



## Adversity Quotient and Classroom Management among Iranian EFL Teachers: An Analysis of Personality Styles

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### Abstract

Personality types and professional/psychological attributes of teachers have long been the subject of extended debate and research in all fields of education, including ELT. Accordingly, the focus of this study was to investigate the relationship between introvert and extrovert EFL teachers' adversity quotient and their effective classroom management. To this end, the Eysenck Personality Inventory (EPI) was distributed among 200 teachers who volunteered to participate in this study and ultimately the 60 teachers who were introverts and the 60 who were extroverts were chosen for the study. All the participants were 30 females and 30 males aged 25-50 with at least three years of teaching experience in different language schools in Tehran. The Adversity Quotient Profile (AQP) was administered among these 120 participants and each teacher's class was subsequently observed by the researchers through which the teacher's classroom management was assessed using Murdoch's (2000) Checklist. To find out the relationship between the two main variables of this study, both descriptive and inferential statistics including Pearson Correlation and linear regression were carried out. The results showed that both introvert and extrovert teachers' AQ was a significant predictor of their classroom management. These findings reveal that teachers' AQ is possibly a more decisive factor predicting their classroom management than their extroversion/introversion.

**Keywords:** Adversity Quotient, Effective Classroom Management, Extroversion, Introversion, Teacher Variables,

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## 1. Introduction

Dealing with a range of problems and difficulties varying in both their quality and quantity is simply inevitable in different stages of every human's life. Evidently, different individuals hold varying degrees of the ability to cope with these unavoidable adversities in unpleasant circumstances. That degree would be defined as one's Adversity Quotient (AQ) or human resilience in that each individual who successfully applies AQ as the intrinsic ability to turn troubled positions to advantage in life can perform optimally in the face of adversities (Stoltz, 2015). AQ is thus "a method by which a person's brain is rewired to achieve success: the difference that exists between optimism and pessimism" (Cando & Villacastin, 2014, p. 356).

According to Al-Kumay (2006, as cited in Sahyar & Fitri, 2017), a person with a high AQ would be able to overcome difficulties and can survive with no or little despair in addressing adversities, which could range all the way from natural disasters or human-made mishaps to hardships at home or office. In fact, Stoltz (1997) who introduced the term AQ argues that persons with a high AQ not only learn from these challenges but also react to them better and faster. Despite its being a rather recent conceptualization, AQ has been studied by quite a number of ELT researchers demonstrating its significance as a teacher variable (e.g., Bautista, 2015; Chao-Ying, 2014; Hema & Gupta, 2015; Huijuan, 2009; Marashi & Rashidian, 2018; Parvathy & Praseeda, 2014).

As Bautista (2015) highlights, the way teachers adjust with adversities – i.e., their degree of AQ – is a considerable issue that would influence their power of managing their classrooms or their classroom management would be defined as the functions teachers take to construct the supportive and facilitative environment for both academic and social-emotional learning (Evertson & Weinstein, 2006, as cited in Korpershoek, Harms, Hester de Boer, Kuijk & Doolaard, 2014).

A highly decisive skill for which teachers need training, classroom management encompasses certain capabilities including planning, applying, and evaluating in the instruction process and one of the most important factors is pedagogical formation in order to gain these qualifications (Kurt, Ekici, & Gungor, 2013; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). The ELT literature is unsurprisingly overwhelmed by studies on classroom management (Adeyano, 2012; Emmer & Hickman, 1991; Evrim, Gökçe, & Enisa, 2009; LaCaze, McCormick, & Meyer, 2012; Marashi & Assgar, 2019; Marashi & Azizi-Nassab, 2018; Mir Pozo, 2000; Rahimi & Asadollahi, 2011; Sadik & Akbulut, 2014).

One of the factors which may be related to teachers' classroom management is their personality type. Personality may be generally regarded

as a set of traits which delineate special reactions to the environment (Musek, 1999, as cited in Mirkamali, Azizmohammadi, & Maghsoudi, 2014) with “no theoretical limit to the number of personality type, as a psychologist could provide a new test to delineate new types at any times” (Gassand & Selinker, 2008, as cited in Mirkamali et al., p. 3440).

