	1.381	0.72	high	the first
Overall rate of proactive performance behavior variable		3.55	1.254	0.71	high	-

To summarize, the statistical analysis of the study variables' dimensions reveals that all of the variables were within a moderate range, and this finding suggests that there may be an interaction between the variables.

3-3 Examining the effect theories:

The purpose of this section of the study is to ascertain the relationship between the variables under investigation. Structural equation modeling, which is one of the best techniques for testing research models because it is an analysis option in the statistical program, will be used to accomplish these tests (Amos).

- **The first major hypothesis:** Evaluating the impact of the abusive supervision variable on proactive performance behavior in the academic performance environment of Al-Qadisiyah University's colleges. The presence of a negative effect with moral importance between the variables of abusive supervision and proactive performance behavior is the hypothetical structure for this. With the use of a number of statistical indicators, such as the value of beta, or the marginal slope coefficient, its significance, and the explanatory power index, this hypothesis illustrates the type of effect and its direction between the independent and dependent variables. Research has demonstrated a negative relationship between the abusive supervision variable ($B = -0.29$) and the proactive performance behavior variable. This relationship is statistically significant, as indicated by the value of ($P\text{-Value} = 0.01$), which indicates that the result is acceptable with a 99% confidence level. A 29% negative change in proactive performance behavior will occur with a one unit rise in the variable of arbitrary supervision. This is a good percentage of the effect, and the crucial ratio was about (-5.353), indicating that the significance levels were met. When there are supervisory behaviors, the results above demonstrate the reverse effect. It is abusive since it diminishes the authority of the academics in Al-Qadisiyah University's colleges. thus it lessens their performance behavior that is proactive. The (R^2) of the independent variable in the dependent variable was (0.09), which is a low percentage of explaining the changes occurring in the dependent variable. This speaks to the explanatory capacity, or the ability of the independent variable to explain a percentage of the total changes in the dependent variable. proactive performance behavior, which denotes that The variable of abusive supervision contributes (9%), to adverse changes in the proactive performance behavior variable. The remaining percentage, estimated at (0.91), is related to variables that are not within the purview of the current research model. In light of the aforementioned, it is possible to accept the notion that there is a slight but negative relationship,

albeit a weak one, between proactive performance behavior and abusive supervision in the application environment. The standard and non-standard test values for the path of influence are displayed in Table No. (5) below, along with the remaining values needed to verify the significance of the findings.

Table (5) Estimates of the effect model between the abusive supervision variable and the proactive performance behavior variable

variable and dimensions	Path	Variables	Value Beta Standardization	Value Beta Non-normativeness	Measurement error	Critical ratio	Moral
Proactive performance behavior	--> -	Abusive supervision	-.293	-.389	.073	- 5.353	***

Verifying the impact of employees' goal orientation variable towards proactive performance behavior using the following dimensions is the second key hypothesis.

- **The existence of a significant effect between the dimension** of orientation towards the learning goal and the variable of proactive performance behavior is the sub-hypothesis for the relationship between the orientation towards the learning goal and the direction of proactive performance behavior. This hypothesis also demonstrates how the independent dimension's application environment can be used to alter the dependent variable, and that verification A number of statistical indicators are used to do this recruitment, including as the explanatory power index, the importance of the marginal slope coefficient, or beta, and its value.

The variable of proactive performance behaviour has been found to be impacted by the orientation towards the learning goal dimension of (B = 0.66), and this value is statistically significant due to the value of (P-Value = 0.01), indicating that the outcome is acceptable with a confidence level of (99%). Proactive performance behavior will alter by 31% in response to a one unit increase in the orientation towards the learning goal. This is a good proportion for the effect, and the significance standards were met. Since the crucial percentage was greater than the allowed minimum of 1.96, it was approximately 15.459. The aforementioned findings demonstrate the employment capacity of the Al-Qadisiyah study sample In the dependent variable, university teachers represent the independent dimension. The (²R) for the independent dimension in the dependent variable was (0.44), which is a very strong percentage of explaining the changes occurring in the dependent variable. This represents the explanatory capacity, or the ability of the independent dimension to explain a percentage of the total changes in the dependent variable. The variable of proactive performance behavior, or the occurrence of changes in it, contributed by 44% after orientation towards the learning goal. The remaining portion of this percentage, estimated at 0.56, is related to variables that are outside the current study's model's scope of interest. Based on the aforementioned, the findings are consistent with adopting the theory that the dimension of orientation towards the learning goal and proactive performance behavior in the application environment that is both positively orientated and has a good degree of influence.

