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Emotional Intelligence and Interpersonal Communication: Their Relationship on Primary School Teachers' Adversity Quotient

Muhammad Chaerul Anwar[1], Somariah Fitriani[1]

University of Muhammadiyah Prof. DR. HAMKA[1]
Jl. Tanah Merdeka No.20, RT.11/RW.2, Rambutan, Ciracas, Kota Jakarta Timur, DKI Jakarta, Indonesia
Correspondence email: chaerul_anwar26@ymail.com

ABSTRACT

This cross-sectional study aimed to examine the relationship between emotional intelligence and interpersonal communication with the adversity quotient. The study was conducted by employing a quantitative survey method with a correlational technique. The proportional random sampling was used with a sample of 101 teachers from seven private elementary school teachers in Jakarta. Three broadly hypothesized of three variables were tested to find out their correlations. The results showed that emotional intelligence has a positive relationship with teacher's adversity quotient; interpersonal communication has a positive relationship with teacher's adversity quotient, and emotional intelligence and interpersonal communication have a significant relationship with teacher's adversity quotient. The findings indicate that emotional intelligence, interpersonal communication, and adversity quotient positively correlate with each other, which leads to teachers' professional development and advantages to teachers' success.

Keywords: emotional intelligence; interpersonal communication; adversity quotient; primary school teachers, professional development.

INTRODUCTION

Paul G. Stoltz first developed the concept of adversity, which forms the character of a person, clarifies goals, and sets the course of the individual to succeed (Stoltz, 1997). (Stolz & Weihenmayer, 2010) stressed the way to success is to learn how to turn hardship into real gain, both in business and in life. It is also noted that adversity is a daily thing, and people choose the way to respond to every adversity in their lives. To order to prevent them, they are pointless, unjust, painful, and beyond our power. For a reason, though, they come into our lives. People can choose to learn essential lessons from every challenge they face in their lives (Brunkhorst, 2005).

Agreeing with Brunkhorst (Bakare, 2015) describes the adversity quotient as a capacity to make people live in adverse situations, which is to transform people into life-changing advantages. In the study of Santos, she has evaluated the role of Adversity Quotient ® in improving one's quality of life among Philippine special education teachers (SPED). After a modular self-learning program developed by her, it was found that the teachers AQ ® improved with moderately high AQ ® ratings (Santos, 2012). Thus, it implies that possessing adversity quotient is required to achieve success and performance.

However, not only does adversity quotient determine individual success, but emotional intelligence also contributes 80 percent to one's life success (Goleman, 2006). In Goleman's experiment, it is proven that the ability to control emotion has a significant role in success. In the words of Bautista et al., emotional intelligence is described as the ability to understand (i.e., learn) and to use the power of emotions effectively as a source of personal energy and interpersonal synergy (Bautista, Joana Marie P Custodio, Dhivvie L Lagundino & Manaig, 2015). (Mayer, Salovey, & Caruso, 2004) defined emotional intelligence as perceiving, knowing, controlling, and harnessing one's and others ' emotions and adaptively using acceptable emotions. Therefore, one of the latest developments and advancements in understanding the relationship between thought and emotion is emotional intelligence (Wong & Law, 2002).

Prior studies have shown that high emotional intelligence has provided people with additional advantages, whether in education or professional development (Chew, Zain, & Hassan, 2013; Joshi, Srivastava, & Raychaudhuri, 2012). Studies of 650 people found that the relation of cognitive intelligence and academic achievement could be altered by emotional intelligence, according to (Petrides, Chamoro-

Premuzic, Frederickson, & Furnham, 2005). Self-respect is seen as a major contributor to emotional and social change, especially for adolescents, which is linked to their social networks, activities, and things they hear.

In addition to elaborating on the crucial things of adversity quotient and emotional intelligence to one's success, effective communication is highly imperative, particularly for teachers to improve the quality of relationships with their pupils. (Moradi, Faghiharam, & Ghasempour, 2018) asserts its significance of interpersonal communication as the basis for human identity and happiness, which form the foundation for the relation with others. Since the teachers work with a group of young ages at schools, which are less mature, the ability to engage and communicate with them is necessary. Thus, maintaining successful interpersonal relationships with group members demands that interpersonal skills be adequately used (Notari, Baumgartner, & Herzog, 2013). Conflict resolution, consensus decision-making, leadership skills, dialog and discussion skills, team-building skills, and empathic skills are often conceptualized in interpersonal skills (Parker & Hackett, 2012; Wooley, Chabris, Pentland, Hashmi, & Malone, 2010). The research revealed that having interpersonal communication skills brings a successful and positive interpersonal relationship with group members.