Among these personality variables, extroversion and its counterpart introversion are significant parameters in L2 learning/teaching. The concept was originally introduced by Myers and Briggs and Carl Jung in the early decades of the 20<sup>th</sup> century (Ahmadian & Yadegari, 2011); a typical extrovert is one who tends to be sociable, needs people to talk to, craves excitements, takes chances, and tends to be easy-going and optimistic (Eysenck, Eysenck, & Barrett, 1985) while in contrast introverts are quiet, standoffish, and taciturn who are inclined to plan ahead and dislike amazements. Extroversion and introversion are arguably the most frequent personality variables studied in the ELT literature (e.g., Fatemi, Ganjali, & Kafi, 2016; Gao & Liu, 2013; Garcia, Kupczynski & Holland, 2011; Larenas, Moran & Rivera, 2011; Mall-Amiri & Jalili, 2015; Mahdavi Zafarghandi, Salehi & Sabet, 2016; Marashi & Naddim, 2019; Zhang, 2007).

## **2. Literature Review**

### **2.1. Adversity Quotient**

The AQ concept as proposed by Stoltz (1997) is a scientific theorization of human function interwoven with several different sciences such as cognitive psychology (controlling one’s life), psychoneuro-immunology (immune function), and neurophysiology (the science of the brain). The findings of cognitive psychology research demonstrate that an individual’s response to a situation is generally invariable unless that individual takes a measure to alter his/her behavior (Kanjankaroon, 2011; Zaustra, Hall, & Murray, 2010).

AQ predicts how well one surmounts an obstacle and their power to resist it (Hema&Gupta, 2015). According to Stoltz (2005), those people who are able to adapt themselves to various work challenges and solve them can successfully complete their work and tasks; furthermore, their physical and psychological health may be affected by the neglect of handling predicaments and disappointments.

Stoltz (1997) argues that there are three different categories of people based on how they react to challenges: the first subgroup are quitters who readily let go of ambitions because they are too difficult. The next are campers who grow jaded of the pedestrianism and find a convenient means to abscond from adversity, and ultimately climbers who are possibility thinkers

and thus never permit obstacles to get in their way of achieving their appetite.

Yakoh, Chongrukasa, and Prinyapol (2015) assert that AQ contains the four core dimensions of control, origin and ownership, reach, and endurance in which

Control measures the perceived control one has over an adverse event, ownership gauges the extent to which one takes responsibility for the outcomes of adversity or being accountable, reach appraises the degree to which one limits the extension of an adverse response to other areas of life, not generalizing bad outcomes to other concurrent events or aspects of life, and finally endurance measures the extent of expectation of time for an adverse event to last or endure (p. 283).

Teaching like almost any other profession in human society is no stranger to adversities and thus entails different degrees of adversity in various working contexts (Clunies-Ross, Little & Kienhuis, 2008). Different teachers react differently to adversity; in other words, depending on their AQ, teachers cope with different situations in varying ways (Aliakbari & Bozorgmanesh, 2015). One adverse circumstance for instructors is their classroom management as classes are diverse in terms of the number of students and also different students have variation personalities (Hoang, 2009).

## **2.2. Classroom Management**

Classroom management in the words of Tal (2010, as cited in Rahimi & Asadollahi, 2011) is perceived as a cyclical process that subtends advanced planning, implementation, assessment during implementation, and final evaluation. Providing more detail, Wong and Rosemary (2001, as cited in Akbari & Bozorgmanesh, 2015) describe classroom management as all the activities a teacher performs to regulate learners, space, time, and materials thereby allowing teaching/learning to take place. Accordingly, an effective teacher should have a discipline plan with routines, rules, and consequences that can either be teacher-made or made through teacher-student collaboration (LaCaze et al., 2012).

Ange, Greenwood, and Miller (1994) claim that effective teachers are those who have positive rapport with their learners and “genuine respect for them and that students could more successfully reciprocate love and care towards others if affection were modeled for them” (p. 143). At the same time, Mansor, Eng, Rasul, Hamzah, and Hamid (2012) assert that “Teachers with behavior management and classroom discipline problems are frequently ineffective when it comes to classroom management and often repine of high levels of stress and indications of burnout” (p. 37).

Murdoch (2000) noted that a progressive system which aims at enhancing teachers' classroom management needs to be founded on the following five key principles regarding the choice of teacher-assessment modalities and how they are implemented: "1) to encourage reflective practice, 2) to empower and motivate teachers, 3) to evaluate all features of a teacher's professional activities, 4) to consider students' views, and 5) to promote collaboration" (p. 56).

