The proactive personality and its relationship to self-management among students of the kindergarten department

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Abstract

The current research aims to identify the relationship between the proactive personality and self-management among students of the kindergarten department, as the two researchers built a measure of proactive personality, which consisted of four domains, as well as building a measure of self-management, which also consisted of four areas, and after verifying the validity and reliability of the two scales, it was applying the two scales to a sample of (400) female students from the kindergarten department at the College of Basic Education / Al-Mustansiriya University, the two researchers used the Statistical Portfolio for Social Sciences (SPPS), and the results of the research were that the students of the kindergarten department enjoyed a proactive personality as well as the students 'possession of self-management, and the research found a positive relationship between proactive personality and self-management.

Key words: anticipatory personality, self-management, kindergarten students.

Research problem: The study problem was to answer the following questions:
1 - Do female kindergarten students have a proactive personality?
2 - Do female kindergarten students have the ability to self-manage?
3 - Is there a relationship between proactive personality and self-management?
Research importance :
Being proactive involves identifying new problems, finding new solutions, and providing active leadership through an uncertain future. In its final form, it also involves supernatural thinking, the means to make even the impossible happen. They create the future, they create new industries, change the rules of competition, or change the world (Crant & Bateman, 1999: 63). The study of Dorasamy (Dorasamy, 2019) indicated that there is a positive relationship between the anticipatory personality and the awakening of the conscience, which is one of the dimensions of the individual's self-management (Dorasamy, 2019: 890). Since self-management is a necessary and important matter in students' success, self-management is management with oneself as opposed to house management or enterprise management and even managing large companies because this type of management is management with another party, so if the person is not true to himself and knows the secrets of that soul, its weaknesses, its strengths, and its characteristics, it will not succeed in the rest of the administrations (Awad, 2016: 3). Self-management plays a big and positive role in organizing the student's life and forming his personality well and helping him to deal with the society in which he lives properly, also the student's self-management helps the quality of his academic life, as managing the active self through monitoring and self-evaluation and managing the student's time reflected positively on his feeling of the quality of academic life (Ahmed, 2019: 585).
Research objectives: The current research aims to identify:
1- The level of proactive personality among students of the kindergarten department.
2- The significance of the statistical differences in the level of the proactive personality of the students of the kindergarten department according to the variable of the educational stage.

3- The level of self-management of female students in the kindergarten department.

4- The significance of the statistical differences in the level of self-management of female students in the kindergarten department according to the school stage variable.

5- Know the correlation between the proactive personality and self-management of female students in the kindergarten department.

Defining terms:

1 - The proactive personality: Both (Crant & Bateman, 1993) defined it take the lead in improving the current conditions or creating new conditions, taking into account the tendency to manipulate and change the surrounding environment and people who are highly proactive are relatively unconstrained by situational barriers and are able to achieve effective change (Crant & Batman, 1993: 104).

As for the theoretical definition of a preemptive personality, the researcher adopted Crant and Bateman's definition of the preemptive personality (Crant & Bateman, 1993).

Procedural definition: It is represented by the total score obtained by students of the kindergarten department by answering the paragraphs of the scale that was built by the researcher

2 - Self-management: I defined it (Al-Gharabi, 2016): that the individual's knowledge of his abilities and his optimal use of these capabilities in order to achieve his own goals that he seeks is a continuous process that helps the individual to achieve his ambitions with the least effort and time possible and the person who improves the management of himself is the person who has benefited Of his talents, energies and time to set high goals while continuing a balanced life. (Al-Gharabi, 2016: 16) As for the theoretical definition of self-management: the researcher has adopted a definition (Al-Gharabi, 2016) of self-management.

The procedural definition of self-management: It is the total score that students of the kindergarten department obtain by answering the scale that was built by the researcher

Theoretical framework and previous studies:

First: the proactive personality

Preemption is a concept first introduced by Crant & Bateman (Crant & Bateman, 1993) and it is a consistent trend that describes the likelihood of individuals taking the initiative to influence their surroundings (Hou & Liu, 2014: 904). Preemption also refers to the phenomenon in which individuals demonstrate proactive actions in order to solve problems and remove the obstacles that encounter them and thus change their circumstances, it indicates the orientation of the individual towards the environment to which he belongs, as the proactive activity includes the features of the initiative directed towards change, and the focus on the future, and the rules of competition change or the world change and lead individuals to challenge the status quo to improve themselves or their situation and to create a different future for their environments, and because of the beneficial role that proactive activity plays, individuals have been encouraged to be proactive, as the proactive personality as an act contributes to the desired work experiences, Such as proactive work behavior, job performance, and job satisfaction as well as career success (Kuo et al, 2019: 2).

