



Linking Self-Leadership, Adversity Quotient, and Organizational Commitment : The Moderating Role of Emotional Intelligence

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ABSTRAK

Teachers play a role in shaping the quality of human resources. Teachers' organizational commitment is a key factor in creating an effective and sustainable learning environment. This study aims to examine the influence of self-leadership and adversity quotient on teachers' organizational commitment, as well as to analyze the role of emotional intelligence as a moderating variable. This study employs a quantitative approach using proportionate stratified sampling, involving 276 teachers from elementary, junior high, and senior high schools in Seluma District. Data were collected via an online questionnaire, followed by validity and reliability tests, and then analyzed using multiple linear regression and moderation tests using the PROCESS macro. The results indicate that self-leadership and adversity quotient have a positive and significant effect on teachers' organizational commitment. Additionally, emotional intelligence was found to moderate the relationship between self-leadership and adversity quotient on organizational commitment. These findings emphasize the importance of developing self-leadership, adversity quotient, and emotional intelligence in enhancing teachers' organizational commitment. The practical implications of this study are the need for self-development and emotional intelligence training for teachers, as well as institutional support to create a conducive and sustainable work environment

Keywords: *adversity quotient; emotional intelligence; organizational commitment; self-leadership; teacher*

INTRODUCTION

Education is essential in shaping human quality for the nation's progress. Teachers as educators have a crucial role in transferring knowledge and building the next generation's personality and skills (Ping et al., 2018). Teachers also have a role in driving change in schools because teachers deeply understand the complexity of teaching (Wenner & Campbell, 2017). A teacher is not only required to master the material, but they must also have the ability to manage themselves (Sesen et al., 2017) and adapt to change (König et al., 2020), which in turn can help solve problems with difficulty so that a teacher still gives his best in the face of dynamics in the school environment.

Teachers' vital role in education makes organizational commitment significant in creating an effective and sustainable learning environment. According to Ramalho Luz et al. (2018), organizational commitment is a mental link between an individual and their workplace that can influence their decision to remain part of the organization. This sense of duty is formed from individual expectations and their involvement to achieve common organizational goals (Ametepe & Otuaga, 2024). A person with strong organizational commitment also tends to show higher work engagement (Alfalla-Luque et al., 2015). Therefore, teacher organizational commitment is significant in education because it can create beneficial results. With organizational commitment, a teacher will be loyal to the institution and care deeply about the success and development of the next generation (Eliyana & Ma, 2019). Hence, it becomes essential to analyze influencing elements influencing teachers' organizational commitment to the teaching process's sustainability and success.

The ability to lead oneself is among the main determinants impacting educators' organizational commitment because, with this ability, a person will more easily make decisions and know what they expect in an organization. This can influence a person's decision to be able to continue to commit to their organization. According to Manz (1986), Self-leadership will encourage a person to direct himself to complete tasks and motivate and manage himself to always do the work that must be done. In line with that, Matahela & van Rensburg (2022) state that self-leadership is individuals' ability to regulate themselves actively and consciously, both in behaviour and thoughts. It involves the application of behaviours and ways of thinking that enable individuals to achieve personal and professional goals effectively (Junça-silva & Camaz, 2023). Self-leadership is often linked to various beneficial outcomes within an organization (Woods et al., 2023). Such as facilitating higher psychological functioning and being the initial foundation of a positive organization (Harunavamwe et al., 2020). Therefore, self-

leadership is very important because a teacher who can control himself will more effectively carry out his duties.

Besides self-leadership, adversity quotient is an essential an element that may affect a teacher's organizational commitment because this intelligence helps individuals survive in the face of various challenges within the professional setting. According to Akbar et al. (2023), the adversity quotient level refers to one's capacity to manage hardship in achieving goals. It reflects an individual's type of effort to survive in the organization and find solutions to the problems encountered (Dewi & Wutsqa, 2024). In line with that, Lee. (2023) explains adversity quotient as a person's capability to address issues, difficulties, and barriers. Persons who possess elevated degrees of adversity quotient are usually more resilient and have better performance, as well as higher levels of success (Liu & Wang, 2023). This ability allows one to overcome obstacles and solve problems (Subagyo et al., 2019). It also reflects an individual's resilience, adaptability, and ability to respond positively to difficult conditions (Hung et al., 2023). It is an essential aspect of human resource management and education (Wang et al., 2021). Therefore, teachers need a good adversity quotient to face various problems and optimally carry out their duties and responsibilities as educators.