Working in the education profession is emotionally demanding, mainly working with the students of primary schools. Emotional reactions are evoked when confronted with adversities at work, such as managing the classroom, correcting homework, administration, and soon. Thus, helping professional engaged in this kind of work need to utilize and manage their emotions. All these activities require emotional intelligence and endurance to be practiced. They need to understand and manage their emotions like how they cope with adversities in order to be effective in their work. Such characteristics are considered essential for professionals working in the occupation of education. As a change agent, a teacher who has an adversity quotient will have the ability to manage his weaknesses to become a definite challenge in teaching students, and it will eventually improve the quality of school graduates (Ronni, 2006).

Teachers who have high workloads and work demands will negatively impact their work performance. Besides, teachers who feel depressed can bring negative attitudes towards students and are not professional in carrying out their duties. Therefore teachers must have adversity quotient, develop emotional intelligence (EQ) as a provision to improve quality in learning, and build interpersonal communication between fellow teachers and their students. Several researchers have reported adversity quotient and its correlation or impacts with other variables such as performance, academic problems, academic stress, and success. However, very few published studies have examined the correlation of interpersonal communication and emotional intelligence with adversity quotient on teachers. Under these circumstances, the study of adversity quotient, emotional intelligence, and interpersonal communication is necessary to conduct. Thus, the purpose of the study is to investigate the correlation between those three variables, particularly for elementary school teachers as they engage with very young age learners who need extra patience to work with them.

RESEARCH METHOD

Research design

The descriptive study was conducted in the form of a quantitative research approach by using correlational techniques with the use of a survey questionnaire. In the design of correlation statistics, the relationship between two or more variables was described and calculated (Creswell, 2014). The survey method was employed to examine the relationship of emotional intelligence (DV), and interpersonal communication (DV) with adversity quotient (IV). The research was carried out over five months from April to August at a cross-sectional time, including observation, the preparation of general instruments and consent letters to school principals, pilot test instruments, the distribution of questionnaires, data collection, and data analysis. The questionnaires were distributed to primary school teachers to determine their point of view on emotional intelligence, interpersonal communication, and adversity quotient.

Population and sample

A sample of 101 teachers from a total population of 135 come from seven private elementary schools in the district of Tambora, West Jakarta. Thirty teachers took part in the pilot test. The selection of

teachers for the sample used the technique of proportional random sampling. The distribution of sample size and a pilot test is presented in table 1.

Table 1: The distribution of sample size and pilot test

School	Population	Sample size	Pilot test
A	30	23	7
B	28	21	6
C	16	12	4
D	15	11	3
E	15	11	3
F	15	11	3
G	16	12	4
Total	135	101	30

The procedures

The study employed a cross-sectional design. Before data collection, the researchers obtained permission from seven principals of private primary schools and explained the objective of the study. The researchers then distributed the questionnaire to all teachers after working hours. All participants completed the questionnaires for around 15 minutes and returned it directly to the researchers. A total of 86 questions were distributed with the four constructs of adversity quotient, the four constructs of emotional intelligence, and the five constructs of interpersonal communication. The constructs of adversity quotient include control, origin, and ownership, reach, and endurance based on (Stoltz, 1997). The constructs of emotional intelligence include self-awareness, motivation, empathy, and social skill (Golemen cited in (Wilding, 2007). The constructs of interpersonal communication include openness, empathy, supportiveness, feeling positive, and equality. The teachers responded to the items along with five-point Likert scale namely: “Always = 5, often = 4, sometimes = 3, seldom = 2, and never = 1.

Data analysis

The data analysis was performed using SPSS versión 22.00. According to the result of *the Lillefors* test, data were normally distributed. Analysis of variance (ANOVA) and t-test were used. The t-test calculates the significance test of the correlation coefficient. Pearson Correlation coefficients were utilized to calculate the relations between emotional intelligence (DV), interpersonal communication (DV), and adversity quotient (IV). Regression analysis was conducted to identify the association of three variables on primary school teachers, which $P \leq 0.05$ was considered statistically significant.