Studies on anticipatory personality:

The study of Sari and Soharso (2018), the relationship between proactive personality and self-learning in university students

This study aimed to find out the relationship between anticipatory personality and self-learning among university students, as the research sample reached (520) university students. This study used the Crant and Batman Proactive Personality Scale (Crant & Batman, 1993) to measure anticipatory personality and a self-learning questionnaire to measure self-directed learning and the implications of this study were the existence of a relationship between proactive personality and self-learning among university students (Sari & Soharso, 2018).

Second: Self-management

Golman (1998) asserts that managing an individual's self means knowing the individual about the nature of his feelings and emotions, how he deals with those emotions, controlling them, and making positive use of them in his various activities (Golman 1998: 130). The individual's self-management is related to the personal goals that the individual sets for himself and works to achieve them with a degree

of efficiency, which makes the person feel prosperous and happy (Ahmed, 2014: 13). In addition, it is related to the individual's maximum utilization of his talents and time in order to achieve goals of value that are unique to him and by relying on a sound value system (Yusef, 2016: 227).

Studies on self-management:

Mustafa (2020) study of self-management and its relationship to social competence among university students

The aim of the study is to identify the nature of the relationship between the fields of self-management, the total degree, the areas of social competence and the total degree among university students and then knowing the difference between the average grades of university students in the fields of self-management and the total degree and the difference between the average grades of university students on the areas of social competence and the total degree of the research sample consisted of (82) students from Port Said University, the social competency scale and the self-management scale were prepared by the researcher to achieve the research objectives, and the results were as follows: the existence of a significant correlation relationship between the areas of self-management and the overall degree, as well as the existence of a significant correlation relationship between the areas of social competence and the total degree, and the study also found statistically significant differences Between the average grades of university students in the fields of self-management and the overall degree, as well as the existence of statistically significant differences between the average grades of university students in the areas of social competence and the overall degree (Mustafa, 2020).

Search procedures:

First: The Research Community: The research community was represented by female students of the Kindergarten Department / College of Basic Education / Al-Mustansiriya University / for the academic year 2020-2021.

Second: The research sample: The two researchers adopted in selecting their research sample on the stratified random method, as the sample size reached (400) students from the four stages, representing 74% of the community of the kindergarten department

Third: **Two Research Tools:** To achieve the research objectives, the two researchers built two measures, the first for anticipatory personality and the second for self-management.

Steps to build a proactive personality scale:

1 - Defining the concept of preemptive personality: Through the researchers familiarizing themselves with the theoretical literature in the field of personality in general and the preemptive personality in particular, the researchers decided to build a scale that fits with the characteristics of the research sample and the Iraqi environment and is consistent with the theoretical framework. (1993) in the preemptive character, they defined it as (taking the lead in improving current conditions or creating new conditions, taking into account the tendency to manipulate and change the surrounding environment, and that persons who enjoy a high degree of proactiveness are relatively unconstrained by circumstantial obstacles and are able to achieve effective changes) (Crant & Batman, 1993: 104). As four areas of the scale were derived, namely (environmental manipulation, initiative, decision-making, and perseverance).

2 - Formulating the paragraphs of the scale in its initial form: In light of the definition of the concept of the preemptive personality and the areas that have been identified, the researchers have formulated a number of paragraphs for each of the areas, where the total number of paragraphs reached (40) paragraphs by (10) paragraphs for each area.

