# Proactive Motivation among Kindergarten Teachers

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## Abstract

The current study aimed to investigate the level of proactive motivation among kindergarten teachers. The researcher used the descriptive approach is appropriate for the current study., and the current study community is kindergarten teachers in Iraq, Wasit Governorate, Al-Aziziyah City/ for the academic year (2023-2024). Accordingly, the study relied on the stratified random method in selecting its research sample, as the sample size amounted to (60) teachers from government kindergarten teachers in Al-Aziziyah City, affiliated to Wasit Governorate in Iraq. The researcher constructed a proactive motivation scale consisting of (30) paragraphs distributed over (3) axes, and each axis has (10) paragraphs. The study concluded that there is a statistically significant effect of proactive behavior and perception on proactive planning at a significance level of 0.05 in the study sample, and there is a statistically significant effect of proactive behavior on proactive planning at a significance level of 0.05 in the study sample, and there is a statistically significant effect of proactive perception on proactive planning at a significance level of 0.05 in the study sample.

**Keywords:** Proactive Motivation, Kindergarten Teachers, Proactive Behavior.

## 1. Introduction

Proactive motivation plays a pivotal role in determining the quality of educational performance of kindergarten teachers, as it is related to the ability of teachers to anticipate future challenges and take proactive steps to address them, which contributes to improving the learning environment and promoting the comprehensive development of children. Proactive motivation is defined as the ability of an individual to take initiative and act effectively before expected events occur, which creates a more dynamic and effective learning environment.(Grant & Ashford, 2008).

Recent studies indicate that proactive motivation is a critical factor in improving the quality of education in kindergartens, as it enables teachers to interact with children's needs in innovative and proactive ways.(Parker & Collins, 2010). However, research on the extent to which this trait is present in kindergarten teachers remains limited, highlighting the need for more in-depth study

in this area, especially in light of the increasing challenges facing teachers in modern educational settings (Bindl & Parker, 2011).

In addition, some studies show that the professional pressures faced by kindergarten teachers may negatively affect the level of proactive motivation, which reinforces the need to develop professional and psychological support strategies to enhance this motivation.(Frese & Fay, 2001). Hence, this research aims to analyze the level of proactive motivation among kindergarten teachers, and explore the factors affecting it, in order to contribute to improving educational performance and raising the quality of education at this vital stage.

Study problem

Proactive motivation in kindergarten teachers is an essential element in improving the quality of education and developing an interactive and productive learning environment. However, current research indicates a lack of understanding of the extent to which this trait is present in kindergarten teachers, and a lack of studies that specifically address the extent to which this motivation is present in kindergarten teachers, how it affects the quality of education and the effectiveness of interaction with children, and the influence of various factors on it. Some studies show that teachers with higher proactive motivation are better able to anticipate challenges that may arise in the classroom, which enhances their effectiveness in dealing with these challenges in an innovative and rapid manner (Grant & Ashford, 2008).

However, kindergarten teachers face increasing professional and psychological pressures, such as high workload, high performance expectations, and dealing with diverse children's behaviors, which may negatively affect their proactive motivation.(Frese & Fay, 2001). This raises questions about how these pressures affect teachers' proactive motivation, and what measures can be taken to enhance this motivation in the face of increasing challenges in the work environment.

Some teachers suffer from professional and psychological pressures that may negatively affect the level of proactive motivation, which is reflected in their ability to manage classrooms effectively and achieve the desired educational goals.. (Parker & Collins, 2010). Therefore, proactive motivation plays an essential role in enhancing the educational performance of kindergarten teachers, as it enables them to prepare in advance to face educational challenges and meet the needs of children in a dynamic educational environment. Proactive motivation is defined as the tendency to take initiatives and anticipate challenges before they occur, which contributes to improving the quality of education and raising the level of positive interaction with children (Grant & Ashford, 2008).

However, there is a clear lack of studies that address this trait in kindergarten teachers in detail, despite its great importance in this context. Some research shows that proactive motivation may be threatened by stressors such as high workload, dealing with diverse children’s behaviors, as well as high expectations of teachers in the kindergarten environment(Bindl & Parker, 2011). These factors may lead to a decrease in proactive motivation, which negatively affects educational performance and the ability to provide an optimal educational experience for children.

Some studies show that kindergarten teachers may face professional and psychological pressures that negatively affect their ability to be proactively motivated, which may have negative effects on the quality of education provided to children. The lack of research on this vital trait also points to a knowledge gap that needs to be explored more deeply. Accordingly, the research problem is revealed by answering the question (What is the extent of proactive motivation among kindergarten teachers?)

Importance of the study

Research on proactive motivation among kindergarten teachers is of great importance due to the pivotal role this trait plays in improving the quality of education and the effectiveness of the educational process at an early stage in children's lives. The importance of this research is evident from the following points:

In practical terms:

1. Improving educational practices: Studying proactive motivation among kindergarten teachers contributes to improving educational practices by providing insights into how to enhance this trait. The results can lead to the development of customized training strategies to increase proactive motivation among teachers, which enhances the quality and effectiveness of education in the kindergarten environment.

2. Developing professional support programs: The research findings contribute to the design of professional support programs that aim to provide teachers with tools and techniques that enhance their proactive motivation. This could include training workshops, stress management strategies, and providing psychological and administrative support, leading to an improved work environment and increased teacher satisfaction.

3. Promote positive interaction with children: By enhancing teachers' proactive motivation, positive interactions with children can be improved. Proactive teachers can provide more interactive and innovative learning experiences, which enhances children's engagement and learning in more effective ways.

4. Reduce resignation rates: Improving proactive motivation may help reduce turnover rates among female teachers, as they feel adequately supported and able to effectively face challenges, which reduces their feelings of burnout and stress.

