

The Proactive Personality Of Postgraduate Students

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Abstract

The study aims to identify the proactive personality of graduate students, the significance of the differences in the proactive personality of graduate students according to the variables of gender (male - female) and specialization (scientific - human). In order to achieve the objectives of the research, the researchers built a measure of proactive personality, based on the theoretical framework of the concept of proactive personality of (Bateman & crant, 1993) and its definition. The second is the initiative and (10) paragraphs for the third field are manipulation in the environment, and each paragraph has five alternatives. The researchers chose to sample them in a stratified random manner. The number of (400) male and female students from the community of Dhi-Qar and Basra University were distributed according to gender, by (168) students and at a rate of (42%)) and (232) female students at a rate of (58%). As for the specialization, the number of students in the scientific specialization reached (243) male and female students at a rate of (61%), and the number of students in the humanitarian specialization was (157) male and female students at a rate of (39%). Then, the paragraphs of the scale were analyzed logically and statistically to calculate their discriminatory ability and their validity coefficients, and the researchers verified the apparent validity and constructive validity indicators of the two scales, and calculated the stability of the two scales by (Alpha Cronbach-retest), and for the purpose of verifying the research procedures and results, the researchers used the following statistical means: Ca²_ One-sample t-test_ Two independent samples t-test_Pearson correlation coefficient_ Simple regression analysis of variance. The results revealed that the research sample possessed a proactive personality.

The problem of the study

Postgraduate students face many difficulties and challenges such as lectures and participation in educational activities, and through the researcher's contact and presence in the social environment of postgraduate students, I noticed many problems and pressures that postgraduate students suffer from, including university requirements and psychological pressures as a result of

thinking about the situations they face and how to take proactive measures and pressures Social through their interaction with others in addition to the circumstances represented by the current situation and its negative effects on students.

(Bon & Marunka, 2009) indicates that the lack of crystallization of the proactive personality in people in general leads them to hesitate in making decisions and to interact

flexibly with different situations (Koiste, 2013: 30)) This is due to the fact that the proactive personality is a complex construct that determines the differences between people in the range in which they take action to influence their environments and how they affect individual behavior at work. (103: 1993, Crant & Bateman).

The failure of graduate students to have a proactive personality loses them many of the characteristics that lead them to excellence, such as anticipating and preventing problems and taking measures to reach new results.

Greenglass (2008) believes that the proactive personality includes anticipating negative events, interpreting them in a positive or negative way, and taking the necessary decisions to face challenges. (Greenglass, 2008: 37). Individuals are divided into two proactive sections. They examine the situations they are exposed to in order to make the necessary adjustments, set effective goals, predict problems and prevent their occurrence, and evaluate the progress of goals. They also take appropriate measures and persevere in order to achieve satisfactory results and work to change their environments, tools and plans to suit developments, unlike ordinary individuals who They are intellectually invisible, committed to the old ways in facing problems and situations, and are integrated into the current situation and have no ability to change it. (Johnson, 2015: 22). The study (Paker & Sprigg, 1999) indicated that the proactive personality is negatively related to job stress for work requirements. and planned it. (Rodopman, et.al, 2006:22).

research importance:

The concept of proactive personality is one of the relatively recent concepts in psychology,

as it has been dealt with by limited and not many studies, but psychological research has begun to pay attention and study this concept in order to identify and extract the desired positives and benefits from it and apply them in practical life. (Bhattacharyya, et al, 2018: 1). Batman and Crant (1999) explained that the proactive personality works to identify problems and obstacles, find appropriate solutions to them, and provide active leadership. It also involves clever thinking and the necessary means to achieve goals. It also creates the future, creates new industries, and works to change the world. (Batman & Crant, 1999: 63). The proactive personality with its characteristics and traits serves as an introduction to proactive behavior with its skills and capabilities to develop the social environment and work to change the environment around them. The proactive individual has the ability to confront the problems they are exposed to and find appropriate solutions to them through the skills they possess. (Guderman, 2010: 1-2). Individuals with proactive personality have an active guiding role, proactive people challenge the status quo and change appears to be taking place, and individuals with proactive personality use initiative and perseverance and attempt to shape their environment (12 Prabhu, 2016:). Individuals with a proactive personality are known for their ability to make positive changes in themselves and their environments, regardless of the constraints and circumstances they face. This unique feature provides them with the self-confidence to take the initiative to change the things they do not like in their lives and environments. Proactive people are expected to enjoy and show sufficient flexibility in Various aspects of their lives and at work as well. (Büyükgöze: 120, 2018, P). People who are highly proactive have the ability to identify

