

Testing The Relationship Between Proactive Personality And Ethical voice In The Agreement To Deal With The Situation Strength An analytical study

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Abstract : The current research seeks to examine the relationship between proactive personality and ethical voice, focusing on the interactive effect of situational strength. The research aims to understand how different organizational contexts affect the activation of personality traits and their impact on promoting ethical behaviors. The research was conducted in 35 public and private schools (primary and intermediate) in Diwaniyah Governorate, Iraq, where (270) individuals from school staff participated. School principals assessed the ethical voice using a questionnaire designed specifically for the study. The data were described and analyzed using a set of statistical programs such as (Mplus7). The results showed that proactive personality positively affects ethical voice, indicating that individuals with proactive traits tend to express their ethical opinions more. However, the results revealed that situational strength reduces this relationship, as strict organizational conditions limit the ability of proactive individuals to express their ethical voices.

Keywords: Proactive personality, Ethical Voice, Situation Strength.

INTRODUCTION: Ethical behaviors in the workplace are one of the main pillars that enhance trust and transparency within organizations, as there is an increasing need today for the voices of employees who express their ethical concerns and constantly seek to communicate them to the relevant parties, known as the ethical voice (Huang and Paterson, 2017). The relationship between proactive personality and moral voice is an important topic in the context of education, especially in middle and elementary schools. The interaction between proactive personality and moral voice can enhance students' ability to interact positively with their educational and social situations, leading to the development of a generation capable of facing challenges in an ethical and effective manner. However, understanding the factors that support these behaviors remains a challenge for researchers and practitioners alike. How can organizations encourage employees to express their concerns and ethical voice? What are the personal traits or characteristics associated with this behavior and what is the appropriate work context that works to ignite it? From here, the study sees that the proactive personality, which refers to the ability of individuals to take initiatives and positively influence their environment, as a personal trait that may play a pivotal role in enhancing the ethical voice at work. Despite the increasing importance of these ethical behaviors, previous studies have shown significant variation in their treatment of the factors influencing ethical voice, as most research has focused on variables such as job performance and creativity (e.g., Koksai et al., 2023), while neglecting the role of the organizational environment and personal traits in activating these behaviors. In this context, in order to understand the relationship between personal traits (proactive personality) and Ethical Voice (ethical voice), we need to understand how these traits interact with the surrounding organizational contexts. Personal traits do not operate in isolation from the environment, but rather require specific stimuli and contexts to activate and direct them towards certain behaviors. Therefore, the interaction between the individual and the environment has become a major focus of interest in the organizational literature, as modern theories seek to explain the variance in behaviors based on different environmental conditions. Among the theoretical contributions in this field, the situational Situation theory stands out as an integrated framework but reflects

different visions. Situational strength theory (Mischel, 1977; Meyer et al., 2010) highlights the influence of clarity of rules and guidelines in the organizational environment, where strong attitudes limit the influence of personality traits while weak attitudes allow more room for their expression. This difference in perspective makes combining the two theories a powerful way to understand how different organizational environments influence the activation of personality traits, particularly in the context of ethical behaviors such as Ethical voice.

Research Methodology

First: Research Problem

Ethical voice is one of the most influential organizational behaviors in sustaining ethical work environments. It is not limited to reporting violations and unethical behaviors, but rather extends to providing constructive suggestions aimed at improving processes and policies within the organization. According to many studies, ethical voice is a key factor in enhancing transparency and mutual trust between employees and management, and raising the level of organizational performance in general (Morrison, 2011). This behavior enables individuals to stand against harmful or unethical behaviors, which contributes to reducing legal risks and damage to the organization's reputation (Maynes and Podsakoff, 2014). It also helps in early detection of problems and enhances the organization's flexibility and ability to adapt to changes. Individuals who practice ethical voice contribute to creating a supportive work environment that enhances cooperation and open communication, which reduces conflicts and contributes to improving collective performance. The research problem can be translated into a fundamental question from which a set of sub-questions branch out: Is there a relationship between proactive personality and ethical voice behavior in the context of Strength strength? This fundamental question branches out as follows:

- 1-Does proactive personality affect the Ethical voice?
- 2-Does the relationship between proactive personality and Ethical voice weaken or strengthen in strong situations?
- 3-What is the role of the strength of the situation in strengthening the relationship between proactive personality and Ethical voice?

Second: Importance Of Research

- 1-The educational context in the school environment is usually characterized by a system of clear and strict rules and regulations to ensure the smooth running of the educational process. By applying the concept of Strength power, the study aims to understand how school regulations such as laws, controls, and instructions affect or enhance the ability of teachers and instructors with a proactive personality to practice ethical voice. Rules and regulations may limit the ability of these individuals to speak about ethical issues freely, especially if the educational institution seeks to reduce any disruption to the educational environment. The study seeks to deepen our understanding of whether the proactive personality of teachers or instructors will remain effective in providing constructive suggestions and improving the school environment despite the presence of these regulations and rules.
- 2- This study contributes by providing an in-depth understanding of how school principals can activate proactive personality traits in teachers and how they can help improve school management by understanding the impact of strict regulations and how to create a balance between maintaining order and encouraging innovation and ethical expression. This requires the availability of the necessary tools to improve communication and cooperation between management and staff in an educational environment that aims to enhance transparency and educational ethics.

Third: Research Objectives

- 1-Determine the extent to which the personality of the research sample individuals is characterized by proactive personality traits.
- 2-Identify the level of Ethical voice among the research sample individuals.
- 3-State the level of Strength strength in the schools surveyed in the research sample.

4-Test the relationship of influence between the proactive personality and the Ethical voice of the study sample.

5-State the nature of the relationship between the proactive personality and the Ethical voice of the study sample in light of the strength of the work Strength.

