

**THE ROLE OF SELF-LEADERSHIP: INVESTIGATING THE RELATION EMOTIONAL QUOTIENT AND ADVERSITY QUOTIENT TO TEACHERS' ADAPTIVE PERFORMANCE**

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**ABSTRACT**

This study investigates the relationships between emotional and adversity quotient and their impact on adaptive performance, with self-leadership examined as a mediating variable. Although there is a growing body of research on emotional intelligence, adversity quotient, and adaptive performance, limited studies have specifically explored the interrelationship of these three variables within the context of elementary school teachers, particularly in rural or semi-rural regions such as Kepahiang Regency in Indonesia. This research employed a quantitative method conducted in Kepahiang Regency, involving a total sample of 230 elementary school teachers who participated voluntarily. Data collection was conducted online, using a structured questionnaire distributed via Google Forms. The analysis followed the data analysis stages outlined by Neuman, utilizing SPSS to describe respondent characteristics, and Partial Least Squares - Structural Equation Modeling (PLS-SEM) to assess indicators and test hypotheses. The results indicate that both emotional quotient and adversity quotient have a positive and significant effect on teachers' adaptive performance. Furthermore, self-leadership was found to significantly mediate the relationship between emotional and adversity quotient and adaptive performance. These findings provide important insights and contribute to the development of capacity-building programs, improvements in working conditions, and policies or initiatives that aim to enhance teaching quality and teachers' well-being—particularly by strengthening teachers' adaptive capacity through improved emotional intelligence, mental resilience, and self-leadership skills. This study also implies that the success of teacher adaptation is not solely determined by professional competence, but also by psychological factors such as emotional intelligence and the ability to lead oneself.

**Keywords:** Emotional Quotient; Adversity Quotient; Self-Leadership; Adaptive Performance.

**ABSTRAK**

*Penelitian ini bertujuan untuk melihat hubungan kecerdasan emosional dan kecerdasan adversity terhadap kinerja adaptif dengan peran kepemimpinan diri sebagai mediasi. Meskipun terdapat banyak penelitian mengenai emotional quotient, adversity quotient, dan kinerja adaptif, masih sedikit studi yang secara spesifik meneliti hubungan ketiga variabel tersebut dalam konteks guru Sekolah Dasar, khususnya di wilayah rural atau semi-rural seperti Kabupaten Kepahiang. Metode penelitian adalah kuantitatif yang dilaksanakan di Kabupaten Kepahiang dengan*

*melibatkan sampel sebanyak 230 guru SD di Kabupaten Kepahiang. Teknik pengumpulan data dilakukan secara online dengan menyebarkan kuesioner melalui google form secara daring. Data yang diperoleh dianalisis dengan merujuk pada tahapan menurut Neuman. Menggunakan software Statistical Package for the Social Sciences (SPSS) untuk karakteristik responden dan menggunakan Partial Least Square- Structural Equation Modeling (PLS-SEM) untuk menganalisis indikator dan hipotesis. Penelitian ini menemukan bahwa Emotional Quotient dan adversity berpengaruh positif terhadap kinerja adaptif. Selain itu, kepemimpinan diri secara positif memediasi Emotional Quotient dan kecerdasan adversity terhadap kinerja adaptif. Temuan penelitian ini memiliki hasil yang dapat membantu dan berkontribusi terhadap pengembangan program peningkatan kemampuan, perbaikan kondisi kerja, dan bertujuan meningkatkan kualitas pengajaran dan kesejahteraan guru, terutama dalam meningkatkan kemampuan adaptif melalui penguatan Emotional Quotient, ketangguhan mental, dan kapasitas kepemimpinan diri para guru SD. Temuan ini mengimplikasikan bahwa keberhasilan adaptasi guru tidak hanya ditentukan oleh kompetensi profesional, tetapi juga oleh faktor psikologis seperti kecerdasan emosional dan kepemimpinan diri.*

**Kata kunci:** Emotional Quotient, Adversity Quotient, Kepemimpinan Diri, Kinerja Adaptif.

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## A. INTRODUCTION

Organizations rely heavily on individuals who can drive progress and help achieve established goals; humans are central to this process. Among all resources, humans are the most crucial asset within an organization (Penny Li et al., 2017; Randev & Jha, 2019). This also applies to organizations in the educational sector. In education, the core component is the teacher (Rouf, 2018), as teaching is inherently human-centered. Teaching has become increasingly complex in recent years due to various challenges (Anne Tansiongco & Ibarra, 2020). Teachers are among the first to experience multiple changes that come, including shifts in technology, educational systems, teaching policies, and the evolving behaviors of students, all of which demand adaptability.