- **The following is the sub-hypothesis for the proactive performance behavior dimension of orientation towards the performance goal:**



It might be stated as follows: (the variable of proactive performance behavior and the dimension of orientation towards the objective of proving performance have a major effect). This theory also demonstrates how the application environment can use the independent dimension to alter the variable. It is authorized that a number of statistical indicators, including beta value, be used to verify this employment.

Specifically, the explanatory power index and the marginal slope coefficient, along with their respective significance. Research has demonstrated that the goal of proving performance of ($B = 0.65$) has an effect on the proactive performance behavior variable. This value is statistically significant because of the value of ($P\text{-Value} = 0.01$), indicating that the outcome is acceptable with a 99% confidence level. A shift in proactive performance behavior by (65%) will occur after a rise in the dimension of orientation towards the objective of proving performance by one unit. Given that the crucial percentage was close to 15.024, it is a good percentage for the effect and its moral criteria were good. The employment ability of the Al-Qadisiyah University teachers in the study sample, for the independent dimension of the dependent variable, is expressed by the above results. The rate (R^2) of the independent dimension in the dependent variable was (0.43), which is a very strong percentage in explaining the changes occurring in the dependent variable, which is represented by proactive performance behavior; that is, changes in the variable of proactive performance behavior contribute to it after moving towards the goal. This represents the explanatory capacity in which the independent dimension can explain a percentage of the total changes in the dependent variable to demonstrate performance by (43%). The remaining percentage, calculated to be (0.57), is a proportion pertaining to factors that are not included in the current study model's purview. Based on the aforementioned, the findings are consistent with adopting the premise that there is a positive and significant relationship between proactive performance behavior within the application environment and the orientation towards the goal of showing performance.

- The following is the sub-hypothesis on the proactive performance behavior direction and orientation towards the performance-avoidance goal:

It explains (the existence of an adverse relationship with moral importance between the proactive performance behavior variable and the orientation towards the performance-avoidance aim). This hypothesis describes the kind of effect and the direction of the effect between the independent dimension and the dependent variable. It is supported by a number of statistical indicators, such as the explanatory power index, the significance of the marginal slope coefficient, or beta, and its value. The variable of proactive performance behavior has been found to be negatively impacted by the orientation towards the goal of avoiding performance ($B = -0.33$). This value is statistically significant due to the value of ($P\text{-Value} = 0.01$), indicating that the outcome is acceptable with a 99% confidence level. This indicates that a change in proactive performance behavior by (33%), which is a good percentage for the effect, will follow an increase in the dimension of orientation towards the goal of avoiding performance by one unit. Its moral standards were also good, as the critical percentage was around (-6.002). Regarding the independent dimension's capacity to explain a portion of the overall changes in the For the dependent variable, the independent dimension's percentage (R^3) in the dependent variable was (0.11). It is a weak percentage that explains the unfavorable changes that are happening in the dependent variable, proactive performance behavior. This means that after moving towards the objective of avoiding performance by 11%, the unfavorable changes in the proactive performance behavior variable contribute to it, and the remaining percentage, estimated

at (0.89), is a percentage. pertaining to elements that the current research model does not find particularly interesting. Based on the aforementioned, the findings are consistent with adopting the hypothesis that there is a positive and negative relationship, with a good degree of effect, between proactive performance behavior inside the application environment and the dimension of orientation towards the performance-avoidance aim. Table No. (6) makes the standard and non-standard test results evident. values for determining the path of influence and the remaining values for determining the outcomes' importance.