Fourth: Hypothetical Model of Research

The purpose of this paragraph is to set a detailed plan for the study to follow in order to achieve the objectives it aspires to as in Figure (1). Accordingly, the study variables can be determined as follows:

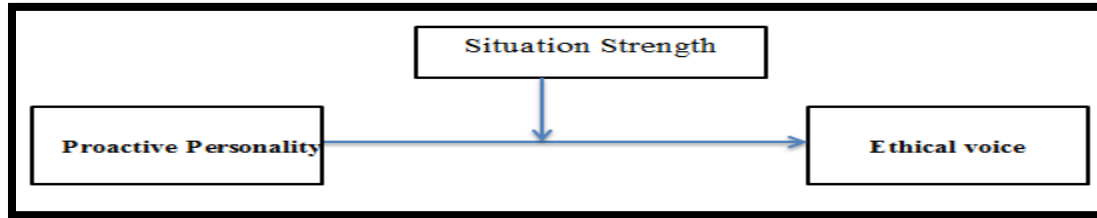


Figure (1) The hypothesis of the research

Fifth: Hypotheses Of The Study :

The First Main Hypothesis: There is a positive and significant effect relationship between proactive personality and Ethical voice.

The Second Main Hypothesis: There is an interactive effect relationship between proactive personality and the Situation Strength in the Ethical voice.

The Third Main Hypothesis: The effect of proactive personality on the Ethical voice increases with the presence of the Situation Strength.

Sixth: The study population and sample

The research community is represented by a sample of principals and teachers in middle and primary schools (private and governmental) in Diwaniyah Governorate, numbering (270) individuals. The intentional sample method was adopted in order to collect the necessary data. The researcher distributed (300) questionnaires to the sample individuals, and (270) forms were retrieved. All forms were valid for analysis, which represented a percentage of (90%).

Seventh: Study Tool

The five-point Likert scale was used, which is one of the most commonly used methods in administrative and social sciences, because it is one of the easy-to-calculate and measure scales, and is characterized by clarity and accuracy. Table (1) displays the study variables, their dimensions, and the scales that were used in the scientific aspect of the study, in a manner that is appropriate for the study community, as follows:

Table (1) Study variables and sources used to determine them

N.	Variable	Dimension	Measurement
1	proactive personality	One-dimensional	Seibert et al., 1999
2	Situation Strength	Clarity	Meyer et al., 2014
		Consistency	
		Constraints	
		Consequences	
3	Ethical voice	One-dimensional	Huang and Paterson, 2017

Eighth. Research community and sample

The number of schools reached was 35 schools, with the number of teachers and instructors in each school ranging between a minimum of 6 and a maximum of 12. The convenience sample method was used to collect data, which contributed to the ease of access to participants according to their availability and the researcher's ability to communicate with them. 300 questionnaires were distributed to teachers and instructors in these schools, and 276 questionnaires were received. After reviewing the data, 6

questionnaires were excluded that were not suitable for statistical analysis due to incomplete or missing answers, which made the final number of questionnaires that could be analyzed 270 questionnaires, which represents 90%. This sample size falls within the acceptable level according to the statistical standards related to the number of questionnaire paragraphs, which is 52 paragraphs. The statistical rule states that the sample size should be between five to ten times the number of paragraphs at least to ensure the reliability and accuracy of the results, which means that the minimum acceptable sample size is 260 (52 paragraphs \times 5). Thus, the sample used in this study, which included 270 questionnaires, exceeds this minimum requirement, making it suitable for statistical analysis and has good explanatory power (Hair et al., 2010). The study framework included school principals, who assessed the teacher voice variable. Relying on principals to assess this variable added a level of objectivity and neutrality, as their assessment was based on professional observations and practical experiences, free from subjective bias. As for teachers, they completed questionnaires to measure the proactive personality variable, in addition to their assessment of the principals' social charismatic leadership variable. These assessments provide a practical and realistic perspective on the leadership behaviors of principals and their impact on the work environment.

Literature Review

First: Concept Of Proactive Personality

The rapid development of technology, globalization, and economic, social, and political changes in the world today require individuals to be able to adapt and think proactively. This perception gives the concept of proactive personality great importance as it focuses on the personal characteristics of workers that qualify them to be adaptable to the surrounding environment (McCormick et al., 2019: 31). Some individuals possess high skills at work because they have a constant tendency towards building the nature of the proactive personality. Individuals with a proactive personality are relatively unconstrained by situational factors and work to bring about clear change in the environment and influence it (Johns, 2017: 47). The concept of proactive personality refers to behavioral tendencies towards bringing about effective change in the environment, as individuals with a proactive personality are characterized by searching for and creating opportunities, showing initiative, and persevering in overcoming obstacles, as workers view crises as opportunities for change and work to find new and better ways to do work, as the proactive personality is suitable for dealing with crises and reducing uncertainty, as they anticipate the future and act individually and self-directedly (Chen et al., 2021: 200). The definition of proactive personality also refers to the tendency of individuals to engage in directing active roles, such as initiating change and influencing their environment, as proactive people initiate changes, take action, and persevere until a meaningful change occurs in achieving their goals, unlike non-proactive people who just adapt to their undesirable circumstances (Kim et al., 2010: 38). The proactive personality also expresses the tendency of individuals to take initiatives to bring about positive change in the work environment. Proactive individuals are able to overcome obstacles and bring about meaningful change in the work environment. Proactive behavior influences change in the work environment, and proactive individuals respond positively to employment changes. Studies show that proactive individuals can adapt professionally and make positive impacts (Maan et al., 2020: 2). Yang et al. (2020: 268) argue that proactive personality contributes to taking personal initiative in various situations and actions. Proactive individuals can meet rapidly changing customer needs and provide high-quality service due to their ability to adapt and make quick decisions. Liu et al. (2016: 4) also pointed out that proactive personality is a behavioral tendency toward activating or changing one's environment, describing proactive personality as relative indifference to situational forces and a tendency to seek out opportunities and show initiative and persistence to bring about meaningful change. Kumar and Shukla (2022: 104) stated that proactive personality supports individuals' ability to take the necessary initiatives to influence the work environment by defining a structure that is compatible with the cultures of employees in the organization. Proactive individuals take control of situations, accurately estimate resources, and plan for the conditions required to manage the environment and

anticipate changes. Proactive employees seek out new opportunities and overcome obstacles as they craft challenging jobs (Srikanth et al., 2022:7).