RESULTS AND DISCUSSION

Findings

Reliability and Validity

Reliability analysis was conducted to ensure the internal validity and consistency of the ítems used for each variable. According to (George & Mallery, 2003), the value of Cronbach’s alpha < 0.5 are unacceptable. Table 2 shows the reliability of the measurement scales, in which Cronbach’s alpha reliability scores of three variables are considered good. Thus, the results proved that the questionnaire is a reliable measurement instrument. The instrument was also proven to be valid in measuring the constructs of the variables.

Table 2: Cronbach’s alpha for study variable

Variable	Cronbach’s alpha
Adversity quotient	0.886
Emotional intelligence	0.904
Interpersonal communication	0.885

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Relationship between emotional intelligence and adversity quotient among primary school teachers.

The results of the first hypothesis test using the linear regression analysis of the variables of emotional intelligence and the teacher's adversity quotient are as follows:

Table 3: Coefficients Variable X_1 – Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.592	7.430		3.041	0.003
	emotional intelligence	0.654	0.065	0.711	10.047	0.000

Note. Dependent Variable: adversity quotient

The regression equation that occurs between Y over X_1 is $\hat{Y} = a + bX_1$. Based on table 3, the regression coefficient b = 0.654 and constant a = 22.592 are obtained. Thus, the form of the relationship between the emotional intelligence and the teacher's adversity quotient shown by the linear regression analysis equation is $\hat{Y} = 22.592 + 0.654X_1$

The significance of the regression coefficient Y over X_1 uses the F test. The results of the F test calculation were performed using SPSS 22 software, and the following results were obtained:

Table 4: ANOVA Variable X_1 – Y

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3101.200	1	3101.200	100.936	0.000[b]
	Residual	3041.711	99	30.724		
	Total	6142.911	100			

Note. a. Dependent Variable: adversity quotient
b. Predictors: (constant), emotional intelligence

From Table 4, it is seen that the value of *Sig* = 0.000 < 0.05 and the value of F = 100.936 > F_{table} = 3.94, then H_0 is rejected which means that the regression coefficient is significant. In other words, there is a significant relationship between the teacher's emotional intelligence (X_1) and the adversity quotient (Y).

The Pearson Correlation then calculates the relationship between a teacher's emotional intelligence and adversity quotient. The magnitude of the correlation coefficient between these variables is shown in the following table:

Table 5: Correlations X_1 – Y

		adversity quotient	emotional intelligence
Pearson Correlation	adversity quotient	1,000	0,711
	emotional intelligence	0,711	1,000
Sig, (1-tailed)	adversity quotient	.	0,000
	emotional intelligence	0,000	.
N	adversity quotient	101	101
	emotional intelligence	101	101

Based on table 5, the value of the correlation coefficient between emotional intelligence and adversity quotient is 0.711. This shows a strong relationship between those two variables. The direction of a positive relationship indicates that the higher the value of the teacher's emotional intelligence, the higher the teacher's adversity quotient variable will be, and vice versa. Significance of the correlation coefficient was calculated using the t-test, and the results are obtained in the following table:

Table 6: The Significance test of Correlation Coefficients X_1 – Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22,592	7,430		3,041	0,003
	emotional intelligence	0,654	0,065	0,711	10,047	0,000

Testing the significance of the correlation coefficient is done by taking into account the values / numbers listed in column t or column *Sig* for the row of the teacher's emotional intelligence (X_1). According to the existing provisions, the criteria for the significance of the correlation coefficient are "if $t_{value} > t_{table}$, then H_0 is rejected" or "if *Sig* < 0.05, then H_0 is rejected", which means that there is a significant correlation of independent variable X_1 to the dependent variable Y. *Sig* value and t_{value} are the numbers listed in the *Sig* and t_{value} columns for the rows of the teacher's emotional intelligence (X_1). The value of t_{table} is the value of the distribution table t for the real level of 5% with a degree of confidence (df = n - 2) = 99 where n is the number of respondents. From Table 6, it can be seen that the value of *Sig* = 0,000 and t_{value} = 10,047, while t_{table} = 1.66. Because of the *Sig* value <0.05 and $t_{value} > t_{table}$, H_0 is rejected, which means that there is a significant relationship between the teacher's emotional intelligence and adversity quotient.