Behavioral management and instructional management are two constructs comprising classroom management (Magableh & Hawamdeh, 2007). The above two constructs are complementary and contribute to the formation of a classroom environment agreeable to both students and teachers (Coddling & Smyth, 2008). Accordingly, to elucidate the vast extent of classroom management, Aliakbari and Darabi (2013, p. 1716) hold that, "Teachers must possess some leadership ability in order to know how to motivate their students. In other words, leadership style is another characteristic which may influence a teacher's efficacy of classroom management".

The importance of classroom management is perhaps amplified when research shows that students spend around half of the teaching time "engaged in tasks not related to learning, such as classroom procedural matters, transitions between activities, discipline situations, and off task activities" (Coddling & Smyth, 2008, p. 327).

One more issue which should not be neglected is the role of personality variables in classroom management with many studies in the ELT literature having been conducted on the interconnectedness of these variables with classroom management (e.g., Agne, et al., 1994; Freiburg & Lamb, 2009; Fry, 2009; Gordon & Yocke, 1999; Marzano & Marzano, 2003; Noori, 2015) with one such variable being extroversion/introversion.

### **2.3. Extroversion/Introversion**

The personality variable of extroversion/introversion perhaps found its way into mainstream ELT literature through the works of Eysenck (1965) and gained huge attention (Dörnyei, 2005). Richards and Schmidt (2002, p. 195) define an extrovert as one whose "conscious interaction is more often directed towards other people and events than towards the person themselves" while an introvert as one "who tends to avoid social contact with others and is often preoccupied with his/her feelings, thoughts, and experience".

Extroversion is thus the desire to socialize, to be gregarious, and to receive affirmation and self-esteem from others (John & Srivastava, 1999; Sharp, 2003). On the other hand, introversion is the tendency to remain as

secluded as possible and avoid getting very involved in social activities. Introverts – unlike extroverts – tend to process their thoughts internally before uttering them and have very few intimate friends and have little, or any time for that matter, for small talk (Burruss & Lisa Kaenzig, 1999).

There is suggested evidence in the research demonstrating that extroversion and introversion are “the psychological outcome of physiological discrepancies in the reticulo-cortical system which determines levels of motivation, emotion, and conditioning according to either inhibitions or excitation of the cerebral cortex” (Chamorro-Premuzic & Furnham, 2007, p. 23). In a sense, it is these invariable trends of arousibility which would also be synonymous with an individual’s inclination towards extroversion or introversion.

Interestingly, according to Ahmadian and Yadegari (2011), even though extroversion and introversion have been predominantly considered as being bipolar, in effect, they occur along a continuum which displays one’s degree of outgoingness, and people who fall at the extremes have clear preferences.

In the context of teaching and teacher variables, Clayson (1990, as cited in Mahdavi Zafarghandi et al., 2016) asserts that in teacher education, the noteworthy principle is to continue evaluating procedures to identify those teacher traits which happen to be influential and apply those procedures to efficiently choose and prepare prospective teachers. In addition, “teachers’ abilities to establish positive relationships with students are affected by their personality type, experiences, and the quality of their own personal relationships” (Baker, 2006, as cited in Mahdavi Zafarghandi et al., 2016, p. 59).

In line with what has been discussed above, the research literature clearly reveals an abundance of studies in terms of extroversion/introversion as a well-established personality variable under study and, at the same time, a relative paucity of studies into AQ as it is somewhat a recent conceptualization – at least within the education realm. Hence, there exists a gap in the literature regarding the interconnectedness of the aforementioned variables (AQ and introversion/extroversion) and different teacher attributes such as classroom management.

At the same time, a previous study conducted by one of the researchers on an issue closely related to the one at stake, i.e., the relationship between extrovert/introvert teachers’ AQ and professional development (Marashi & Fotoohi, 2017), demonstrated that regardless of being an extrovert or introvert, a teacher’s AQ and professional development are correlated. Accordingly, the researchers in this study were very interested to see whether the go-togetherness of AQ and a teacher attribute among

extrovert/introvert teachers was merely a one-time conclusion or that it could recur in the context of AQ and another teacher variable as well. In simple terms, the question is whether another research would favor the supremacy of AQ over extroversion/introversion in predicting correlations with other teacher variables such as classroom management. To this end, the following research questions were raised:

1. Is there any significant relationship between introvert EFL teachers' adversity quotient and classroom management?
2. Is there any significant relationship between extrovert EFL teachers' adversity quotient and classroom management?
3. Is introvert EFL teachers' adversity quotient a significant predictor of their classroom management?
4. Is extrovert EFL teachers' adversity quotient a significant predictor of their classroom management?