3 - The validity of the paragraphs (apparent validity): The scale was presented in its initial form with the definition of the concept of proactive personality and according to the fields to a group of arbitrators and specialists in the field of educational and psychological sciences and kindergartens, and to indicate the validity of each paragraph of the scale and indicate whether it needs to be modified What is the appropriate amendment, and to determine the suitability of alternatives, as the researchers adopted the five-step Likert method, which is (it applies to me always, applies to me often, applies to me sometimes, applies to me rarely, does not apply to me)

4 - Exploratory experiment procedures: The two researchers had to conduct the exploratory experiment on a small sample whose characteristics are similar to the main research sample, as it is necessary to

verify the extent of the sample members 'understanding of the paragraphs, to know the clarity of the test instructions, in addition to calculating the time taken by the sample members to answer the questions. Scale, and the exploratory sample consisted of (30) students randomly selected from three stages.

5 - Statistical analysis of paragraphs:

A - Paragraph Discrimination Coefficient: The scale was applied to the sample of statistical analysis, whose size is (400) students, and after the students 'answers were electronically corrected using the spreadsheet program (Excel), the two researchers arranged the scores of the students' answer on the scale in ascending order, As a percentage (27%) of the higher grades of female students, whose size is (108) answers, was withdrawn, and this group is called the higher, as well as according to the proportion (27%) of the lower grades of female students, whose size is (108) answers, this group is called the lowest, then the researchers used the T-test. For two independent samples to verify the discriminatory strength of the paragraphs, as shown in Table (1)

Table (1) the computed T-value for each paragraph of the preemptive personality scale

Paragraph Sequence	Lower group		Top group		The computed T-value
	Arithmetic average	standard deviation	Arithmetic average	standard deviation	
1	4.889	0.344	4.037	1.032	8.141
2	4.833	0.399	4.25	0.918	6.055
3	3.991	1.18	2.398	1.427	8.938
4	4.389	0.983	3.333	1.388	6.448
5	3.176	1.38	1.704	1.035	8.872
6	4.315	0.954	3.565	1.247	4.964
7	4.88	0.448	4.046	1.114	7.214
8	3.732	1.444	3.278	1.546	2.229
9	4.898	0.409	3.657	1.153	10.54
10	3.963	1.118	2.046	1.271	11.77
11	4.796	0.525	3.843	1.095	8.16
12	3.435	1.481	2.982	1.565	2.189
13	4.019	1.223	2.389	1.31	9.45
14	4.611	0.695	3.454	1.263	8.342
15	4.806	0.555	3.889	1.053	8.004
16	4.463	0.825	2.454	1.349	13.2
17	3.509	1.377	1.574	1.034	11.68
18	4.787	0.475	3.694	1.18	8.929
19	4.787	0.512	3.528	1.264	9.596
20	3.917	1.354	2.407	1.401	8.049
21	4.917	0.31	4.454	0.858	5.275
22	4.556	0.765	2.361	1.443	13.96
23	4.833	0.538	3.898	1.215	7.315
24	4.954	0.211	3.935	1.121	9.276
25	4.972	0.165	4.352	0.92	6.895
26	3.815	1.284	2.917	1.541	4.653
27	4.546	0.858	3.046	1.21	10.51
28	4.5	0.767	2.704	1.27	12.58
29	4.306	0.981	3.833	1.384	2.893
30	4.741	0.553	3.824	1.084	7.83
31	3.861	1.437	3.176	1.509	3.417
32	3.907	1.279	2.185	1.382	9.505
33	4.278	1.289	3.454	1.436	4.438
34	4.833	0.521	3.732	1.227	8.588
35	4.593	1.005	3.87	1.347	4.466
36	4.528	0.742	2.861	1.156	12.61
37	4.667	0.937	3.824	1.359	5.304
38	4.602	0.917	3.046	1.494	9.224
39	4.13	1.153	2.232	1.316	11.28
40	4.38	1.125	3.63	1.476	9.199

* The tabular T value at a level of significance (0.05) and with a degree of freedom (214) equal to (1.96)

It is clear from Table (1) that all the calculated T values are greater than the tabular T value of (1.96), which means that all the paragraphs are distinguished by a good degree of distinction between the two extreme groups in degrees.

B - Correlation of the paragraph score with the total score of the scale:

The two researchers used the Pearson correlation coefficient to verify the correlation of the paragraph score with the total score of the scale, and Table (2) shows the value of the paragraph score correlation coefficient with the total score of the scale.

