

Proactive Personality and Its Relationship with Teachers' Teaching Self-Efficacy

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Abstract

Objectives: This study aims to reveal the relationship between proactive personality and teaching self-efficacy among teachers, and to determine their level.

Methodology: The sample consisted of (247) male and female teachers from the Ramtha District in Jordan. The short version of the Crant and Bateman (1993) scale for proactive personality and Hassouna's (2009) scale for teaching self-efficacy were both used after confirming their psychometric properties.

Results: Results indicated a positive correlation between proactive personality and self-efficacy in teaching. Additionally, the results showed that the level of proactive personality among the study participants was moderate. Similarly, the level of self-efficacy in teaching was also moderate.

Conclusion: The positive relationship between the proactive personality and teachers' teaching self-efficacy indicates that attention must be paid to developing the teachers' proactive personality, as the proactive teachers take the initiative to address difficulties and to show behaviors that are indicative of their beliefs in their teaching abilities. These qualities can contribute to motivating them to direct their efforts more effectively towards achieving educational goals and motivating students, at the same time, to persist and succeed in their learning. We suggest developing training programs to enhance both proactive personality and teaching self-efficacy levels among teachers.

Keywords: proactive personality, teaching self-efficacy. Jordan.

الشخصية الاستباقية وعلاقتها بالفاعلية الذاتية التدريسية

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ملخص

الأهداف: هدفت الدراسة إلى الكشف عن العلاقة بين الشخصية الاستباقية والفاعلية الذاتية التدريسية لدى المعلمين والمعلمات، كما هدفت إلى معرفة مستوى كل منهما لدى أفراد العينة.

المنهجية: تكونت العينة من (247) معلماً ومعلمة من معلمي ومعلمات لواء الرمثا في الأردن. تم استخدام النسخة المختصرة من مقياس كران و باتمان (Crant & Bateman, 1993) للشخصية الاستباقية، ومقياس حسونة (2009) للفاعلية الذاتية التدريسية. وذلك بعد التأكد من خصائصهما السكومترية.

النتائج: بينت النتائج أن الشخصية الاستباقية ترتبط بشكل موجب بالفاعلية الذاتية التدريسية، كما بينت النتائج أن مستوى الشخصية الاستباقية لدى أفراد العينة كان متوسطاً، أيضاً مستوى الفاعلية الذاتية التدريسية كان متوسطاً كذلك. الخلاصة: تشير العلاقة الإيجابية بين الشخصية الاستباقية والفاعلية الذاتية التدريسية للمعلمين إلى أنه يجب الاهتمام بتنمية الشخصية الاستباقية لدى المعلم، فالمعلم صاحب الشخصية الاستباقية يأخذ زمام المبادرة لتحدي الصعاب، ويظهر سلوكيات تدل على إيمانه بقدراته التدريسية، ويمكن لهذه الصفات أن تسهم في تحفيزه على توجيه الجهود بشكل أفضل نحو تحقيق الأهداف التعليمية وتحفيز الطلاب على الاستمرار وتحقيق النجاح في تعلمهم. نصي بإعداد برامج تدريبية لرفع مستوى الشخصية الاستباقية، ومستوى الفاعلية الذاتية التدريسية للمعلمين.

الكلمات الدالة: الشخصية الاستباقية، الفاعلية الذاتية التدريسية، الرمثا، الأردن.

1.Introduction

Teachers have to have specific attributes in order to keep up with the rapid advancement of science in all sectors. These traits include the capacity to generate opportunities, perseverance, and the use of all available resources to achieve success. In Sener (2019). Additionally, teachers must be prepared for dealing with active and eager students, who demand a Proactive approach (Chen et al., 2021). We also need a teacher who is confident in their ability to perform their teaching tasks with high efficiency. Similarly, we need a teacher who believes in their capabilities and trusts that they can accomplish their teaching tasks effectively. Therefore, we need a teacher who demonstrates high teaching effectiveness, and one of the qualities that influences teaching effectiveness is the teacher's proactive personality, an active proactive personality leads to increased self-efficacy (Briston & Salim, 2020), and proactivity and self-effectiveness are significantly correlated (Brown et al., 2006). Kim and Park (2017) also showed that self-effectiveness has a significant impact on proactivity.

