

Exploration of Emotional Intelligence and Motivation of Therapists at Autism Centers

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Abstract

This study aimed to explore the emotional intelligence and motivation of therapists in autism centers. The population of therapists was selected non-randomly in the form of sampling aimed at autism centers in Selangor. A total of four therapists at an autism center in Selangor were involved in psychoeducational group counseling. The characteristics of the selected respondents were based on their experience in managing and teaching autistic students for a minimum of six months. The study methodology was qualitative using a case study design. A total of four group counseling sessions were conducted face-to-face. Data were collected through an interview method and analyzed with a thematic process of examining recording transcripts and identifying themes that arose based on the objectives of the study. The findings of the study resulted in three main themes resulting from the exploration of activities based on modules. The first theme, the factor influencing emotional intelligence has three sub-themes namely (i) heavy workload, (ii) the need to meet the expectations of employers and parents of students and (iii) no career development. Next, the second theme which is the effect of deterioration emotional intelligence has two sub themes namely (i) frequent burnout and (ii) the affected relationships with significant people. Finally, the third theme, motivation in pursuing a career, has two subthemes, namely (i) intrinsic motivation and (ii) extrinsic motivation. Some of the limitations that occur are time constraints and difficulties in obtaining respondents. The suggestion in this study is to focus on the populations studied in each state in Malaysia.

Keywords: Emotional Intelligence, Motivation, Therapists, Autism Centers, Group Counseling, Psychoeducation

Introduction

Emotional intelligence is often given full focus in solving the problems of an individual's daily life, especially in their career. However, individuals often overlook the existence of emotional intelligence that plays an important role for themselves and when dealing with the people

around them. Emotional intelligence is the individual's ability to understand, interpret and manage the emotions of the people around them. Each individual has a different level of emotional intelligence, and this will be explored in the field of social science work such as behavioural therapist (ABA therapist) and occupational therapist (occupational therapist). This group is heavily involved in educating and guiding autistic students in living daily life in aspects of skills such as social, communication, education and behavior (Hurt et.al., 2013). A job that involves guiding and managing autistic students is a challenging job because they will be faced with a variety of behaviors performed by the student. This causes stress, lethargy, psychological stress that will affect physical, mental and emotional health as well as neglecting one's psychological well-being (Rafaq et al., 2020).

This study was conducted because the perspective of therapists who work with autistic students such as occupational therapists and behaviour therapists in handling autistic students has not fully explored in Malaysia setting and it is hoped that this study will help therapists in the following fields managing emotional intelligence so they can manage themselves positively and improve competence in managing autistic students. Various studies have been carried out abroad such as in the United States, Korea and others which observed the phenomenon such as fatigue, emotional intelligence and contemporaneity in a career as a therapist in an autism center. Management and education with autistic students who have difficulty managing behavior is a challenging task. This is a challenge for therapists at autism centers because the development and spectrum of autistic students is different and depends on the level of student development. Rafaq et al (2020) also stated that these challenges affect mental and emotional health, causing a lack of empathy and affecting the therapist's relationship with the world outside of work. Therapists experience a high level of work-related stress, as they need specialized knowledge and individual treatment approaches to treatment interventions, communication, and teamwork between specialized areas for team access and continuous contact with patients targeted for service treatment (Park, 2021).

Their work focuses more on a face-to-face teaching and learning approach with a 1:1 ratio in one session (Rafaq et al., 2020). Burnout or known as fatigue often occurs among professionals who are involved with students with special needs. Burnout is defined according to Dewan Bahasa dan Pustaka (2021) is the exhaustion of a person's mental and physical strength due to work pressure. One of the biggest challenges employees' faces is feeling powerless and lack of control. Alex Pavtoulou (2020) states that this feeling arises when the results of their work do not bring change or they are affected by an atmosphere that is not conducive at work, are unable to improve the situation and feel less prepared in carrying out their duties. The feeling of fatigue caused many workers to withdraw from the profession. This fatigue and lethargy affect emotional intelligence where it affects self-emotional awareness, self-emotional control, self-motivation, empathy and socialization. Higher positive qualities at work should lead to lower fatigue and burnout which represent a higher level of psychological well-being in workers in autism centers (Rafaq et al., 2020).