Table (2) Correlation of the paragraph score with the overall score of the anticipatory personality scale

Paragraph Sequence	Correlation coefficient values	Paragraph Sequence	Correlation coefficient values
1	0.411	21	0.337
2	0.329	22	0.594
3	0.407	23	0.441
4	0.387	24	0.514
5	0.429	25	0.397
6	0.273	26	0.367
7	0.437	27	0.488
8	0.333	28	0.597
9	0.543	29	0.392
10	0.536	30	0.47
11	0.388	31	0.387
12	0.277	32	0.474
13	0.477	33	0.207
14	0.476	34	0.482
15	0.363	35	0.236
16	0.555	36	0.563
17	0.496	37	0.33
18	0.498	38	0.487
19	0.536	39	0.477
20	0.403	40	0.251

* The value of the critical correlation coefficient at the level of significance (0.05) and the degree of freedom (398) equals (0.098)

It is clear from Table (2) that all the values of the paragraph degree correlation coefficient with the overall score of the scale were statistically significant when compared to the critical value of the correlation coefficient of (0.098), which means that the paragraphs are consistent with each other in measuring the same concept or characteristic.

C - The relevance of a paragraph's score to the overall score of the field to which it belongs

The values of the paragraph degree correlation coefficient with the total score of the field to which it belongs, as shown in Table (3)

Table (3) the values of the paragraph degree correlation coefficient with the total score of the field to which it belongs

Paragraph Sequence	Manipulating the environment	Paragraph Sequence	Initiative	Paragraph Sequence	Make decision	Paragraph Sequence	perseverance
	Correlation coefficient values		Correlation coefficient values		Correlation coefficient values		Correlation coefficient values
4	0.26	3	0.575	1	0.434	2	0.453
8	0.414	5	0.631	7	0.57	6	0.465
12	0.338	10	0.667	9	0.624	11	0.489
16	0.319	13	0.597	15	0.549	14	0.545
20	0.238	17	0.639+	18	0.528	19	0.652
26	0.499	22	0.711	23	0.573	21	0,476
31	0.527	28	0.671	27	0.578	24	0.642
35	0.494	32	0.636	29	0.21	25	0.505
38	0.33	36	0.605	33	0.433	30	0.668
40	0.505	39	0.683	37	0.421	34	0.537

* The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (398) equals (0.098)

It is evident from Table (3) that all the values of the paragraph pitch correlation coefficient with the total degree of the field to which it belongs were statistically significant when compared to the critical value of the correlation coefficient, which means that the paragraph measures what the field to which it belongs.

D - Correlation of the areas of preemptive personality with each other: To verify this, the two researchers used the Pearson correlation coefficient, and the results were as shown in Table (4)

Table (4) the values of the fields' correlation coefficient between them

field name	Manipulating the environment	Initiative	Make decision	perseverance

Manipulating the environment	1	0.488	0.355	0.411
Initiative		1	0.38	0.434
Make decision			1	0.68
perseverance				1

The critical value of the correlation coefficient at a level of significance (0.05) and with a degree of freedom (398) equal to (0.098)

It is evident from Table (4) that all the values of the correlation coefficient between the scale domains were statistically significant when compared to the critical value of the correlation coefficient, which confirms that the scale domains are consistent with each other in measuring the same concept.

6 - Psychometric properties of the scale

A - Validity of the scale: To achieve the veracity of information processing for the preemptive personality scale, the two researchers extracted two types of validity:

1- Apparent validity: This type of validity has been verified by presenting it to a group of arbitrators, as was previously mentioned in the validity of the paragraphs.

2 - The validity of the construct: The two researchers have verified this type of validity through two indicators, namely:

A- Calculating the discriminatory power of the Preemptive Personality Scale. B - Internal consistency.

  B- Stability of the scale: The reliability coefficient with the retest method reached (0.777), which is a good stability coefficient, while the reliability coefficient with Alpha Cronbach method reached (0.743), which is a good reliability coefficient.

7 - Correcting the preemptive personality scale: the scale is in its final form (40) paragraphs that give scores (1,2,3,4,5) for alternatives (they always apply to me, they apply to me often, they apply to me sometimes, they apply to me rarely, they do not apply to me) Respectively for the positive items while the scores are given (5,4,3,2,1) for the alternatives (they do not apply to me, they rarely apply to me, they apply to me sometimes, they apply to me often, they always apply to me) respectively and for the negative paragraphs.