2.Literature Review

The concept of proactivity was first introduced by Crant and Bateman (1993). It describes the possibility that people may take the initiative to change their environment (Hou & Liu, 2014). Getting Proactive means that people take Proactive steps to solve problems get beyond roadblocks, and alter their situation. It includes being Proactive, having a view towards the future, and being prepared to question the status quo in order to better oneself or establish a new environment for the future (Kou et al., 2019).

According to Bateman and Crant (1993), being Proactive motivates people to take action in order to avoid being limited by external circumstances. High functional competence, personal competence, leadership, confidence, a high degree of organisational commitment and responsibility, and Proactive traits like initiative, independent judgement, integrity, and the pursuit of higher values are the five essential characteristics of proactivity, according to Campbell (2000).

The Proactive personality style is one of the main teacher styles (Chen et al., 2021). A Proactive teacher takes control of situations, acts appropriately before problems arise, assumes responsibility for events, seeks challenges, and provides an effective learning environment (Korur, 2018). In order to provide students with an effective learning environment, teachers must possess a Proactive personality that allows them to take the initiative to address challenges, seek opportunities for development, and maintain high levels of self-determination (Gupta & Bhawe, 2007).

Teachers, in general, should be able to analyse risks, take control and responsibility at the right place and time, and learn from success and failure to anticipate any problems that may arise during curriculum planning (Korur, 2018).

Social cognitive theory believes that building Proactive personality is present in it (Bandura, 1986), as Frayne & Lathman (1987) indicate that by arranging environmental conditions, setting clear goals, and using reward and punishment, we can through this teach people to control with their behaviour. The individual can also control behaviour internally and externally, so individuals can intentionally and directly influence their situations (Crant, 1995), which indicates that individuals are active and effective beings who create an active environment in which the individual seeks to achieve his goals, so Proactive personality reflects a tendency to influence the individual's environment. Proactive people tend to use actions aimed at changing their condition (Greenleaf, 2011). (Greenleaf, 2011).

As for the Proactive coping theory, it refers to a group of strategies aimed at preparing the individual for the occurrence of events, or to reduce the risks of these events once they occur, or even before they occur (Zambianchi, 2001). This theory consists of several stages: The first: resource accumulation, which means accumulating resources before anything happens, and the second: the awareness stage, which means the ability to examine the environment, and sensitivity to any internal signals about the emergence of a potential threat (Schwarzer, 2000), and this stage consists of: reactive confrontation, which means dealing with stressful events in the past, present, or Compensating for damage and loss, or accepting them (Schwarzer, 1999), anticipatory coping, which means how to deal with an imminent event or threat, where its occurrence is likely to cause harm, and therefore the person must deal and control this expected risk (Schwarzer & Taubert, 2002) . Preventive confrontation, which means preparing to confront various unknown challenges in the unforeseen future (Iskander, 2020), and Proactive confrontation, which means taking purposeful courses of action to modify and change the

environment, and identifying the resources necessary for development and growth (Zambianchi, 2011).

According to Bandura's social learning theory, "self-efficacy" is a fundamental concept that refers to an individual's perceived capacity to carry out the necessary actions in order to successfully complete a task (Bandura, 1977). Self-efficacy is also associated with one's confidence in one's capacity to carry out the tasks necessary to handle possible obstacles. As a result, self-efficacy describes the amount of willpower and effort a person is prepared to put forth to complete a task in order to overcome obstacles (Alabay, 2006). Caprara et al. (2003) have pointed out that teacher satisfaction is significantly influenced by self-efficacy. Through a survey of 430 teachers, Klassen and Chiu (2010) discovered that teachers who felt more confident in their ability to manage a classroom or impart knowledge were also more satisfied. According to Chan (2008), when a teacher believes in their own abilities, they will perform better in the classroom, plan better, devote more time and energy to their work, and rise to the challenges that come their way.