Second: Effects of Proactive Personality

The concept of proactive personality reflects an individual's tendency to identify external opportunities and shape their environments. Proactive individuals put more effort into developing their careers and are more likely to achieve better career goals. Moreover, individuals with high proactive personality are characterized by high levels of action orientation, which will sustain their efforts in career exploration and ultimately increase their future work prominence and career adaptability (Cai et al., 2015:7). Proactive personality also positively affects employee behaviors and job attitudes because proactive individuals tend to identify or create opportunities that create favorable conditions for individual or team effectiveness (Greguras and Diefendorff, 2010). Bakker et al. (2012) indicated that proactive personality increases employees' practice of organizational citizenship behaviors such as altruism, courtesy, and sportsmanship, and is directly related to the level of job performance. Previous studies have also indicated that proactive individuals have long-term perspectives, are willing to move forward in allocating tasks in order to achieve specific goals, persevere until a significant change occurs in achieving aspirations, and demonstrate the ability to prevent problems and engage in strategic scanning, i.e. searching for all possibilities, even unusual ones (Lin et al., 2014: 2). On the other hand, Şener (2019:177) indicated a relationship between proactive personality and problem-solving skills represented in confidence in the ability to solve problems, personal control, and coping methods. This means that proactive individuals They can find a solution through which they deal with obstacles that prevent them from achieving their goal by using their problem-solving skills for questions or problems at work or in life. The results of the study by Buil et al. (2019: 2) indicated that proactive personality is one of the most important personality traits that enhance employees' behaviors in roles, as this trait explains the unique variance in the criteria that exceed the Big Five personality factors, in addition to the role of proactive personality in improving the relationship between transformational leadership and employees' organizational identity and work engagement. On the other hand, Yi-Feng et al. (2021) addressed the importance of proactive personality and its suitability in dealing with crises, as it focuses on facing uncertainty through proactive people's desire to reduce uncertainty by actively anticipating future possibilities in external environments and acting in self-directed ways. Yang et al. stated. (2020) that the proactive personality describes the stable behavioral tendency to seek out and act on opportunities, take initiative, and follow through until the intended important change occurs. That is, the proactive personality is goal-oriented and not constrained by environmental influences, and continues to reach a goal and seek out new experiences and activities. Wang and Joseph (2018) also indicated that proactive personality plays a more important role than any of the Big Five personality traits when it comes to predicting employee engagement at work. In addition, when compared to the Big Five traits, proactive personality is the second most important predictor of job performance after expectancy. In addition, previous studies have indicated that proactive personality significantly increases the level of creative behavior, generally based on specific characteristics of proactive individuals, meaning that proactive individuals tend to change their surrounding environment to better suit their needs rather than simply adapting to such an environment. They do this by searching for new and more efficient ways to carry out their activities in an attempt to improve their performance. This search process increases the likelihood that proactive individuals will demonstrate their creative nature (Alikaj et al., 2021: 3). This was confirmed by Li et al. (2017:698) that individuals with proactive personality are more likely to exhibit creative behaviors because this type of personality can shape employees' ability to succeed at work, which in turn leads to To increase his creative behavior.

Third: Situation Strength

1- Concept Of Strength Situation

Although it is difficult to pinpoint when sociologists first began to argue that the “situation” (or its various characteristics) might limit the expression of individual differences, the work of several early theorists is

relevant (Murphy and Dzieweczynski, 2005). Rogers (1954) focused particularly on the embodiment of creative behaviors, and argued that relevant individual differences (such as openness to experience, an internal locus of evaluation) were more likely to be expressed when situations provided psychological safety and freedom. One of his basic assumptions was that expressions of relevant traits were not stimulated by environmental cues, but rather allowed to emerge when environmental conditions were right, a perspective consistent with the theory underlying situational power. This view was broadly similar to that of Milgram (1965:74), who, in reflecting on his studies of obedience, noted that one of the goals of research was to study behavior in a powerful situation with profound consequences for participants, because the psychological forces at work in powerful and realistic forms of conflict may not be brought into play under mitigating circumstances. Situation is defined as implicit or explicit signals provided by external entities regarding the desirability of potential behaviors. Situational Situation is assumed to exert psychological pressure on an individual to engage in and/or refrain from certain courses of action; this pressure, in turn, is assumed to reduce relevant behavioral variance and moderate subsequent trait-outcome relationships (Hough and Oswald, 2008). Situational Situation mutes the influence of individual differences in predicting positive organizational outcomes because relevant situational cues artificially shape employee behaviors. Situational Situation is an important moderator, as it reduces the predictive utility of individual differences for understanding behavioral tendencies (Meyer and Dalal, 2009:102). In a strong situation, it is clear how an individual should behave, there are many constraints on the individual's behavior, and there are often consequences for not engaging in the prescribed behavior. In a weak situation, on the other hand, there is ambiguity regarding how an individual should behave, there are few constraints on behavior, and there are generally few consequences associated with any particular behavior (Bowling et al., 2015:90).

