



Managing emotions: relationships among Expressive Writing and Emotional Intelligence

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ABSTRACT

Professionals in human services can face emotionally challenging situations in their work settings. Staying balanced, when encountering emotional issues, is a desired capacity for human services providers. Emotional intelligence has been found to positively influence people's abilities to manage emotions as well as general well-being and health. Expressive writing can also help human service providers to regulate and process emotions potentially increasing emotional intelligence. The purpose of the study was to investigate the relationships of negative emotions, shyness, emotionally expressive writing and emotional intelligence among undergraduate rehabilitative services students and related majors. Results showed significant moderate inverse correlations between emotional factors of optimism, depression, and stress with emotional intelligence. Similarly, expressive writing was positively correlated with social skills, reader consciousness and conflict resolution. Recommendations for human services providers training programs are discussed with regards to enhancing areas of student emotional intelligence. Emotional intelligence as a skill may improve services delivery for human services clients.

Keywords: Negative emotions, Shyness, Undergraduate Rehabilitation Services, Emotional Intelligence, Emotionally Expressive Writing

INTRODUCTION

Undergraduate students receive critical educational training to effectively handle a variety of challenges in professional settings. Some careers demand intense emotional involvement and require professionals to show empathy towards others¹ as in the human services field. By identifying and processing emotions clearly and wisely, individuals can enhance their cognitive processing and decision-making abilities². Rehabilitative services is a human services occupation that involves positive and negative emotions when working with clients, colleagues, and society at large. For these future human services professionals, emotional intelligence can help to process negative and positive emotions³ enhancing careers, personal satisfaction, and job performance.

Students and educators both recognize that emotional reactions can influence job performance and professional decision-making⁴. Accordingly, a person can develop a capacity to sustain motivation and resilience for utilization in work environments with adequate training⁵. For those students interested in working with people with disabilities, developing the ability to effectively managing emotional capacities can be advantageous in their future careers.

Social and emotional competences including self-esteem, pride in work accomplished, and interpersonal skills, are valuable abilities in the workplace³. Pre-service rehabilitation students can benefit from learning to monitor emotions and feelings to better cope with a variety of situations during their schooling and future jobs^{6,7}.

Research reports that emotional intelligence (EI) is an emotional competence in the classroom⁸⁻¹⁰ and workplace^{11,12}. In a literature review on the implications of EI, Salovey and Grewal reported EI as a factor positively influencing work and personal relationships leading to a more pleasant work experience and interpersonal relationships¹³. Because rehabilitation services settings can be stressful and interpersonal interactions are required, pre-service students can benefit by learning to manage emotions. Since EI can potentially affect job performance and job decision making, this study aims to explore the influence of emotional intelligence on emotions among pre-services rehabilitation students. To better understand the relationship of undergraduate rehabilitation services' emotions and emotional intelligence, this article defines emotional intelligence (EI), reviews EI in relation to negative emotions including shyness, and finally the relationship of EI and expressive emotional writing. These concepts are then investigated through research with students who are undergraduate rehabilitation services and related majors.

Understanding Emotional Intelligence

Emotional intelligence (EI) is defined as an individual having the ability of "being aware of and managing one's feelings and emotions while being sensitive to and influencing others' emotions"¹⁴. The term EI often refers to the mental processes needed

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to recognize, use, understand, and manage one's own and others' emotional states to solve problems and regulate behavior¹⁴. Moreover, EI has also been described as consisting of three abilities: to perceive, to understand, and to manage emotions¹⁵. To perceive emotion is the accumulation of affective information while to understand emotion is the act of processing affective information, and to manage emotion is to regulate the manner and intensity of emotions and their expressions^{16,17}.

Emotional intelligence is often associated with important life outcomes, such as improved psychological well-being and physical health¹⁸, high-quality social relationships¹⁶, and increased career success¹⁹. Identifying and understanding emotions can also enrich self-awareness and relationship with others¹⁵. As self-awareness increases, individuals can become more conscious of the energy behind his/her words and interactions¹⁷. Moreover, people who have high EI are more successful in relationships because they can effectively perceive the emotions of others in a positive and productive manner¹⁷.