Teaching self-efficacy is defined as a teacher's belief in their ability to assist students' learning (Asto & Webb, 1986). It is considered the teachers' beliefs about their abilities to manage classrooms, engage students, and use effective teaching strategies (Tschannen-Moran & Hoy, 2001). It is obvious that each teacher's teaching style has an impact on students' academic achievement given that teachers today have the ability to influence their environment through their behaviour. The effectiveness of teachers and their personal qualities determine how well learning environments and curriculum guidance are designed. In addition to having high levels of self-efficacy, teachers should also have personality traits that are conducive to teaching, like proactivity (Korur, 2018).

Chernice (1993) pointed out that teacher effectiveness should consist of three domains: task (teacher's skill level in training), relations (the ability to collaborate well with others), and organization (the ability to influence social and political forces in the institution). Bandura (1977) suggested that teacher effectiveness should include seven categories: effectiveness in decision-making, effectiveness in influencing the acquisition and use of instructional materials, teaching effective, effectiveness in disciplinary matters, effectiveness in getting parental help, effectiveness in community engagement, and effectiveness in creating an open school climate.

Klassen & Chiu (2010) conducted a study, one of the objectives of which was to examine the relationship between a teacher's years of experience, gender, and level of teaching with three areas of self-efficacy (instructional strategies, classroom management, and student engagement). The sample consisted of (430) teachers in eastern Canada. The study found that there is a linear relationship between years of experience and all dimensions of self-efficacy, and that the level of self-efficacy for those studying lower levels is higher in the two dimensions of classroom management and student participation, with a positive correlation between years of experience and self-efficacy. There is a high level of self-efficacy among the study sample.

Van der et al. (2015) aimed to understand the mediating role of age and Proactive personality in the relationship between developmental opportunities, integration, self-perception, in a sample of 180 Dutch teachers. Results showed that Proactive personality did not play a mediating role in the relationship between developmental opportunities, integration, and self-perception. Li et al. (2017) investigated the relationship between Proactive personality and job satisfaction through self-efficacy as a mediating variable. The sample consisted of 350 teachers from elementary schools in Minnesota, USA. The study found a simple indirect relationship between Proactive personality and job satisfaction through self-efficacy, with a positive association between Proactive personality and job satisfaction.

Korur (2018) aimed to study the relationship between Proactive personality and self-efficacy of physical education teachers. The sample included 386 physical education students from four universities in Turkey. The study found that both Proactive personality and self-efficacy were low among the study sample, and there was a negative correlation between Proactive personality and self-efficacy. Hameed and Mazloom (2019) conducted a study to understand the relationship between Proactive personality and learner optimism in a sample of 400 postgraduate students at the University of Middle Euphrates in Iraq. The study found that postgraduate students had a moderate level of Proactive personality, and there was a positive relationship between Proactive personality and learner optimism.

Avsec and Jerman (2020) examined the Proactive behaviour of pre-service science teachers in a sample of 140 pre-

service teachers from the University of Ljubljana in Slovenia. The study found a strong impact of self-efficacy on Proactive behaviour, and both Proactive behaviour and self-efficacy were high among the study sample. Pan et al. (2021) conducted a study to explore the relationship between error management climate, self-efficacy, and creative behaviour among pre-school teachers. The sample included 439 pre-school teachers, and the results indicated that Proactive personality could predict creative behaviour. Proactive personality had an indirect effect on creative behaviour through self-efficacy, and self-efficacy played a mediating role in the relationship between Proactive personality and creative behaviour. Zhou et al. (2021) investigated the moderated role of work pressure in the relationship between Proactive personality and self-efficacy in career decision-making in a sample of 743 Chinese university graduates. The study found that Proactive personality positively predicted self-efficacy, and increased work pressure negatively affected the relationship between Proactive personality and self-efficacy. Jasim and Nafel (2021) measured Proactive personality among state employees based on gender and years of service in a sample of 400 employees in Iraq. The results showed that state employees in Iraq had a high level of Proactive personality, and there were no differences in Proactive personality based on gender or years of service.

It is clear from previous studies that dealt with the relationship between these two variables that there is a relationship between them, which may be reflected in the performance of teachers during the educational process

3.Problem of study

The problem of the current study was identified through the researcher's review of educational literature related to the Proactive personality and teaching self-efficacy and their importance. The researcher noted differences in the personalities of the teachers and how those differences affected their interactions and degree of teaching self-efficacy. The researcher also observed that there aren't many Arabic studies that specifically address teaching self-efficacy or Proactive personality in general.