2-Effect Of Situation Strength

These personality traits are often referred to as character strengths (plural), but despite the similarity of terminology, the focus in the positive psychology literature on specific character traits and their positive effects is quite different from our focus on character strengths (singular) as an explanation for within-person variation in trait-related behavioral tendencies across situations (King and Trent, 2013). Character strengths determine behavior regardless of the situation, and the effects can be both harmful and beneficial (Dalal et al., 2015:263). The validity of criterion-related character traits will be diminished in strong situations because the behavioral impact of relevant individual differences is muted by situational influences (Meyer and Dalal, 2009:102). There are a number of potential costs that are likely to accompany an increase in situational power, as psychologists have long argued that humans generally have a need for autonomy (Deci and Ryan, 1987:1025) and that threats to this need are not viewed favorably (Brehm and Brehm, 1981:2).

3- Dimensions of the Situation Strength

A-Clarity

The first aspect of situational power, "clarity," is defined as "the extent to which cues regarding job-related responsibilities or requirements are readily available and easily understood" (Meyer et al., 2010:124). This aspect influences behavior by providing direct and easily understood information about job-related responsibilities and/or requirements. When employees receive instructions on how to complete a clearly defined task with a definite beginning, process, and end, they are less likely to act according to their individual differences than in situations where they are left to their own devices to determine the steps necessary to succeed (Meyer et al., 2014:1013).

B- Consistency

The second aspect of situational power, "consistency," is defined as "the extent to which signals regarding job-related responsibilities or requirements are consistent with each other" (Meyer et al., 2010:124). This aspect influences behavior by communicating a particular course of action uniformly across a variety of channels. Conceptually, consistency differs from clarity in the sense that even when multiple signals are presented clearly, they do not necessarily convey identical messages. An employee may receive specific

instructions from multiple managers (i.e., high clarity), but each manager may emphasize different tasks, goals, or priorities (i.e., low consistency) (Meyer et al., 2014:1013).

C- Constraints

Constraints consist of the degree to which an individual's freedom to make decisions or act is restricted by forces beyond their control. Constraints limit individuals' behavior in terms of what actions to take, when, and how to take them (García-Arroyo et al., 2021: 2). Constraints include the extent to which an employee's freedom to make decisions or take action at work is restricted by external forces. Attitudes are strengthened when external forces (such as close supervision, performance monitoring systems, and government regulations) limit the range of possible actions. Attitudes are weakened when an employee is given personal freedom. Employees who are tightly scheduled are likely to show less variability in terms of arrival, break, and departure times. On the other hand, the timing of these events among those who experience flexible scheduling is likely to be influenced by their personalities and preferences (Dalal and Meyer, 2012: 301).

H-Consequences

Consequences refer to the degree to which actions or decisions have significant positive or negative effects on other people, the organization, or other situations. This factor influences behavior because people tend to increase the likelihood of positive outcomes and avoid or minimize negative outcomes (García-Arroyo et al., 2021:2). Consequences relate to the extent to which an employee's decisions or actions at work lead to significant outcomes. Attitudes are strengthened when an employee's decisions or actions have a significant positive or negative impact on the well-being of any person (including the employee himself, of course) or entity (the organization and society as a whole). Attitudes are weakened when the outcomes of an employee's decisions or actions are less influential. Employees who face situations in which important outcomes, such as the health and safety of others, are in their hands may be more likely to exhibit described behaviors such as diligence and caution. Thus, if all things are equal, employees' personalities are more likely to shine in less important situations (Dalal and Meyer, 2012:301).

Fourth: Concept Of Ethical Voice

The concept of ethical voice was first introduced by Huang and Paterson in (2017) in the *Journal of Management*. Although the emergence of this concept is still early compared to the concept of employee voice in general, there are many studies that have addressed it. Ethical voice is a type of employee voice behavior that includes the employee's perception and belief about what is right or wrong in the workplace. Huang and Paterson (2017) defined ethical voice as a form of employee expression that seeks to change and challenge behavior that conflicts with ethical practices and is Ethical ly inappropriate (Huang and Paterson, 2017: 1158). Ethical voice has also been defined as the tendency to seek out and challenge unethical behavior and work to inform decision-making bodies for the purpose of making a corrective decision regarding it (Faheem et al., 2021). Ethical voice often involves open communication directed at others and aims to enhance the ethical performance of organizations, which may carry the risk of retaliation from others towards the one who speaks up (Alshehri and Elsaied, 2022). Ethical voice also refers to employees expressing their concerns about unethical issues and reporting them to their leaders or colleagues in the workplace and is seen as a useful means of identifying and preventing unethical actions before a crisis occurs (Liao et al., 2021: 820). While Zheng et al. (2021) defined ethical voice as a type of ethical behavior through which employees discuss and talk about unethical issues in the workplace and as a result identify risk factors before they occur. In order to crystallize a comprehensive concept of the concept of ethical voice, two points must be noted. First, the concept of ethical voice must be distinguished from the concept of whistleblowing. Both concepts share the same idea that employees identify cases of ethical violations and corruption in the workplace and speak about them to other authorized parties. However, there are some differences, the most important of which is that the ethical voice is limited to speaking and conveying the voice to parties within the organization, such as colleagues or the manager, while the concept of whistleblowing is only related to the employee reporting cases of violations of ethical standards or corruption to parties outside the organization, such as external oversight

bodies or relevant government authorities (Miceli et al., 2008). Often, many negative outcomes result from employees who resort to external parties to report ethical violations and corruption because this reporting, according to researchers, distorts the reputation and image of the organization in front of society and threatens the existence of managers, while the ethical voice does not only result in negative outcomes such as revenge behavior, but also includes positive outcomes such as positive evaluation from managers (Chen and Treviño, 2023). The second point is related to the level of the concept of the ethical voice. A review of previous studies shows that researchers view the concept of ethical voice from one of three levels. The first level is the group level. According to this level, ethical voice reflects the ethical behavior of group members by speaking to relevant parties about ethical violations. It represents a collective phenomenon rather than an individual one (e.g., Huang and Paterson, 2017). There are a number of studies that dealt with the concept of ethical voice as a phenomenon at the individual level because they see voice as an individual behavior with intrinsic motivations (Zheng et al., 2022; Chen et al., 2023). According to these studies, ethical voice is practiced by employees in the workplace by speaking and expressing ethical violations to senior levels in the organization. The current study, according to the nature of its objectives, will deal with ethical voice as a variable at the individual level. There are also a group of studies that dealt with ethical voice at the individual level, but this time it is not the employee's ethical voice but the leader's ethical voice. Here, the leader's ethical voice refers to the degree to which leaders talk about ethical issues at work to those higher up in the organizational hierarchy and how this voice can be reflected in the behavior of followers (Patterson and Huang, 2018).