appropriate opportunities and act on them, and are proactive and persistent to obtain meaningful change as they solve the problems they face (Batman & Crant, 1993, 104). Proactiveness refers to the individual's future action, which aims to improve the individual's performance in order to obtain feedback. This behavior is considered the most active because it focuses on the individual's distant future. (Erkutlu, 2012: 562).

Buyukgoze (2018) has indicated that proactive people work on solving problems facing them with determination and perseverance, are sensitive to what is going on around them and are able to take responsibility and influence the people around them in their working and private lives, and they are able to show flexibility and can identify opportunities and obstacles that They encounter them while they are striving to achieve their goals, and they can deal with negative and positive incidents and take the necessary measures towards them. Those who have a highly proactive personality have a greater ability to work, control and control. (Buyukgoze, 2018: 120). The most important characteristic of the proactive individual is perseverance and seizing opportunities, as the individual makes a great effort to achieve a different future for the individual himself and to bring about changes in the environment, as proactive individuals play a major role in shaping and influencing their work environment to be more able to set goals themselves and create their own reward. (Parker and et al, 2010: 1-2). In light of this, the importance of the research can be determined as follows:

First, the theoretical importance:

1. The current research studies the proactive personality, and this represents a new

addition to the psychological and educational library.

2. Focusing on the proactive personality variable as a positive variable that enhances the existence of the successful personality.

Second: The practical importance:

1. Preparing a measure of proactive personality that can be used in other studies.

2. Benefiting from the results of the current research in future studies and research that serve the educational process in universities and educational institutions.

Research Objectives: The current research aims to identify:

1- The proactive personality of postgraduate students.

2- The significance of the differences in the proactive personality among graduate students according to the variables of gender (male - female) and specialization (scientific - human).

Limitations of Research: Imitations Of The Research

1. Conceptual determinants: The current research variables include the proactive personality and its relationship to the clever thinking of graduate students.

2. Human determinants: includes graduate students of the University of Dhi Qar and Basra for both sexes.

3. Spatial determinants: include the University of Dhi Qar and the University of Basra.

4. Time limits: includes the academic year (2021-2022).

Defining the terms "proactive personality" defined by:

- Batman & Crant, 1993:

It is the personality who seizes opportunities, shows initiatives, undertakes various activities and initiatives to bring about meaningful changes in the environment. (1993:103 Batman & Crant,)

Theoretical definition: The researcher relied on the definition of Batman and Crant (Batman & Crant, 1993), mentioned above.

Procedural definition: the total score obtained by the individual through his answer to the paragraphs of the proactive personality scale prepared for the purposes of the current research.

proactive personality

The concept of proactive personality:

Many concepts have emerged that have affected the individual's lifestyle, how he deals with the surrounding world and how he plans for the future. One of these concepts is the proactive personality (Ozkurt, Alpay, 2018: 151). The proactive personality was first introduced by (Bateman and Krant, 1993) and Crant, 1993: 103). Bateman and Crant first discussed the idea of studying proactiveness in (1989) when they were at the University of North Carolina while they were discussing potential research projects for that semester, noting that many researchers assumed that being proactive is a good thing. Parker, Bindl, 2017:149) Both Batman and Crant (1993) provided a measure of proactive personality and defined proactive personality as an individual who is relatively unconstrained by situational forces and has the ability to change the environment. :2) The term pro-activeness refers to the ability and