According to Rafaq et al (2020), the workload factor affects the stress of therapists because the number of employees does not grow to meet the workload demands. Next, there is a situation where the therapist is not present or has to depend on others causing difficulties and chaos in carrying out tasks. This also causes therapists to take on more responsibilities than they can handle. Kirby (2022) states that in services at autism centers, stress factors include excessive workload, conflict and uncertainty and high expectations from parents

causing stress and fatigue. This causes physical and mental fatigue and also affects emotions. This group must comply with the demands of the task that must be completed within the specified period. They need physical and mental strength in managing the behavior of autistic students because their behavior is constantly changing unexpectedly. Changes in management at the autism center such as lack of employees also occur due to the factors mentioned. Those who work with autistic students experience poor mental health which causes anxiety, stress and other psychophysiological problems. This requires intervention in reducing fatigue among those workers so that they can function well in providing services and interventions to students with autism (Rafaq et al., 2020).

Therapists at autism centers also feel that they are stuck in an underappreciated job (Pavtoulou, 2020). The world of work that is too focused on jobs and salaries that are not satisfactory makes the efforts of workers often feel neglected and wasted. Feedback from parents and employers also affects the emotions of employees because they are not satisfied with the service or have high expectations. Children who are educated by those who are less able to express appreciation to workers give a burden to their lives. This leads to feeling unappreciated and affects the motivation in entering the field of work.

This study aims to

- i) Identify factors affecting emotional intelligence.
- ii) Exploring the effects of the decline of emotional intelligence.
- iii) Identifying the motivation that drives the client in his career.

The study will explore a population of therapists selected non-randomly in the form of purposive sampling at an autism center in Selangor. A total of four therapists at an autism center in Selangor are involved in psychoeducational group counseling. The characteristics of the selected respondents are based on their experience in managing and teaching autistic students for a minimum of six months. The research methodology is qualitative using a case study design. A total of four group counseling sessions were conducted face-to-face for two hours each session. Data was collected through interviews and analyzed with a thematic process of examining the transcription of recordings and identifying themes that arose based on the objectives of the study.

Literature Review

Emotional Intelligence

According to Mayer et al (2008), emotional intelligence is defined as the ability to process information about one's own and other people's emotions. It is also the ability to use this information to guide thinking and behavior. Therefore, people who are smart in managing emotions are able to pay attention and understand their own emotions. Additionally, four basic abilities are seen in a person to assess emotional intelligence. The four basic abilities identified by Mayer et al (2008) are

- i) The ability to understand and correctly express the emotions of oneself and others.
- ii) Ability to use emotions in a way that facilitates thinking.
- iii) Ability to understand emotions, emotional language and emotional signals.
- iv) Ability to manage their emotions to achieve goals.

Goleman (1995) described emotional intelligence as the ability of a person to manage his feelings so that those feelings are expressed appropriately and effectively. According to Goleman (1999), emotional intelligence is the single biggest predictor of success in the workplace. According to Goleman (1995), there are five domains in emotional intelligence. These domains consist of self-awareness, self-regulation, self-motivation, empathy and social skills.

Self-awareness is knowledge related to self-feelings in current situations and the ability to choose priorities in decision-making. This domain looks at the individual's ability to make a realistic assessment of self-ability and stable self-confidence (Goleman, 1995).

Self-regulation is stable emotional management in completing tasks prudently. This domain also looks at the ability to temporarily postpone feelings to satisfy in the pursuit of goals and quick recovery from emotional stress (Goleman, 1995).

Self-motivation is the use of the main will of the individual's heart in moving and guiding a person to achieve a goal. This domain also looks at the individual's ability to take initiative to improve their weaknesses and persist when facing problems and disappointments (Goleman, 1995).

Empathy is the individual's ability to detect other people's feelings, to see or understand another individual's point of view. This domain helps individuals in strengthening warmth and compatibility with individuals who have various backgrounds (Goleman, 1995).

Social skills are emotional intelligence skills to manage one's and other people's emotions correctly to connect, interact and work with other people. If empathy is driven externally to others, social skills are driven internally and focus on how to interact with and benefit from others to achieve our goals (Goleman, 1995).