Fifth: Importance Of Ethical Voice

Ethical voice is important for promoting ethics in organizations because it has the potential to inform colleagues and managers of perceived ethical issues while they have time to work on improving ethical decisions and/or avoiding ethical mistakes (Chen and Trevino, 2022:1). Ethical voice involves an explicit appeal to “ethical principles” or the overriding organizational interests (Wellman et al., 2016:794). Although ethical voice is important for promoting organizational integrity and social responsibility, and for building favorable versus unfavorable interpersonal interactions between observers (i.e., admiration and status conferral) and behavioral reactions (i.e., supporting the ethical voice), employees who consider speaking up about ethical issues fear potential negative reactions from colleagues and managers (Chen, 2020:3). Ethical voice is seen as a unique and important form of ethical behavior in organizations because it enables unethical issues to be identified and challenged before serious problems arise (Zheng et al., 2021:1).

Practical framework for research

1-Coding Research Variables

The process of placing a code that distinguishes each paragraph, each dimension, and each variable represents an important technical step because in light of the coding process, the dimensions and variables can be defined within the program and placed in their designated places according to the model to be studied. Table (2) shows the process of coding the variables.

Table (2) coding the variables and dimensions of the study

Variables		Number of paragraphs	code
President	Sub		
Proactive Personality	One-dimensional	10	PP
Situation Strength	After clarity	7	Clari
	After consistency	7	Consi
	After restrictions	7	Const
	After consequences	7	Conce
Ethical Voice	One-dimensional	6	EV

2- Testing The Stability Of The Measuring Instrument

The Cronbach alpha test was used to verify the stability of the scale, i.e. the ability of the scale to reflect the phenomenon at the same level when the scale is redistributed to the same sample and at a different point in time. The higher the Cronbach alpha ratio is achieved, the more it gives a reading of the stability of the scale and its accuracy in measuring the phenomena to be studied. The following table shows these values for each variable of the scale. It is clear from Table (13) that the values of the Cronbach alpha stability coefficient ranged between (0.91-0.88), which are statistically acceptable values in administrative and behavioral research because its value is greater than (0.70), which indicates that the tool is characterized by internal consistency and stability.

Table (3) Cronbach's alpha for the measuring instrument

The main variable	Cronbach's alpha
Proactive Personality	0.90
Situation Strength	0.89
Ethical Voice	0.88

3- Description of Study Sample Responses

A- Statistical Description Of The Proactive Personality Variable

Determining the level of availability of the proactive personality variable in this paragraph depends primarily on the amount of the arithmetic mean and standard deviation in the responses of the study sample, which were generally for this variable within a very high level and high for the ten paragraphs expressing the variable (the one-dimensional variable - i.e. it is measured by its paragraphs), as it is clear from the arithmetic mean of (4.08) that the proactive personality variable is available at a high level within the application environment, and what confirms and enhances this availability is the harmony of the total answers about this variable, as it was found that the deviation of the answers from their hypothetical mean was low, estimated at (0.67) and at a level of importance of (0.82), which means that individuals in the application environment are interested in the process of finding new methods with the aim of improving their standard of living by finding ways to change its structure and reality. As for the level of the nature of the availability of the questions raised expressing the variable, it was found that paragraph No. (1) was represented by the question (I am constantly looking for new ways to improve my life). It had the highest arithmetic mean of (4.34), which reflects a very high level of availability, while the amount of dispersion from the arithmetic mean was low, reaching (0.64) and an importance level of (0.87). This percentage shows good harmony and agreement among the individuals in the study sample regarding this paragraph. As for the paragraph with the lowest mean lower than the rest of the paragraphs, it was paragraph No. (7), which is concerned with (I excel over others in identifying opportunities). It reached (3.87), which reflects a high level of availability according to the convictions of the individuals in the application sample. As it is clear, there is harmony that supports this availability, as the standard deviation reached (0.69) and an importance level of (0.77), which shows good harmony and agreement for the individuals' answers. As for the remaining paragraphs, their arithmetic mean varied between (3.92-4.25), which is within a high and very high level of availability, while the standard deviation was between (0.60-0.73), which shows the presence of Consistency in individuals' answers to these paragraphs regarding their availability in the application environment.

Table (4) Statistical Description Of The Proactive Personality Variable (n= 270)

ت	paragraphs	Mean	standard deviation	Relative importance	Order of Importance
1	PP1	4.34	0.64	.87	1
2	PP2	4.25	0.66	.85	2
3	PP3	4.09	0.69	.82	6
4	PP4	4.12	0.73	.82	4
5	PP5	4.11	0.63	.82	5
6	PP6	3.96	0.73	.79	8
7	PP7	3.87	0.69	.77	10
8	PP8	4.13	0.65	.83	3
9	PP9	3.99	0.67	.80	7
10	PP10	3.92	0.6	.78	9
		4.08	0.67	.82	

B- Situation Strength

It is noted from the data in the table above that the clarity dimension obtained the first rank in terms of the ordinal importance according to the answers of the research sample, while the least important dimension was the restrictions dimension, and all the remaining dimensions were within a high availability level. In general, the general arithmetic mean for the position strength variable was high (3.68) with a general standard deviation of (0.99)..