Steps to build the Self-Management Scale: The two researchers followed the same steps in building the anticipatory personality scale, as follows:

1 - Defining the concept of self-management

By acquainting the two researchers with theoretical literature in the field of self in general and self-management in particular, the two researchers decided to build a scale that fits with the characteristics of the research sample and the Iraqi environment and is consistent with the theoretical framework, therefore, the two researchers came to the adoption of a definition (Al-Gharabi, 2016) to self-management, which is the individual's knowledge of his abilities and his optimal use of these capabilities in order to achieve his own goals that he seeks, which is a continuous process that helps the individual to achieve his ambitions with the least effort and time possible. In light of this definition and access to studies and theoretical literature, the two researchers derived four areas of the scale which are (setting special goals, scheduling, awakening conscience, self-programming)

2 - Formulating the scale paragraphs in its initial form:

In light of the definition of the concept of self-management and the areas that have been identified, the researcher has formulated a number of paragraphs for each of the areas, where the total number of paragraphs reached (40) paragraphs and by (10) paragraphs for each of the areas, the two researchers presented the scale in its initial form with introducing the concept of self-management according to the fields to a group of referees and specialists in the field of educational and psychological sciences and kindergartens, and to indicate the validity of each paragraph of the scale and to indicate whether it needs to be modified and what is the appropriate amendment, and to determine the suitability of the alternatives as the researcher adopted the five-step Likert method which (it applies to me always, applies to me often, applies to me sometimes, applies to me rarely, does not apply Ali), and the researchers adopted a percentage of agreement (80%) or more to accept the paragraphs.

4- Procedures for the exploratory experiment:
The researcher followed the same exploratory experiment procedures that were conducted on the preemptive personality scale.
5 - Statistical analysis of paragraphs

A - Paragraph Discrimination Coefficient: The test was applied to a sample of statistical analysis of (400) students, where the two researchers followed the same steps in conducting the statistical analysis of the paragraphs in conducting the statistical analysis of the proactive personality paragraphs, then the two researchers used the T-test for two independent samples to verify the strength Discriminatory clauses, as shown in Table (5)

Table (5) the calculated T-value for each paragraph of the Self-Management Scale

Paragraph Sequence	Lower group		Top group		The computed T-value
	Arithmetic average	standard deviation	Arithmetic average	standard deviation	
1	4.787	0.548	3.315	1.294	10.89
2	4.917	0.278	3.917	1.078	9.339
3	4.907	0.291	4.139	1.089	7.084
4	4.306	1.18	3.852	1.352	2.628
5	4.972	0.165	4.324	0.884	7.488
6	4.991	0.096	4.5	0.779	6.494
7	4.917	0.456	4.315	1.038	5.517
8	4.667	0.547	3.417	1.239	9.592
9	4.732	0.557	3.482	1.115	10.42
10	4.898	0.385	4.139	0.961	7.618
11	4.315	1.228	3.046	1.449	6.94
12	4.926	0.297	4.093	0.972	8.523
13	4.806	0.483	3.435	1.113	11.74
14	4.88	0.354	3.556	1.008	12.88
15	4.63	0.744	3.343	1.247	9.213
16	4.963	0.189	4.389	0.965	6.065
17	4.972	0.165	4.194	0.981	8.127
18	4.991	0.962	4.037	0.946	10.42
19	4.889	0.395	4.056	0.926	8.607
20	4.898	0.492	4.157	1.06	6.586
21	4.63	0.664	3.62	0.964	8.96
22	4.176	1.175	2.611	1.281	9.355