desire of individuals to deal with their work roles in an active and prospective manner and to seek opportunities for improvement and a clear impact on their environments (Crant, 2000:151). Proactiveness refers to personality traits, behaviors, or a series of actions that aim to bring about change. There are at least three important elements that determine proactive activity (focus on the future, orientation toward change, and self-initiation (Wu, Parker, Bindl, 2013:265)). Generate and legislate procedures that focus on the future with the aim of making changes in the environment, as the concept of proactiveness at the individual level refers to self-starting and working to focus the individual in the future with the aim of changing the external situation or changing some aspects. It is considered a self-initiative that involves actions directed towards the future and change and improvement of oneself or the current situation (Al-Karaawi, 2018: 2-3) Bateman and Crant (1993) define the proactive personality model as a person relatively unconstrained by the circumstances around him who One of its effects is environmental change. From his point of view, proactive personalities identify opportunities and act upon them. They show initiative, take action, and persevere until they bring about meaningful change. Unproactive people show opposite patterns as they fail to identify themselves, let alone seize opportunities to change things. Thus, anticipatory personality is fundamentally different from emotional traits such as well-being and cognitive traits such as locus of control (Bateman & Crant, 1993: 112).

Proactive Characteristics:

Suppose (Ozkurt, Alpay, 2018) that the proactive personality is characterized by the following:

1. A proactive personality is characterized by a pattern of behavior based on self-esteem and high self-esteem.
2. Individuals with a proactive personality perform each optional behavior as a single unit as a result of reflection and risk analysis.
3. Proactive individuals use their feelings, abilities and intellectual knowledge in facing difficulties and obstacles.
4. Proactive individuals are characterized by harmony between their spiritual intelligence, cognitive intelligence, and emotional intelligence, and they face their fears realistically.
5. Proactive individuals turn their problems and mistakes into an educational experience and a way of life.
6. Their works are good to participate in various activities.

Proactive individuals have the ability to change circumstances as a result of behaviour

Theories that explain the concept of proactive personality: Crant & Batman's proactive personality theory

The proactive personality has been studied to be worthy of investigation because of the advantages it provides to individuals, society and business life and its effectiveness in increasing the productivity of the individual. Ozkurt, Alpay, 2018: 151). Crant and Batman are the first to introduce the concept of a proactive personality and

explain that there is a difference between people in the extent to which they possess the characteristics and traits of a proactive personality and their response to environmental problems and work to change them (Crant & Batman, 2000:16).

According to (Bateman and Crant), proactive personality is a relatively stable trend of environmental change events that distinguishes between individuals in their ability to change their environments (105: Bateman & Crant, 1993). on their environments (Guderman, 2010: 6). The proactive personality helps the individual to challenge circumstances and work to change them instead of adapting to those circumstances. The proactive personality is based on the observation that the environment is jointly determined by the individual who influences the situation and the situation that affects the person, and the person and the environment interact with each other, indicating that individuals are not just passive recipients of environmental presses but rather influence the environments in which they live. & Crant, 1993:104)). An individual with a proactive personality will use his behavior as a way to bring about direct and intended changes to his current situation and adapt to the environment. Proactive behavior is a conscious, motivating and goal-oriented behavior (Al-Obaidi, 2021: 29).

Previous studies: Studies that dealt with the proactive personality:

A: Arabic Studies:

No. 1	Hameed (2019)
title	Proactive personality and educated optimism and their relationship to meta-mood experience among postgraduate students
location	University of Babylon/Iraq

aims	Identifying the proactive personality and educated optimism and their relationship to meta-mood experience
sample	The study was conducted on a sample of 400 postgraduate students
statistics	The use of statistical methods and the program (Spss)
Conclusions	The results of the study concluded that graduate students have a proactive personality, and that there is a (positive) correlation between the proactive personality and educated optimism among graduate students (Hameed, 2019: 429)

No.2	Iskandar (2020)
Title	Acceptance and proactive personality and its relationship to orientation towards volunteer work
Location	Al-Mustansiriya University /Baghdad
Aims	Identifying the proactive personality of the employees of state departments and identifying the relationship between acceptability and proactive personality and orientation towards work
Sample	The study sample consisted of (400) male and female employees
Statistics	appropriate statistical methods
Conclusions	The results of the study indicated that the employees of state departments have a highly proactive personality, and that there is a positive correlation between acceptability, proactive personality, and work orientation.