### **3. Method**

#### **3.1. Participants**

Based on convenience non-random sampling, 120 EFL teachers including equal numbers of male and female were selected to participate in this study through their scoring on the Eysenck Personality Inventory. The participants were aged from 25 to 50 with more than three years of teaching experience teaching in different language schools in Tehran. All the participants had majored in TEFL. Furthermore, within each gender group of 60 participants, 30 were extroverts and 30 were introverts. Naturally, these 120 participants were chosen from a larger sample of 200 teachers since many teachers were ambiverts and did not fall within the category of extrovert and introvert individuals.

#### **3.2. Instrumentation**

##### *3.2.1. Adversity Quotient Profile (AQP)*

The AQP is an online questionnaire which was developed by Stoltz in 2005 to measure an individual's response to hardships and difficulties. The AQP measures four dimensions of adversity namely, Control, Ownership, Reach, and Endurance. The questionnaire consists of 14 scenarios each followed by four questions with a 10-point scale. The score of each dimension varies from 10 to 50 and the total score of AQ ranges from 40 to 200. The higher the overall score, the more effective is an individual in response to adverse conditions.

Grandy (2009) validated the AQP in terms of both internal and external validity. The four subscales of AQ demonstrate excellent

discriminant validity with scale inter-correlations ranging from 0.28 to 0.72. He also reported the Cronbach Alpha of 0.82 for control, 0.83 for ownership, 0.84 for reach, 0.80 for endurance, and 0.91 for the AQP. It takes around 8 to 10 minutes to complete the AQP (online) and automatically provide immediate results.

### 3.2.2. *Eysenck Personality Inventory (EPI)*

The EPI was developed by the German couple Hans Jurgen Eysenck and Sybil Eysenck in 1964; it was subsequently revised in 1992 (Eysenck, 1998). It contains 57 yes/no type items which assess three different qualities of an individual's personality. The E score shows how much extroversion one has, the N score illustrates one's neuroticism, and the Lie score measures how much socially desirable one tries to seem: 24 items are correspondent to Extroversion, 24 to Neuroticism, and 9 to Lie score. Those who score up to 10 are considered introverts while those who score 15 and above are regarded as extroverts.

The EPI was validated by Velicer and Stevenson (1993). They reported reliabilities for males and females, respectively, of 0.88 and 0.84 for the extroversion section of the EPI. This section of the EPI achieved an alpha coefficient of 0.78, 0.83, 0.85, and 0.87 in the four groups of their study (685 undergraduate students). The participants' approximate time for completion of this questionnaire is 15 minutes.

### 3.2.3. *Murdoch's Observation Checklist*

The Murdoch observation checklist developed in 2000 is a measure to evaluate effective teaching. The instrument comprises three sections: Part A contains 24 questions on ELT competencies, Part B includes 10 questions on general teaching competencies, and Part C has 20 questions on teaching competencies. The score for each item varies from 1-4 (4 = excellent, 3 = above average, 2 = average, and 1 = unsatisfactory). The total scores on this checklist are computed based on the mean of values given by the two researchers to each teacher.

## 3.3. Procedure

To conduct the research, first of all the researchers arranged a session with the EFL teachers who were interested in participating in this study. Obviously as the teachers were in different language schools, the researchers had to hold separate sessions in each school with the teachers. In these sessions, the researchers elaborated the different aspects of the research, mainly ensuring them that the results of their responses to different questionnaires were going to be used just for the research purpose and if they decided to fill the questionnaires, they should assign another 8-10 minutes to another online questionnaire of this study.



Also they were informed that if they wanted to know the results of the questionnaires, they should tick the box near their email address. At this point, the EPI questionnaire was distributed among the participants and they answered the questions. Subsequently, the researchers gathered all the questionnaires and reminded the participants that they needed to follow the instruction given by them through email containing the AQP link along with instructions of answering it after that session; they were further asked to fill in the questionnaire and email it back in less than 48 hours.

The participants were divided into two groups of extroverts and introverts based on their scores on the EPI and their AQP scores were calculated by the Stoltz Institute and sent to the researchers through email. Once the researchers had 60 extrovert and 60 introvert EFL teachers who had filled the AQP, they arranged for the effective classroom management assessment. Each of the 120 teachers were approached and observed in their classes with the Murdoch checklist being filled. The raw data of the AQP and the checklist underwent the statistical analyses required.