23	4.982	0.135	4.333	0.843	7.891
24	4.954	0.345	4.583	0.822	4.318
25	4.982	0.192	4.296	0.899	7.743
26	4.88	0.426	4.065	0.96	8.064
27	4.009	1.55	3.028	1.45	4.806
28	3.315	1.385	2.111	1.187	6.858
29	4.593	0.821	3.87	0.938	6.021
30	4.435	0.95	3.139	1.271	8.489
31	4.009	1.293	2.991	1.293	5.787
32	4.917	0.435	3.944	0.975	9.465
33	4.963	0.19	4.046	0.961	9.727
34	4.963	0.234	4.185	0.968	8.115
35	3.648	1.487	2.713	1.276	4.96
36	4.657	0.726	3.667	1.2	7.344
37	3.648	1.436	2.861	1.417	4.054
38	4.935	0.416	4.352	1.062	5.315
39	4.63	0.62	3.444	1.202	9.104
40	4.972	0.165	4.074	1.065	8.659

* The tabular T value at a level of significance (0.05) and with a degree of freedom (214) equal to (1.96)

It is clear from Table (5) that all the calculated T values are greater than the tabular T value of (1.96), which means that all the paragraphs are characterized by a good ability to distinguish between the two extreme groups in degrees, so all the paragraphs were preserved.

B - Correlation of the paragraph score with the total score of the scale:

The two researchers used the Pearson correlation coefficient to verify the correlation of the paragraph score with the total score of the scale, and Table (6) shows the value of the paragraph score correlation coefficient with the total score of the scale.

Table (6) Correlation of the paragraph score with the overall score of the Self-Management Scale

Paragraph Sequence	Correlation coefficient value	Paragraph Sequence	Correlation coefficient value
1	**0.512**	**21**	**0.406**
2	**0.56**	**22**	**0.388**
3	**0.531**	**23**	**0.552**
4	**0.389**	**24**	**0.466**
5	**0.495**	**25**	**0.562**
6	**0.542**	**26**	**0.57**

7	**0.47**	**27**	**0.237**
8	**0.427**	**28**	**0.295**
9	**0.542**	**29**	**0.287**
10	**0.51**	**30**	**0.394**
11	**0.298**	**31**	**0.245**
12	**0.52**	**32**	**0.546**
13	**0.524**	**33**	**0.558**
14	**0.669**	**34**	**0.508**
15	**0.443**	**35**	**0.297**
16	**0.539**	**36**	**0.393**
17	**0.528**	**37**	**0.277**
18	**0.642**	**38**	**0.463**
19	**0.477**	**39**	**0.489**
20	**0.477**	**40**	**0.546**

* The value of the critical correlation coefficient at the level of significance (0.05) and the degree of freedom (398) equals (0.098)

It is evident from Table (6) that all the values of the paragraph degree correlation coefficient with the overall score of the scale were statistically significant when compared to the critical value of the correlation coefficient of (0.098), which means that the paragraphs are consistent with each other in measuring the same concept or characteristic.

C - The relevance of the paragraph score to the overall degree of the field to which it belongs:

The values of the paragraph degree correlation coefficient with the total score of the field to which it belongs, as shown in Table (7)

Table (7) the values of the paragraph degree correlation coefficient with the total score of the field to which it belongs

Paragraph Sequence	The first field is to define your own goals	Paragraph Sequence	The second field is scheduling	Paragraph Sequence	The third field is the awakening of conscience	Paragraph Sequence	The fourth field is self-programming
	Correlation coefficient value		Correlation coefficient value		Correlation coefficient value		Correlation coefficient value
1	0.605	2	0.524	5	0.578	3	0.327
6	0.574	7	0.452	9	0.591	4	0.41
11	0.495	12	0.511	10	0.598	8	0.398

16	0.582	15	0.568	14	0.752	13	0.498
18	0.644	17	0.485	19	0.548	21	0.488
24	0.468	22	0.545	20	0.576	27	0.489
29	0.415	25	0.468	23	0.633	31	0.531
33	0.575	28	0.49	26	0.667	35	0.525
38	0.532	30	0.536	32	0.633	37	0.257
40	0.572	36	0.492	34	0.566	39	0.481

* The critical value of the correlation coefficient at the level of significance (0.05) and the degree of freedom (398) equals (0.098)

It is evident from Table (7) that all the values of the paragraph pitch correlation coefficient with the total degree of the field to which it belongs were statistically significant when compared to the critical value of the correlation coefficient, which means that the paragraph measures what the field to which it belongs.