Aspects of benefit from previous studies:

In light of what was presented from previous studies, the researcher was able to benefit from them in several matters, including:

- 1- Enriching the research problem and its importance with the necessary information.
- 2- Benefiting from them in defining the theoretical frameworks for the variables of the current study and adopting them in building and adopting the tools of the current research.
- 3- Choosing the statistical means that fit with the nature of the research tools.

Chapter III

Research Methodology and Procedures:

First, the research method:

According to the nature of the research, the researcher used the (relational descriptive) method in measuring the proactive personality and its relationship to the clever thinking of the postgraduate students, being the appropriate method. Collect them to discover the relationships between the variables and explain them in an appropriate way (Ikhlas, Mustafa, 2000: 829).

Second, the research community:

The research community is defined as the community to which the results of the research are generalized and is represented by all individuals, elements or units that fall within the limits of the study (Sulaiman, 2009: 76). The current research community consisted of postgraduate students at the universities (Dhi Qar and Basra) only for the academic year (2021-2022), for the morning study, and their number was (973) male and female students distributed by (279) male and female students of Dhi Qar University and at a rate of (29%). Distributed to the faculties of (9) faculties and (694) students of the University of Basra, with a rate of (71%) distributed among the faculties of (16) faculties

Third- The research sample is distributed according to gender and specialization:

The researcher chose her sample in a stratified random manner, amounting to (400) male and female students from the community of the University of Dhi Qar and Basra, distributed according to gender, amounting to (168) male students (42%) and (232) female students (58%), as for specialization, The number of students in the scientific specialization reached (243) male and female students (61%), and the number of students in the humanitarian specialization reached (157) male and female students (39%).

Fourth: The search tools:

(Anastasi, 1976) defines the measuring tool: it is a standardized objective method for measuring a sample of behavior (Awad, 1998, p. 51). For the purpose of achieving the objectives of the current

research, it was necessary to have two tools available to measure the current research variables. The researcher built a proactive personality scale.

Define the concept of proactive personality:

In order to accurately measure the conceptual scale, we must define the behavior that must be measured clearly and consistently. To achieve this goal, and after reviewing the literature and previous studies related to proactive personality scales, the researcher decided to build a proactive personality scale, as the researcher adopted a definition and theory (Bateman & crant, 1993), who defined it. : It is the personality who seizes opportunities, shows initiatives, undertakes various activities and initiatives to bring about meaningful changes in the environment. (Bateman & Crant, 1993: 103)

Define scale areas:

Based on the definition based on the proactive personality, the researcher identified three domains of the proactive personality scale (the domain of opportunity, the domain of initiative, and the domain of manipulating the environment).

Drafting the scale items and distributing them according to the fields:

In order to obtain items that give the concept of proactive personality, the researchers used a definition and theory (Bateman & crant, 1993), and (30) items were formulated to measure the independent personality, with (10) items for the first domain, (10) items for the

second domain, and (10) items for the third domain. When drafting the paragraphs, take into account that:

- 1- The content of the position should be clear.
- 2- That the situation expresses one idea only.
- 3- Easy to read and unambiguous.
- 4- Avoid using the negative form of negation.
- 5- Short and first-person (Al-Nuaimi, 2014, 31).

The following is a description of the procedures adopted by the researchers in constructing the Proactive Personality Scale:

Commitment to the dimensions of Bateman & Crant's theory of proactive personality, and to benefit from the ideas contained in the paragraphs of measurements available in previous literature and studies, such as:

1. Al-Dabbagh scale that was built in (2021) and the scale consisted of (4) areas for each field (10) paragraphs and (5) alternatives. The scale was applied to a sample of kindergarten students.
2. Abdul Mohsen Scale, which was adopted in (2021), and the scale consisted of (18) paragraphs (5) alternatives.
3. The Iskandar scale, which was adopted in (2020), and the scale consisted of (10) items and (7) alternatives.
4. Al-Obaidi Scale, which was adopted in (2021), and the scale consisted of (38) items and (5) alternatives.