## 4. Results and Discussion

### 4.1. Results

#### 4.1.1. AQP

Once the 60 extrovert and 60 introvert teachers were selected, the researchers administered the AQP. The descriptive statistics of this administration appear in Table 1 below. As is seen in the table, the mean and the standard deviation of the introverts' AQP scores were 122.23 and 16.86, respectively, while those of the extroverts were 129.98 and 14.57, respectively.

Table 1

*Descriptive Statistics of the Scores of the Introverts and Extroverts on the AQP*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
						Statistic	Std. error
Introverts AQ	60	80	158	122.23	16.860	-.397	.309
Extroverts AQ	60	90	163	129.98	14.586	-.265	.309
Valid N (listwise)	60						

Furthermore, the scores represented normalcy ( $-0.397 / 0.309 = -1.284$  and  $-0.265 / 0.309 = -0.857$ ) and the reliability of this administration stood at 0.91.

4.1.2. Murdoch’s Observation Checklist

Following the AQP, the researchers administered the Murdoch checklist. Table 2 below displays the data. As is seen, the mean and the standard deviation of the extroverts’ scores were 121.13 and 21.03, respectively, while those of the introverts 133.30 and 23.93, respectively.

Table 2

*Descriptive Statistics of the Scores of the Introverts and Extroverts on the CM*

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness Statistic	Std. error
Introverts CM	60	90.0	179.5	133.30	23.9336	.247	.309
Extroverts CM	60	80.5	172.0	121.13	21.0304	.076	.309
Valid N (listwise)	60						

Furthermore, the scores represented normalcy ( $0.247 / 0.309 = 0.799$  and  $0.076 / 0.309 = 0.246$ ).

4.1.3. First Question

To respond to the first question, i.e. whether a significant relationship existed between introvert teachers’ AQ and classroom management (CM), the Pearson Correlation Coefficient had to be run. Prior to this of course, the assumptions for running this parametric test had to be checked, i.e. linearity, normality, and homoscedasticity of the two distributions of scores.

To inspect the first parameter (linearity), the researchers used a scatterplot of the two variables of the study (Figure 1).

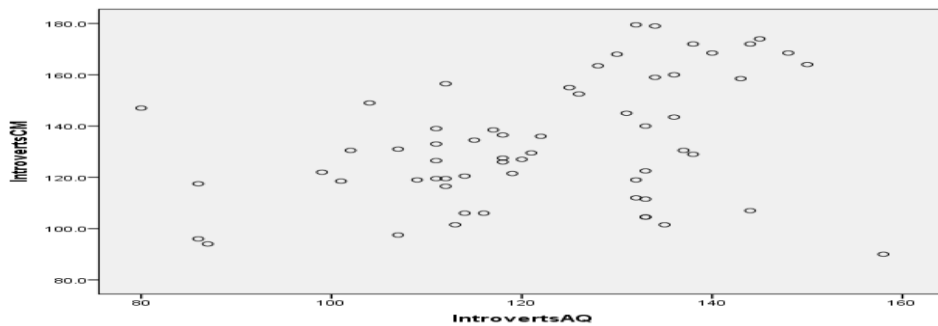


Figure 1. Scatterplot of Introverts’ Scores on the AQP and CM

As shown in this scatterplot, there was no kind of nonlinear relationship between the scores on the two batteries. Hence, the relationship between the two variables was assumed linear.

As for the second parameter – normality of the distributions – going back to Tables 1 and 2, the skewness ratios of both distributions fell within the acceptable range of  $\pm 1.96$ ; hence, the distributions were normal. The remaining assumption which had to be checked was homoscedasticity, that is, the assumption that the variability in the introverts' scores for the CM should be similar at all values of the scores on the AQP; to this end, the researchers examined the residuals plot (Figure 2).

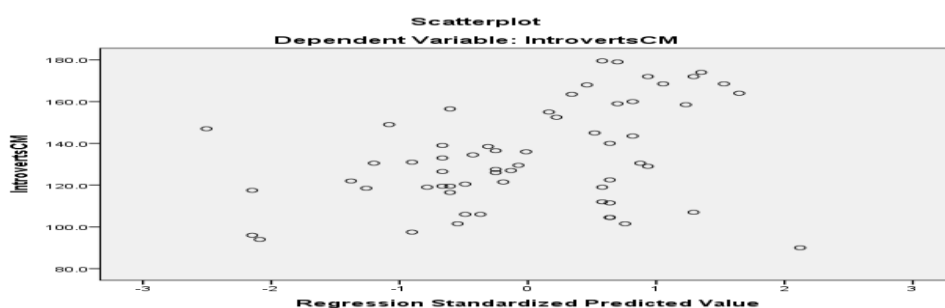


Figure 2. Plot of Studentized Residuals for Introverts' CM

As demonstrated in Figure 2, the cloud of data scattered shows evenness at both ends and thus the variance is homogeneous and the principle of homoscedasticity is met (Pallant, 2007). With the three assumptions of correlation having been met, the researchers could run the correlation (Table 3).