Emotional intelligence can act as a crucial bridge in linking self-leadership and adversity quotient on a teacher's organizational commitment. According to Mayer et al. (1990), emotional intelligence is the capacity to interpret and control feelings, which are utilized to drive motivation and make better decisions. This intelligence includes self-awareness, understanding, how to control oneself, and the ability to control and understand others (Gomes da Costa et al., 2021). A person with high emotional intelligence tends to enhance personal wellbeing and work outcomes in an organizational environment (Kotsou et al., 2019), as well as being better able to manage stress and build good interpersonal relationships (Cohen, 2015). In the context of education, emotional intelligence is vital for teachers because it can help them cope with work pressure, make the right decisions (Sembiring et al., 2023), control positive behaviour (Hameli, 2022), and increase commitment to the organization (Su et al., 2024; Miao et al., 2017).

The results of previous studies still show inconsistencies in findings regarding the impact of self-leadership and adversity quotient on organizational commitment. According to Son et al. (2022), self-leadership yields beneficial and substantial effects, whereas based on to Rachmawati et al. (2019), self-leadership affects but is not substantial to organizational commitment. Similar findings also occur in the adversity quotient variable. Subagyo et al. (2019) state that adversity quotient contributes positively without mediation, while according to Syamsuri

et al. (2020), adversity quotient affects but is not significant to organizational commitment. The inconsistency of these results indicates a research gap that is still open and needs further examination.

Moreover, a literature review reveals that emotional intelligence has rarely been examined as a moderating variable in the relationship between self-leadership, adversity quotient, and organizational commitment, particularly among teachers. Prior studies tend to conceptualise emotional intelligence as an independent or mediating variable. Therefore, this study addresses a critical gap by exploring the moderating role of emotional intelligence in these relationships, offering a novel contribution to the organizational behavior and educational leadership literature.

Based on these empirical, theoretical, and contextual gaps, the following research hypotheses were formulated:

- Hypothesis 1: Self-leadership has a significant effect on organizational commitment.
- Hypothesis 2: Adversity quotient has a significant effect on organizational commitment.
- Hypothesis 3: Emotional intelligence moderates the relationship between self-leadership and organizational commitment.
- Hypothesis 4: Emotional intelligence moderates the relationship between adversity quotient and organizational commitment.

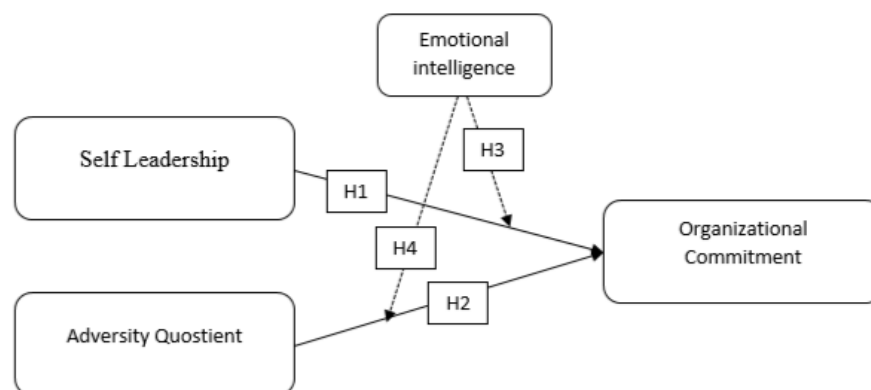


Figure 1. Research framework

Therefore, it is crucial to understand whether emotionally intelligent teachers can manage themselves better and overcome challenges and how this affects their resilience and workplace loyalty. The analysis evaluates how self-leadership and adversity quotient on teachers' organizational commitment in the Seluma District, with emotional intelligence as a moderator.