Over the past few years, Indonesia's education system has undergone several changes and improvements across multiple areas, such as teacher competencies, educator quality, curriculum frameworks, educational infrastructure, and management quality. These reforms have also included shifts in teaching methods and strategies toward more innovative approaches (Jihan et al., 2023). Therefore, it is essential for teachers to possess emotional regulation skills, reasoning abilities, and self-control to adapt to constant change. The continuous wave of changes in the education system has directly and indirectly impacted teachers in Indonesia.

While the government, has made efforts to inform and prepare educators through various outreach programs, these initiatives often fall short in helping teachers adapt to the ongoing changes. The government believes this curriculum will help teachers understand their students better but the students employ many various learning styles (Fawziah Zahrawati, 2024). As policies and systems keep shifting, many teachers find

themselves confused and overwhelmed, affecting their performance and clarity in understanding what's expected of them. Rather than continuously adjusting regulations and strategies, it may be more helpful for the government and relevant agencies to focus on what matters, sticking to core principles and addressing the most pressing needs. Constant policy changes often do more harm than good, creating uncertainty for teachers and students, who ultimately bear the consequences of an unstable system (Tintington et al., 2023).

An Emotional quotient is an individual's ability or capacity to face difficulties, regulate emotions and feelings, and manage challenges in practice (Versel et al., 2023). The emotional quotient was initially conceptualized as an ability analogous primarily to the general Quotient (Connor et al., 2019). It comprises three major models: the ability model, the trait model, and the mixed model. Accordingly, emotional quotient is generally measured through aspects such as (1) perceiving emotions (in oneself and others), (2) regulating one's own emotions, (3) managing others' emotions, and (4) strategically utilizing emotions (Connor et al., 2019). Managing emotions is not just helpful. It is essential for every teacher. Teachers need emotional control to build meaningful connections with their students, truly understand them, and stay adaptable in the face of ever-changing classroom dynamics and external pressures (Zaman et al., 2021; Collie, 2021). At the same time, thinking clearly through problems and responding well to change is just as crucial in helping individuals navigate daily challenges (Safi'i et al., 2021).

The adversity quotient refers to a person's ability to endure and overcome challenging situations (Lenggono et al., 2023; Singh & Sharma, 2018). It is more than just surviving; it is about turning obstacles into opportunities (Jimenez, 2021). Researchers often break this down into four main abilities: facing challenges head-on, staying resilient under pressure, solving problems, and using adversity as a stepping stone to success. These aspects are commonly grouped into four dimensions: Control, Ownership, Reach, and Endurance (Mohd Matore et al., 2021). Together, emotional quotient and adversity quotient are potent tools that help individuals deal with the ups and downs of life. However, to harness them, people need self-leadership the ability to guide and regulate themselves. Self-leadership is the discipline to stay focused, manage emotions, and act intentionally (Napierksy & Woods, 2018). Emotional quotient supports this by helping individuals recognize and manage their feelings, which influences how they behave and respond to others. People with strong adversity quotient are generally better at staying motivated, managing stress, and learning from difficult experiences. These traits feed directly into strong self-leadership, helping individuals stay on track even when things get tough (Safi'i et al., 2021). Furthermore, this study builds on research by (Esen & Bulut, 2022), who argue that emotional quotient and self-leadership go hand in hand. Before someone can lead others effectively, they first need to be able to lead themselves, which means being able to control their thoughts, emotions, and behavior.