Table 3

*Correlation of the Introverts' Scores on the AQP and CM*

	Introverts' AQ	Introverts' CM
Introverts' AQ		
Pearson Correlation	1	.371**
Sig. (2-tailed)	.	.004
N	60	60
Introverts' CM		
Pearson Correlation	.371**	1
Sig. (2-tailed)	.004	.
N	60	60

\*\*Correlation is significant at the 0.01 level (2-tailed)

As demonstrated by Table 3 above, the correlation came out to be significant at the 0.01 level ( $r = 0.371$ ,  $p = 0.004$ ). The  $R^2$  (or common

variance) which is the effect size for correlation was 0.138. This is a moderate effect size (Cohen, 1992; Larson-Hall, 2010).

4.1.4. Second Question

To respond to the second question, i.e. whether a significant relationship existed between extrovert teachers’ AQ and CM, again the Pearson Correlation Coefficient had to be run.

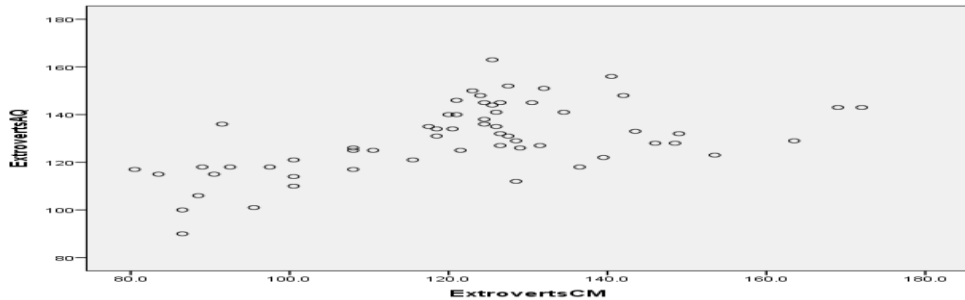


Figure 3. Scatterplot of Extroverts’ Scores on the AQP and CM

As shown in Figure 3, there was no kind of nonlinear relationship between the scores on the two batteries. Hence, the relationship between the two variables was assumed linear.

Furthermore, as demonstrated in Tables 1 and 2, the skewness ratios of both distributions fell within the acceptable range of  $\pm 1.96$ ; hence, the distributions were normal. Regarding the last parameter, as demonstrated in Figure 4, the cloud of data scattered shows evenness at both ends; thus the variance is homogeneous and the principle of homoscedasticity is met.



Figure 4. Plot of Studentized Residuals for Extroverts’ CM

With the three assumptions of correlation having been met, the researchers could run the correlation (Table 4). As demonstrated, the correlation came out to be significant at the 0.01 level ( $r = 0.563, p = 0.0001 <$

0.05).  $R^2$  which is the effect size for correlation came out to be 0.317. This too is a moderate effect size (Cohen, 1992; Larson-Hall, 2010).

Table 4

*Correlation of the Extroverts' Scores on the AQP and CM*

	Extroverts' AQ	Extroverts' CM
Extroverts' AQ		
Pearson Correlation	1	.563**
Sig. (2-tailed)	.	.000
N	60	60
Extroverts' CM		
Pearson Correlation	.563**	1
Sig. (2-tailed)	.000	.
N	60	60

\*\*Correlation is significant at the 0.01 level (2-tailed)

*4.1.5. Third Question*

To respond to the third question, i.e. whether introvert teachers' AQ was a significant predictor of their CM or not, a linear regression was run. Table 5 reports the results of the ANOVA ( $F_{1,58} = 9.256$ ,  $p = 0.004 < 0.05$ ) which proved significant.

Table 5

*Regression Output: ANOVA Table*

	Model	Sum of squares	df	Mean square	F	Sig.
	Regression	4651.001	1	4651.001	9.256	.004 <sup>b</sup>
1	Residual	29145.099	58	502.502		
	Total	33796.100	59			

a. Predictors: (constant), Introverts' AQ

b. Dependent variable: Introverts' CM

Table 6 demonstrates the standardized beta coefficient ( $B = 68.930$ ,  $t = 3.228$ ,  $p = 0.002 < 0.05$ ) revealing that the model was significant meaning that extrovert teachers' AQ could predict significantly their CM.