Table (6) Estimates of the effect model between the dimensions of employees' goal orientation and the proactive performance behavior variable

variable and dimensions	Path	Variables	Value Beta Standardization	Value Beta Non-normativeness	Measurement error	Critical ratio	Moral
Proactive performance behavior	--> -	Orientation towards the learning goal	.663	.528	.034	15.459	***
	--> -	Orientation towards the goal of proving performance	.652	.539	.036	15.024	***
	--> -	Performance-avoidance goal orientation	-.325	-.359	.060	-6.002	***

• **The third key supposition It is exemplified by the following:** (abusive supervision and employees' goal orientation have a negative, morally significant relationship). This hypothesis also demonstrates how the independent variable affects the intermediate variable, and it is supported by a number of statistical indicators, such as the explanatory power index and the value of (Value of beta), or the marginal slope coefficient (Slope Coefficient) and its significance. The variable of abusive supervision was found to have a negative influence by (B=-0.35,) Regarding the employees' goal orientation, these values are statistically significant because the result is acceptable with a 99% confidence level (P-Value = 0.01). This indicates that a one-unit rise in the variable of arbitrary supervision will result in a thirty-five percent decrease in the employees' goal orientation. It met good significance criteria because the critical ratio was approximately (-6.423). The aforementioned findings demonstrate how the independent variable has a negative effect on the working conditions in the Al-Qadisiyah University colleges. With regard to the explanatory capacity, which measures how well the independent variable can account for a portion of the overall changes in the mediating

variable, the independent variable's (R^2) in the mediating variable was (0.12), indicating a weak percentage of the changes in the mediating variable that drive the workers' objectives. negative changes in the goal orientation variable of the employees, to which the arbitrary supervision variable contributes at a rate of 12%; the remaining percentage is projected to be 0.88. It is a percentage pertaining to variables that the current study model does not address. Based on the aforementioned, the findings are consistent with adopting the premise that there is a strong and unfavorable correlation between employees' goal orientation in the application environment and abusive supervision. The standard and non-standard test values relating to the path of effect, along with the remaining values for verifying the significance of the results, are clearly shown in the table below, numbered (7).

Table (7) Estimates of the effect model between the variable of abusive supervision and the variable of employee goal orientation

variable and dimensions	Path	Variables	Value Beta Standardization	Value Beta Non-normativeness	Measurement error	Critical ratio	Moral
Goal orientation of employees	--> -	Abusive supervision	-.321	-.478	.074	- 6.423	***

• **The fourth main hypothesis:** Using the proactive performance behavior model as a framework, this hypothesis examines how the dimensions of the employees' goal orientation variable mediate the relationship between abusive supervision, the dependent variable, and the independent variable. - **The first sub-hypothesis states that, through orienting towards the learning objective, abusive monitoring and proactive performance behavior have a large indirect influence.**

A partial mediating effect, or a transfer of some of the effects between the independent variable by the mediating variable, is implied by the sub-hypothesis, which is represented by. If the mediating variable fully transfers the effect of the independent variable to the dependent variable, it is referred to as the dependent variable, or whether the mediation of the variable was complete. In order to evaluate the current hypothesis and the direct and indirect effects, structural modeling will be used. The statistical program (Amos.V.23) and the structural equation modeling test will be used to verify the above hypothesis. As a result, the test values table clearly illustrates the negative and significant direct effect between abusive supervision and proactive performance behavior. Additionally, the learning goal orientation dimension was found to have a significant effect in the presence of the test, with a value of (B = -0.150, P < .01) and a critical ratio of (-3.481), as indicated in Table No. (8). Table No. (9) demonstrates the existence of an indirect effect in the test model because the proactive performance behavior variable can transfer the influence from the arbitrary supervision independent variable to the proactive behavior variable. This means that the indirect effect B=-.143, P<.01 lessens the negative effect of the independent variable on the dependent variable.