In research, EI has been evaluated using two directions: emotional abilities and a trait-based model. These two models help to understand the construct of EI and how individuals understand emotions. Some researchers have proposed a model of EI that consists of emotional abilities²⁰. Other EI models have included aspects of personality and have developed a trait-based model incorporating behavioral dispositions and self-perceptions²¹. In a meta-analysis, which included English and non-English studies measuring EI as a trait or ability, Martins, Ramalho and Morin reported that EI has a strong positive association with mental and physical health²². In this investigation, the authors opted to subscribe to the trait-based model to understand the role of EI.

Emotional Intelligence in the Workplace

In the field of human services, providers are anticipated to experience a high degree of social interaction with constant client contact, and work-related exchanges. In a study, Lyons and Schneider explored the relationship between EI and levels of stress and burnout among employees in human services field⁸. The employees reporting higher EI level perceived a lower level of occupational stress and experienced less from negative health consequences. Specifically, both men and women participants, with high levels of EI, perceived less job stress and showed lower level of depression symptoms regardless of experiencing work overload, lack of rewards, lack of support, and unpleasant work conditions⁸.

In the work environment, EI has been found to help improving one's satisfaction and job experience.. A study by Cunrui, Fei, Lingling, and Xuhui, found that, in fact,—there was a positive correlation between EI and job satisfaction where those with higher EI expressed having higher levels of job satisfaction²³. Job satisfaction can be defined as, a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences²³. Emotional intelligence can also improve the emotional state of workers in their workplace. Not only do individuals with high EI tend to be able to manage their own emotions, but others as well, which could form positive exchanges, and lead to more organizational citizenship behaviors that foster job performance and job satisfaction^{19,24}. Similarly, employees with higher emotional intelligence also received better peer and/or supervisor

evaluation on interpersonal interactions, stress tolerance, and leadership potential than those with lower EI²⁵.

Individuals who are more aware of their emotions may recognize and reduce stress related to work leading to job satisfaction. Ohara, Sy and Tram reported that employees with high EI were found to be more resilient due to being capable to identify the causes of stress and developing strategies and perseverance to deal with negative consequences²⁴. In addition, managers with high EI displayed positive work attitudes and altruistic behaviors and facilitated higher job satisfaction and performance among their employees²⁴. Using EI, managers can assist with employees' performance by managing employees' emotions to support the creativity, resilience, and confidence that enables employees to act appropriately in work settings.

Emotional Intelligence in Coping with Negative Emotions

Emotional intelligence has been reported to be an important factor in connection with better health²² and improved quality of life²⁶. Additionally, emotional intelligence has been found to have a positive relationship with healthy psychosocial functioning^{18,27} and is an effective coping strategy to adjustment to stress²⁸. Individuals with high levels of EI also tend to enjoy a healthier psychosocial functioning including optimism, positive moods, improved communication skills and social relationships¹³. Equally, high levels of EI have been associated with higher levels of resilience whereas low levels of EI are associated with depressive moods²⁹. Based on research, EI can predict better mental health with a positively relationship with well-being, self-control, and sociability²⁷.

Furthermore, emotional intelligence also seems to provide a buffer against the effects of stress for individuals³⁰. Work related stress, which contributes to negative emotions, has been shown to be highly associated with many symptoms of depression including insomnia, reduced concentration, fatigue, energy loss, and feelings of worthlessness³¹. Health risks associated with stress can contribute to the onset of serious health conditions including heart disease, obesity, and anxiety. Many symptoms of unchecked stress include an inability to focus, constant tiredness, insomnia, an increase or decrease in appetite, an increase in the use of alcohol/tobacco, irritability, and withdrawal from family and friends³². Individuals with low EI have difficulty identifying their emotions and are unable to reduce stress and its subsequent symptoms or cope with negative feelings²⁸. For students with majors in the field of rehabilitation services, it is important to increase the field's understanding of the relationship that negative emotions have with low emotional intelligence. As negative emotions seem to have a link to low emotional intelligence, it is expected in this study that human services students with low emotional intelligence experience higher level of negative emotions and participants with higher level of EI, experience lower levels of negative emotions.

Emotional Intelligence and shyness.

The current research indicates that the level of emotional intelligence is often inadequate in shy individuals³³. Specifically, the authors explained that shyness could possibly damage one's abilities to perceive, appraise, manage and express emotions,

thereby leading to having excessive negative emotions and reducing one's subjective well-being. Shyness has also been related to negative emotions including fear of interpersonal rejection, uncertainties about social competence, and doubts about general self-worth³⁴. Therefore, improving EI for shy people may have positive effects on their subjective well-being in some cases.