H1: Emotional Quotient has a positive effect on Self-Leadership

H2: Adversity Quotient has a positive impact on Self-Leadership

Adaptability in the workplace is important because everyone needs to adjust to changes around them. According to (Qurrahtulain et al., 2022; Pradhan & Jena, 2017), adaptive performance refers to a person's ability to handle changes in the environment and new work situations that arise from existing problems. This skill is essential to achieve positive organizational results (Jannah & Bantam, 2023). Adaptability is key to overcoming challenges and changes (Pradhan & Jena, 2017). Facing changes and challenges can affect how someone feels, thinks, and manages themselves. Therefore, adaptability is necessary to deal with changes in the environment, mood shifts, new technologies, and potential issues (Jannah & Bantam, 2023).

On the other hand, adversity intelligence refers to a person's ability to persevere, take responsibility, stay hopeful, maintain optimism, and manage stress when facing challenges or changes (Ahmad Kholidi & Frendika, 2022). When it comes to self-leadership, which involves self-control (Kim et al., 2024; Sawitri et al., 2018), it is essential to develop the ability to act effectively. Self-leadership significantly impacts a person's behavior and performance, especially at work. People who can manage themselves, individually and in groups, play an important role in adapting to constantly changing environments. The higher a person's emotional Quotient (EQ) and adversity quotient (AQ), the better they are at managing their lives (Septiarly et al., 2024), and this also influences self-leadership. Since challenges that require change will always come up, the ability to regulate emotions (Connor et al., 2019), think critically to solve problems (Safi'i et al., 2021), and maintain self-control is crucial for adapting to changes (Jimenez, 2021; Primasatya et al., 2024). Teachers, for example, face many challenges at work, such as issues with technology, teaching systems, student behavior, and more (Ristiana et al., 2020).

H3: Emotional Quotient has a positive effect on Adaptive Performance

H4: Adversity Quotient has a positive impact on Adaptive Performance

H5: Self-Leadership has a positive effect on Adaptive Performance

As highlighted in the research of Knotts & Houghton (2021), self-control is essential for completing tasks as planned. However, individuals often lose control when faced with unexpected challenges. Self-leadership is generally understood as a comprehensive strategy that helps individuals develop the ability to direct themselves in a way that supports strong performance, ultimately benefiting their personal growth (Manz et al., 2016). This concept involves goal setting, self-regulation, and self-motivation (Napiersky & Woods, 2018). In a study by (Esen & Bulut, 2022), self-leadership is broken down into several key elements: (1) goal setting, (2) self-observation, (3) self-reward, (4) self-punishment, and (5) self-reminders. When individuals face challenges or changes, they often experience emotional disturbances because they struggle to properly manage or express their emotions. In such cases, self-control becomes crucial. When someone struggles to regulate their emotions, self-leadership can help them regain control (Wezowski & Penton-Voak, 2023; Esen & Bulut, 2022). The clear impact of adversity intelligence (AQ) on performance indicates that AQ is key to adapting to challenges (Pradhan & Jena, 2017). Problem-solving skills are essential for adapting to changes, as facing challenges often requires the ability to adjust. Self-leadership, which improves

performance through self-regulation incorporating strategies related to cognition, motivation, and behavior (Napiersky & Woods, 2018; Yangzi et al., 2023). And those are can help teachers perform better in their roles. In the face of difficulties, self-control is necessary, as it helps maximize performance (Boonyarit, 2023) and allows individuals to manage their emotions and approach problem-solving effectively.

Moreover, self-control is closely linked to the ability to adapt to change (Primasatya et al., 2024), and teachers, in particular, need this ability to deal with the challenges they face. Developing self-awareness can assist teachers in adapting to changes and resolving problems more effectively. This self-leadership skill helps teachers perform adaptively in various situations (Jannah & Bantam, 2023). Throughout the studied literature, adaptability is consistently related to change and the capacity to deal with change (Loughlin & Priyadarshini, 2021), it's also related to emotional intelligence (Qurrahtulain et al., 2022). Previous studies have explored how these variables relate separately (Primasatya et al., 2024; Esen & Bulut, 2022; Puspitacandri et al., 2020; Budiani et al., 2022). However, limited research has examined how self-leadership mediates the relationship between emotional quotient and adversity quotient in terms of adaptive performance. This study seeks to explore this dynamic, hoping organizations can develop more effective strategies to support teachers and help them navigate the increasingly complex educational challenges. However, there's still a need for more in-depth research to understand these concepts better and integrate them.