Table (8) Effect paths and significance verification parameters for the first mediator sub-hypothesis

Variables	Path	Variables	Standard R.W.	Estimate	S.E.	C.R.	P
Orientation towards the learning goal	--->	Abusive supervision	-.227	-.379	.093	-4.072	***
Proactive performance behavior	--->	Abusive supervision	-.150	-.199	.057	-3.481	***
Proactive performance behavior	--->	Orientation towards the learning goal	.629	.712	.047	15.105	***

Table (9) Values of the direct and indirect effects and the total effect for testing the first sub-mediator hypothesis

Relation Between Variables	Direct Effect	Indirect Effect	R ²
Proactive performance behavior ---> Abusive supervision	-.150	-	0.46
Proactive performance behavior > learning goal orientation ---> abusive supervision	-	-.143	

The impact test's two paths were successful, based on the data mentioned above. The critical ratio and P-Value indicated that the first path of the direct effect was within a statistically acceptable level of significance. The second path of the indirect effect was also significant, as all tests had a critical ratio greater than 1.96 ±) at a significance level of 1 % and a confidence level of 99%.

The structural model indicates that the explanation coefficient (R²) was (.46). This indicates that the mediating variable, orientation towards the learning goal, and the independent variable, arbitrary supervision, account for 46% of the changes in the dependent variable, proactive performance behavior. While the remaining proportion (54%) is related to other significant variables outside the purview of the test, the interpretation rate is good. Given the importance of the direct effect in the presence of the mediating variable, it is evident from the aforementioned results that the variable of orientation towards the learning goal has a partial, rather than a total, mediating role. To confirm the accuracy of The study used the Bootstrap test to examine the mediator dimension's mediation and orientation towards the learning objective. It provides a clear picture of the test's importance for the indirect influence path (learning goal orientation to proactive performance behavior through harsh supervision). This test determines the degree and importance of the indirect impact test, the findings of which are shown in Table No. (10). Examining the table below makes it evident In addition to the unity of the signs of the lower and upper limits, the percentage level of significance was (0.002), a value below the level of (5%). If the signs of the two terms are similar, the test is statistically significant; if they differ, the test is not statistically significant. adding that the findings suggest evaluating the indirect effect is important, the resulting effect is real, and orientation towards the learning objective is a mediating variable.

Table (10) The statistical significance of the mediating effect of the first structural model for the learning goal orientation variable

Statistical significance of the mediating effect	Minimum limits	upper limits	Significance level
Abusive supervision leads to learning goal orientation to proactive performance behavior	0.230-	0.080-	0.002

The aforementioned findings make it abundantly evident that the association between the abusive supervision variable and the proactive performance behavior variable is somewhat mediated by the learning goal orientation variable.

The second sub-hypothesis posits that abusive supervision and proactive performance behavior are significantly influenced indirectly, through an orientation towards the objective of showing performance. It can be assumed that there is either a full mediation of the variable or a partial mediating effect, which means that the mediating variable transfers a portion of the effects between the independent and dependent variables. This indicates that the effect of the independent variable is fully transferred to the dependent variable by the mediating variable. The current hypothesis will be tested using structural modeling, and this will have the direct and indirect effect of allowing the structural equation modeling test and the statistical package (Amos.V.23) to be used to verify the aforementioned hypothesis. A useful supervision and proactive performance behavior have a negative and significant direct effect, as shown by the test's table of values. When it comes to the dimension of orientation towards the goal of proving performance, the value was ($B = -0.219$, $P < .01$), indicating a significant effect, given that the test's critical ratio was (-5.218). as displayed in Table 11(11). Table No. (12) makes evident the existence within the test model of an indirect impact, demonstrating the capacity of the orientation dimension towards the performance aim to shift the influence from the independent variable—arbitrary supervision—to the variable—proactive performance behavior. In other words, it lessens by a certain amount the negative influence of the independent variable on the dependent variable. $B = -.074$, $P < .01$ was the indirect effect.