D – The relevance of the areas of self-management with each other

To verify this, the two researchers used the Pearson correlation coefficient, and the results were as shown in Table (8).

Table (8) values of the correlation coefficient of the fields of self-management with each other

field name	Set your own goals	Scheduling	Awakening of conscience	Self-programming
Set your own goals	1	0.685	0.732	0.414
Scheduling		1	0.664	0.417
Awakening of conscience			1	0.466
Self-programming				1

The critical value of the correlation coefficient at a level of significance (0.05) and with a degree of freedom (398) equal to (0.098)

It is clear from Table (8) that all the values of the correlation coefficient between the scale domains were statistically significant when compared to the critical value of the correlation coefficient, which confirms that the scale domains are consistent with each other in measuring the same concept.

6 - Psychometric properties of the scale

A - Validity of the scale: To achieve the validity of information processing for the Self-Management Scale, the two researchers extracted the same types of validity that were extracted for the Preemptive Personality Scale, which are (apparent validity, construct validity)

B - Stability of the scale: The reliability coefficient of the scale by the re-test method reached (0.810), which is a good stability coefficient, while the reliability coefficient using the Alpha Cronbach equation reached (0.781), which is also a good reliability coefficient.

7 - Correct the scale of self-management

The scale is in its final form of (40) paragraphs, which give the scores (1,2,3,4,5) for the alternatives (they always apply to me, often apply to me, apply to me sometimes, apply to me rarely, do not apply to me) respectively and for the positive paragraphs while The scores are given (5,4,3,2,1) for alternatives (they do not apply to me, they rarely apply to me, apply to me sometimes, they apply to me often, they always apply to me) respectively and for negative paragraphs, noting that the average time spent answering the paragraphs was (15 minutes).

Fourth: The final application: In view of the circumstances that our dear country and the whole world are going through as a result of the Corona pandemic crisis, as the two scales were applied in one go to the application sample (the proactive personality scale, the self-management scale) in their final form by converting the two scales into an electronic questionnaire via Google Drive The two scales were applied electronically to the students through an electronic link that was distributed to the students through the electronic classroom (Google Classroom), and the answers were received by the researchers, as the two scales were corrected in the electronic form as well.

Fifth: Statistical methods: The two researchers used the statistical program (spss), the statistical bag for social sciences, and the measures it adopts in implementing statistical methods.

View and discuss results

1- Knowing the proactive personality of female students of the kindergarten department:

To verify the current goal, the two researchers used the T-test for one sample in order to find out the significance of the difference between the mean of the sample scores and the hypothetical average of the scale, where the results were as shown in Table (9)

Table (9) the results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical mean of the scale.

The tabular T value at the level of significance (0.05) and at the degree of freedom (399) equals (1.96)

Variable	Sample volume	Arithmetic average	standard deviation	Hypothesized mean	Degree of freedom	T-value		Indication level 0.05
						Calculated	Tabular	
Proactive personality	400	151.8	17.73	120	399	35.9	1.96	Function

It is evident from table (9) that the calculated T value of (5 35.89) is greater than the tabular T value of (1.96), which means that there are statistically significant differences between the average of the sample scores and the hypothetical average of the scale and this difference is in favor of the average of the sample scores, and this indicates, however, the students of the kindergarten department are distinguished by a proactive personality.

The second objective: To know the differences in the proactive personality of female students in the Children's Department, according to the school stage variable.

To achieve the current goal, the two researchers calculated the arithmetic mean and the standard deviation of the four stages, as shown in Table (10).

Table (10) the arithmetic mean and standard deviation of the school stage variable

Stage	Sample volume	Arithmetic average	standard deviation
First	163	156,595	16,338
Second	95	149,252	21,153
Third	85	148,176	16,338
Fourth	57	147,877	14,226
total summation	400	151,820	17,729

After calculating the arithmetic mean and standard deviation of the school stage, the two researchers used the one-way analysis of variance to find out the significance of the differences between the averages, as the results were as shown in Table (11).