H6: Self-Leadership mediates the influence of Emotional Quotient on Adaptive Performance

H7: Self-Leadership mediates the influence of Adversity Quotient on Adaptive Performance

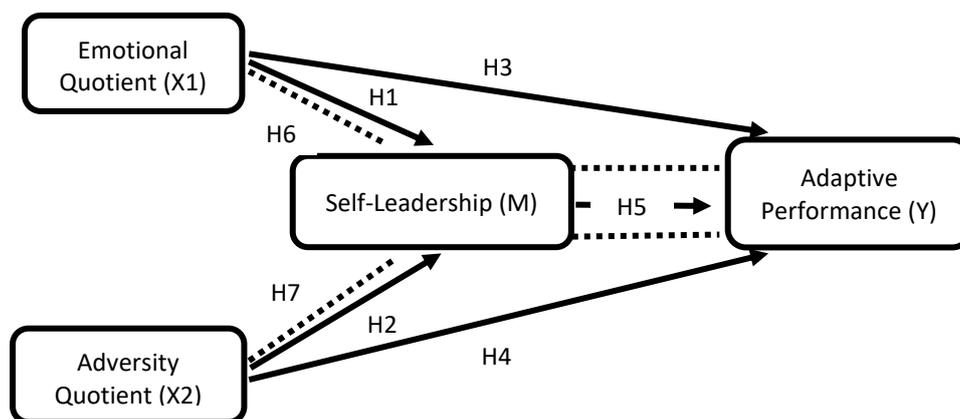


Figure 1. Conceptual Framework

Source: Authors, 2025

## B. RESEARCH METHOD

### Participants

This study involved elementary school teachers from Kepahiang Regency, located in Bengkulu Province, Indonesia. Table 1 provides an overview of the number of schools and teachers across the regency. Participation was voluntary, with data collected through

an online survey distributed via Google Forms. Participants were informed that all responses would remain confidential to ensure ethical research practices. In total, 232 teachers completed the survey in full.

The participants' demographic profiles included their employment status, school type, sub-district location, and years of teaching experience. Table II shows that most were civil servant teachers (43.1%), most of whom taught at public schools (64.7%). Most respondents came from the Kepahiang sub-district (32.2%), and most had been teaching for 1 to 5 years (59.9%).

This research used a quantitative approach, focusing on numerical data for collection, analysis, and presentation. It explored relationships between variables, looked for patterns, and aimed to draw meaningful generalizations based on the findings. A key goal of quantitative research is to support conclusions by developing mathematical models. While this study drew on existing theories from the literature, it also emphasized the importance of building hypotheses that directly reflect the real-world phenomena being studied. In this way, quantitative research plays a crucial role in systematically measuring and understanding complex issues (Hardani et al., 2020).

The target population for this study was all elementary school teachers in Kepahiang Regency. According to 2023 data from Dapodikdasmn (Ministry of Education and Culture), 103 elementary schools in the regency employ 1,108 teachers. A detailed breakdown of the number of schools and teachers is presented in Table 1.

**Table 1.** The number of schools and teachers in Kepahiang Regency

NO	REGION	NUMEROUS SCHOOL	NUMEROUS TEACHER
1.	Kepahiang	28	388
2.	Ujan Mas	12	143
3.	Bermani Ilir	16	133
4.	Kaba Wetan	10	111
5.	Tebat Karai	12	105
6.	Seberang Musi	8	79
7.	Muara Kemumu	10	84
8.	Merigi	7	65
Total		103	1.108

Source: Dapodikdasmn 2024

**Table 2.** Demographic Profile of the Sample

NO	CLASSIFICATION	FREQUENCY	PERCENT
1.	Status		
	Honorer	77	33,2
	PNS	100	43,1
	PPPK	55	23,7
	Total	232	100,0
2.	School Categories		
	Public	150	64,7
	Private	82	35,3
	Total	232	100,0