Table 6

*Regression Output: Coefficients*

	9	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Beta			
	(Constant)	68.930	21.355		3.228	.002
1	Introverts' AQ	.527	.173	.371	3.042	.004

a. Dependent variable: Introverts' CM

Although normality of the distributions was checked for correlation in the previous sections, the residuals table (as demonstrated in Table 7 below) also verified the absence of outstanding outliers as the Cook’s distance values did not exceed 1 and Mahalanobis distance values did not exceed 15.

Table 7

*Regression Output: Residuals Statistics*

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	5.0978	7.5172	6.1927	.41371	80
Std. Predicted Value	-2.646	3.202	.000	1.000	80
Standard Error of Predicted Value	.100	.337	.135	.044	80
Adjusted Predicted Value	4.9794	7.4890	6.1938	.41557	80
Residual	-3.37662	3.22706	.00000	1.43011	80
Std. Residual	-2.355	2.251	.000	.998	80
Stud. Residual	-2.362	2.257	.000	1.003	80
Deleted Residual	-3.39648	3.24348	-.00112	1.44712	80
Stud. Deleted Residual	-2.389	2.280	.000	1.007	80
Mahalanobis Distance	.001	10.250	.995	1.570	80
Cook’s Distance	.000	.099	.006	.013	80
Centered Leverage Value	.000	.050	.005	.008	80

a. Dependent Variable: Introverts’ CM

4.1.6. Fourth Question

Finally, to respond to the fourth question, i.e., whether extrovert teachers’ AQ was a significant predictor of their CM or not, a linear regression was run. Table 8 reports the results of the ANOVA ( $F_{1,58} = 26.951$ ,  $p = 0.0001 < 0.05$ ) which proved significant.

Table 8

*Regression Output: ANOVA Table*

	Model	Sum of squares	df	Mean square	F	Sig.
1	Regression	8278.538	1	8278.538	26.951	.000
	Residual	17815.895	58	307.171		
	Total	26094.433	59			

b. Predictors: (constant), Extroverts’ AQ

c. Dependent variable: Extroverts’ CM

Table 9 demonstrates the standardized beta coefficient ( $B = 15.575$ ,  $t = 0.761$ ,  $p = 0.004 < 0.05$ ) which reveals that the model was significant meaning that introvert teachers’ AQ could predict significantly their CM.

Table 9

*Regression Output: Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	B	Beta			
1 (Constant)	15.575	20.459		.761	.004
Extroverts' AQ	.812	.156	.563	5.191	.000

Dependent variable: Extroverts' CM

Although normality of the distributions was checked for correlation in the previous sections, the residuals table (as demonstrated in Table 4.10 below) also verified the absence of outstanding outliers as the Cook's distance values did not exceed 1 and Mahalanobis distance values did not exceed 15.

Table 10

*Regression Output: Residuals Statistics*

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	45.10	94.28	75.15	13.803	80
Std. Predicted Value	-2.177	1.386	.000	1.000	80
Standard Error of Predicted Value	2.569	6.186	3.520	.906	80
Adjusted Predicted Value	46.20	95.43	75.12	13.806	80
Residual	-39.037	86.725	.000	22.832	80
Std. Residual	-1.699	3.774	.000	.994	80
Stud. Residual	-1.712	3.846	.001	1.007	80
Deleted Residual	-39.623	90.038	.035	23.445	80
Stud. Deleted Residual	-1.733	4.244	.010	1.043	80
Mahalanobis Distance	.000	4.739	.987	1.068	80
Cook's Distance	.000	.283	.013	.035	80
Centered Leverage Value	.000	.060	.013	.014	80

a. Dependent Variable: Extroverts' CM

## 4.2. Discussion

In line with the results of the present study, there have been certain studies by different scholars signifying associations between AQ and job performance. For example, "Adversity Quotient, as a predictor of success, is highly useful in allowing an individual to determine how he/she would manage in the face of an adversity" (Cando & Villacastin, 2014, p. 366). Furthermore, Huijuan (2009) found that AQ has a significant relationship with academic performance. Also, Cando and Villacastin (2014)

demonstrated a significant relationship between EFL teachers' AQ and their teaching performance. Generally, Bautista (2015) concluded the AQ of faculty members is high and their teaching performance is very satisfactory.