The study attempted to specifically answer the following questions:

- 1.What is the level of Proactive personality and teaching self-efficacy among male and female teachers in Al-Ramtha district?
2. What is the level of teaching self-efficacy among male and female teachers in Ramtha District?
3. What is the relationship between Proactive personality and teaching self-efficacy among teachers in Ramtha District?

4.The importance of studying

The importance of the theoretical study appears to be that it adds new educational literature to the Arab library, especially with regard to the concept of proactive personality. Additionally, they open new research avenues for scholars to explore this somewhat novel concept alongside other variables.

As for the practical importance, it may benefit those interested in this field by developing programs and activities to take advantage of the nature of the proactive personality so that it can be exploited for the benefit of the individual. Furthermore, there is a chance that the study will be useful to other academics when they conduct additional research in Jordanian and Arab societies.

5.Limitations

The sample's context and the reliability and validity of the research instruments employed both highlight the limits of the study. Because the study was restricted to teachers working in government schools in the Al-Ramtha area, findings might differ if the research had been done on a different sample.

6.Research Concept

6.1Proactive Personality: Bateman and Crant (1993) refer to proactive personality as a positive trait that motivates individuals to take actions to avoid being constrained by situational factors.

6.2Teacher Self-Efficacy: Teacher self-efficacy refers to teachers' beliefs in their abilities to manage classrooms, engage students, and use effective instructional strategies (Tschannen-Moran & Hoy, 2001).

7. Research Methodology

7.1The sample of study

The study sample consisted of 247 teachers (both male and female) selected using convenience sampling. Table (1) illustrates the distribution of the study sample according to its variables.

Table (1): Distribution of study sample members according to its variables

Variable	Categories	Frequency	Percentage
Gender	male	113	45.7%
	feminine	134	54.3%
	total	247	100%
Experience	short	34	13.8%
	Medium	105	42.5%
	long	108	43.7%
	total	247	100%

7.2 Study Instruments

Proactive Personality Scale The short version of Crant and Bateman's scale (1993) was used, with a reliability coefficient of 0.86. The validity was established through the correlation between the item and the total score, ranging from 0.52 to 0.66. In the current study, the researchers translated and distributed the scale to several experts, who provided feedback on linguistic refinement of some items. The final scale comprised 10 items, with a reliability coefficient of 0.706 for Proactive personality. Through a survey sample of 30 teachers (both male and female) outside the study sample.

Teaching Self-Efficacy Scale The researchers adapted Hassuna's scale (2009), consisting of 23 items with a reliability coefficient of 0.70. For the current study, the researchers modified the scale to measure teaching self-efficacy for all teachers. The scale was reviewed by ten experts, and after considering their feedback, the scale was finalized with 15 items. The validity was established through a survey sample of 30 teachers (both male and female) outside the study sample by finding the correlation between the item and the total score, ranging from 0.22 to 0.84, with a reliability coefficient of 0.877.

Correcting the Scales: The response scale was graded according to the Likert five-point scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, corresponding to weights (1, 2, 3, 4, 5) respectively. This results in the highest score on the Proactive Personality scale being 50 and the lowest score being 10, while the highest score on the Teacher Self-Efficacy scale is 75 and the lowest score is 15. The means were classified as follows: less than 2.33 is low, from 2.33 to less than 3.67 is moderate, and 3.67 or higher is high.

7.3 Statistical Methods: To answer the first and second questions, means and standard deviations were calculated. The third question was then addressed using the Pearson correlation coefficient.

8. Results and Discussion

First Question: What is the level of Proactive personality among teachers? To answer this question, the study calculated the mean and standard deviation for the performance of the study sample on the Proactive personality scale, table (2) shows this.