Table (11) Effect paths and significance verification parameters for the second mediator sub-hypothesis

Variables	Path	Variables	Standard R.W.	Estimate	S.E.	C.R.	P
Orientation towards the goal of proving performance	--->	Abusive supervision	-.119	-.191	.091	-2.092	.036
Proactive performance behavior	--->	Abusive supervision	-.219	-.290	.056	-5.218	***

Proactive performance behavior	--->	Orientation towards the goal of proving performance	.626	.518	.035	14.948	***
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Table (12) Values of the direct and indirect effects and the total effect for testing the first sub-mediator hypothesis

Relation Between Variables	Direct Effect	Indirect Effect	R²
Proactive performance behavior ---> Abusive supervision	-.219	-	0.47
Proactive performance behavior > goal orientation to demonstrate performance ---> abusive supervision	-	-.074	

The impact test's two paths were successful, based on the data mentioned above. The critical ratio and P-Value indicated that the first path of the direct effect was within a statistically acceptable level of significance. The second path of the indirect effect was also significant, as all tests had a critical ratio greater than 1.96 ±) at a significance level of 1 % and a confidence level of 99%. The structural model also makes it evident that the explanation coefficient (R2) had a value of (.47). This indicates that the mediating variable, attitude towards the objective of showing performance, and the independent variable, abusive supervision, are both explained by (47%).

Proactive performance behavior is one of the changes that occur in the dependent variable, and thus provides a good explanation for the remaining percentage (53%) which is related to other significant variables outside the purview of the test. The aforementioned findings demonstrate that the orientation variable's mediating role in achieving the performance goal is partial mediation, as seen by the direct effect's significance in the presence of the mediating variable rather than complete mediation. The research relied on the Bootstrap test, which provides an accurate impression of the significance of the test for the indirect effect path, to evaluate the validity of the verification of mediation of the mediator dimension, orientation towards the objective of proving performance.

(Abusive supervision directed towards goal orientation is proof of proactive performance behavior.) This test determines the level and significance of the indirect impact test. The findings are shown in Table No. (13), where it is evident that the percentage of the significance level was (0.028), a number that is below the level (%). 5) The results show that orientation towards the learning goal is an intermediary variable in addition to the unity of the signs of the lower and upper terms (if the signs of the two terms are similar, it supports the significance of the test, but if the signs differ between them, it indicates the absence of statistical significance for the test). and that testing the indirect effect is significant and that the effect that results is real.

Table (13) The statistical significance of the mediating effect of the first structural model for the variable of orientation towards the goal of proving performance

Statistical significance of the mediating effect	Minimum limits	upper limits	Significance level
Abusive supervision leads to orientation toward the goal of proving performance to proactive performance behavior	0.150-	0.010-	0.028

The aforementioned findings demonstrate that the association between the variables of abusive supervision and proactive performance behavior is somewhat mediated by the orientation towards the aim of showing performance.

The third sub-hypothesis posits that abusive supervision and proactive performance behavior are significantly influenced indirectly, through an orientation towards the objective of avoiding performance. It is possible to deduce from this hypothesis that there is a partial mediating effect, which means that some of the effects between the independent and dependent variables are transferred by the mediating variable. Alternatively, in the event that the variable was fully mediated, the effect of the independent variable is entirely transferred to the dependent variable via the mediating variable. The current hypothesis will be tested using structural modeling, which will have the direct and indirect impact of proving the aforementioned hypothesis through the use of statistical package adoption and structural equation modeling testing (Amos.V.23). Table No. (15) demonstrates the presence of an indirect effect within the test model, which demonstrates the ability of the dimension of orientation towards the goal of avoiding performance to transfer the effect from the independent variable arbitrary supervision to the variable proactive performance behavior. The test values show that there is a negative and insignificant direct effect between abusive supervision and proactive performance behavior. In the presence of the dimension of orientation towards the goal of avoiding performance, its value was ($B=-0.087, P>.05$), which is a significant effect, as the critical ratio for the test was (-.939) and as shown in Table No. (1). In other words, it makes the independent variable's effect more negative. amount that was (Indirect effect $B = -.260, P <.01$) on the dependent variable.