Table (5) Arithmetic means, standard deviations, response score and ordinal importance of the main dimensions of the position strength variable (n=270)

Paragraph	Mean	standard deviation	Answer level	Relative importance	Order of Importance
After clarity	3.98	0.86	Moderate	.89	1
After consistency	3.85	0.92	Moderate	.77	2
After restrictions	3.17	1.17	Moderate	.64	4
After consequences	3.74	1.03	Moderate	.75	3
Situation Strength	Mean		3.68	Relative importance .74	
	Standard deviation		0.99		

C- Ethical Voice

Determining the level of availability of the moral voice variable in this paragraph depends primarily on the amount of the arithmetic mean and standard deviation in the responses of the study sample, which were generally within the level and high for this variable for the six paragraphs expressing the variable (the one-dimensional variable - i.e. it is measured by its paragraphs), as it is clear from the arithmetic mean of (3.86) that the moral voice variable is available at a high level within the application environment, and what confirms and enhances this availability is the harmony of the total answers about this variable, as it was shown that the deviation of the answers from their hypothetical mean was low, estimated at (0.79) and at a level of importance of (0.77), which means that individuals in the application environment provide recommendations with the aim of developing the school work environment with regard to the moral aspects that constitute a basic necessity for the field of educational work. As for the level of the nature of the availability of the questions raised expressing the variable, it was found that paragraph No. (1), which was represented by the question (This instructor develops and presents recommendations regarding ethical issues that affect his work.) had the highest arithmetic mean of (4.01), which reflects a high level of availability, while the amount of dispersion from the arithmetic mean was low, reaching (0.79) and with a level of importance of (0.80). This percentage shows good harmony and agreement among the individuals in the study sample regarding this question. As for the question that had the lowest mean of less than the rest of the paragraphs, it was for paragraph No. (5), which is concerned with (This instructor is involved in ethical issues that affect the quality of work life.) as it reached (3.97), which reflects a high level of availability according to the convictions of the individuals in the application sample. As it is clear that there is harmony that supports this availability, as the standard deviation reached (0.85) and with a level of importance of (0.74), which shows good harmony and agreement for the individuals' answers. As for the rest of Paragraphs whose arithmetic mean varied between (3.68-3.96) and are within a high availability level, while the standard deviation was between (0.70-0.82), which shows the existence of harmony in the individuals' answers about these paragraphs with regard to their availability in the application environment

Table (6) Arithmetic means, standard deviations, response score and ordinal importance of the main dimensions of the position strength variable (n=270)

ت	paragraphs	Mean	standard deviation	Relative importance	Order of Importance
1	EV1	4.01	0.79	.80	1
2	EV2	3.96	0.79	.79	2
3	EV3	3.74	0.82	.75	5

4	EV4	3.87	0.78	.77	4
5	EV5	3.68	0.85	.74	6
6	EV6	3.93	0.70	.79	3
		3.86	0.79	.77	

4-Testing the Study Hypotheses

A- Correlation Coefficient Matrix

Determining the level of correlation between the study variables is an important step that paves the way for conducting other tests, including clarifying the extent of the correlation between the availability of a variable and the association of this availability with the emergence of other variables in the application environment. Table (7) shows the nature of the correlation between the proactive personality variable and the moral voice variable, as it reached (0.43), which is a significant value at the level (Sig = 0.01), as indicated by the star appearing above the value. As for the relationship between the proactive personality variable and the position strength variable, it turned out to be (0.47), which is a significant value at the level achieved by (Sig = 0.01). As for the relationship between the personality and proactivity variables, it reached (0.09) and the trait activation variable, which is a non-significant value, neither at the level (Sig = 0.05) nor at the level (Sig = 0.01), while the relationship between the position strength variable and the dependent variable, the moral voice, reached (0.18), which is a significant value at the level (Sig = 0.01). As for the nature of the relationship between the trait activation variable and the moral voice variable, it reached (0.17) is a statistically significant value at the (Sig = 0.01) level.

Table (7) Correlation between study variables

The main variable	Proactive Personality	Ethical Voice	Situation Strength
Proactive Personality	1	0.43**	0.47**
Situation Strength	0.43**	1	0.18**
Ethical Voice	0.47**	0.18**	1

B- Impact Hypotheses

The result indicates that proactive personality has a significant and positive effect on moral voice, meaning that individuals with higher levels of proactive personality tend to express a greater moral voice in their situations. This suggests that a proactive person is more engaged in moral issues and motivated to express their positions and ideas, because proactive personality is associated with a tendency to take initiative and a willingness to take positions. However, the coefficient of determination (R^2) shows that proactive personality explains only about 19.3% of the variance in moral voice. This means that while proactive personality is an important factor, there are other factors that also influence moral voice and should be taken into account to understand the full picture of individuals' moral behavior. In the current study, we attempt to test the interactive effects of other variables such as position strength. These variables may have a greater effect in explaining the relationship between proactive personality and moral voice. It is likely that the effect of proactive personality on moral voice increases in weak situations.

Figure (8) Results of the first hypothesis test

Labs	Beta	Standard Error	T-value	P-value	R^2
Proactive Personality	0.439	0.049	8.942	0.000	0.193

C-Hypothesis Two: The effect of the interaction between proactive personality and situational

Before presenting the results of the second and third hypotheses, it is necessary to point out the steps of testing the bilateral interactive effects that were followed in this study. These steps were followed to ensure that the interaction between the independent variables and the interacting variables was analyzed correctly:

1-Converting the variables to standard forms (Standardization) In this step, the independent variables of proactive personality, situational strength, and social charismatic leadership were converted to standard forms. According to Dawson (2014), converting the variables to standard forms is an important step when

analyzing interactive effects to reduce the possibility of multicollinearity. This correlation may inflate the standard errors of the coefficients and make estimating the interactions more difficult. Converting to standard forms helps control this problem and ensures that the results obtained are more accurate and interpretable.