RESEARCH METHODS

Participants

This quantitative study involved teachers from public elementary (SDN), junior high (SMPN), and senior high schools (SMAN) in the Seluma Regency, which includes 14 sub-districts, 237 schools, and 3,451 teachers. A tiered random sampling strategy was used to maintain representation across education levels. A total of 15% of schools from each stratum were selected. Based on recommendations for multivariate analysis, which suggest a minimum of 100 respondents, a final sample of 276 teachers was obtained. Participation was voluntary and anonymous, with data collected via an online questionnaire.

Instruments

The research instrument was a structured questionnaire adapted from validated sources. Self-leadership was evaluated via a six-question instrument designed by Yun et al. (2006), with sample items such as "I take the initiative to solve problems in the classroom without waiting for direction or approval." The adversity quotient was assessed using a 16-item instrument from Mohd Matore et al. (2020), including items like "I remain calm when facing problems in teaching." Emotional intelligence was measured with a 16-item scale from Libbrecht et al. (2014), e.g., "I recognize my emotional states at work, especially when interacting with students or coworkers." Organizational commitment was assessed through the affective dimension of Allen & Meyer's (1990) scale, comprising eight items: "I am pleased to commit long-term to this institution." Feedback was recorded using a five-point Likert scale from complete disagreement to full agreement).

Procedures of Analyses

Quantitative statistical testing was carried out via SPSS edition 30. Preliminary analyses included a common method bias test to check for systematic measurement error. Construct validity was assessed using factor loadings, with values > 0.50 considered acceptable. Internal consistency was evaluated through Cronbach's alpha coefficients, with values above 0.70 indicating good reliability. Hypotheses 1 and 2 were tested using multiple linear regression to determine the direct effects of self-leadership and adversity quotient on organizational commitment. Meaningful differences were tested through t-tests using a significance level under 0.05. PROCESS macro was utilized to examine the moderating effects proposed in Hypotheses 3 and 4. Moderation was confirmed if the interaction term had a significant p-value (< 0.05).

RESULTS

Demographic Profile

The demographic profile among the respondents was grouped by sex, age bracket, education tier, duration of service, and employment status. Most participants were women (74.3%) aged 30–40 (44.9%), and teaching at the primary school level (59.1%). Most had between 5 and 15 years of teaching experience (47.1%), with employment status distributed among civil servants (38%), government-appointed PPPK teachers (33.7%), and honorary teachers (28.3%). This suggests that the sample was predominantly comprised of moderately experienced female teachers with either civil servant or PPPK status. Table 1 presents the detailed distribution of respondent characteristics.

Table 1. Characteristics of Respondents

No	Classification	Frequency	Percentage
1.	Gender		
	Male	71	25.7
	Female	205	74.3
2.	Age		
	< 30 years	72	26.1
	30 - 40 years	124	44.9
	41 - 50 years	49	17.8
	>50 years	31	11.2
3.	Teaching level		
	SDN	163	59.1
	SMPN	87	31.5
	HIGH SCHOOL	26	9.4
4.	Years of teaching		
	< 5 years	77	27.9
	5 - 15 years	130	47.1
	16 - 25 years	45	16.3
	>25 years	24	8.7
5.	Status		
	Honorer	78	28.3
	PNS	105	38.0
	PPPK	93	33.7

Source: data processing results in spss 30 (2025)

Common method bias

Harman's single-factor test assessed the potential for method bias. The results indicated one element explained 35.56% of total variation, under the usual 50% benchmark considered problematic (Pareke, 2024). Therefore, no significant common method bias was detected.

Validity and reliability test

Instrument validity testing identified 35 out of 46 items as valid, while 11 items were excluded due to factor loadings below 0.50 or cross-loading on multiple factors. These removed items included one from self-leadership, four from adversity quotient and emotional intelligence, and two from organizational commitment. Reliability testing indicated that all constructs achieved Reliability scores exceeding 0.70, confirming item cohesion of the measurement instruments.