Another study has linked shyness with negative affectivity, high negative emotional intensity and low positive emotional intensity, masking of emotion, and low emotional resiliency³⁵. Specifically, this study found a relationship of shyness with low emotional regulation and coping abilities. Consequently, it is important for rehabilitation services students, who will work with people with disabilities, to understand themselves because of the demands of their future employment. Thus, it is expected that students reporting a high level of shyness may have lower levels of emotional intelligence in this study.

Emotional Intelligence through Expressive Writing

Writing down one's emotions, as a way of processing their significance in one's life, has been found to produce favorable outcomes on general well-being and mental health³⁶. Some of the benefits derived from writing include an ability to develop coping skills, increase positive moods, and establish social support networks³⁸. Writing about a meaningful event can also enhance emotional regulation, perceptions of self-efficacy and control over emotions³⁸⁻⁴⁰. Expressive writing has also been found to help unemployed professionals to change attitudes towards old jobs and finding a new one. Research suggests that writing thoughts and feelings about stressful life events has beneficial effects on health.

Affective writing assists individuals in paying attention to emotional experiences which leads to better understanding, processing, assimilation and utilization of emotions⁴²⁻⁴³. In a previous study, participants, who wrote about traumatic and positive events, reported less health complaints after a month follow up⁴⁴. Emotional self-disclosure positively influences self-perception because it enhances self-regulation, self-empathy and a sense of control³⁸. In another study, writing emotions helped to enhance emotional self-regulation, emotional intelligence and cognitive skills involved in processing emotions⁴⁵. Specifically, this

may represent a mechanism to increase EI leading to positive mental and physical health. Thus, it is expected that emotional intelligence is positively correlated with emotional expression through writing.

Recognizing that EI can help future human services professionals to cope with emotions in school and eventually in job environments can lead to incorporating EI concepts in curriculum to facilitate mastering this ability. By enhancing positive or reducing negative emotions and coping with shyness, individuals can learn to alter their emotions and influence positively the emotions of others as part of managing emotions⁸. Even though emotional intelligence has been found to have a positive impact of general health, further research can help to understand different activities to develop this valuable trait. Training has been found to enhance intra- and interpersonal aspects of emotional functioning among students in human service occupation educational programs⁴⁶. Hence, the purpose of this study was to investigate the relationship between levels of negative emotions – stress, depression, anxiety and shyness – with emotional intelligence.

Furthermore, the study evaluated relationships among expressive writing, EI and negative emotions of rehabilitation services students. This descriptive research aimed to understand factors that related to EI and emotions. Research questions were as follows: What is the relationship among EI subscales and negative emotions of rehabilitation services students?; what is the relationship among expressive writing subscales and negative emotions of rehabilitation services students?; and what is the relationship among the EI subscales and expressive writing subscales of rehabilitation services students?

METHODS

Participants

Participants were 127 undergraduate students in rehabilitation services and other related majors in a junior level course at a Southwestern university. A profile of the sample indicates that 81% were female, 81% identified themselves as Hispanic of Mexican background, and the majority of students were between the ages of 19 to 23 (77%). The mean age of the participants was 22.65 years ($SD = 4.45$).

Table 1. Pearson Correlations: Self-Report Emotional Intelligence, Depression Anxiety and Stress Scale, and Shyness Scale

	OPT	APP	SOC	UTE	DEP	AX	SS	CBS
TSE	.71**	.77**	.77**	.61**	-.35**	-.15*	-.28**	-.19*
OPT		.28**	.41**	.25**	-.59**	-.38**	-.50**	-.18*
APP			.42**	.33**	-.15	-.08	-.16	-.15
SOC				.53**	-.10	.04	-.04	-.16
UTE					-.05	-.12	.04	.02
DEP						.71**	.74**	.31**
AX							.74**	.40**
SS								.31**

* $p < .05$, ** $p < .01$, TSE = Total SSEIT, OPT = Optimism/Mood Regulation, APP = Appraisal of Emotions, SOC = Social Skills, UTE = Utilization of Emotions, DEP = Depression, AX = Anxiety, SS = Stress Scale, CBS = Cheek Buss Shyness Scale

study reported a significant relationship between increments in emotional intelligence and life satisfaction when writing emotional reflections as means of emotional processing. Expressive writing