Moreover, Mall-Amiri and Jalili (2015) observed that "Extrovert EFL teachers are better than introvert EFL teachers at managing adult EFL classes" (p. 1). Another study by Hajimohammadi (2011) demonstrated that EFL teachers' extroversion has a positive relationship with their self-correction as compared to introverts. Yet, in this study, both introverts and extroverts demonstrated a positive correlation between their AQ and CM.

The results of the Aliakbari and Darabi (2012) study showed a weak albeit significant relationship between the efficacy of CM and extroversion, in negative direction. Therefore, one may suggest that social and gregarious teachers may allow the learners to not necessarily adhere to certain rules and strategies presented in the classroom. In accordance with the findings of Mahdavi Zafarghandi et al. (2016), extrovert teachers show superiority over introverts in their overall instructional performance and they would be more successful in teaching English language to students as the beneficiaries.

As stated earlier, both extroverts and introverts in this study showed a positive correlation between their AQ and CM. One possible reason for this might be that while a teacher deals with the problems in the classroom, that person would probably be patient in managing the class and also the students' behaviors. Therefore, as time goes by, the more challenging those problems are, the more experiences the teacher gains and, hence, the more s/he would be successful in effective CM.

The researchers also assume that while extrovert EFL teachers and introvert EFL teachers have different approaches in their classroom, they both learn from their experience and grow to become better teachers with better performance in their classroom and making their CM more effective. Taking this human desire for perfection into account and contemplating the finding of this study in that both extrovert and introvert teachers' AQ and CM were significantly correlated, one can realize that whether a teacher is extrovert or introvert does not determine the correlation between AQ and classroom management. In other words, the role of personality variable compared to AQ in managing classrooms effectively is secondary. In simple term, a teacher's AQ is significantly more decisive than his/her personality variable in effective classroom management.

The above finding is of course doubly emphasized by the regression analysis as well since – regardless of being an extrovert or introvert – a teacher's AQ is a significant predictor of his/her CM. In other words, the findings here indicate that the moderator variable of extroversion/introversion is perhaps a null factor or at least a negligible parameter when it comes to the



interaction of AQ and CM. This notion has certain significant implications for ELT which are discussed in the next and final section.

## **5. Conclusion and Implications**

Teachers are by far the most essential and influential actors in a pedagogical environment; in very simple nontechnical terms, one has a good chance of learning from a teacher who knows what to do while learning from one who does not is indeed a cumbersome task, to say the least. In addition, it is perhaps incontrovertibly valid to state that the best prerequisites in the hands of the wrong teacher would not culminate in much while an intrinsically resourceful teacher left with hardly any extrinsic resources would succeed in delivering at least somewhat.

One important element in all this is of course the teacher's AQ or how s/he handles adversities. Teachers would of course benefit from learning about this construct and how in effect – as delineated by the findings of this research – AQ is more decisively determinant in predicting CM compared to their personality variable.

Principles and supervisors in language schools too need to be aware of AQ and its subcomponents due to its effect on the school climate and students' achievement. Accordingly, teachers with lower AQ may indeed both endanger their own career and, as an aftermath, detriment the educational establishment they are working at.

Throughout observing different teachers with various personality types and different levels of experiences, educational supervisors and also managers may wish to provide teacher empowerment courses which encourage enhancement of teachers' AQ. This in turn would facilitate their tolerance of problematic circumstances with a view to solving the issues. Such courses are perhaps best held in a multiform modality including preliminary presentations by AQ specialists and peer roundtables where teachers share with each other their actual adverse experiences and try to provide solutions, anger management training, self-esteem boosting training, relaxation techniques, etc. All these modalities should of course be oriented towards enabling teachers to deal with the classroom problems more efficiently and expeditiously. In short, the findings of this study suggest closer and more widespread attention both theoretically and practically to the concept of AQ in ELT circles.

The following recommendations for future research are based upon the results of this study: firstly, this research could be replicated among different demographic and sociocultural denominations in order to be able to come up with more generalizable findings. Secondly, the proficiency level of the teachers was not taken into account in this study. A similar study can be

done comparing teachers across different proficiency levels and/or educational backgrounds. Last but not least, the moderator variable under study in this research was extroversion/introversion; it would be interesting to see whether AQ would continue being the dominant variable in predicting CM compared to other moderator variables such as impulsiveness/reflectiveness, field-dependence/independence, etc.

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