3. School Region		
Bermani Ilir	27	11,6
Kaba Wetan	25	10,8
Kepahiang	75	32,3
Merigi	18	7,8
Muara Kemumu	24	10,3
Seberang Musi	20	8,6
Tebat Karai	16	6,9
Ujan Mas	27	11,6
Total	232	100,0
4. Long Teaching Time		
Under 5 Years	139	59,9
6-10 Years	45	19,4
11-15 Years	26	11,2
16-20 Years	11	4,7
21-25 Years	4	1,7
26-30 Years	5	2,2
31-40 Years	2	0,9
Total	232	100,0

Source: Data Processed 2025

To carry out this study, the researchers used measurement tools that had already been validated and applied in previous studies, as shown in Table 3. Work adaptability was measured using a scale developed by *Pradhan & Jena (2017)*, which included seven statements for participants to respond to. A 15-item questionnaire created by *Houghton & Neck (2002)* was used to assess self-leadership. For emotional quotient, the study adopted a 10-item instrument. Meanwhile, the adversity quotient was evaluated using eight items adapted from a questionnaire developed by *Mohd Matore et al. (2021)*. Since these instruments were initially written in English, they were carefully translated into Indonesian and simplified to ensure they were easy to understand and appropriate for the participants. Each item in the questionnaire was rated using a five-point Likert scale, where 1 meant "strongly agree" and 5 meant "strongly disagree."

**Table 3.** Items Measurements

NO	VARIABLE	ITEM	INSTRUMENTS	SOURCE
1.	Emotional Quotient	X1.1	I know why my emotions change	(Davies et al., 2010).
		X1.2	I easily recognize my emotions as I experience them.	
		X1.3	I can tell how people are feeling by listening to the tone of their voice.	
		X1.4	By looking at their facial expressions, I recognize the emotions people are experiencing.	
		X1.5	I seek out activities that make me happy.	
		X1.6	I have control over my emotions.	
		X1.7	I arrange events others enjoy	
		X1.8	I help other people feel better when they are down.	
		X1.9	When I am in a positive mood, I can come up with new ideas.	
		X1.10	I use good moods to help myself keep trying in the face of obstacles.	

2. Adversity Quotient	X2.1	I am able to face and handle problems in a controlled manner	(Mohd Matore et al., 2021)
	X2.2	I am able to be positive about the problems I face	
	X2.3	I was able to explain the problems I faced	
	X2.4	I understand the consequences of the challenges.	
	X2.5	I can control myself so that my problems don't affect my personal life.	
	X2.6	I can directly confront and try to solve the problem at hand.	
	X2.7	I am able to anticipate the duration of the challenge I face	
	X2.8	I am able to find solutions to existing problems.	
3. Self-Leadership	M.1	I was able to visualize myself overcoming the challenges I faced	(Houghton & Neck, 2002)
	M.2	I often mentally rehearse the way I plan to deal with a challenge before I actually face the challenge	
	M.3	I establish specific goals for my own performance.	
	M.4	I think about the goals that I intend to achieve in the future.	
	M.5	Sometimes, I find I am talking to myself (out loud or in my head) to help me deal with complex problems I face	
	M.6	When I do an assignment exceptionally well, I like to treat myself to something or an activity I especially enjoy	
	M.7	Whenever I encounter a difficult situation, I think about my own beliefs and assumptions.	
	M.8	I try to mentally evaluate the accuracy of my own beliefs about situations I am having problems with	
	M.9	I feel guilty when I perform a task poorly.	
	M.10	I sometimes openly express displeasure with myself when I have not done well.	
	M.11	I usually know how well I'm doing as I perform an activity.	
	M.12	I keep track of my progress on projects I'm working on	
	M.13	I seek out activities that I enjoy doing at work.	
	M.14	I find my favorite way to get things done.	
	M.15	I use written notes to remind myself of what I need to accomplish.	
4. Adaptive Performance	Y.1	I used to perform well in mobilizing collective intelligence for effective teamwork.	(Pradhan & Jena, 2017)
	Y.2	I could manage a change in my job very well whenever the situation demands	
	Y.3	I can handle effectively my work team in the face of change.	
	Y.4	I always believe that mutual understanding can lead to a viable solution in an organization.	
	Y.5	I used to lose my temper when faced with criticism from my team members.	
	Y.6	I am very comfortable with job flexibility.	
	Y.7	I used to cope well with organizational changes from time to time.	