Motivation

Motivation acts as a drive or need or to change the situation in ourselves or the environment. When we tap into this source of energy, motivation provides a person with the drive and direction needed to engage with the environment in an adaptive, open and problem-solving manner (Reeve, 2015). According to Deci and Ryan (2000), motivation involves energy, direction, persistence and equality as well as intention. This motivation is formed by various factors and experiences that influence individuals in achieving a certain goal. The motivation occurs because the individual feels that there is something that moves the individual to act to do an activity or situation. Work motivation is defined as the feeling or emotional response of employees to aspects in a work situation, and employees who get encouragement and satisfaction in working will produce more quality and productive work (Smith, Kendall and Hulin, 1969). According to Robbins (1998), work motivation refers to the overall attitude of an employee towards his job. Work motivation is an important element that is applied to give a new perspective to therapists in increasing productivity and satisfaction in work.

Research Methodology

The research methodology is qualitative using a case study design. A total of four group counseling sessions were conducted face-to-face. The therapist population was selected non-randomly in the form of purposive sampling at an autism center in Selangor. The study sample was four therapists at an autism center. The characteristics of the selected respondents are based on their experience in managing and teaching autistic students for a minimum of six months.

Respondents' Demographic

Table 1.0

Respondents' demographic

Respondent	Gender	Age	Marital Status	Line of field	Career type	Working experience duration
R1	Male	26	Single	Psychology	Behaviour therapist	2 years
R2	Female	24	Single	Psychology	Behaviour therapist	2 years
R3	Female	25	Single	Occupational therapy	Occupational therapist	3 years
R4	Male	28	Married	Psychology	Behaviour therapist	3 years

The participants of this study volunteered and were chosen purposely. Each participant of this study works in the same organization and is responsible for teaching and educating autistic students. Study participant 1 is a post-graduate student in the field of psychology. He started dabbling in the field of psychology since his studies. He has undergone industrial training in an adult setting and now works with autistic students as a behavioral therapist. Study participant 2 is a post-graduate student in the field of psychology and is still new to the job field working as a behavioral therapist. Study participant 3 is a post-graduate student in the field of occupational therapy and has experience working in an autism center for 1 year as an occupational therapist. Study participants 1 to 3 are single. Study participant 4 is a post-graduate student in psychology and still working in the same autism center for 3 years working as a behavioral therapist. Study participant 4 is married and has one child.

Data Collection and Data Analysis

Data was collected through an interview method. Interview questions were based on a literature review and reviewed by experts. The open-ended question interview method uses a flexible question structure instrument on the study sample in obtaining accurate information to achieve the objectives of this study (Creswell, 2014). The interview was conducted through a face-to-face counseling session. The data was analyzed through a thematic process by examining the transcription of the recordings and identifying themes that arose based on the objectives of the study.

Module

The built module includes several activities themed on career, self-psychology, support system and coping strategies. This session is implemented by undergoing a group session. The total number of sessions conducted is four and each session conducted takes 2 hours.

Module Summary

Session	Activity	Activity Summary
First	Career	Understanding the experience in the career field can remind the original purpose of choosing a career and awareness in the situation of the chosen career in the present.
Second	Self-psychology	The sharing of personality and emotions is aimed at building relationships among group members. Group members can feel similarities among group members regarding their own strengths and weaknesses. This activity also aims to develop empathy.
Third	Support system	A positive support system can create good motivation in group members.
Fourth	Coping Strategies	Coping strategies are highlighted aimed at maintaining positive emotions and increasing motivation in career. This strategy helps in exploring one's potential in managing emotions and being able to motivate oneself.

Research Findings

The findings of the study found three main themes because of the exploration of activities based on the module, namely the factors affecting emotional intelligence, the effects of the deterioration of emotional intelligence and motivation in pursuing a career. Three sub-themes under the factors affecting emotional intelligence are heavy workload, the need to meet the expectations of employers and students' parents and no career development. Two sub-themes under the impact of the deterioration of emotional intelligence, which are frequent fatigue and relationships with people around are affected. Finally, two subthemes under motivation in pursuing a career are internal motivation and external motivation.