Table (11) the results of the analysis of variance, to find out the significance of the difference in the proactive personality according to the school stage

The source of the contrast	Sum of squares	Degree of freedom	Average of squares	The computed F-value	Indication level 0.05

Between groups	6357,334		2119,111		
		3		7,048	Function
Within groups	119065,706	396	2119,111		
Total summation	125423,040	399			

The tabular F-value at the level of significance (0.05) and at the degree of freedom (3-396) equals (2.61)

From Table (11) the calculated F-value is greater than the tabular F-value of (2.61), which indicates the existence of statistically significant differences on the proactive personality scale of female students in the kindergarten department according to the school stage variable.

The third goal: Self-management is known among students of the kindergarten department:

To verify the current goal, the two researchers used the T-test for one sample in order to find out the significance of the difference between the mean of the sample scores and the hypothetical average of the scale, where the results were as in Table (12).

Table (12) the results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical mean of the scale

Variable	Sample volume	Arithmetic average	standard deviation	Hypothesized mean	Degree of freedom	T-value		Indication level 0.05
						Calculated	Tabular	
Self-management	400	170,045	15,867	120	399	63,079	1,96	function

The tabular T value at the level of significance (0.05) and at the degree of freedom (399) equals (1.96)

It is evident from table (12) that the calculated T value of (63,079) is greater than the tabular T value of (1.96), which means that there are statistically significant differences between the mean of the sample scores and the hypothetical average of the scale and this difference is in favor of the average of the sample scores, and this indicates that female students Kindergartens are distinguished by self-management.

Fourth Objective: Identify the differences on the self-management scale of female students in the Children's Department according to the school stage variable

To achieve the current goal, the two researchers calculated the arithmetic average and the standard deviation for the four stages, as shown in Table (13).

Table (13) the arithmetic average and standard deviation of the variable of the school stage

Stage	Sample volume	Arithmetic average	standard deviation
First	163	173,717	12,782
Second	95	167,242	19,009
Third	85	168,552	14,168
Fourth	57	166,438	18,556
Total	400	170,045	15,867

After calculating the arithmetic mean and standard deviation of the school stage, the two researchers used the one-way analysis of variance to find out the significance of the differences between the averages, as the results were as shown in Table (14).

Table (14) the results of the single-variance analysis to find out the significance of the difference in self-management according to the school stage

The source of the contrast	Sum of squares	Degree of freedom	Average of squares	The computed F-value	Indication level 0.05
Between groups	3875,693	3	1291,898	5,297	Function
Within groups	96583,497	396	243,898		
total summation	100459,190	399			

The tabular F-value at the level of significance (0.05) and at the degree of freedom (3-396) equals (2.61)
From Table (14) the calculated F-value is greater than the tabular F-value of (2.61), which indicates the existence of statistically significant differences on the self-management scale of students in the kindergarten department according to the school stage variable.

Fifth Objective: Know the relationship between proactive personality and self-management among students of the kindergarten department:

To achieve the current goal, the two researchers used the Pearson correlation coefficient in order to find out the relationship between anticipatory personality and self-management among students of the kindergarten department, where the results were as in Table (15).

Table (15) the results of the Pearson correlation coefficient to define the relationship between the preemptive personality and self-management and the results of the T-test

Variable name	Sample volume	The value of the correlation coefficient between the proactive personality and self-management	T-values		Indication level 0.05
			Calculated	Tabular	
Proactive personality x self-management	400	0,718	20,589	1,96	Function

The tabular T value at the level of significance (0.05) and at the degree of freedom (398) equals (1.96)

It is evident from Table (15) that the value of the correlation coefficient for the relationship between the proactive personality and the self-management of the kindergarten students is (0.718). To test the significance of the correlation coefficient, the two researchers used the T-test where the T value calculated for the significance of the correlation coefficient was greater than the tabular T value of (1, 96), which means that there is a positive relationship between the proactive personality and self-management of female students in the kindergarten department.

Recommendations:

1 - Encouraging female students to continue perseverance and take responsibility in facing environmental problems in order to enhance their proactive personality and for them to be able to perform their role well as teachers in kindergartens.

2- Encouraging female students to always have the ability to organize, self-discipline, accuracy in work and good planning, this enhances their ability to manage themselves well and continuously.

Proposals: Conducting more research and studies on the preemptive personality and its relationship to other variables such as family compatibility, methods of socialization, moral intelligence, psychological hardness, and psychological reassurance.

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