In theory:

1. Expanding academic literature: This research contributes to the academic literature on proactive motivation by focusing on the kindergarten context. This provides a deeper understanding of how this trait influences educational performance, and contributes to the development of new theories about the relationship between proactive motivation and educational success.

2. Integrating the multiple dimensions of proactive motivation: The research presents an integrative model for studying the different dimensions of proactive motivation, which enhances

existing theories about how proactive behaviors can be developed in different contexts, including early education.

3. Developing new theories about environmental impacts: By exploring environmental factors such as occupational stress and institutional support, the research contributes to the development of new theories about how these factors influence proactive motivation, providing a basis for understanding how to improve work environments to achieve better outcomes.

4. Understanding the relationship between proactive motivation and educational performance: The research provides insights into the relationship between proactive motivation and educational performance, enhancing understanding of how personality traits can influence educational outcomes and advancing performance management theories in educational contexts.

Study objectives

The current study aims at the level of proactive motivation among kindergarten teachers, and other sub-objectives are evident, which are:

1. Identifying the level of proactive behavior among kindergarten teachers.

2. Identify the level of perception Pro activeness in kindergarten teachers.

3. Identifying the level of proactive planning among kindergarten teachers.

Study hypotheses

1. There is no statistically significant effect of proactive behavior and perception on proactive planning at a significance level of 0.05 in the study sample.

2. There is no statistically significant effect of proactive behavior on proactive planning at a significance level of 0.05 in the study sample..

3. There is no statistically significant effect of proactive perception on proactive planning at a significance level of 0.05 in the study sample.

Study limitations

The current study is defined by the following limitations:

1. Human Limits: Kindergarten Teachers.

2. Time frame: 2024

3. Spatial boundaries: Iraq - Wasit Governorate - Kindergarten teachers affiliated with the Aziziyah Education Directorate in Wasit Governorate.

4. Theoretical limitations: proactive motivation

Define study terms:

1. Proactive motivation: It was defined by:

 Grant Washfordc rant & ashford 2008 : Self-behavior that involves visualization and planning in an effort to bring about change that helps achieve a new future that has an impact on the individual and his environment.(crant & Ashford 2008:9))

 Batman and Grant (1993,Crant & Bateman). Relatively stable propensity to bring about environmental change and entrepreneurial spirit. (Crant & Batem 1993: 103).

 Parker Parker 2010: A goal-driven process that involves setting a proactive goal and then striving to achieve it, leading to a better future for oneself, others, and the environment. (Parker 2010:1-2).

Theoretical definition of proactive motivation: The researcher adopted the definition of Grant and Ashford. Crant & Ashford 2008, because she adopted their theory as a theoretical framework for her research and in constructing the scale, as it is a clear and comprehensive theory.

Operational definition of proactive motivation: The researcher defines proactive motivation procedurally as the total score that the respondent obtains through her answers to the paragraphs of the proactive motivation scale prepared for the purposes of this research.

2. Kindergarten teachers: It was known by everyone who

 We will go (1992): she Responsible for raising and educating a group of children and taking them by the hand towards adaptation and growth by providing them with the necessary experiences and various skills that are appropriate to their different characteristics at this age stage, according to a specific curriculum (Singer, 1992: 190).

 Khalidi (2008): She is the one who manages and organizes the activity inside and outside the activity room, in addition to having a set of personal, social and educational characteristics that distinguish her from other teachers in other age groups (Al-Khalidi, 2008: 116)

 Hatiba (2009): The woman who plays the role of a mother, giving them love, affection, and care, treating them with kindness and justice, and guiding them with firmness and tenderness, because she is responsible for educating the children, maintaining order, and correcting their growth, or discovering the abnormal behavior of some of them and treating it in partnership with the family, and revealing the children's abilities and guiding them in the right direction (Hatibah, 2009: 206).

## 2. Theoretical framework of the study

The concept of proactive motivation

The term means (Proactive) or what is sometimes called the spirit of initiative. Individual behavior is one of the important aspects that has received great attention because of its strong impact on the performance and success of organizations.

Therefore, researchers and writers have taken care to study the behavior of individuals within organizations. Due to the increasing pressure to transform work towards decentralization, flexibility, continuous innovation and change, organizations demand proactive employees who are ready to take behaviors to solve organizational problems and improve current conditions. Individuals create environments and put them in motion. Individuals are influential and not just passive recipients (1986:22), Bandura), and thus traditional models of performance that assume that "employees must follow instructions, descriptions of tasks and orders may sometimes be insufficient in the modern work environment" (Frese, 2008:67).

Proactive motivation refers to the internal desire of an individual to take initiative and act in ways that go beyond what is required or expected of him. This type of motivation expresses a positive and proactive approach to challenges and situations, where the individual seeks to anticipate and prepare for future problems or opportunities. This type of motivation is a powerful catalyst for creativity and innovation in work and personal life, as it goes beyond reacting to acting in a way that is future-oriented (Grant & Ashford, 2008).

Proactive motivation is also known as an approach to self-motivation that pushes individuals to go beyond familiar roles and expectations by taking proactive steps to achieve personal and professional goals. This motivation drives individuals to think and act proactively, rather than waiting for problems or opportunities to arise. This type of motivation involves the ability to see and prepare for future opportunities and challenges, enabling individuals to more effectively direct their professional and personal lives (Parker et al, 2010).

The concept of proactive motivation among kindergarten teachers refers to the teachers' tendency towards active and proactive interaction in the educational work environment. This concept reflects the teachers' readiness to act independently and proactively to achieve specific educational goals and improve the quality of education provided to children.

Theories that explain proactive motivation

1. Grant and Ashford theory, (2008Grant & Ashford, 2008)

Grant and Ashford's (2008) theory of proactive motivation (Proactive Motivation is one of the prominent theories that addresses how individuals are motivated to change their environment or develop themselves in a way that contributes to improving general and personal performance. This theory is based on the concept that individuals are not merely passive recipients of environmental changes, but can be active agents who seek to achieve proactive changes that contribute to achieving their goals.