2-Generating the interaction term: After converting the variables, the interaction term (Interaction Term) is generated through the interaction between proactive personality and situational strength (PP * SS) and the interaction between proactive personality and social charismatic leadership (PP * TA).

3-Model Estimation: The independent variables, along with the interaction terms, are then included in the statistical model to examine the individual and interaction effects.

4-Slope Calculation: Slopes are calculated at different levels of the interacting variable, for example at low (-1) and high (+1) levels of position strength and social charismatic leadership.

5- Significance Testing of Slopes Using Confidence Intervals and Significance: The significance of the slopes is tested using confidence intervals and p-value, which helps determine whether the slopes are statistically significant or not.

6-Interaction Plot: An Interaction Plot is created to illustrate how the effect of the independent variables on the dependent variable changes at different levels of the interacting variable.

A. The second hypothesis: The effect of the interaction between the proactive personality and the strength of the situation

The second hypothesis states that "there is an interactive effect relationship between the proactive personality and the strength of the situation in the moral voice, such that the strength of the relationship decreases when the situation is weak and increases when it is strong." The results of this test showed that the interaction between the proactive personality (PP) and the strength of the situation (SS) had a statistically significant effect on the moral voice, as the interaction coefficient (Beta) reached -0.078 with p-value = 0.000, as in Table (29), which means that the relationship between the proactive personality and the moral voice decreases when the strength of the situation increases. Table (30) shows the levels of the tendency of the variable of the strength of the situation:

- At a low level of the strength of the situation (lowSS = -1): the proactive personality has a greater effect on the moral voice, when the regression coefficient is 0.331, this means that in weak situations, individuals with a proactive personality show a greater effect on the moral voice.

- At a high level of situational strength (highSS = 1): The effect of proactive personality on the moral voice decreases, as the regression coefficient was 0.174. This means that individuals become less proactive in expressing the moral voice in strong situations, and the environment is more controlling and the need for individual initiative decreases. Figure (2) below shows the interactive relationship between proactive personality and situational strength on the moral voice. The graph presents the effect of proactive personality on the moral voice at two levels of situational strength, low (Low SS) and high (High SS). At a low level of situational strength, the solid line shows that the effect of proactive personality on the moral voice in situations with weak power is stronger. As we can see, there is a clear increase in the moral voice with the increase in proactive personality. When proactive personality is low, the moral voice is lower (about 2), and when proactive personality is high, the moral voice increases significantly to about 3.8. This indicates that individuals in weak situations rely more on their proactivity to express the moral voice. The high level of situational power is shown by the dashed line, which indicates that the effect of proactive personality on moral voice in high-power situations is less. We observe a slight increase in moral voice from about 3 to 3.5 as proactive personality increases. Here, even in the case of low proactive personality, moral voice is relatively high compared to situations with weak power, indicating that individuals rely less on proactive personality in strong situations. This graph confirms that situational power moderates the relationship between proactive personality and moral voice. In situations with weak power, individuals rely more on their own initiative (proactive personality) to express moral voice, while in high-power situations, the effect of proactive personality is less important, as the environment tends to provide greater guidance to individuals.

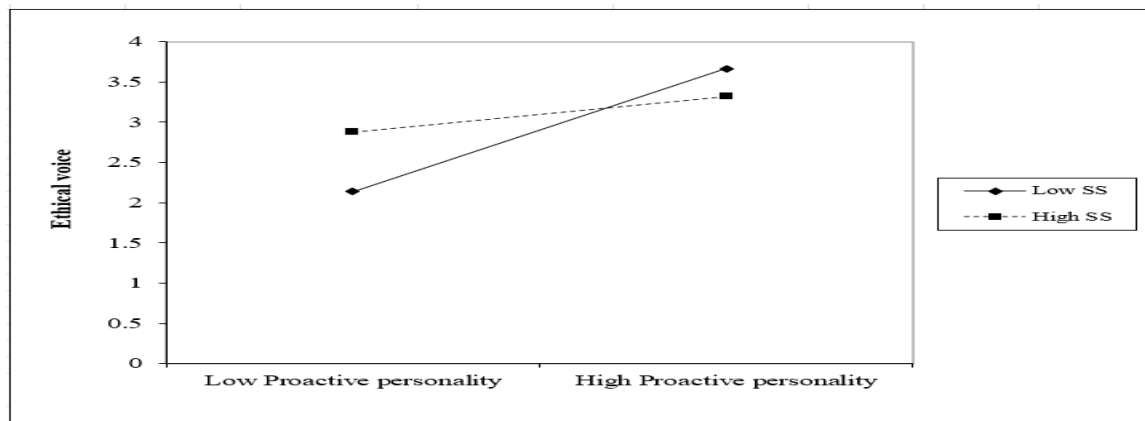


Figure (2) Graphical representation of the interactive relationship between the strength of the situation and the proactive personality

Conclusions And Recommendations

Conclusions

1- The results of the statistical description showed that the level of proactive personality among the teaching staff in schools was high, reflecting a clear tendency among teachers to adopt positive behaviors aimed at improving the educational environment and striving for constructive change. This indicates their readiness for change and development in various fields, especially teaching methods and school management, which contributes to enhancing the quality of education.

2- The results of the statistical description showed that the dimensions of situational strength in the context of school work show a generally high level, reflecting the clarity of goals and consistency of the roles required of the teaching staff. However, this situational strength may lead to neutralizing the emergence of individual personality traits, as opportunities for expressing individual differences are reduced in light of clear expectations and strict consequences. When the work environment is governed by clear and consistent contexts, behavior becomes more homogeneous and is affected by situational factors more than by individual personality traits. This indicates a need to re-evaluate the balance between directing behavior and maintaining space for expressing individual differences. For example, focusing on the dimension of consequences may enhance the sense of responsibility, but it may lead to additional pressure if it is not directed in a balanced manner. These results highlight the importance of thinking about how to design a school work environment that seeks to achieve integration between guidance and flexibility.