Source: Authors, 2025

## Analysis

In this study, data analysis was performed using Smart PLS 4 and SPSS 30. These software tools were used to explore the relationships between different variables, evaluate their impact on adaptive performance, and test the research hypotheses. The process began with examining the outer model, also known as the measurement model, which focuses on how each item reflects the latent variable it is meant to measure (Setiawan, 2024).

This step included testing the validity to ensure the items accurately measured the intended concepts and reliability and to check the consistency of the results. After validating the measurement model, the analysis moved to the inner model, where T-statistics and p-values were used to assess the strength and significance of the relationships between variables.

The purpose of this analysis was not just to confirm the hypotheses but also to uncover deeper patterns and connections among the variables involved. The findings are intended to serve as a basis for creating programs that can support the professional growth of teachers, enhance their working conditions, and promote initiatives to improve teaching quality and overall teacher wellbeing.

These insights are especially valuable for Kepahiang Regency, as they offer evidence-based guidance for policymakers and educational stakeholders to design effective strategies that strengthen the local education system. Ideally, the outcomes of this research can lead to better support for teachers and, in the long run, contribute to improving the quality of education throughout the region.

## C. RESULTS AND DISCUSSION

### RESULT

#### Examining Relation Between Variabels on Elementary School Teachers at Kepahiang Regency

A factor analysis was performed to assess the construct validity of the measurement items. The results of the outer loading analysis, as presented in Table 4, show the strength of the relationship between each indicator and its corresponding latent variable. During the analysis, one indicator was removed due to its factor loading being below the threshold of 0.4. This item, related to adaptive performance, was the statement: "I am sensitive to feedback from my team." Consequently, a total of 39 items were retained for the study.

Excluding the removed item, the remaining indicators showed outer loading values exceeding 0.700, indicating strong correlations between each indicator and its construct. This outcome also supports the achievement of convergent validity. Specifically, the factor loadings for the emotional quotient indicators ranged from 0.702 to 0.832, while the loadings for the adversity quotient indicators ranged from 0.753 to 0.837. The factor loadings for the self-leadership mediation indicators ranged from 0.734 to 0.891, and the adaptive performance indicators ranged from 0.789 to 0.875. Thus, 39 of the 40 indicators analyzed in this study were validated. The complete results are shown in Table IV below:

**Table 4.** The Results of the Convergent Validity Test

VARIABLE	RANGED	RESULT
Emotional Quotient	0.702 - 0.832	Accapted
Adversity Quotient	0.753 - 0.837	Accapted
Self-Leadership	0.734 - 0.891	Accapted
Adaptive Performance	0.789 - 0.875	Accapted

Source: Data Processed 2025

To test discriminant validity, the study used the heterotrait-monotrait ratio (HTMT) for each variable: emotional intelligence and adversity intelligence as independent variables, self-leadership as the mediator, and adaptive performance as the dependent variable. Each variable showed an HTMT value of less than 0.850. As seen in Table 5, the highest value from the analysis was 0.837, while the lowest was 0.794. This indicates that each indicator is more strongly related to its construct than others, confirming that discriminant validity is met for this study. The full results can be found in Table 5 below:

**Tabel 5.** The Results of Discriminant Validity

VARIABEL	1	2	3	4	RESULT
Adversity Quotient					Valid
Emotional Quotient	0.794				Valid
Kepemimpinan Diri	0.819	0.800			Valid
Kinerja Adaptif	0.837	0.816	0.819		Valid

Source: Data Processed 2025

### The Consistency Observed in the Relationships Among the Variables

Table 3 shows the reliability test results, which were conducted to evaluate how consistent and stable the variables are in this study. The Cronbach's Alpha value was used as the leading indicator, with a minimum acceptable value of 0.70 considered sufficient for reliability. The reliability test results showed Cronbach's Alpha values ranging from 0.919 to 0.967, all above the 0.70 threshold, indicating that the instruments used in this study meet the reliability standards. The Composite Reliability was also tested, confirming that each variable's reliability in this study is solid and that construct reliability was achieved. The full results are shown in Table 6:

**Table 6.** Reliability Test Result

VARIABLE	CRONBACH'S	COMPOSITE	RESULT
	ALPHA	RELIABILITY (RHO_C)	
Emotional Quotient	0.930	0.941	Reliable
Adversity Quotient	0.924	0.938	Reliable

Self-Leadership	0.967	0.970	Reliable
Adaptive Performance	0.919	0.937	Reliable

Source: Data Processed 2025

**The Adaptability of Teachers is Shaped by Their Individual Capacities and Competencies**

Table 5 presents the results of the hypothesis testing between the variables using path coefficient analysis. The direct effect analysis shows that emotional intelligence has a significant positive impact on self-leadership. This is confirmed by the T-statistic value (7.248), greater than 1.96, and the P-value (0.000), less than 0.05, indicating that H1 is accepted. Similarly, the direct effect analysis for adversity intelligence reveals a significant positive impact on self-leadership among elementary school teachers in Kepahiang district, with a T-Statistics value (6.544) > 1.96 and P-Value (0.000) < 0.05, confirming that H2 is accepted.

Furthermore, the analysis shows that self-leadership has a significant positive effect on the adaptive performance of elementary school teachers in Kepahiang, with a T-Statistics value (2.392) > 1.96 and a P-Value (0.017) < 0.05, leading to the acceptance of H3. Additionally, the analysis confirms that emotional intelligence also has a direct significant positive effect on adaptive performance in the teachers, with a T-statistic value (2.608) > 1.96 and a P-value (0.009) < 0.05, meaning H4 is accepted.

The direct effect analysis also shows that adversity intelligence has a positive and significant impact on adaptive performance among elementary school teachers in Kepahiang district, with a T-Statistics value (3.321) > 1.96 and a P-Value (0.001) < 0.05, confirming that H5 is accepted. For the indirect effects, the analysis shows that self-leadership mediates the impact of emotional intelligence on self-leadership in a significantly positive way, with a T-Statistics value (2.240) > 1.96 and a P-value (0.025) < 0.05, confirming the acceptance of H6. Similarly, the analysis indicates that adversity intelligence, mediated by self-leadership, has a significant positive effect on adaptive performance in teachers, as noted in a T-Statistics value (2.194) > 1.96 and a P-Value (0.028) < 0.05, leading to the acceptance of H7. The complete results are presented in Table 5.

**Table 7.** Path Coefficient

HYPOTHESIS	ORIGINAL SAMPLE (O)	SAMPLE MEAN (M)	STDEV	T- STATISTICS	P- VALUES	CONCLUSION
Adversity Quotient -> Self Leadership	0.474	0.474	0.083	5.723	0.000	Accepted
Adversity Quotient -> Adaptive Performance	0.327	0.325	0.093	3.511	0.000	Accepted

HYPOTHESIS	ORIGINAL SAMPLE (O)	SAMPLE MEAN (M)	STDEV	T- STATISTICS	P- VALUES	CONCLUSION
Emotional Quotient ->						
Self Leadership	0.411	0.412	0.083	4.941	0.000	Accepted
Emotional quotient ->						
Adaptive Performance	0.279	0.282	0.084	3.338	0.001	Accepted
Self Leadership ->						
Adaptive Performance	0.308	0.308	0.101	3.063	0.002	Accepted
Adversity Quotient ->						
Adaptive Performance	0.146	0.148	0.059	2.467	0.014	Accepted
Emotional quotient ->						
Adaptive Performance	0.127	0.125	0.045	2.815	0.005	Accepted

Source: Data Processed 2025

## DISCUSSION

In the rapidly evolving landscape of education, teachers are increasingly confronted with unpredictable challenges and complex situations that demand high levels of adaptability. The ability to adjust effectively to changes whether due to curriculum reforms, technological advancements, diverse student needs, or external socio-economic factors has become a critical component of teaching success. While traditional skills and knowledge remain foundational, recent research emphasizes the importance of personal qualities such as emotional intelligence and resilience in facilitating adaptive performance among teachers. This study aims to explore the interconnected roles of Emotional Quotient (EQ) and Adversity Quotient (AQ) in shaping teachers' capacity to adapt, with a particular focus on how self-leadership functions as a mediating mechanism in this relationship. Self-leadership refers to the process by which individuals influence and regulate their own behavior, motivation, and emotions to achieve personal and professional goals. In the context of teaching, self-leadership encompasses proactive behaviors such as goal setting, self-motivation, self-awareness, and emotional regulation, which are essential for navigating the complexities of the classroom and the broader educational environment.