The theory highlights that proactive motivation depends on three main axes: (Grant & Ashford, 2008)

1. anticipatory perception(Proactive Perception): Proactive cognition refers to how an individual perceives opportunities and challenges in their environment that require proactive intervention. According to Grant and Ashford (2008), proactive individuals believe that they can influence their environment through their personal initiatives. These individuals are

characterized by their ability to identify gaps or opportunities that can lead to improvements and developments. This perception forms the basis for motivating proactive behavior.

2. Proactive behavior Proactive Behavior): Includes: Proactive behavior is the activity that individuals undertake to put their ideas and visions into practice. This behavior may take many forms, such as proposing new ideas, modifying existing processes, or even changing their personal behavior to adapt to the demands of the work. Grant and Ashford (2008) point out that proactive individuals are usually creative, proactive, and always seek to improve the status quo rather than be satisfied with it.

3. Proactive planning Proactive Planning): Proactive planning involves developing organized strategies to achieve proactive goals that individuals have set. This planning involves identifying the steps to take, assessing the resources available, and scheduling the time needed to implement these steps. Through this planning, individuals can have a greater impact on their environment by improving their chances of success in implementing their proactive initiatives.

Grant and Ashford's theory suggests that individuals who act proactively enhance their chances of personal and professional success. These actions can lead to improved overall organizational performance by promoting innovation, increasing efficiency, and improving the quality of work. In an educational context such as kindergarten, this theory can be used to encourage teachers to take initiatives to improve teaching methods and develop the learning environment.

Grant and Ashford's (2008) theory of proactive motivation is very important for kindergarten teachers for several reasons:

1. Promoting innovation in teaching methods: Proactive motivation drives teachers to continually look for new ways to improve the learning environment. Through proactive awareness(Proactive Perception) Teachers can identify opportunities to improve curriculum and innovate new methods to make education more interactive and inclusive for children. According to Grant and Ashford (2008), proactive individuals tend to continually seek out opportunities for improvement and innovation.

2. Improve interaction with children: Proactive behavior can help teachers develop new strategies for interacting with children, enhancing their ability to respond to children's individual needs and improving their ability to adapt to children's different demands. Grant and Ashford (2008) suggest that proactive behavior can lead to significant improvements in professional performance.

3. Enhance the ability to deal with challenges: Through proactive planning (Proactive Planning) Teachers can develop strategies to address recurring challenges in the kindergarten environment, such as managing children's behavior or dealing with time pressures. Good planning enables teachers to improve their resilience in dealing with problems and develop effective solutions before problems become major.

The researcher believes that Grant and Ashford's theory (2008) can be applied to teachers through:

1. Developing proactive thinking: Teachers can apply the theory by adopting a proactive mindset. This involves encouraging teachers to ask questions about how their current practices could be improved, and what opportunities exist that could be exploited to achieve better learning for children. For example, teachers might develop new teaching programs or modify existing methods to better suit the needs of children.

2. Applying Proactive Behavior in the Classroom: Proactive behavior can be implemented through initiatives such as developing personalized learning plans for each child based on their needs, or seeking to improve the learning environment by organizing activities that motivate children to learn. This type of behavior enhances teachers' ability to achieve positive outcomes in children's education..

3. Continuous planning and professional development: Proactive planning can be demonstrated by setting personal professional development plans for teachers, including attending training courses, participating in professional communities to exchange ideas, and setting clear professional goals. This type of planning helps teachers stay ahead of the curve and continually develop their skills.

Grant and Ashford's (2008) theory of proactive motivation is a pivotal theory that enhances our understanding of how to improve individual and organizational performance in the workplace. For kindergarten teachers, this theory provides a powerful framework to support innovation, effective interaction with children, and dealing with daily challenges.

Through proactive awareness, teachers can identify opportunities and threats that affect the learning environment, which helps improve curricula and teaching methods. Proactive behavior enhances the ability to introduce new initiatives and experiment with creative teaching methods, while proactive planning ensures the development of organized strategies to meet challenges and achieve educational goals effectively.

By applying this theory, teachers can enhance their ability to provide distinguished and inspiring education, which benefits children and contributes to improving the quality of education in general. Understanding and applying the principles of proactive motivation can have a significant impact on developing educational practices that meet the diverse needs of children and support teachers' professional growth.

2. Parker et al. modelParker and et al., 2010.

Parker and colleagues ((2010, Parker et al) to proactive motivation as a process directed towards achieving a goal and the individual's behavior is proactive behavior, so the individual who sets a proactive goal should strive to achieve it in order to improve the individual's performance for a better future for the individual and his environment. The goals of individuals are organized hierarchically.

First, individuals anticipate the desired future, second, they generate goals by allocating time for them, and third, they strive to achieve them. The goal generation processes occur before participating in tasks, i.e. drawing a road map, which includes determining the proactive goal,

envisioning and planning to change the self or the environment, and then a self-proactive goal is created, as the individual acts alone based on his own will (2010, Parker et al).

As Park and Bendel (2009, Parker & Bindl (Two main elements in proactivity, the first is setting a goal of striving, which is the public goal of individuals to engage in achieving a proactive goal and finding new ways in the face of obstacles, for example, while taking responsibility for improving a work that may prevent the individual from seeing calmly allowing other team members

Dimensions and axes of proactive behavior

1. Behavior form: The type to which the behavior belongs, for example, receiving feedback is a learned behavior and communicating on social media is a social behavior.

2. The intended purpose of the effect: It has been shown that proactive behavior can vary depending on the desired goal to be achieved and the desired benefit from it in order to influence three basic goals: the self, others, and the organization.