3- The results of the statistical description showed that the level of moral voice among faculty members was high, which may reflect the frequency of expressing ethical violations or issues that require ethical attention in schools. This indicates the possibility of recurring challenges related to ethics, which prompts teachers to express their opinions and participate in discussing these issues significantly.

4- The results of the hypothesis testing indicated that proactive personality is an important factor in enhancing the moral voice among faculty members in schools, as it was shown that individuals who possess higher levels of proactive personality tend to express their moral opinions and participate effectively in issues that affect ethical values in the school work environment to a greater extent. Although this effect reflects the role of proactive personality in encouraging the tendency towards initiative and ethical commitment, the results showed that proactive personality explains only a limited part of the variance in moral voice, indicating that there are other factors, , that may significantly affect this relationship. In the school context, these organizational factors can be crucial in enhancing the role of proactive personality, and their influence is expected to increase in school environments characterized by clear goals and strong leadership..

Recommendations

1-It is important for the management of the sample schools to invest in the paragraph of teachers enjoying a high level of proactive personality, by implementing a monthly program that allows them to present ideas and initiatives to improve teaching methods and the school environment. This program is designed to show appreciation for their tendency to adopt positive behaviors and their readiness to change, and provides them with a practical platform to employ their proactivity in bringing about constructive change in the educational environment. Outstanding initiatives can be supported financially or logistically and their owners can be honored to enhance this proactive behavior.

2-The management of the sample schools should take into account that although situational power in schools promotes clarity of goals and coherence of roles, it may limit the emergence of personal traits. This power can be mitigated by allocating a small percentage of weekly working time (such as a single period or specific activity) for teachers to implement their own ideas or teaching methods. This is done within a flexible framework of guidance rather than strict mandatory policies, giving teachers the freedom to innovate and express their individual differences. This program balances the use of situational power by maintaining clarity of the school's overall expectations and goals with providing space for creativity and personal flexibility, which enhances satisfaction and reduces the pressures resulting from strict consequences. It also supports the development of a more diverse and balanced learning environment, and motivates teachers to perform better.

3-It is essential for the administration of the sample schools to create a comprehensive code of ethics that expresses the basic values and principles that regulate ethical behavior within the school. This code of ethics is designed by involving all stakeholders (teachers, students, and parents) to ensure balanced representation for all. The code includes a clear vision and mission that reflects the school's ethical goals, as well as guidelines that define expected behaviors and procedures necessary to address ethical violations. It is to be developed based on dialogue sessions that provide an opportunity to understand existing ethical challenges, followed by drafting a clear and simplified document in a language that is understandable to all. After the code is adopted, it is disseminated within the school community through various means such as meetings and workshops to enhance commitment to it, with a periodic follow-up and evaluation mechanism in place to update it according to developments and needs.

4-It is important for the principals of the research sample schools to work on establishing a permanent committee within the school consisting of faculty members and administration, concerned with discussing ethical issues that are raised periodically by teachers, students or parents. The committee holds regular meetings to raise ethical violations or challenges facing the school, and to provide recommendations and solutions that contribute to enhancing the ethical environment and reducing recurring challenges. This committee will provide a permanent platform for dealing with ethical issues that concern the faculty, which enhances the climate of transparency and collective participation in improving ethical standards within the school..

5-School principals in the research sample need to periodically review organizational situations and understand and analyze individual traits to identify instances where situational strengths limit the use of beneficial personality traits such as proactiveness. This can be achieved by designing questionnaires that assess teachers' sense of flexibility and initiative as well as holding regular observation sessions to analyze the impact of school policy. Principals are also advised to experiment with more flexible policies in specific settings to analyze their impact on promoting ethical initiatives, which can help achieve a school environment that supports individuals' engagement with organizational goals effectively.

Study limitations

1-Cross-sectional study design

The research data were collected at only one point in time, which limits the ability to interpret causal relationships between variables. That is, the relationships identified between proactive personality,

charismatic leadership, and ethical voice may be the result of other factors that were not observed due to the absence of a timeline that allows monitoring changes in these relationships over the long term.

2-Reliance on a single sector (education sector)

The study was limited to collecting data from the education sector only, which weakens the external generalization of the results. The dynamics affecting proactive personality, ethical voice, and charismatic leadership may differ in other sectors such as the industrial or health sectors, which means that the results may not be applicable to different professional contexts.

3-Lack of inclusion of additional mediating variables:

Despite the focus on proactive personality and charismatic leadership, there may be other mediating variables, such as school work culture or peer support, that were not included in the study, which may limit the full understanding of the factors influencing ethical voice.

4-Lack of cultural and social analysis:

The study did not take into account cultural or social differences that may affect the dynamics between proactive personality, charismatic leadership, and ethical voice, which may weaken the applicability of the results in different cultural settings. For example, the culture of Iraqi organizations is characterized by the significant influence of social relations on individual decisions, and these characteristics may significantly affect the relationship between proactive personality, charismatic leadership, and ethical voice, which makes generalizing the results to different cultural settings such as individualistic countries inappropriate.

Future Proposals

1-Use a Longitudinal Study

To overcome the limitations of a cross-sectional study, it is suggested to conduct a longitudinal study in which data are collected over multiple time periods. This will allow for a better understanding of the causal relationships between proactive personality, charismatic leadership, and ethical voice, and to monitor changes over time.

2- Expand the scope of the sectors covered by the study:

To generalize the results more broadly, it is suggested to apply the study model to other sectors such as the industrial, health, and service sectors. This application will demonstrate the stability of the results across different professional contexts and enhance the validity of the results for practical application.

3-Study of mediating and additional variables:

It is important for future studies to include mediating variables such as school work culture, social support from colleagues, or the influence of school policies, to more comprehensively understand the factors that influence the relationship between proactive personality and ethical voice.

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