Table 2. Validity and reliability test

Item	Loading Factor			
	Self-leadership	Adversity Quotient	Emotional Intelligence	Organizational Commitment
SL 1	0.687			
SL 2	0.709			
SL 3	0.742			
SL 5	0.736			
SL 6	0.592			
AQ 1		0.512		
AQ 3		0.669		
AQ 4		0.659		
AQ 6		0.749		
AQ 7		0.668		
AQ 9		0.738		
AQ 10		0.624		
AQ 11		0.521		
AQ 13		0.688		
AQ 14		0.685		
AQ 15		0.649		
AQ 16		0.692		
EI 1			0.549	
EI 3			0.553	
EI 4			0.548	

EI 5				0.688	
EI 6				0.695	
EI 7				0.603	
EI 8				0.717	
EI 11				0.560	
EI 13				0.588	
EI 14				0.664	
EI 15				0.686	
EI 16				0.738	
OC 1					0.551
OC 2					0.532
OC 3					0.702
OC 4					0.582
OC 5					0.586
OC 6					0.583
%	Of	8.449	20.649	17.170	8.204
Variance					
Cumulative		46.268	20.649	37.819	54.472
%					
Cronbach'		0.772	0.915	0.926	0.725
Alpha					

Source: data collected (2025)

Descriptive analysis

Descriptive statistics revealed an average respondent age of 36.6 years with an average instructional tenure of 10.8 years. Most respondents were employed in primary education and held non-civil servant status. Correlation analysis indicated significant positive relationships among age, years of teaching, and employment status. Additionally, self-leadership, adversity quotient, and emotional intelligence positively and strongly associated with organizational commitment. In contrast, gender and teaching level did not correlate significantly with the primary variables. Descriptive and correlation values are summarised in Table 3.

Table 3. Central Tendency, Dispersion, and Correlation Coefficient

No.	Variables	Mean	Sd	1	2	3	4	5	6	7	8
1.	Gender.	1.74	.49								
2.	Age	36.60	9.28	.017							

3.	Teaching level	1.50	.66	-	-	.053	.085					
4.	Tenure	10.80	8.75	-	.853*	.005	*	.114				
5.	Status	2.05	.79	.030	.203*	.003	*	.249*				
6.	Self-leadership	18.34	3.74	-	.002	.015	-	.018	-	.041		
7.	Adversity quotient	52.70	5.16	-	-	.073	.046	-	-	.304*	*	
8.	Emotional intelligence	49.66	5.91	-	-	.036	.094	.009	.062	.003	.380*	.725*
9	Org. commitment	24.49	3.02	.033	-	.028	.077	-	.113	.306*	.502*	.580**

Source: data processed (2025)

Hypothesis testing

Testing the direct relationship hypothesis in this study was carried out employing a multiple regression model. This procedure assesses the individual impact of each predictor on the outcome variable using the t-statistic, with decisions guided by a significance threshold of p-value < 0.05. The output is detailed in Table 4.

Table 4. The t-test

		Unstandardised Coefficients		Standardised Coefficients		
model		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.106	1.618		5.009	<.001
	Self-leadership (X1)	.136	.044	.169	3.126	.002
	Adversity quotient (X2)	.264	.032	.451	8.353	<.001

a. Dependent variable: organizational commitment

Source: data processing results in spss 30

Drawing from the outcomes of the multivariate regression results as shown in Table 4 coefficient for the self-leadership variable is 0.169 supported by a 0.002 significance level, confirming that self-leadership positively impacts organizational commitment. Each increase in self-leadership by one unit will increase the value of organizational commitment by 0.169 units, when controlling for other predictors. Additionally, the regression estimate for the adversity quotient variable is 0.451 with a significance p-value below 0.001, reflecting a statistically positive association with organizational commitment. Thus, these findings suggest that self-leadership and adversity quotient individually enhance organizational commitment in this context regression model.

Furthermore, to test the moderation effect, use PROCESS Macro with the significance criteria if the resulting p-value is <0.05 so that the moderation effect can be statistically confirmed. The moderation test results are presented in Table 5.