3. With regard to the self as the intended goal of influence, many people seek to influence themselves. With regard to other individuals, as the intended goal of influence, managers sometimes try to obtain feedback on their performance in order to benefit them. With regard to organizations, as the intended goal of influence, managers often try to improve the organization's performance.

4. Frequency: It is the probability of proactive behavior whether it occurs or not.

5. Methods and tactics: Describes how an individual uses specific methods and strategies of proactive behavior.

6. Time of occurrence refers to the degree to which a behavior occurs at specific stages or moments.

Previous studies:

1. Parker's study (parker,2010)

The study aimed to identify proactive motivation and its relationship to personality traits among university students. It focused on developing the concept of proactive motivation and how individuals in the work environment can be proactive and effective in achieving goals and overcoming challenges.Parker in her study on how organizational context, tasks, and individual factors influence proactive motivation behaviors.

The sample size was (321) male and female students. Correlation coefficients were used in data analysis. The result was that university students possessed proactive motivation, and there was a correlation between proactive motivation and personality traits.parker,2010:60)

2. Study of Saleh and Ali, 2023:

The study aimed to identify proactive motivation among kindergarten students. The research relied on the descriptive approach and the research sample consisted of (400) students from the

Kindergarten Department at Al-Mustansiriya University / College of Basic Education. In order to achieve the research objectives, the researchers built a proactive motivation scale after reviewing previous theories and studies related to the topic of their research. The proactive motivation scale in its final form included (40) paragraphs. The researchers verified the psychometric properties of the tool. The researchers reached the following results: 1- Kindergarten students are characterized by proactive motivation. 2- There are no statistically significant differences in proactive motivation among kindergarten students attributed to the variable of academic stage.

3. Study of Thajil, Muhammad, (2022):

The study aimed to identify the proactive motivation among postgraduate students. The researcher followed the scientific steps adopted in psychological measurement in constructing the research scales. The scales were applied to the statistical analysis sample, which amounted to (400) male and female postgraduate students at Al-Qadisiyah University. The data were processed using the Statistical Package for Social Sciences.(SPSS-26) The study concluded that: 1- Postgraduate students have a good level of proactive motivation. 2- There are statistically significant differences in proactive motivation according to the gender variable, which was in favor of males, and specialization, which was in favor of scientific specialization, and type of study, which was in favor of master's degree.

4. Study, Ghazi (2023):

The study aimed to identifyOn the proactive motivation of school principals, the proactive motivation scale was built, which consisted in its final form of (32) paragraphs. After verifying its validity and reliability and analyzing its paragraphs statistically on the research sample of (400) male and female principals of school principals in the center of Diwaniyah Governorate, they were selected randomly by a multi-stage method. The research reached the following results: 1- The research sample (school principals) have proactive motivation. 2- There is no statistically significant difference among school principals according to the variables of gender and school type, with no statistically significant difference in the interaction of gender and school type. In continuation of the research, several recommendations and proposals were made.

Discussion of previous studies and comment:

It is considered Parker's study (Parker, 2010). Important because it highlights the vital role that personality traits play in enhancing proactive motivation. However, its focus on a university setting may limit the generalizability of its findings to different work settings. It is also important to consider that the results may vary in different organizational and cultural contexts..

The study of Saleh and Ali (2023) provided an important addition in the field of understanding proactive motivation in the context of kindergarten education. However, it would have been useful to consider the influence of other variables such as social or environmental background, which may also affect proactive motivation..

While the study of Thajeel and Mohammed (2022) highlighted the importance of gender and academic specialization as factors influencing proactive motivation, which indicates the need for

greater detail in academic support strategies between genders and different specializations. It also highlights the role of postgraduate studies in enhancing this motivation.

The study of Ghazi (2023) revealed a high level of proactive motivation among school principals, reflecting a positive impact on school management. However, the lack of differences between gender or school type suggests that proactive motivation may be influenced by other factors such as professional experience or organizational culture.

And so These four studies combine multiple aspects of proactive motivation across different educational stages and management levels. Individual and organizational factors are important in shaping this motivation. However, the differences between the studies suggest that more research is needed to understand the different dimensions of proactive motivation across diverse contexts.

## 3. Study methodology and procedures:

Study methodology

It represents the method or approach followed by the researcher in his research or in solving his problem for the purpose of reaching solutions for it or for the purpose of deducing some results to discover the facts.Accordingly, the researcher used the descriptive method because it suits the current study. The descriptive method can be adopted in measuring abilities, traits, tendencies, and thinking. Therefore, it is suitable for many educational problems, as it studies the phenomenon as it is in reality, describes it accurately, and expresses it quantitatively.

Study community

Society means a group of individuals or things that share one or more characteristics, or it is the total group that includes the elements that the researcher seeks to generalize his research on (Awda and Fathi, 1992: 360). Accordingly, the current study community consists of kindergarten teachers in Iraq, Wasit Governorate, Al-Aziziyah City / for the academic year (2023-2024).

Research sample

The sample can be defined as a subset of the study community that is selected in an appropriate manner, and the study is conducted on it, and then those results are used, and generalized to the entire original study community. The sample represents a part of the study community in terms of characteristics and qualities, and it is resorted to when it spares the researcher from studying all units of the community (Zuilf and Al-Tarawneh, 1998).

Accordingly, the current study relied on the stratified random method in selecting its research sample, as the sample size reached (60) teachers from government kindergarten teachers in the city of Al-Aziziyah, affiliated with Wasit Governorate in Iraq.

Study tool

The scale is a primary research tool for collecting data in educational research. This tool is prepared by researchers and used to diagnose psychological, social and educational problems. To achieve the research objectives, it is necessary to build a proactive motivation scale. The following are the procedures for building the scale:

1-Defining the concept of proactive motivation: The researcher relied on the theory of Grant and Ashford ((2008, Grant & Ashford) as a theoretical framework for constructing the scale for the concept of proactive motivation, which defined self-behavior that involves visualization and planning in an effort to bring about change that helps in achieving a new future that has an impact on the individual's self and environment.