Theme 1: Factors influencing emotional intelligence**(i) Heavy workload**

Therapists at autism centers are often faced with many tasks. They had to carry out tasks other than the main tasks such as clerical, employee schedule management and others. Indeed, their work should be fully focused on the teaching and learning of autistic students, observing and analyzing the development of autistic students, preparing teaching and learning plans and dealing with clients.

"I shouldn't be working in the administration department even though I'm already busy managing and handling autistic students from morning to evening. After the session, I have to write a report for each student and collect data. I'm tired every day." (R1)

In addition, they are also faced with the problem of labor shortage. Therapists there stated that on certain days, employees would take time off for personal matters or illness. This makes it difficult for therapists such as supervisors to manage schedules to fill in the gaps on the day of the incident. They stated that the number of workers at the autism center was only adequate and not many wanted to work in this field. This shortage of therapists causes them to have to replace and bear more burden in managing autistic students.

"My role as a supervisor at work has always been nerve-wrecking because I have to manage the employee's schedule and when employees take leave, I have to replace them. Although my job is to monitor the development of students there and deal with parents and employers. The number of workers in our center is barely suffice to accommodate the workload." (R2)

They also stated the occurrence of uncontrollable or unexpected situations. The behavior of autistic students who change according to the current situation and also receive the employer's instructions at the same time causes the employee to be mentally and emotionally unprepared. Some of them also have to work at the client's home and have to move to different locations and prepare a teaching and learning plan. They also stated unsystematic management where employees have to exchange students and it is difficult for them to adapt to the change because they have to adapt to different schedules and learning and teaching when managing autistic students.

"Many things happen unexpectedly. I'm angry about it! When we had all kinds of plans for the day of the incident, suddenly the employer did something with me. After that, I have to deal with the behavior of tantrum students. I'm so tired and unmanageable." (R3)

"I think it's crazy to see a lot of tasks even though I've been working here for a long time. With the unsystematic management here. Want to manage students, deal with students' parents and employers again." (R4)

(ii) The need to meet the expectations of employers, student parents and colleagues

In this subtheme, therapists stated that employers often expect good performance despite being given many tasks. Therapists also feel dissatisfied when their voice of opinion is not accepted by the employer. Therapists feel affected by the actions of employers who are less sensitive to their welfare and feel that their competence has been damaged.

"The employer always finds fault with me after I voiced my opinion at the last meeting. Even though I already follow what he wants me to achieve." (R1)

"Employers always take advantage of me because they see that I am less productive. However, I have already settled a lot of work (manage students, do administration work, collect data, write reports) and he is busy giving feedback saying that I am not managing my work well." (R2)

Furthermore, the therapist stated that parents have high expectations in seeing the changes and development of their children. The therapist stated that the changes or development expected by parents should be drastic, although this requires more patience and time to see good and consistent development.

"The parents of good students are usually good. But sometimes, they always give me stress and demand many things related to their children. In fact, for me, the development of these students requires a lot of time and patience." (R3)

For senior therapists, they face difficulties in guiding new therapists and junior therapists because they have to carry out their full responsibility towards employers and students' parents in management. This results in unavoidable time constraints and a focus on mentoring junior and new therapists. Neglected junior and new therapists will indirectly affect their performance and confidence in carrying out their job responsibilities. This puts a lot of pressure in meeting the therapist's expectations and also oneself.

"I am a senior at this workplace, and I think it is difficult for me to pass on my knowledge in this field to juniors. Sometimes I have to follow the employer's wishes even if it is not right. I think there is no position." (R4)

(iii) No personal and career development

In this subtheme, therapists explained that they felt there was no personal and career development. They stated that they were often doing the same tasks and the work entrusted to them was increasing. They also stated that they felt unappreciated and lacked good treatment from employers, students' parents, and fellow colleagues. One of the therapists also stated that their organization lacks any training that can improve knowledge and practice in their field. Conducted training is only conducted within the organization and does not involve outside parties who are more knowledgeable and expert to provide intensive and effective training.