Setup Scale Instructions:

For the purpose of completing the initial version of the scale, the researchers prepared instructions for postgraduate students explaining to them how to answer. Behavior or actions that are consistent with his actions, in all honesty, frankness and objectivity, and not leaving any paragraph unanswered, with an explanation that there is no right or wrong answer as far as the answer expresses their opinion. There is no need to mention the name and urge them to answer honestly, and that only the researcher will see his answer, in order to reassure the respondent of the confidentiality of his answer, whenever you ask them to write down their information related to the research variables and procedures.

Determining the weights of the alternatives and the method of correction:

The researchers identified the answer alternatives for the five-scale scale (strongly agree, slightly agree, neutral, slightly disagree, strongly disagree) corresponding to the scores (5, 4, 3, 2, 1) according to the direction of the paragraph, where the degree of strength of the alternatives ranged from (5) which represents the highest response, with a degree of (1) and is the lowest response to the paragraph than the respondent.

Logical analysis of the items (content validity of the proactive personality scale):

In order to identify the validity of the paragraphs, the researchers presented the scale in its initial form of (30) paragraphs to (18) arbitrators from specialized

professors with experience in the field of educational and psychological sciences, measurement and evaluation Annex (3) to express their opinions and observations about the scale in judging its suitability. The scale is for the purpose for which it was developed, and in light of what the experts decided, some paragraphs were modified and others were canceled, and the researchers relied on the value of the chi-square in judging the validity of the paragraph from its invalidity, which is equivalent to 80% or more of the arbitrators' opinions to indicate the apparent honesty of the scale. Most of the paragraphs were approved, because the value of the chi-square calculated between them is greater than the tabular value of (3,84) with a significance level (0.05) and a degree of freedom (1), except for paragraph No. (2) in the field of seizing the opportunity and paragraph No. (8) in the field of initiative, and paragraphs (3, 9) were merged into one paragraph of the initiative field, so that the scale consisted of (27) paragraphs to be applied to the sample of the statistical analysis of the paragraphs.

The first exploratory experiment (apparent honesty):

To ensure that the research sample understands the scale's instructions and their clarity and understanding of the paragraphs and their accuracy, and the method of their formulation, and the detection of the unclear paragraphs in terms of their language and content, and testing the appropriateness of the alternatives to respond in front of the paragraphs and their formulation, and calculating the appropriate time to answer the scale. A sample of (40) male

and female students from the University of Dhi Qar, were chosen randomly, and the paragraphs of the scale were clear and no signs of ambiguity, lack of understanding or difficulty in answering were recorded, and the average time taken was calculated, which amounted to (12) minutes.

Statistical analysis of the items of the Proactive Personality Scale.

The statistical analysis of the paragraphs is more important than the logical analysis because it shows the extent to which the paragraph is apparently related to the trait to be measured, while the statistical analysis is more honest and reliable (Awda and Al-Khalili, 1998: 88), as the selection of test items is high in quality to accurately measure the psychological trait. Through the conditions for the formation and formulation of these paragraphs, the logical methods and the opinions of the arbitrators verify the validity of the content of each paragraph separately (Mikhail, 1999: 25). Therefore, the researchers performed the statistical analysis according to the following:

1. Sample Statistical Analysis of Paragraphs:

The scale consisting of (27) items was applied to a sample of (400) male and female students (graduate studies), and this sample is suitable for analyzing the items of the proactive personality scale. Henrysoon believes that the appropriate sample size in the statistical analysis process for items is preferably not less than (400) or (500) individuals are carefully selected from the original community. (Henrysoon, 1963, 132);

Because the adoption of (27%) of the individuals in this sample in determining the two extreme groups in the total score achieves an appropriate size in each group and a good contrast between them. (Ghiselli, et al, 1981, 434), and Anastasi believes that the best sample size for paragraph analysis is to be in each of the two extreme groups in the total score (100) individuals if a percentage (27%) of the sample size is adopted in each From the two groups. (Anastasi, 1988, 23).