2-Defining the scale domains: Since Grant and Ashford indicated that proactive motivation consists of three domains, which are:

- First field: proactive behavior: It is self-directed work directed towards the future that aims to change and improve the situation or the individual himself without the need for guidance or supervision from another person.

- Second field: Proactive perception: Recognizing a current or future problem or opportunity and imagining a different future that can be achieved by effectively addressing that problem or opportunity.

- Third area: Proactive planning: It is the ability to think about the future and the right way to achieve a specific goal and the process that allows us to choose the actions necessary to achieve this goal.

1-Number of scale items: After the scale fields were determined, the researcher formulated a set of situations that were appropriate and expressive of the field and consistent with the nature of the society to which the scale was to be applied. The researcher was able to formulate (30) situations that cover the three fields of the scale, with (10) for each field. These situations are appropriate for the idea of the scale and the appendix.

2-Scale Instruction Numbers: The scale instructions are an explanation to the respondent (kindergarten teacher) about the method that enables them to answer correctly the situations included in the scale, as the scale includes instructions that play a role in helping the respondent choose the alternative that is appropriate for the situation, and the respondent's choice of the alternative does not mean that they are wrong or right, so it requires them to read the situations carefully and determine their opinion through the alternative that they see as appropriate.

In addition, the researcher concealed the purpose or goal of the scale so as not to affect the respondents' answers and to indicate that there is no need to mention the name since their response will not be seen by anyone except the researcher, as it is for the purpose of scientific research to provide reassurance to the respondent.

Tool validity:

Internal validity of the research instrument:

It means the type of validity of the concept that shows the relationship between the theoretical basis of the test and the test items. (Abu Hatab, et al. 1978) indicated that this validity is sometimes called the validity of the hypothetical construction, because it depends on the experimental verification of the extent to which the test scores match the concepts or assumptions that the researcher relies on in constructing the test, as the validity of the construction requires setting some assumptions from the theoretical concepts of the trait to be measured, and then verifying those assumptions experimentally.

If the experimental results and theoretical assumptions match, then the construct validity is available. However, if they do not match, this means that the test is not valid and the theoretical assumptions are inaccurate. (Abu Hatab, et al. 1978: 100)

Table No. (1) Internal validity of the paragraphs.

| Correlation coefficient | Paragraph number | Correlation coefficient | Paragraph number | Correlation coefficient | Paragraph number |
|---|---|---|---|---|---|
| **Proactive planning** | | **Perception or anticipatory awareness** | | **proactive behavior** | |
| .845**0 | 1 | .803**0 | 1 | .693**0 | **1** |
| .907**0 | 2 | .894**0 | 2 | .690**0 | **2** |
| .891**0 | 3 | .858**0 | 3 | .693**0 | **3** |
| .897**0 | 4 | .807**0 | 4 | .665**0 | **4** |
| .706**0 | 5 | .819**0 | 5 | .720**0 | **5** |
| .854**0 | 6 | .784**0 | 6 | .709**0 | **6** |
| .875**0 | 7 | .866**0 | 7 | .741**0 | **7** |
| .837**0 | 8 | .863**0 | 8 | .725**0 | **8** |
| .819**0 | 9 | .874**0 | 9 | .708**0 | **9** |
| .880**0 | 10 | .693**0 | 10 | .499**0 | **10** |

**Significant at 0.01 significance level

* Significant at 0.05 significance level

From the previous table, Table No. (1), it becomes clear to us that the correlation coefficient between the paragraphs and the total score of the axis to which the paragraph belongs are all statistically significant at a significance level of (0.01), which indicates the availability of a high degree of internal consistency validity for the paragraphs of the questionnaire axes.

Study tool stability

The stability of the study tool means that the tool will give almost the same results when applied many times to the same sample. It means to what extent the study tool gives close readings every time it is used, or it means ensuring that the response will be almost the same if it is applied repeatedly to different people at different times. Stability means the stability of the test scores and the extent to which they are free from irregular errors that affect the measurement. The test scores are stable if the test measures a specific trait in a consistent measurement in different

circumstances that may lead to measurement errors. Stability in this sense means consistency or accuracy in measurement (Alam, 131: 2000).

The researcher verified the stability of the scale using the alpha-Cronbach equation method.Cronbach – Alpha: To verify the internal consistency of the Earth and Space Concepts Scale, Cronbach's alpha equation was used on a stability sample of (60) kindergarten teachers who were randomly selected.

Table (2) Results of Cronbach's alpha coefficient to measure the reliability of the questionnaire.

| Cronbach's alpha value | Number of paragraphs | The axis |
|---|---|---|
| **0.863** | 10 | proactive behavior |
| **0.947** | 10 | Perception or anticipatory awareness |
| **0.956** | 10 | Proactive planning |
| **0.969** | 30 | Total |

From the previous table, Table No. (2), it is clear to us that the questionnaire has a high degree of stability. The value of Cronbach's alpha coefficient for the stability of the total questionnaire paragraphs for the three axes reached 0.969, which is a high value that indicates that if the data were collected from the same sample, the results would not differ much from the current results.

The stability of the third axis (proactive planning) reached 0.956, which is the highest axis, followed by the second axis (proactive perception or awareness) 0.947, and finally the first axis (proactive behavior) 0.863. These are all good results that confirm the quality and stability of the questionnaire used in this study.

CalculationScores on the study tool:

After Once the study tool was applied to the study sample, the researcher monitored the scores using a four-point Likert scale, as each statement has four levels, so that a score is given for each degree of agreement, as follows: score (1) for the degree of agreement (never applies to it), score (2) for the degree of agreement (rarely applies to me), score (3) for the degree of agreement (often applies to me), and score (4) for the degree of agreement (always applies to me).