The findings of this research reveal that teachers in Kepahiang Regency with high levels of emotional intelligence are better equipped to understand and manage their own emotions, as well as empathize with students and colleagues. Such teachers are more likely to maintain emotional stability during stressful situations, exhibit patience, and demonstrate flexibility traits that are vital for effective adaptation. For instance, when faced with disruptive classroom behavior or sudden curriculum changes, emotionally intelligent teachers are able to regulate their reactions, remain calm, and implement constructive responses. This emotional regulation not only promotes a positive classroom

climate but also enhances their overall capacity for adaptive performance. Similarly, teachers with a strong Adversity Quotient demonstrate resilience and persistence when encountering setbacks or obstacles. This mindset encourages perseverance, optimism, and proactive problem-solving attributes that are indispensable in dynamic educational settings. Teachers with high AQ are more likely to bounce back from frustrations, adapt their strategies, and sustain their motivation despite difficulties, thereby positively influencing their ability to respond flexibly to changing circumstances.

A key contribution of this study is the elucidation of how self-leadership acts as a crucial pathway through which EQ and AQ influence adaptive performance. Teachers who engage in self-leadership practices such as setting personal goals, self-monitoring, and employing motivational strategies are better able to harness their emotional and resilience capacities. Self-leadership enables teachers to translate their internal qualities into effective actions, fostering a sense of agency and control over their professional development. The interaction between EQ and AQ further underscores the importance of developing both emotional and resilience skills simultaneously. Teachers proficient in emotional regulation often handle stressful situations more constructively, while those with high AQ provide the mental toughness needed to face uncertainties head-on. When combined within a framework of self-leadership, these qualities create a synergistic effect that significantly enhances teachers' adaptive capacity. This aligns with existing literature suggesting that personal strengths are most effective when integrated and actively managed through deliberate self-regulation strategies.

To foster such capabilities, targeted professional development initiatives should be designed to enhance emotional intelligence, adversity intelligence, and self-leadership skills. Training programs that incorporate emotional intelligence workshops, adversity building exercises, and goal setting techniques can empower teachers to better navigate the complexities of their roles. Moreover, school administrators and policymakers should cultivate supportive organizational cultures that promote psychological safety, peer collaboration, and ongoing learning factors that reinforce self-leadership and personal growth. The implications of these findings extend beyond individual teachers, influencing broader educational outcomes. Teachers who effectively manage their emotions, demonstrate resilience, and lead themselves proactively are more likely to create positive learning environments, adapt to curricular and technological changes, and sustain their motivation over time. Consequently, students benefit from more engaging and stable classroom experiences, which ultimately contribute to improved academic achievement and social-emotional development. Despite these insights, this study has certain limitations. Its cross-sectional design restricts the ability to establish causality; longitudinal research is needed to observe how these relationships evolve over time. Additionally, data collected through self-report questionnaires may be subject to social desirability bias, potentially affecting the accuracy of responses. Future research could incorporate multi-source data, such as observations from colleagues or students, to validate findings and deepen understanding.

#### D. CONCLUSION

This study offers valuable insights into the relationship between emotional and adversity quotient concerning the adaptive performance of elementary school teachers in Kepahiang District. By improving emotional intelligence and adversity intelligence, it is hoped that teachers will find it easier to adapt to changes. Additionally, the support provided by self-leadership is expected to enhance their ability to adapt. The issues highlighted in this proposal aim to be addressed through the research findings, particularly by offering solutions to the challenges faced in Kepahiang District. The findings of this study indicate that, aside from one indicator in the adaptive performance variable that showed negative and insignificant results, teachers in Kepahiang who possess better emotional control and problem-solving skills are more capable of adapting to changes. Moreover, the study reveals that both emotional intelligence and adversity intelligence indirectly influence the adaptive performance of teachers through self-leadership. Teachers who can lead and control themselves are more likely to have strong emotional regulation and problem-solving abilities, which helps them better adapt to changes in their environment.

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