Table (14) Effect paths and significance verification parameters for the third mediator sub-hypothesis

Variables	Path	Variables	Standard R.W.	Estimate	S.E.	C.R.	P
Performance-avoidance goal orientation	--->	Abusive supervision	.810	.973	.040	24.126	***
Proactive performance behavior	--->	Abusive supervision	-.087	-.115	.122	-.939	.348
Proactive performance behavior	--->	Performance-avoidance goal orientation	-.255	-.282	.102	-2.764	.006

Table(15) Values of the direct and indirect effects and the total effect for testing the third sub-mediator hypothesis

Relation Between Variables	Direct Effect	Indirect Effect	R ²

Proactive performance behavior ---> Abusive supervision	-.087	-	0.11
Proactive performance behavior > Performance avoidance goal orientation ---> Abusive supervision	-	-.206	

Based on the previously mentioned results, it can be inferred that both of the impact test's paths were successful: the first was the direct effect path, which was within a statistically significant range as shown by the critical ratio and P-Value; the second was the indirect effect path, which was also significant because the critical ratio for all tests was greater than 1.96.±) at a significance level of 1 percent and a confidence level of 99%. The structural model demonstrates that the explanatory coefficient (R²) was (.11), indicating that the mediating dimension—orientation towards the goal of avoiding performance—and the independent variable—abusive supervision—account for (11%) of the changes in the dependent variable. proactive manner in which they perform. Although the remaining proportion (89%) is linked to other significant variables outside the purview of the test, it is still a valid explanation. The aforementioned findings make it abundantly evident that the variable of orientation towards the performance-avoidance aim has a partial, rather than a total, mediating role because of the importance of the direct effect in the presence of the mediating variable. The research used the Bootstrap test, which provides an accurate assessment of the significance of the test for the indirect influence path (abusive supervision to orientation towards the goal of avoiding performance to proactive performance behavior), to validate the validity of the verification of the mediation dimension of orientation towards the goal of avoiding performance. It is an assessment to ascertain the degree and importance of The indirect effect test, the findings of which are displayed in Table (16), Together with the unity of the signs of the lower and upper limits (a sign that is similar for both terms indicates the significance of the test; a sign that differs indicates the lack of statistical significance for the test), it is evident that the results showed that the percentage of the level of significance was (0.003), which is a value less than the level of (5%). It suggests that the performance-avoidance goal's direction is a mediating variable, that the indirect effect is significant to test, and that the resulting effect is real.

Table (16) Statistical significance of the mediating effect of the first structural model for the performance-avoidance goal orientation dimension

Statistical significance of the mediating effect	Minimum limits	upper limits	Significance level
Abusive supervision leads to goal orientation, performance avoidance, and proactive performance behavior	0.297-	0.130-	0.003

The aforementioned findings make it abundantly evident that the relationship between the variables of abusive supervision and proactive performance behavior is somewhat mediated by the attitude towards the objective of avoiding performance.

1-Conclusions and recommendations

4-1 Conclusions:



- This result indicates the presence of significant negative leadership behaviors, indicating that the teachers in the research sample are aware of and feel the behavior of their direct supervisors, even though the statistical description results showed that the variable (abusive supervision) had an arithmetic mean within a moderate level. Because these behaviors indicate that they have poor relationships with their officials, they diminish their standing and respect in the workplace and denigrate their views and opinions.
- The presence of an acceptable level towards this variable, based on responses from the study sample, is evidence of the results of the statistical description of the employees' orientation towards (the learning goal). This shows that teachers are open to trying out challenging work tasks and actively seek out opportunities to advance their knowledge and abilities. The research sample's teachers' responses indicate that there is a high level of employee orientation towards the goal of (proving performance), as this shows that teachers are continuously looking for ways to outdo their peers and demonstrate their superiority. They also show a strong interest in competitive tasks and moving up the classification ladder. and everything that demonstrates how excellent their performance .
- The study sample's answers revealed a moderate level of employee orientation towards the goal of avoiding performance, indicating that some teachers avoid taking on new tasks because they are somewhat concerned about telling others about their low performance indicators. In other words, they understand that they kind of avoid challenging situations at work. As can be seen from the results of the statistical description of the dimension (Prevention of Problems), there is a high level based on the responses of the research sample to this variable. This statistical description leads to the conclusion that the research sample's teachers are interested in devoting some of their time to planning in order to stop the problems they encounter at work from recurring. According to the responses collected regarding teachers offering innovative ideas that assist the work or new techniques that enhance the work, or by offering help to persons who generate original concepts.
- The research sample's responses indicate that the individual voice dimension is at a high level, indicating that faculty members frequently voice their opinions to administrators about workplace matters—even when those opinions coincide with the trends currently followed by the colleges in the sample. There is a level when it comes to the dimension of (taking responsibility), which means that educators are continually accountable for improving work practices and putting into practice the fixes they believe are required for the issues their institutions are facing.
- Testing the hypotheses revealed a negative relationship between abusive supervision and proactive performance behavior, which suggests that teachers' perceptions of unfair treatment and disrespect from their direct superiors lower their level of initiative and decrease their propensity to propose ideas, opinions, solutions, and initiatives that enhance the workplace. This is because they think that the manager speaks for the organization's management in accordance with the reciprocity and restitution formula.
- The findings of testing the hypotheses show that the dimensions of the variable (proactive performance behavior) and the two orientations—learning aim and objective of proving performance—have a positive relationship. This suggests that the study sample's highly motivated teachers are more inclined to change and enhance the workplace since they have high levels of curiosity and a strong desire to learn new things. The findings also show that educators who are



highly competitive and focused on putting forth their best work are more likely to take the initiative in the workplace and offer suggestions, viewpoints, and solutions that advance organizational objectives.

- The results of testing the hypotheses about the relationship between the proactive performance behavior variable and the goal of avoiding performance) revealed the existence of a negative influence relationship because this suggests that teachers who avoid mistakes that may arise in the workplace and who avoid failure and failure in front of others are less willing and motivated to practice behaviors that improve the requirements of the work environment and change its reality.
- Employees' goal orientation plays a differential mediating role between abusive supervision and proactive performance behavior, as abusive supervision can lower motivation. These relationships are confirmed by the results of testing the indirect effect between abusive supervision and proactive performance through the mediating role of employees' goal orientation. Employees engage in proactive behaviors (avoidance of difficulties, idea presentation, accountability, etc.) because they decrease motivation for learning and performance demonstration and raise motivation for avoiding performance.

2-4 Recommendations:

- The university presidency should create advanced training programs that target candidates for leadership positions and focus on strengthening soft skills like negotiation, listening, persuasion, and dealing with others in order to increase their positive behaviors and decrease their negative ones. Additionally, advanced development programs should be created for teachers that are concerned with improving their capacity to engage in proactive behaviors like brainstorming, teamwork, developing initiative, and continuous performance improvement.
- The administrations of the institutions under investigation ought to show a greater interest in establishing an environment at work that inspires instructors to embrace professional objectives linked to excellence in performance and education. This can be accomplished by creating an incentive and reward system that connects the levels of achievement, motivation, and reward on the one hand, and education, motivation, and reward on the other. Others, so that educators are motivated to acquire all new knowledge and gain from any errors and setbacks they may have.
- The colleges in the study sample's administrations are obliged to endeavor towards creating a culture of mistake management and learning from mistakes, as opposed to a culture of mistake avoidance and error prevention. This is because the former kind of this culture discourages teachers from embracing the objective of performance avoidance, while the latter kind pushes people to embrace a culture of goals. Steer clear of performances.
- The department heads should be instructed by the college administration, which serves as the study's sample, to give particular attention to the minutes of the scientific department council meetings under the heading "What is proposed by the faculty members." These minutes should address new ideas that could enhance the workplace, so long as they are submitted to the college councils for evaluation and to encourage and reward the teaching staff. proprietors of concepts that the college accepts.
- Iraqi institutions need to be very aware of the impact that supervision quality has on students' academic success. In order to lessen the detrimental impacts of arbitrary supervision and increase proactive performance among academics, management techniques will be improved, positive orientations will be developed, and a supportive environment will be created. This would help to improve the caliber of scientific research and bring about real progress in Iraq's educational system.

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