Methods Data analysis:

To achieve the objectives of the study and analyze the collected data, several appropriate statistical methods were used using the Statistical Package for the Social Sciences (SPSS), abbreviated as (SPSS). This was done after coding and entering the data into the computer, where the answer was given: (Always applies to me = 4 points), (Often applies to me = 3 points), (Rarely applies to me = 2 points), (Never applies to me = 1 point), and then the researcher calculated the arithmetic mean of the answers of the study sample members.

To determine the length of the cells of the quadrilateral scale (lower and upper limits) used in the study axes, the range (4-1=3) was calculated, then divided by the number of cells of the scale to obtain the correct cell length, i.e. (3/4= 0.75). After that, this value was added to the lowest

value in the scale to determine the upper limit of this cell, and thus the length of the cells became as shown in the following table:

Table No. (3)Degree of agreement and extent of agreement on the four-point Likert scale

| Judgment standard On the results | Average category | | Coding degree (relative weight) |
|---|---|---|---|
| | to | from | |
| too low | 1.74 | 1 | 1 |
| low | 2.49 | 1.75 | 2 |
| high | 3.24 | 2.50 | 3 |
| too high | 4.0 | 3.25 | 4 |

To serve the purposes of the study and analyze the data collected through the study tool in the field aspect, a number of statistical methods were used to know the trends of the study community members regarding the questions raised, using appropriate statistical processing methods using the Statistical Package for the Social Sciences (SPSS) program.SPSS) after the data was coded and entered into the computer, then the results were extracted according to the following statistical methods:

1. Arithmetic mean:
2. Standard deviation
3. Pearson's correlation coefficient
4. FactorCronbach's Alpha Reliability: (Cronbach's Alpha- α.
5. Simple linear regression analysis (Regression test

Descriptive analysis of the study axes and verification of its objectives

Axis 1: Proactive Behavior

Objective 1: To identify the level of proactive behavior among kindergarten teachers.

To identify the degree of proactive behavior issued by teachers towards children;The arithmetic means, standard deviations, rank and degree of agreement were calculated for the items of the first axis, and the results were as follows:

Table (4) Arithmetic means, standard deviations and ranking of the paragraphs of the first axis

| Degree of approval | Rank | Standard deviation | Arithmetic mean | Paragraph | Paragraph number |
|---|---|---|---|---|---|
| high | 5 | 0.84 | 3.33 | I use innovative teaching methods to meet the different needs of children. | 1 |
| middle | 8 | 1.10 | 2.95 | I seek to develop myself by participating in training courses. | 2 |
| high | 1 | 0.74 | 3.43 | I work to improve the relationship between the children in my class. | 3 |

| | | | | | |
|---|---|---|---|---|---|
| middle | 10 | 1.12 | 2.85 | I initiate small projects to enhance children's learning. | 4 |
| middle | 7 | 0.95 | 3.07 | I actively participate in planning new activities in the kindergarten. | 5 |
| high | 2 | 0.80 | 3.38 | I am looking for new resources to develop children's skills. | 6 |
| high | 4 | 0.82 | 3.33 | I am constantly looking for innovative teaching strategies that meet the diverse needs of children. | 7 |
| high | 6 | 0.79 | 3.30 | I seek to develop my professional skills by applying modern educational methods. | 8 |
| high | 3 | 0.78 | 3.35 | I take proactive steps to avoid behavioral problems by creating a positive classroom environment. | 9 |
| middle | 9 | 1.14 | 2.87 | I use data analysis to identify and improve weaknesses in children's performance. | 10 |
| middle | | 0.62 | 3.19 | | Overall average |

It is clear from the previous table that the degree of aggressive behavior issued by teachers towards children was of an average degree, as the arithmetic mean was equal to (3.19), and the degree of agreement was (average), with a standard deviation of (0.62), which is a low value that indicates the homogeneity of the opinions of the study sample members regarding the degree of aggressive behavior issued by teachers towards children.

The standard deviation values of the axis paragraphs ranged between (1.14 - 0.74), and all paragraphs had low values; which clarifies the homogeneity of the opinions of the study sample members regarding all paragraphs except paragraphs No. (2, 4 and 10), which had high values; which clarifies the variation in the opinions of the study sample members regarding those paragraphs.

In first place came paragraph No. (3): (I work on improving the relationship between children in my class.), with an arithmetic mean of (3.43), and a standard deviation of (0.74). In second place came paragraph No. (6): (I look for new sources to develop children's skills.), with an arithmetic mean of (3.38), and a standard deviation of (0.80). In third place came paragraph No. (9): (I take proactive steps to avoid behavioral problems by creating a positive classroom environment.), with an arithmetic mean of (3.35), and a standard deviation of (0.78), while in last place came paragraph No. (4): (I take the initiative to implement small projects to enhance children's learning.), with an arithmetic mean of (2.85), and a standard deviation of (1.12).

From the above, we find that the degree of aggressive behavior issued by teachers towards children was average.The teacher works to improve the relationship between children in the classroom and searches for new sources to develop children's skills. Teachers also take proactive steps to avoid behavioral problems by creating a positive classroom environment.

The second axis is perception or anticipatory awareness.

The second objective: to identify the level of proactive behavior among kindergarten teachers.