Table (2): Means and standard deviations for the level of proactive personality among teachers of the Ramtha District

Variable	Level	Means	Standard deviations
Gender	Male	3.6858	.81239
	Feminine	3.3396	.81379
	Total	3.4980	.82971

Variable	Level	Means	Standard deviations
Experience	Short	3.5412	1.08993
	Medium	3.4448	.78299
	Long	3.5361	.78460
	Total	3.4980	.82971

The results indicated that the average performance of the sample on the Proactive personality scale was (3.40) out of (5), indicating a moderate level. This result can be interpreted in light of the constraints imposed by laws and regulations from the Ministry of Education. Many teachers fear taking initiatives that may have consequences or hinder their career progression. Teachers also perceive that their initiatives and activities have little significance to administrators and do not positively impact their professional lives. This result can be understood in the context of the challenging economic conditions that force educators to work twice as hard to provide a good life for their families, a testament to their commitment to the classroom. This conclusion is consistent with the findings of the 2019 study by Hamid and Mazloom, which showed a modest degree of proactive personality. It is not the same as Kour's (2018) study, though, which indicated a rise in proactive personality traits. It also deviates with the findings of the studies conducted by Jasim and Noufal (2021) and Avsec and Jerman (2020), which both pointed to a high degree of proactive personality.

Second Question: What is the level of teaching self-efficacy among teachers? To answer this question, the study calculated the means and standard deviations of the performance of the study sample members on the teaching self-efficacy scale were extracted, table (3) shows this.

Table (3): Means and standard deviations for the level of teaching self-efficacy among Ramtha district teachers

Variable	level	Means	Standard deviations
Gender	Male	3.2201	.74498
	Feminine	3.3891	.70696
	Total	3.3117	.72802
Experience	Short	3.4000	.64802
	Medium	3.2457	.69665
	Long	3.3481	.78052
	Total	3.3117	.72802

The results was found that the mean of the sample members' performance on the teaching self-efficacy scale was (3.3117) and at an moderate level. This moderate level of teaching self-efficacy may be due to the inadequacy teachers feel and the decision-makers' complete disregard for their rights, As a possible explanation for this result, it could be that, the decision-makers focus on keeping the teacher busy with many and accelerating requirements, and the complexity of the requirements for career advancement, such as requiring teachers to attend training courses lasting hundreds of hours. Teachers also feel that their rights are being undermined when it comes to teaching their children. When they compare themselves to some workers in other sectors, they feel the big difference between the facilities provided to their children and the children of others, even though the teacher's monthly income may be better than the income of many other government sectors. All of these factors lead to the teacher feeling an moderate level of teaching self-efficacy. This result can also be explained by considering the unfavorable classroom environment characterized by a lack of learning resources, overcrowded classrooms with a large number of students, and the teacher's deprivation of authority that helps in classroom management. This finding differs from the study by Kour (2018), which indicated a low level of self-efficacy, as well as from the studies by Klassen and Chiu (2020) and Avsec and Jerman (2020), both of which indicated a high level of self-efficacy.

Third Question: What is the relationship between Proactive personality and teaching self-efficacy among teachers in Ramtha District?

To answer this question, a Pearson correlation coefficient was calculated between proactive personality and teacher self-efficacy, which amounted to (0.492). This indicates that proactive personality and teacher self-efficacy are positively

correlated. This interpretation might be made in view of the findings of Parker and colleagues (Parker and Collins, 2010), who contend that proactive personalities demonstrate self-initiative, flexibility, and an emphasis on the future. In addition to being less restricted by external circumstances, proactive people are more inclined to look for better ways to enhance their performance than to concentrate on drawbacks. Better results are anticipated as a result of these proactive personality traits' beneficial effects on self-efficacy and confidence (Hsieh and Huang, 2014; Parker and Collins, 2010). This can be further explained by the notion that Proactive personality may inspire more positive traits and well-directed work behaviour, such as confidence and self-efficacy (Crant, 2000; Seibert et al., 1999). Students with Proactive personalities exhibit higher levels of academic self-efficacy (Lin et al., 2014), pushing them to be more confident in facing challenges (Gehlbach et al., 2012).

9. Conclusion and Recommendations

The aim of this study was to examine the relationship between proactive personality and teacher self-efficacy. The results indicated a positive correlation between proactive personality and teacher self-efficacy. Given that the study was conducted on a sample of teachers in a specific government sector and region, we caution against overgeneralizing these results to represent other samples in different institutions. We hope that these findings contribute to a more comprehensive understanding of the efforts needed to enhance teacher self-efficacy. We recommend conducting further studies on different samples and variables.

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