The correlation matrix between the dependent and independent dimensions is used to examine which relationships are the strongest for the dimensions of the independent variable on the dependent variable. The variable of emotional intelligence consists of four dimensions, namely self-awareness (X_{1_1}), motivation (X_{1_2}), empathy (X_{1_3}) and social skills (X_{1_4}), while the variable of adversity quotient consists of control (Y_1), origin and ownership or Y_2, reach or Y_3, and endurance or Y_4. The results of the correlation analysis between dimensions on the variable of emotional intelligence (X_1) and the teacher's adversity quotient variable (Y) are as follows:

Table 7: Correlation among dimensions of Variable X_1 and Variable Y

		Y1	Y2	Y3	Y4
X1.1	Pearson Correlation	**0,493****	0,482**	0,254*	0,253*
	Sig. (2-tailed)	0,000	0,000	0,010	0,011
	N	101	101	101	101
X1.2	Pearson Correlation	0,172	0,264**	0,131	**0,348****
	Sig. (2-tailed)	0,085	0,008	0,191	0,000
	N	101	101	101	101
X1.3	Pearson Correlation	0,396**	**0,399****	0,339**	0,323**
	Sig. (2-tailed)	0,000	0,000	0,001	0,001
	N	101	101	101	101
X1.4	Pearson Correlation	0,325**	**0,391****	0,117	0,085
	Sig. (2-tailed)	0,001	0,000	0,243	0,400
	N	101	101	101	101

Table 7 shows that for the variable of emotional intelligence, the most powerful dimension of the relationship is the dimension of self-awareness (X_{1_1}) to the dimension of control (Y_1) on the teacher's adversity quotient since it has a coefficient value = 0.493

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Relationship between Interpersonal Communication and Teacher's adversity quotient.

The results of the second hypothesis test using a linear regression analysis of interpersonal communication and adversity quotient are as follows:

Table 8: Coefficient Variable X_2 – Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.030	6.238		2.089	0.039
	interpersonal communication	0.775	0.057	0.805	13.504	0.000

Note. Dependent Variable: adversity quotient

The regression equation that occurs between Y over X_2 is $\hat{Y} = a + bX_2$. Based on table 8, it obtained a regression coefficient b = 0.775 and a constant = 13.030. Thus, the form of the relationship between teacher's interpersonal communication and adversity quotient is shown by the linear regression analysis equation is $\hat{Y} = 13.030 + 0.775\ X_2$. Pearson Correlation calculated the relationship between the teacher's interpersonal communication and the teacher's adversity quotient. The magnitude of the correlation coefficient between these variables is shown in the following table:

Table 9: Correlations X_2 – Y

		Adversity quotients	Interpersonal communication
Pearson correlation	Adversity quotient	1.000	0.805
	Interpersonal communication	0.805	1.000
Sig, (1-tailed) N	Adversity quotient	-	0.000
	Interpersonal communication	0.000	-
	Adversity quotient	101	101
	Interpersonal communication	101	101

Based on table 9, the value of the correlation coefficient between the teacher's interpersonal communication and adversity quotient is 0.805. This shows the strong relationship between the teacher's interpersonal communication and the teacher's adversity quotient. The direction of a positive relationship indicates that the higher the value of the teacher interpersonal communication variable, the higher the teacher's adversity quotient variable will be, and vice versa. Significance test of the correlation coefficient was calculated using the t-test, and the results are obtained:

Table 10: The Significance test of Correlation Coefficients X_2 – Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13.030	6.238		2.089	0.039
	interpersonal communication	0.775	0.057	0.805	13.504	0.000

Note. Dependent Variable: adversity quotient

From Table 10, it is seen that the value of *Sig* = 0,000 and t_{value} = 13.504, while the t_{table} = 1.66. Because of the *Sig* value <0.05 and $t_{value} > t_{table}$, H_0 is rejected, which means that there is a significant relationship

between the independent variable of teacher's interpersonal communication (X_2) and the dependent variable of teacher's adversity quotient (Y).

The variable of interpersonal communication consists of five dimensions, namely openness or X_{2_1}, empathy or X_{2_2}, supportiveness or X_{2_3}, positiveness or X_{2_4}, and equality X_{2_5}. The variable of teacher's adversity quotient consists of control or Y_1, recognition and origin and ownership, Y_2, reach or Y_3, and endurance (Y_4). The results of the correlation analysis between dimensions on the interpersonal communication variable (X_2) and teacher's adversity quotient (Y) are as follows:

Table 11: Correlation among dimension of Variable X_2 and Variable Y

		Y1	Y2	Y3	Y4
	Pearson Correlation	0,450**	**0,462****	0,212*	0,226*
X2.1	Sig. (2-tailed)	0,000	0,000	0,033	0,023
	N	101	101	101	101
	Pearson Correlation	**0,493****	0,368**	0,357**	0,307**
X2.2	Sig. (2-tailed)	0,000	0,000	0,000	0,002
	N	101	101	101	101
	Pearson Correlation	0,459**	**0,524****	0,312**	0,326**
X2.3	Sig. (2-tailed)	0,000	0,000	0,001	0,001
	N	101	101	101	101
	Pearson Correlation	**0,435****	0,413**	0,348**	0,232*
X2.4	Sig. (2-tailed)	0,000	0,000	0,000	0,019
	N	101	101	101	101
	Pearson Correlation	0,354**	0,388**	0,248*	**0,412****
X2.5	Sig. (2-tailed)	0,000	0,000	0,012	0,000
	N	101	101	101	101

Table 11 shows that for interpersonal communication, the dimensión, which has the most substantial relationship, is supportiveness or X_{2_3} towards the dimensions of origin and ownership or Y_2 on teacher's adversity quotient that is 0.524.

The Relationship between emotional intelligence, and interpersonal communication with adversity quotient

The results of the multiple regression analysis of the teacher's emotional intelligence and teacher's interpersonal communication and the teacher's adversity quotient are as follow:

Table 12: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	- 0,591	6,221		-,095	0,924
	Emotional	0,315	0,063	0,342	5,006	0,000
	intelligence	0,570	0,066	0,592	8,670	0,000
	Interpersonal communication					

Note. Dependent Variable: adversity quotient

The regression equation that occurs between Y over X_1 and X_2 is $\hat{Y} = a + b_1X_1 + b_2X_2$. Based on table 10, the regression coefficient $b_1 = 0.315$ and the regression coefficient $b_2 = 0.570$ with a constant a = -

0.591. Thus, the form of the relationship between the emotional intelligence and the teacher's adversity quotient shown by the linear regression analysis equation is $\hat{Y} = - 0{,}591 + 0{,}315X_1 + 0{,}570X_2$.

From Table 13, it is seen that the value of *Sig* = 0.000 <0.05 and $F_{value} = 125.866 > F_{table} = 3.09$, then H_0 is rejected which means that the multiple regression coefficient is significant. In other words, there is a significant relationship between the teacher's emotional intelligence (X_1) and the teacher's interpersonal communication (X_2) and the teacher's adversity quotient (Y).

The significance of the regression coefficient Y over X_1 and X_2 using the F test. The results of the F test calculation performed using SPSS 22 software obtained the following results:

Table 13: ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4421,578	2	2210,789	125,866	0,000[b]
	Residual	1721,333	98	17,565		
	Total	6142,911	100			

Note. a. Dependent Variable: adversity quotient
b. Predictors: (constant), interpersonal communication, emotional intelligence

Pearson Correlation calculated the relationship between the teacher's emotional intelligence and teacher's interpersonal communication and the teacher's adversity quotient. The magnitude of the correlation coefficient between these variables is shown in the following table:

Table 14: Correlations X_1 – Y and X_2 – Y

		Adversity quotient	Emotional intelligence	Interpersonal communication
Adversity quotient		1,000	0,711	0,805
Pearson Correlation	Emotional intelligence	0,711	1,000	0,622
	Interpersonal communication	0,805	0,622	1,000
	Adversity quotient	.	0,000	0,000
Sig. (1-tailed)	Emotional intelligence	0,000	.	0,000
	Interpersonal communication	0,000	0,000	.
	Adversity quotient	101	101	101
N	Emotional intelligence	101	101	101
	Interpersonal communication	101	101	101

Based on table 14, the value of the relationship between emotional intelligence and adversity quotient is calculated with the Pearson Correlation, and the correlation coefficient between these variables is 0.711. While the magnitude of the relationship between the teacher's interpersonal communication and adversity quotient was calculated with Pearson Correlation, and the correlation coefficient between these variables was 0.805. This shows the close relationship between emotional intelligence and interpersonal communication and adversity quotient. The direction of a positive relationship indicates that the higher the value of the teacher's emotional intelligence variable and the teacher's interpersonal communication variable, the higher the adversity quotient will be, and vice versa. The level of significance of the one-sided correlation coefficient of output measured from the probability shows the number 0,000. Because the probability is far below 0.05, the correlation between emotional intelligence

and adversity quotient is genuine, and the correlation between interpersonal communication and adversity quotient is genuine.