2. Calculating the psychometric properties of the vertebrae:

The two researchers calculated the discriminatory power, internal consistency and agency.

a. Discrimination Power of Items: The researchers extracted the coefficients of the discriminatory power of the items of the pre-emptive personality scale, and in order to find the discriminatory power of the items of the scale, the researchers followed the method of the two extreme groups as follows: After the pre-emptive personality scale was applied to the statistical analysis sample of (400) students Student, the researchers took the following actions:

1) The scores of the sample members were arranged in their response on the proactive personality scale from the (highest) degree to the (lowest) degree.

2) A percentage of (27%) of the upper and lower groups was adopted, to represent the two extreme groups, as the adoption of a percentage of (27%) for the two extreme groups represents the best percentage that can be adopted, because it presents two groups with the maximum

possible size and differentiation (Al-Zoba'i and Al-Kinani, 1994: 74) . And because the statistical analysis sample consisted of (400) male and female students, so the number of individuals in the upper and lower groups was (216) male and female students, ie (108) in the lower group and (108) in the upper group.

The t-test for two independent samples was used to extract the difference between the upper and lower groups. It is evident from the tables (8), that all the paragraphs of the scale are distinct because the calculated t-values are greater than the tabular t-value of (1.96) at a degree of freedom (214), and at a level of significance (0,05).

B. Internal consistency (paragraph validity): The internal consistency was calculated as follows:

Relationship of the paragraph's degree to the total degree:

In calculating the validity of the paragraph, the two researchers relied on the Pearson correlation coefficient between the scores of each paragraph and the total score, because the paragraph's grades are related and gradual, noting that the paragraph validity sample consists of (400) students in the current research, and it was found that all the correlation coefficients are statistically significant. When compared with the critical value of the correlation coefficient of (0.098) at the significance level (0.05) and the degree of freedom (398), and this is an indication that the scale is valid for measuring the phenomenon that it was designed to measure.

The relationship of the degree of the paragraph with the degree of the field to which it belongs:

The researchers used this method to find out the correlation coefficient between the degree of each paragraph and the degree of the domain to which it belongs, for the purpose of ascertaining the validity of the paragraphs of the proactive personality scale in each domain. Comparing it with the critical value of (0,098) at the significance level (0.05) and at the degree of freedom (398). Through this indicator, it became clear that all the items of the scale express their domains

Matrix of internal correlations for domain independence:

To achieve this, a statistical analysis sample of (400) male and female students was relied on, and the results indicated that all correlation coefficients for each domain with other domains and the total score are statistically significant, and this indicates that the domains measure one thing, which is the proactive personality, as all coefficients of The calculated correlation is higher than the critical value of (0.098) at a significance level of (0.05) with a degree of freedom (398), and this is a good indicator of the validity of the scale construction.

Standard characteristics (psychometric) of the scale:

The researchers calculated them according to the following steps:

First: Validity of the scale:

Two indicators of validity were extracted for the current scale: apparent

validity and construct validity. The following is an explanation of how to verify each of them:

A- Apparent honesty:

The apparent validity is one of the indicators of the necessary validity of the scale, and it means the extent to which the test items represent the content to be measured (Al-Assaf, 1995, pg. 43). The research, and the extent to which they represent the content to be measured (Ebel, 1972: 555). The two researchers verified this honesty by presenting the proactive personality scale in its initial form to a group of experts specialized in educational and psychological sciences to judge the validity of its paragraphs in measuring what was prepared for its measurement, as well as evaluating its instructions and alternatives to answering the paragraphs, and whether the instructions, paragraphs, and answer alternatives Need to modify, and if there are any suggestions.

B- Constrcut Validity:

The validity of the construct, although it refers to the extent to which the psychological scale is measured to a hypothetical formation, or a psychological concept by verifying the extent to which its degrees match the concept or assumption that the researcher relied on in constructing the scale, the inconsistency of the experimental results of the scale with its theoretical assumptions that the researcher relied on It was incorrect, and if Cronbach (Cronback) had shown that the validity of the entire scale is the validity of the construction (Cronback, 1960: 26).