To identify the degree of perception or proactive awareness that teachers issue towards children;The arithmetic means, standard deviations, rank and degree of agreement were calculated for the paragraphs of the second axis, and the results were as follows:

Table (5) Arithmetic means, standard deviations and ranking of the paragraphs of the second axis

| Degree of approval | Rank | Standard deviation | Arithmetic mean | Paragraph | Paragraph number |
|---|---|---|---|---|---|
| middle | 9 | 0.87 | 3.18 | I see that I have the ability to improve the learning environment in the kindergarten. | 1 |
| high | 5 | 0.78 | 3.28 | I feel capable of meeting educational challenges. | 2 |
| high | 4 | 0.77 | 3.32 | I feel confident in bringing new ideas to improve the educational process. | 3 |
| high | 8 | 0.86 | 3.25 | I see myself as being able to balance the different needs of children. | 4 |
| high | 3 | 0.82 | 3.33 | I feel I have the ability to improve the interaction between children. | 5 |
| high | 1 | 0.78 | 3.35 | I believe I can make an effective contribution to children's academic and personal development. | 6 |
| high | 7 | 0.84 | 3.25 | I see myself as having the ability to identify and implement instructional strategies that achieve positive results. | 7 |
| high | 2 | 0.76 | 3.35 | I feel confident in delivering innovative teaching methods that are accepted by children and colleagues. | 8 |
| high | 6 | 0.82 | 3.27 | I envision that I can improve children's outcomes by adjusting teaching methods based on feedback. | 9 |

| | | | | | |
|---|---|---|---|---|---|
| middle | 10 | 0.91 | 3.18 | I feel able to develop individualized teaching strategies that fit the needs of each child. | 10 |
| high | | 0.68 | 3.28 | Overall average | |

The previous table shows that the degree of perception or proactive awareness issued by teachers towards children was high, as the arithmetic mean was equal to (3.28), and the degree of agreement was (high), with a standard deviation of (0.68), which is a low value that indicates the homogeneity of the opinions of the study sample members regarding the degree of perception or proactive awareness issued by teachers towards children.

The standard deviation values of the axis paragraphs ranged between (0.91 - 0.76), and all paragraphs had low values; which clarifies the homogeneity of the opinions of the study sample members regarding all paragraphs.

In first place came paragraph No. (6): (I believe that I can make an effective contribution to the academic and personal development of children.), with an arithmetic mean of (3.35), and a standard deviation of (0.78). In second place came paragraph No. (8): (I feel confident in providing innovative teaching methods that are accepted by children and colleagues.), with an arithmetic mean of (3.35), and a standard deviation of (0.76). In third place came paragraph No. (5): (I feel that I have the ability to improve interaction between children.), with an arithmetic mean of (3.33), and a standard deviation of (0.82), while in last place came paragraph No. (10): (I feel able to develop individual educational strategies that suit the needs of each child.), with an arithmetic mean of (3.18), and a standard deviation of (0.91).

From the above, we find that the degree of perception or proactive awareness issued by teachers towards children was high.Teachers can make an effective contribution to children's academic and personal development. Teachers feel confident in introducing innovative teaching methods that are accepted by children and colleagues. They also feel that they have the ability to improve interaction between children.

Axis III: Proactive Planning

The third objective: to identify the level of proactive planning among kindergarten teachers.

To identify the degree of proactive planning that teachers issue towards children;The arithmetic means, standard deviations, rank and degree of agreement were calculated for the paragraphs of the third axis, and the results were as follows:

table) 6) Arithmetic means, standard deviations and ranking of the paragraphs of the third axis

| Degree of approval | Rank | Standard deviation | Arithmetic mean | Paragraph | Paragraph number |
|---|---|---|---|---|---|
| middle | 8 | 0.79 | 3.23 | I make daily plans to achieve specific learning goals. | 1 |
| high | 2 | 0.83 | 3.30 | I plan interactive learning activities that enhance children's engagement. | 2 |
| high | 6 | 0.88 | 3.25 | I develop strategies for dealing with children who need extra support. | 3 |

| | | | | | |
|---|---|---|---|---|---|
| high | 4 | 0.84 | 3.27 | I make sure to update my lesson plans based on children's feedback. | 4 |
| middle | 10 | 1.01 | 2.92 | I make contingency plans to deal with any unexpected challenges. | 5 |
| high | 1 | 0.80 | 3.37 | I take time to review and update my instructional plans based on children's actual performance. | 6 |
| high | 7 | 0.84 | 3.25 | I plan targeted learning activities aimed at developing children's critical thinking skills. | 7 |
| middle | 9 | 0.88 | 3.20 | I make sure to incorporate interactive activities into my plans to promote children's active participation. | 8 |
| high | 3 | 0.86 | 3.27 | I plan to develop professionally by incorporating modern educational experiences and techniques. | 9 |
| high | 5 | 0.84 | 3.25 | Be sure to include each child's personal goals in daily learning plans. | 10 |
| middle | | 0.73 | 3.23 | Overall average | |

The previous table shows that the degree of proactive planning issued by teachers towards children was of an average degree, as the arithmetic mean was equal to (3.23), and the degree of agreement was (average), with a standard deviation of (0.73), which is a low value that indicates the homogeneity of the opinions of the study sample members regarding the degree of proactive planning issued by teachers towards children.

The standard deviation values of the axis paragraphs ranged between (1.01 - 0.79), and all paragraphs had low values; which clarifies the homogeneity of the opinions of the study sample members regarding all paragraphs except paragraph No. (5), which has a high value; which clarifies the variation in the opinions of the study sample members regarding that paragraph.

In first place came paragraph No. (6): (I allocate time to review and update my educational plans based on the children's actual performance.), with an arithmetic mean of (3.37) and a standard deviation of (0.8). In second place came paragraph No. (2): (I plan interactive educational activities that enhance children's participation.), with an arithmetic mean of (3.3) and a standard deviation of (0.83). In third place came paragraph No. (9): (I plan for professional development by integrating modern educational experiences and techniques.), with an arithmetic mean of (3.27) and a standard deviation of (0.86). While in last place came paragraph No. (5): (I develop contingency plans to deal with any unexpected challenges.), with an arithmetic mean of (2.92) and a standard deviation of (1.01).