From Table 15, it is seen that for the variable emotional intelligence (X_1), the value of ***Sig*** = 0,000 and t_{value} = 5,006, while t_{table} = 1.66. Because the value of ***Sig*** <0.05 and $t_{value} > t_{table}$, H_0 is rejected, which means that there is a significant relationship between emotional intelligence (X_1) and adversity quotient (Y). For interpersonal communication (X_2) the value of ***Sig*** = 0.000 and t_{value} = 8.670, while t_{table} = 1.66. Because of the ***Sig*** value < 0.05 and $t_{value} > t_{table}$, H_0 is rejected, which means that there is a significant relationship between teacher's interpersonal communication (X_2) and adversity quotient (Y).
The t-test calculates the significance test of the partial correlation coefficient, and the results are obtained:

Table 15: Coefficients X_1 – Y and X_2 – Y

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant) emotional intelligence	- 0,591	6,221		-,095	0,924
	interpersonal communication	0,315	0,063	0,342	5,006	0,000
		0,570	0,066	0,592	8,670	0,000

Note. Dependent Variable: adversity quotient

Discussion

The purpose of this study was to examine the relationship between emotional intelligence and interpersonal communication with adversity quotient among primary school teachers. Findings of the research on the primary hypothesis indicated a positive correlation between emotional intelligence and adversity quotient with regression equation $\hat{Y} = 22,592 + 0,654X_1$, which is linear and significant, and the amount of calculated F value is 100,936 with significant level 0.000. The study finds that emotional intelligence and the adversity quotient contribute to different factors, consistent with findings from previous research by (D'souza, 2006). AQ ® is also found to correlate with the performance of schools and the school environment. (Coetzer, 2013) also conducted a study on the relationship between emotional intelligence (EI) and job satisfaction for university lecturers. There was a useful link between EI and lecturers ' job satisfaction. The results show that a quotient of adversity plays a major part in deciding whether or not an individual can handle and work efficiently under pressure and poor conditions. In other words, emotional intelligence is also vital for the recognition of emotion and a strong understanding of emotions.

Emotional intelligence is a crucial and effective factor in real-life outcomes such as the success of a school, education, jobs, and interpersonal relations, and general health issues according to (Ciarrochi, Forgas, & Mayer, 2005). Emotional intelligence can also be said to be a feature or capability to control and regulate individuals in their emotions and to enhance and maintain their sense of happiness, with a high level of emotional intelligence (Zeidner & Olnick-Shemesh, 2010). The Cando & Villacastin's report, however, found that both EQ and AQ ® have no ties with the ratings for instructor performance, given an excellent overall measurement of teacher performance. It shows that the desire to address one's life problems and to consider both personal feelings and those of others does not affect the result of one's teaching (Cando & Villacastin, 2014).

The findings of the second hypothesis showed a positive correlation between interpersonal communication and teachers' adversity quotient with regression equation $\hat{Y} = 13,030 + 0,775\ X_2$, which is linear and significant and the amount of calculated F value is 182.364 with significant level 0.000. The findings of the current study confirmed the results of the previous study. According to Stoltz, some individuals have a high intelligence Quotient and impressive social skills and communication but fail to succeed because these individuals do not have high adversity. It implies that interpersonal communication is associated with adversity quotient.

Our third findings indicated that emotional intelligence and interpersonal communication are simultaneously significantly and positively associated with adversity quotient with the regression equation $\hat{Y} = -0,591 + 0,315\ X_1 + 0,570\ X_2$ significant and the amount of calculated F value is 125.866

with the significant level 0.000. Since the significance is less than 0.05, it shows that the relationship between teachers' emotional intelligence and teachers' interpersonal communication simultaneously with teachers' adversity quotient is significant. Such results are similar to studies by (Nouri et al., 2014), which documented a significant relationship between emotional intelligence and skill in communication. An example of emotional intelligence in action is the ability to communicate efficiently to benefit positive interaction (Petrovici & Dobrescu, 2014). A significant relationship is evident between interpersonal relations with a few of the emotional intelligence variables (Nasir & Munaf, 2011).