Scales Reliability:

The stability was calculated by the retest and Facronbach methods, as follows:

A- Test-Retest Method:

For the purpose of extracting stability in this way, the scale was re-applied to the stability sample that consisted of (40) male and female students, with an interval of (14) days from the first application. The first application, then the Pearson correlation coefficient was calculated between the degrees of the first and second applications, and the correlation coefficient was (0.89) for the scale, and this value is a good indicator of the stability of individuals' answers on the scale over time (Adams, 1989, 47-58), and this method is used because obtaining Through it, a high stability value indicates the low probability of the scores (stability value) being affected by random daily variables in the conditions of the examinee, or in the environment in which the test is conducted (Anastasi, 1976; 110).

b- Cronbach's Alpha equation:

The goal of finding the stability coefficient in this way is to ensure the consistency of the individual's performance on the general scale from one item to another, if it indicates the overall homogeneity of the items of the scale and the stability of the responses of individuals, the content of the scale whenever it is homogeneous, the stability of internal consistency will be high (Al-Zamili et al., 2009 : 276), given that the paragraph is a scale in itself, as the discrepancies between the degrees of the stability sample are calculated on all the items of the scale, where the scale is divided into a number of individuals

equal to the number of its items (Awda, Al Khalili, 1998: 254), and it was extracted The stability in this way is one of the degrees of the basic sample forms amounting to (400) forms, and using the Cronbach equation, the value of its reliability coefficient was (0.87), which is a good stability coefficient.

Statistical indicators of the statistical analysis sample of the Proactive Personality Scale:

The researchers used the statistical bag for social sciences

(SPSS) (Statistical Package for Social Science) in extracting those statistical indicators.

Presentation, interpretation and discussion of the results

The first objective: to identify the proactive personality of graduate students.

To achieve this goal, the researcher applied the proactive personality scale to the research sample consisting of (400) male and female students. The results of the research showed that the arithmetic mean of the scores of this sample on the scale amounted to (105,102) degrees and a standard deviation of (14,843) degrees, and for the purpose of knowing the significance of the difference between the arithmetic mean and the hypothetical average, which reached (81) degrees, the researcher used the T-test for one sample and it was found that The difference is statistically significant at the level of significance (0.05), as the calculated t-value amounted to (32,477) which is greater than the tabular t-value of (1.96), and with a degree of freedom (399),

which means that the research sample has a proactive personality and the table (1) Figure 1 illustrates this.

Table (1): The arithmetic mean, standard deviation, and the T-value of the Proactive Personality Scale

Variable	sample	The arithmetic mean	Stan.Dev.	Hypothetical Mean	T-value		Sig. (0,05)
					Calculated	tabled	
Proactive Personality	400	105,102	14,843	81	32,477	1,96	Significant

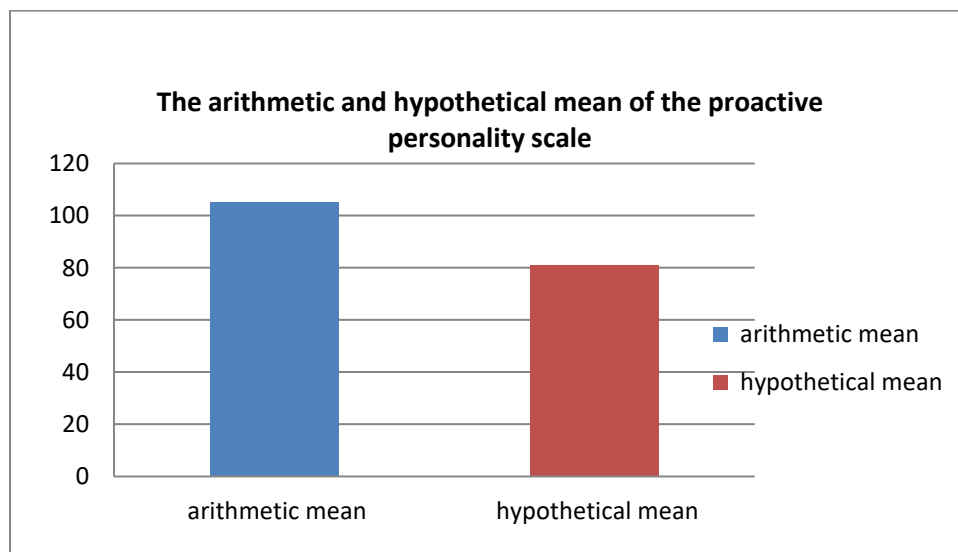


Figure (1) The arithmetic and hypothetical mean of the proactive personality scale

It is clear from the above table and figure that the research sample has a proactive personality. This result is consistent with Hamid's study (2019), which concluded that graduate students have a proactive personality.