Instruments

Students accessed and completed anonymously the surveys online. Emotional Intelligence (EI) was measured with the Schutte

Self-Report Emotional Intelligence Test (SSEIT)⁴⁸, a 33-item scale with a 5 point Likert Scale from Strongly Disagree to Strongly Agree. For each item, participants endorsed emotional intelligence with statements such as: “I know why my emotions change” and “Emotions are one of the things that make my life worth living”. This scale is based on the theoretical model of emotional intelligence of Salovey and Mayer⁴⁸. Schutte et al reported a two-week rest-retest reliability of 0.78⁴⁸. The subscales of the SSEIT are Optimism/Mood Regulation, Appraisal of Emotions, Social Skills and Utilization of Emotions.

The emotional expression through writing was measured using the Affective Cognition Writing Survey (ACWS), a 22-item scale with a high internal consistency (Cronbach's alpha = .88) and high test-retest reliability ($r = .90, p < .001$)⁴⁷. The ACWS has six subscales: Positive Processing, Liberating Feelings, Reader Consciousness, Conflict Processing, Inner Exploration, and Emotional Synthesis. Participants answered items such as: “Writing lets me express my feelings” and “Writing helps me build relationships with others”.

The emotions of depression, anxiety and stress were measured with the Depression, Anxiety and Stress Scale (DASS), a 42 item retrospective self-report instrument of one-week state negative affect developed by Lovibond and Lovibond⁵⁰. The DASS was developed to measure the level of depression, anxiety and stress among clinical and non-clinical populations. “I couldn't seem to experience any positive feeling at all” and “I felt scared without any good reason” are examples of items on this scale. Participants rated to what extent they experience each symptom using statements to evaluate their responses from “did not apply to me at all” to “applied to me very much, or most of the time”.

The Cheek and Buss Shyness Scale (CBSS), a 20- item self-report instrument, was used to measure shyness⁵¹. Participants answered, using a 5 item likert scale, items such as “It is hard for me to act natural when I am meeting new people” and “I am socially somewhat awkward”. Melchior and Cheek reported a 45 test-retest reliability of .91 and correlated .69 with aggregated ratings of shyness received from family members and close friends when using this instrument to measure shyness⁵¹.

Data Analysis

Pearson Product Moment correlations were conducted to determine the relationships among EI, expressive writing and

negative emotions including shyness. These correlations were used to evaluate the strength of relationships among emotional intelligence negative emotions – stress, anxiety, depression- and shyness. With these analyses, the directions of the correlations were also considered to understand the interaction of EI, expressive writing and negative emotions.

RESULTS

In order to answer questions number 1, Emotional intelligence was examined with variables measuring negative emotions. Specifically, the SSEIT and its subscales were correlated with the DASS and CBSS assessments. Emotional intelligence was negatively correlated with depression, anxiety and stress ($r(125) = -.30$). Similarly, EI and shyness showed a negative correlation ($r(125) = -.19$). The four dimensional factors identified by Petrides and Furnham²¹ for EI, Optimism/Mood Regulation, Appraisal of Emotions, Social Skills and Utilization of Emotions, were analyzed as they correlated to other variables. The Optimism/Mood regulation factor was strongly negatively correlated with depression ($r(125) = -.59$) and stress ($r(125) = -.50$). This subscale also had a moderate, negative correlation with anxiety ($r = -.38$), and a low negative correlation with shyness ($r(125) = -.18$). Moreover, Shyness had moderate, correlations with depression ($r(125) = .31, p < .01$), anxiety ($r(125) = .40, p < .01$) and stress ($r(125) = .31, p < .01$) as seen in Table 1. The Social Skills, Appraisal of emotions, and utilization of emotions had no relation with the other variables.

To answer research question number 2, expressive writing was evaluated with negative emotions. The ACWS and subscales were correlated with the DASS and CBSS. EI had a low positive correlation with the emotional expression through writing ($r(125) = .21, p < .05$). Moreover, the ACWS subscale Reader Consciousness had a low positive correlation with Shyness ($r(125) = .18, p < .05$); and Conflict Processing had a low negative correlation with Shyness ($r(125) = -.17, p < .05$) (Table 2).