Table 5. Moderation test

Variables	B	Std. Error	t	p	LLCI	ULCI
Self-leadership x emotional intelligence (interaction)	-.0141	.0067	-2.1002	.0366	-.0273	-.0009
Adversity quotient x emotional intelligence (Interaction)	.0089	.0044	2.0284	.0435	.0003	.0176

Source: data processed with PROCESS macro SPSS 30

Moderation analysis in Table 5 shows that emotional intelligence significantly moderates the linkage of self-leadership and adversity quotient to organizational commitment. The interaction linking self-leadership to organizational commitment produces a negative coefficient of -0.0141 (std. error = 0.0067), with a value of $t = -2.10$ and $p = 0.0366$, which means <0.05 . This indicates that the impact of self-leadership on commitment within institutions decreases as the value of emotional intelligence increases. The 95% confidence interval for this interaction coefficient is in the range of -0.0273 to -0.0009, which does not include zero, thus strengthening the conclusion that this moderating effect is significant.

In contrast, the interaction between adversity quotient emotional intelligence yields a favorable regression score of 0.0089 (std. error = 0.0044), with a value of $t = 2.03$ and $p = 0.0435$, which is <0.05 . This indicates that the function

of adversity quotient in shaping organizational commitment gets stronger when the value of emotional intelligence increases. The 95% certainty span lies within from 0.0003 to 0.0176, which also does not include zero, thus supporting the significance of the moderating effect.

Thus, emotional intelligence variables act as moderators that influence the direction and strength of the relationship between self-leadership and adversity quotient with organizational commitment. The effect of self-leadership weakens, while the impact of adversity quotient strengthens as the value of emotional intelligence increases. This finding is novel because, to date, there have been few studies examining the moderating role of emotional intelligence on these two psychological predictors, particularly among teachers.

DISCUSSION

The findings revealed a strong and beneficial influence of self-leadership affects teachers' organizational commitment in Seluma Regency. This finding is in line with the results of previous research conducted by Son et al. (2022) and Rivaldi et al. (2023), which states that a person who has high self-leadership tends to demonstrate elevated organizational engagement and accountability where they work. Thus, self-leadership allows teachers to organise themselves effectively, take initiative, and motivate themselves to complete educational tasks without waiting for superiors' direction (Matahela & van Rensburg, 2022; Woods et al., 2023). Therefore, this may increase loyalty and commitment to the institution, as teachers feel more in control of their work and more involved in achieving organizational goals (Manz, 1986; Budak & Özer, 2018). Thus, this research validates the enhancement of self-leadership among teachers is essential for strengthening organizational commitment. Teachers who can lead themselves will be better able to survive and adapt to various institutional shifts and educational obstacles environment (König et al., 2020). The findings also support the theory that self-leadership is particularly relevant for jobs that demand high commitment and creativity (Zhang & Xu, 2021).

The results of this study also show that the adversity quotient has a positive and significant effect on teachers' organizational commitment in the Seluma district. Teachers with high adversity quotient can face and overcome difficulties and remain in the organization despite various challenges (Akbar et al., 2023; Dewi & Wutsqa, 2024). This result corresponds to research conducted by Subagyo et al. (2019) and Virgana et al. (2022), which states that adversity quotient straightforwardly enhances institutional dedication. However, the magnitude of the impact may vary. Teachers with this ability tend to have resilience, adaptation, and the capacity to resolve diverse issues in the work

environment (Hung et al., 2023; Lee, 2023). Therefore, a high adversity quotient makes teachers more prepared to face the dynamics and pressures of work so that they can still contribute optimally and maintain commitment to the organization (Khusna et al., 2023). Thus, developing an adversity quotient is one of the essential strategies for increasing educators' organizational commitment, especially in facing the challenges of the evolving world of education.

Conversely, a notable result from this research is the role of emotional intelligence as a moderating variable within the interaction of self-leadership and organizational commitment. The study results show that affective competence reduces the influence of self-leadership on organizational commitment of teachers in the Seluma district. This can be explained by teachers individuals with superior emotional insight capable of regulating and directing feelings build good interpersonal relationships (Gomes da Costa et al., 2021). With high emotional intelligence, the immediate impact of self-leadership on organizational commitment becomes relatively minor because emotional intelligence becomes the leading resource in dealing with organizational pressures and demands (Mayer et al., 1990). Thus, teachers those demonstrating advanced emotional skills stay dedicated to the organization even though their self-leadership is not very prominent. They can cope with stress and conflict through effective emotional management. This finding also suggests that emotional intelligence can be an essential alternative factor in building organizational commitment so that self-leadership becomes less dominant in individuals with high emotional intelligence.