The researchers attribute the result of this result to the proactive personality of graduate students due to the nature of

their work, which requires that their personalities be more aware of the type of their interactions and social relationships, just as the work of graduate students requires that they be active and with a high level of accuracy and efficiency in dealing with the surrounding environment. The problems faced by postgraduate students are increasing experience and willingness to think well, which leads to the formation of a mature personality that adapts well to life circumstances, in addition to the

fact that postgraduate students are the owners of a productive personality, and have the ability to communicate with the world effectively, due to this To assimilation and good awareness of their abilities to give and use their mental and physical strength and achieve the potential in them, and use their minds in objective understanding of reality, and excel in achieving their goals, and aspiration for excellence and self-confidence and enjoying the confidence of others in them, and this in turn drew attention to graduate students, which made him enjoy In the spirit of endless giving to serve the community.

The second objective: to identify the significance of the differences in the proactive personality among graduate students according to the variables of gender (male - female) and specialization (scientific - human).

a. According to the gender variable (male - female):

To identify the significance of the differences in the proactive personality among graduate students and according to the gender variable, the researcher used the Z-test to indicate the difference between the coefficients of correlation between the degrees of the sample, and the results were as shown in Table (2).

Table (2):Differences in the proactive personality according to the gender variable

Gender	No.	Correlation coefficient value	Stan.Dev.	Z-test		(0,05) Sig.
				Calculated	tabled	
male	168	0,515	0,570	0,774	1,96	insignificant
felame	232	0,466	0,491			

It is clear from the above table that there are no differences in the proactive personality according to gender (males - females), since the calculated Z-value of (0.774) is smaller than the tabular Z-value of (1.96).

The researcher attributes the result of this goal to the fact that both sexes (males - females) enjoy the same level of proactive personality as a result of their exposure to the unified university study experiences, including study materials and topics that contribute to the development of the proactive personality of students, whether they are male or

female, meaning that both sexes receive Same educational experience.

The researcher did not find previous studies on the proactive personality to compare it with the current study (to the knowledge of the researcher).

B. According to the variable of specialization (scientific - human):

To identify the significance of the differences in the proactive personality among graduate students and according to the variable of specialization, the researcher used the Z test to indicate the difference between the coefficients of correlation between the degrees of the

sample, and the results were as shown in Table (23).

table(23):Differences in the proactive personality according to the variable of specialization

Specialization	No.	Correlation coefficient value	Stan.Dev.	Z-test		Sig. (0,05)
				calculated	tabled	
scientific	243	0,609	0,709	3,912	1,96	significant
humanistic	157	0,298	0,310			

It is evident from the above table that there are differences in the proactive personality according to the specialization (scientific - humanistic) and in favor of the scientific specialization, since the calculated value of (3,912) is greater than the tabular value of (1,96).

The researcher attributes the result of this goal to the fact that the reason for the superiority of the students of the scientific specialization over the students of the humanitarian specialization may be due to the difference in the nature of the subjects received by the students of the scientific specialization that contribute to the development of the proactive personality, and that the mental abilities of the students of the scientific specializations are higher than the students of the humanities, as well as their intelligence levels.

The researcher did not find previous studies on the proactive personality to compare it with the current study (to the knowledge of the researcher).

The Conclusions:

1. The research sample has a proactive personality.

2. There are no differences in the proactive personality according to gender (male - female).

3. There are differences in the proactive personality according to the specialization (scientific - human) and in favor of the scientific specialization.

The Recommendations:

1. Work on developing the right side of the proactive personality of postgraduate students when they join educational services, through developmental psychological counseling programmes.

The Suggestions:

1. Conducting similar studies to the current research on other social groups (university professors, employees).

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