From the above, we find that the degree of proactive planning issued by teachers towards children was average.Teachers allocate time to review and update educational plans based on children's actual performance. Teachers plan interactive educational activities that enhance children's participation. Teachers also plan for professional development by incorporating modern educational experiences and techniques.

## 4. Display and interpret results

The first hypothesis: There is no statistically significant effect of proactive behavior and perception on proactive planning at a significance level of 0.05 in the study sample.

To verify this hypothesisMultiple regression analysis test was used (Regression Test) and the results were as follows:

Table No. (7) The effect of proactive behavior and perception on proactive planning

| Significance level | Test valueT | Regression coefficients | Independent variables |
|---|---|---|---|
| 0.609 | -0.514 | -0.124 | proactive behavior |
| 0.006 | 2.880 | 0.325 | Perception or anticipatory awareness |
| 0.000 | 6.896 | 0.708 | Proactive planning |
| Coefficient of determination =0.78 | | Correlation coefficient =0.887 | |
| Probability value =.000 | | Test valueF =105.62 | |

From the previous table, we find that the correlation coefficient was equal to (0.887), which indicates that with the increase in proactive behavior and awareness, proactive planning increases from the point of view of the study sample individuals. The coefficient of determination was equal to (0.78), and from this we conclude that proactive behavior and awareness explain approximately (78.0%) of the variance in proactive planning. The value ofF equals (105.62) and is a statistically significant value at a significance level equal to (0.00) less than (0.05), which indicates the existence of a statistically significant effect of proactive behavior and perception on proactive planning at a significance level of 0.05 in the study sample.

Hypothesis 2: There is no statistically significant effect of proactive behavior on proactive planning at a significance level of 0.05 in the study sample.

To verify this, simple linear regression analysis was used (Linear Regression Test) and the results were as follows:

Table (8) Effect of proactive behavior on proactive planning

| Significance level | Test valuet | Regression coefficients | Independent variables |
|---|---|---|---|
| 0.358 | 0.927 | 0.291 | proactive behavior |
| 0.000 | 9.529 | 0.922 | Proactive planning |
| Coefficient of determination =0.61 | | Correlation coefficient =0.781 | |
| Probability value =.000 | | Test valueF = 90.800 | |

From the previous table, we find that the correlation coefficient was equal to (0.781), which indicates that with the increase in proactive behavior, proactive planning increases. The coefficient of determination was equal to (0.61), and from this we conclude that proactive behavior explains approximately (61%) of the variance in proactive planning.

The value wasF equals (90.800) and is a statistically significant value at a significance level equal to (0.00) less than (0.05), which indicates the existence of a statistically significant effect of proactive behavior on proactive planning at a significance level of 0.05 in the study sample.

Hypothesis 3: There is no statistically significant effect of proactive perception on proactive planning at a significance level of 0.05 in the study sample.

To verify this, simple linear regression analysis was used (Linear Regression Test) and the results were as follows:

Table (9) Effect of proactive perception on proactive planning

| Significance level | Test valueT | Regression coefficients | Independent variables |
|---|---|---|---|
| 0.480 | 0.711 | 0.166 | Proactive planning |
| 0.000 | 13,427 | 0.935 | Proactive awareness |
| Coefficient of determination =0.75 | | Correlation coefficient =0.870 | |
| Probability value =.000 | | Test valueF = 180.287 | |

From the previous table, we find that the correlation coefficient was equal to (0.870), which indicates that with the increase in proactive awareness, proactive planning increases. The coefficient of determination was equal to (0.75), and from this we conclude that proactive awareness explains approximately (75%) of the variance in proactive planning. The value wasF equals (180.287) and is a statistically significant value at a significance level equal to (0.00) less than (0.05), which indicates the existence of a statistically significant effect of proactive perception on proactive planning at a significance level of 0.05 in the study sample.

## 5. Conclusions

This is represented by presenting the most prominent results reached by the research in relation to answering the study questions and achieving its objectives, as follows:

1. The degree of proactive behavior issued by teachers towards children was moderate, as the arithmetic mean was equal to (3.19), and the degree of agreement was (moderate), with a standard deviation of (0.62).

2. The teacher works to improve the relationship between children in the classroom and searches for new sources to develop children's skills. Teachers also take proactive steps to avoid behavioral problems by creating a positive classroom environment.

3. The degree of perception or proactive awareness issued by teachers towards children was high, as the arithmetic mean was equal to (3.28), and the degree of agreement was (high), with a standard deviation of (0.68).Teachers can make an effective contribution to children's academic and personal development. Teachers feel confident in introducing innovative teaching methods that are accepted by children and colleagues. They also feel that they have the ability to improve interaction between children.

4. The degree of proactive planning issued by teachers towards children was moderate, as the arithmetic mean was equal to (3.23), and the degree of agreement was (moderate), with a standard deviation of (0.73).Teachers allocate time to review and update educational plans based on children's actual performance. Teachers plan interactive educational activities that enhance children's participation. Teachers also plan for professional development by incorporating modern educational experiences and techniques.

5. There is a statistically significant effect of proactive behavior and perception on proactive planning at a significance level of 0.05 in the study sample.

6. There is a statistically significant effect of proactive behavior on proactive planning at a significance level of 0.05 in the study sample..

7. There is a statistically significant effect of proactive perception on proactive planning at a significance level of 0.05 in the study sample.

**6. Recommendations:**

In light of the results reached by the current study, the researcher can make the following recommendations:

1. The teacher develops individual educational strategies to suit the needs of each child.

2. The teacher is able to improve the educational environment in the kindergarten.

3. The teacher is able to balance the different needs of children.

4. The teacher makes contingency plans to deal with any unexpected challenges.

5. The teacher is keen to integrate interactive activities into plans to enhance children's active participation.

6. The teacher makes daily plans to achieve specific learning goals.

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