To answer research question number 3, the SSEIT and subscales were correlated with the ACWS and subscales. The ACWS had a low, positive correlation with the SSEIT ($r(125) = .21, p < .05$). The findings regarding the ACWS subscales SSEIT subscales indicated low, positive correlations among Social Skills and Positive Processing ($r(125) = .20, p < .05$) and Liberating Feelings ($r(125) = .27, p < .01$); and it had a moderate correlation between

Table 2. Pearson Correlations: Affective Cognition Writing, Depression Anxiety and Stress Scale, and Shyness Scale

	PP	LF	RC	CP	IE	ES	DEP	AX	SS	CBS
ACW	.88**	.88**	.51**	.63**	.86**	.60**	.03	.01	.06	-.13
PP		.76**	.30**	.41**	.71**	.46**	-.02	-.04	.01	-.16
LF			.27**	.24**	.33**	.23**	.00	-.03	.05	-.13
RC				.24**	.33**	.23**	.18*	.03	.08	.01
CP					.43**	.30**	-.02	-.05	.02	-.17*
IE						.52**	.02	-.03	-.03	-.14
ES							.06	.14	.09	.11
DEP								.71**	.74**	.31**
ANX									.74**	.40**
SS										.31**

* $p < .05$, ** $p < .01$. ACW = Total ACWS, PP = Positive Processing, LF = Liberating Feelings, RC = Reader Consciousness, CP = Conflict Processing, IE = Inner Exploration, ES = Emotional Synthesis, DEP = Depression, AX = Anxiety, SS = Stress Scale, CBS = Cheek Buss Shyness Scale

Table 3. Pearson Correlations: Schutte's Self-Report Emotional Intelligence Test and Affective Cognition Writing Survey

	ACW	OPT	APP	SOC	UTE	PP	LF	RC	CP	IE	ES
TSSE	.21*	.71**	.77**	.77**	.61**	.13	.17*	.08	.00	.23*	.13
ACW		.05	.11	.26**	.16	.88**	.88**	.51**	.63**	.86**	.60**
OPT			.28**	.41**	.25**	.00	.02	.04	.11	.07	.08
APP				.42**	.33**	.10	.11	-.08	.11	.15	.08
SOC					.53**	.20*	.27**	.04	.16	.33**	.13
UTE						.10	.18*	.07	.16	.15	.09
PP							.76**	.30**	.41**	.71**	.46**
LF								.27**	.24**	.33**	.23**
RC									.24**	.33**	.23**
CP										.43**	.30**
IE											.52**

* $p < .05$, ** $p < .01$, ACW = Total ACWS, PP = Positive Processing, LF = Liberating Feelings, RC = Reader Consciousness, CP = Conflict Processing, IE = Inner Exploration, ES = Emotional Synthesis, DEP = Depression, ANX = Anxiety, SS = Stress Scale, CBS = Cheek Buss Shyness Scale

Social Skills and Inner Exploration ($r(125) = .33, p < .01$). Utilization of Emotions had a low, positive correlation with Liberating Feelings ($r(125) = .18, p < .05$) as seen in Table 3.

DISCUSSION

The results of this research showed that findings suggest a link between higher levels of emotional intelligence and lower levels of depression, anxiety, stress and shyness. These results were consistent with other studies examining the influence of EI on individuals' expression and management of negative emotions as well as on physical health²⁰. Relationships among shyness and negative emotions were reported in this study and are seen as consistent with other research³³. Among the subscales, Optimism/Mood Regulation had inverse correlations with negative emotions suggesting an increase on this part of EI can decrease negative emotions.

The ACWS subscales of Positive Processing, Liberating Feelings and Inner Processing had correlations with the SSEIT subscale Social Skills suggesting that having the ability to process emotions and understanding one's feelings can have a favorable effect on interpersonal relationships. This finding proposes that writing can help individuals to process emotions enhancing interpersonal relationships. Since expressive writing can enhance relationships, these findings may indicate a need for more research in this area. Social skills are important for rehabilitation services since social exchanges happen in different work environment levels. Perhaps undergraduate rehabilitation services students might benefit from expressive writing activities as a means to enhancing their social skills, as other studies have reported⁵². Activities involving expressive writing may helpful for shy students. This may have some meaning given the inverse relationship between the ACWS subscale Conflict Processing and Shyness. These are not causal relationships but may be meaningful associations. This finding suggests that shy individuals may struggle with conflict. Another finding was the positive correlation between the ACWS subscale Reader Consciousness and Depression. A correlation between these two variables could propose how the perception of others could impact one's view of self and emotions about self. This relationship can benefit from

further research to understand how understanding one's audience could affect depressive emotions.