The teaching and learning process involves contact with great importance because teaching involves a very high degree of communication. People can only learn their skills, knowledge, and attitudes through communication in social life (Bhala, 2011; Çağlar & Kılıç, 2011; Zlatić, Bjekić, & Marinković, Snežana Bojović, 2014). Communication competence must be taken into account when discussing teacher competence. (Ogienko & Rolyak, 2009) have identified three areas of teacher knowledge in line with the "the European teachers" model, namely, key competences, basic competences, and special competences. The communication skills of teachers are part of both key and basic teachers' competence. In Indonesia, teachers must have four competencies, including pedagogic competence, personality competence, social competence, and professional competence. Interpersonal intelligence is included in social and personality competence, which is directly related to the communication between teachers and students; teachers and students' parents, teachers and principals, and among fellow teachers. In Zgaga's view, cited in (Zlatić et al., 2014), the teachers with developed communication competencies in all segments of the teaching process are more effective. They are capable of modeling and controlling teaching behavior in order to control contact, and social situations, identifying and changing the objectives of communication and teaching conversation, etcetera. (Çetinkaya & Alparslan, 2011) revealed that the sub-dimensions of emotional intelligence and the sub-dimensions of communication are in a positive relationship. In the study carried out by (Özer, Gün, & Öğüt Düzen, 2018), it was concluded that emotional intelligence affects communication abilities in respect of nursing students. The studies have resulted in substantial and medium-level differences between sub-sizes of emotional intelligence and communication skills. In their research, (Marzuki, Najib Ahmad Mustaffa & Saad, 2015) reported that there is a positive association between emotional intelligence and communication skills. Likewise, sub-dimensions of emotional intelligence perception explain 44.5 percent of the total variance on communication skills. Their research has found that emotional understanding and communication have a positive link. The research also determined that communication skills would benefit students with high emotional intelligence. Emotional intelligence allows communicating better, according to (Jadhav & Gupta, 2014). Sinha and Sinha's work confirms that the secret to effective communication is emotional intelligence. They also emphasized that the two are unorganized interwoven. Every form of effective communication requires emotional intelligence (Sinha & Sinha, 2007).

The key factors that connect emotional intelligence with skills in communication, e.g., empathy, adaptability, positive thinking, strong interpersonal abilities, group behavior, problem-solving, decision-making, etcetera, are examined, and the analyzes demonstrate that numerous communication capacities are based upon emotional intelligence (Lakshmi, 2016). Yousefi studied a group of Iranian students on the relationship between emotional experience and communication skills. Emotional intelligence was also found to be positively associated with communication skills, and gender differences in emotional intelligence and communication skills were not necessary (Yousefi, 2006).

(Austin, Saklofske, Rohr, & Andrews, 2007) believe the interpersonal and intrapersonal capacities of emotional intelligence are beneficial in people of great emotion. The capacity for people to deal successfully with environmental pressures and demands is a crucial factor in determining the quality of life and mental health. Emotional intelligence includes the ability to resolve emotional problems, the ability to accept reality, flexibility, and the ability to regulate and change the affective reactions of stress and crisis, based on the findings, (Miri, Kermani, Khoshbakht, & Moodi, 2013).

Nevertheless, there are low levels of a positive correlation between the communication skills of teacher candidates and their levels of emotional intelligence. In terms of academic performance, the student results found a positive and important correlation between adversity and the academic performance of the student (n=441) (r=530), (P<0.01, (Mwivanda, 2018). No significant variation in the emotional intelligence level was observed between teacher candidates and the communication skills regarding gender and departmental variables (Ozkaral & Ustu, 2019).

In addition, research has been carried out to determine the significant link between emotional quotient, adversity quotient ®, and student-parent academic performance. The study showed that the emotional quotient, adversity quotient, and academic achievement of students-parents are not closely related (Yazon & Ang-Manaig, 2019). The AQ relation with EQ (r= 0.519, p+=. 000, N=1845) was moderately positive (Matore & Khairani, 2016). Apart from whether or not it is associated with discrepancies in earlier research findings, it can also allow a person to better communicate by mastering the emotional intelligence and adversity quotient. Last but not least, our findings proved that emotional intelligence and interpersonal communication are significantly correlated with adversity quotient.

CONCLUSIONS

Based on the results of the study, it was found out that emotional intelligence and interpersonal communication are significantly and positively correlated with adversity quotients of primary school teachers. It indicates that both emotional intelligence and interpersonal communication are good predictors of adversity quotient. Since emotional intelligence, adversity quotient, and interpersonal communication play a major role in individual success and performance, building up emotional intelligence, adversity quotient and interpersonal communication is imperative to fortify the ability of people in the education field to handle the stress and obstacles in workplace and develop effective and efficient relationship with pupils, fellow teachers, principal, and students' parents.

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