In contrast, findings indicate that emotional intelligence reinforces the bond between adversity quotient and educators' commitment in the Seluma district. Teachers with high adversity quotient and supported by emotional intelligence will be better able to manage stress, pressure, and conflicts that arise in their teaching environment (Hameli, 2022; Sembiring et al., 2023). Furthermore, emotional intelligence helps individuals identify and manage negative emotions due to challenges to remain focused on organizational goals and maintain high commitment (Su et al., 2024). This result supports the the concept that emotional capacity is able to be a catalyst in strengthening the connection of adversity response with organizational commitment (Mayer et al., 1990; Shafiq & Akram Rana, 2016). Thus, teachers who manage emotions well will find it easier to survive and adapt in the face of adversity so that commitment to the organization is more substantial.

This study provides novelty by examining the moderating role of emotional intelligence in the relationship between self-leadership and adversity quotient on organizational commitment, which has rarely been investigated in previous

studies, particularly in the context of teachers in educational institutions. Identifying this moderating effect offers new insights into how psychological resources interact to influence teachers' organizational commitment.

Theoretical Implications

This research adds value to the theoretical understanding to organizational commitment by emphasizing the joint influence of self-leadership, adversity quotient, and emotional intelligence. The findings indicate that self-leadership and adversity quotient are significant predictors of organizational commitment, thereby supporting extant theories on self-regulation (Manz, 1986). Furthermore, the function of emotional capacity in shaping the interaction provides a nuanced perspective. Specifically, emotional intelligence has been demonstrated to weaken the influence of self-leadership while concurrently strengthening the impact of adversity quotient on organizational commitment. This finding suggests that the effectiveness of specific traits (e.g., self-leadership) may vary depending on other psychological resources (e.g., emotional intelligence). This research enhances existing academic discourse by integrating these three constructs and examining their interaction effects, which have been underexplored in the context of educational institutions.

Practical Implications

The findings offer concrete insights for school administrators, policymakers, and education leaders. Firstly, the favorable effect of self-leadership and adversity quotient on teachers' organizational commitment suggests the necessity for professional development programs that cultivate these competencies. It is recommended that educational institutions consider the implementation of training workshops that focus on enhancing goal-setting, self-motivation, and resilience-building strategies. Secondly, the moderating role of emotional intelligence suggests that interventions targeting emotional regulation, empathy, and interpersonal skills can be valuable, especially for teachers facing high levels of adversity or ambiguity in their roles. Furthermore, teacher recruitment and retention strategies should assess technical competencies and psychological attributes such as self-leadership and emotional intelligence to ensure sustained commitment.

CONCLUSION

From the conducted analysis, it may be inferred that both self-leadership and adversity quotient exert beneficial and meaningful influence over the organizational commitment of teachers in the Seluma district. This finding answers the research objective of examining the impact of these two variables on

organizational commitment. In addition, the analysis results show that emotional intelligence acts as a significant moderator variable, weakening the influence of self-leadership and strengthening the impact of the adversity quotient on the organizational commitment of teachers in the Seluma district. This finding identifies that emotional intelligence can influence the orientation and magnitude of the link between self-leadership and adversity quotient and their commitment to the organization. In addition, the findings confirm the importance of developing self-leadership, adversity quotient, and good emotional management in enhancing teachers' loyalty and attachment to the organization. Thus, this study makes a new contribution to understanding the dynamics of psychological factors that influence organizational commitment in the education environment.

Given that the study was limited to teachers in Seluma Regency and focused solely on emotional intelligence as a moderating variable, caution is warranted in generalising the findings. Future research should consider expanding the geographic and professional scope to include educators from diverse regions and potentially different occupational backgrounds. Additionally, incorporating other psychological constructs such as self-awareness, job satisfaction, or organizational support as mediating or moderating variables would enhance the model's explanatory power. Such extensions could offer richer insights into the complex mechanisms underlying organizational commitment in the education sector.

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