Moreover, there was a positive correlation between emotional intelligence and emotional expression through writing. This finding supports previous research that showed how expressive writing can lead to positive emotional well-being³⁶ and emotional processing skills through an expressive writing program can influence emotional intelligence³. Accordingly, previous research reports that students, who engaged in expressive writing, demonstrated higher levels of EI³. In addition, there is evidence that expressive writing can help to improve the management of emotions⁵¹. Writing, either about positive or negative experiences, seems to lead to similar effects on individuals. As previously demonstrated in previous research, the correlations of this study may provide an understanding of how expressive writing is connected with emotional intelligence.

Likewise, connecting with one's feelings can also help in managing emotions. The correlation between conflict processing and emotional intelligence suggests that combining emotions and logic can help students to manage their own emotions as well as others. Emotional intelligence can be used to help understand and regulate emotion which may contribute to positive mental and physical health. Past research in EI tends to show that individuals with high EI have more positive moods and better skills to cheer themselves up after a negative event¹⁸. This supports the current results which indicate an association that describes how higher levels of EI may reduce the level of negative emotions such as anxiety, depression, stress and shyness. Consequently, the implications of these results are helpful to future rehabilitation professionals in the human services field to identify emotional abilities to cope with stress, challenges, and pressures at work and home.

Emotional intelligence is an ability to monitor and recognize ones and other's emotions¹³; it is therefore recommended that stakeholders in rehabilitative services education should strive to include this content in program planning and curriculum development. Similarly, EI is related to the understanding and interpretation of emotions to regulate one's emotions and actions; a useful capacity for rehabilitation professionals when helping clients. For training, EI represents a transferable capacity relevant

to a range of occupational settings for emotional competence among undergraduate students⁴⁶. Pre-service rehabilitative students, supervisors, and professionals in the field as well as training programs should evaluate the importance of EI as a means of enabling human services professionals to improve emotion regulator skills.

For rehabilitation services students, recognizing and managing their emotions are valuable skills for personal and professional areas. Understanding the interaction between emotion and cognition, as a result of adaptive functioning in different environments¹³, is a necessary ability when working in the field of rehabilitation. Emotional intelligence can influence work related behaviors including building a positive relationship with clients, being productive and in enhancing teamwork²³. In addition, the strength of EI plays a role in the development of empathy, verbal intelligence, extraversion, openness to feelings, self-esteem, and life satisfaction⁵⁴. Undoubtedly, these behaviors and characteristics of EI enhance the rehabilitation professionals' ability to assist clients.

Due to the potential exposure to stressful and demanding environments, particularly in the workplace, future rehabilitative services professionals can benefit from developing their emotional intelligence. Individuals with EI competencies know how to avoid and process dysfunctional emotions to cope with negative feelings¹¹. Using different techniques to process emotions, such as expressive writing and relaxation exercises, students may enhance their abilities to manage and identify not only their own emotions but of others^{3,53}. Emotional intelligence represents a valuable skill to possess, principally in a work setting, where effective interpersonal relationships and awareness of emotions are necessary to create positive client's outcomes. Recognizing the use of EI, future rehabilitation professionals and supervisors will be able to develop skills to manage emotions and handle difficult work situations.

LIMITATIONS AND FUTURE DIRECTIONS

A number of factors limit the current study. First, this was a sample of convenience; therefore, a selection bias is present which affects generalization. Second, the present study is based on correlational rather than experimental evidence. The relationships reflect associations and are not causal. Other research designs can be used to expand the findings of this study such as a pre and post non-equivalent control group that involves treatment activities that could lead to alleviating negative emotions. Third, the cross-sectional nature of the research limits the generalization of the results. A longitudinal research design can be utilized in future research to evaluate any mood variations among rehabilitative studies and to consider other factors that might affect their well-being.

Since emotional intelligence has the potential to become an effective tool in the management of emotions for rehabilitative students, future research might investigate the efficacy of structured interventions as part of classroom activities that could increase components of this trait/skill to improve general well-being. Specifically, research could focus on techniques of emotional regulation to help rehabilitation professionals to manage their own

and clients' emotions in a stressful work environment. Future research might also investigate the links between emotional functioning and work satisfaction and performance for rehabilitation professionals.

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