"During the almost 2 years I worked here, I received less training in developing myself. The training provided is not fully helpful." (R1)

"Although I did many tasks there, my salary never increased. I have tried to ask for a salary increase but was given conditions and the salary increase was only a percentage." (R2)

"The students' parents just let me manage the students and did not give me any feedback. But when I give feedback and improvements about their child's progress, they find it hard to accept." (R3)

"Even though I have been working for 3 years, but I think my experience is still not enough. Although I am used to dealing with organizations and students' parents, however, my understanding and knowledge of this field still feels limited. There are many things I don't know." (R4)

Theme 2: Effects of deterioration emotional intelligence

(i) Frequent fatigue or burnout

In this subtheme, therapists stated that they often deal with fatigue. Although the level of fatigue varies from person to person, it occurs frequently and affects mental, emotional and physical health. This fatigue makes it difficult for them to carry out their duties more effectively because this field of work requires high concentration and efficiency. This fatigue also affects the value of empathy that should exist in their work.

"These many tasks are very tiring. He stressed me out because he wanted to manage students, prepare reports, and sometimes had to work on weekends. Finally, I burnout too." (R1)

"I'm okay managing these students but when I have to manage problematic students in a row without any help, I'm tired. This is very tiring." (R2)

"As long as I worked in this field, I often cried in the car after work. At least once a month." (R3)

"Sometimes I want to start social activities on the weekend but I can't. I always take the opportunity to rest on my days off, even that is not enough." (R4)

(ii) Social relationships are affected

Therapists at the autism center also stated that the effects of the decline in emotional intelligence make it difficult for them to maintain social interactions with the closest people. When they are emotionally disturbed and exhausted, they are more prone to involuntarily vent their anger on significant others such as their parents, friends, students, employers and loved ones. This affects the nature of empathy and the occurrence of misunderstandings among close people. They want to express their feelings but feel it is a burden for others to understand them.

"My parents look at me sympathetically when I come home from work. Sometimes I miss being angry with them even though they treat me well." (R1)

"My friends don't feel good when we hang out together. It's fun talking about work. But I want to express." (R2)

"When I'm stressed, there are times when I lose the mood to teach my students. Even during feedback sessions with clients, I feel unenthusiastic." (R3)

"My wife supports me most of the time, but she is also tired of listening to my feelings about work. I see that but I think it depends on him." (R4)

Theme 3: Motivation in pursuing a career

(i) Intrinsic Motivation

In this subtheme, therapists explain some of the intrinsic motivations that drive them to enter this career field. What can be concluded from the discussion among the workers is that they want to achieve self-satisfaction, that is, they want to serve the community and advocate for the community. Next, employees also stated that they also want to develop and advance themselves in the field they are engaged in even though this field is just developing. Although the majority look at themselves, some are motivated because they have a support system that encourages them to work in this field, especially family members and significant others such as spouses, friends and the community.

"I work as a therapist because I want to be devoted to the community related to autism because I feel that autism is often viewed in a skewed way." (R1)

"Advocating for the world of autism and its kind has been my dream since entering the field of psychology. Adults need more exposure and understanding in relation to this world." (R2)

"I see working in this field gives me the opportunity to develop my talents and apply everything I learned during my degree." (R3)

"I used to work with children and teenagers and I loved it. I feel happy to be able to see their development even a little as a result of my education and guidance." (R4)

(ii) Extrinsic Motivation

This subtheme discusses external motivations that influence therapists to maintain themselves in this field. Among the extrinsic motivations discussed is earning income and work experience. Therapists feel a need to earn a salary to pay commitments such as electricity bills, student debt, insurance and family welfare. They also have concerns that if

they change jobs, it will affect their income and see opportunities elsewhere that are slim because of the competition among other workers.

Therapists also expressed their desire to stay in this career field mainly due to gaining work experience. Employees stated that the field of work is developing and has not yet been fully disclosed in the community. Therapists also aim to advance themselves and obtain a better position in the latest organization. Employees feel they have a high chance to grow in their career in their current organization but they also express they will face higher competition in other organizations if they move to a new place.

"One of the reasons I entered this field is because I want to try entering this field which is still new and rarely heard of by people." (R1)

"The salary at work now is enough for me at the moment. As far as being able to pay life commitments, I'm grateful." (R2)

"I work in this field because I feel it is difficult to get another job. It is only here that accepts my qualifications and I also need money to pay bills etc." (R3)

"I hope that I can grow and progress when working here because I feel that in this place, my chances are higher than if I went to another place." (R4)

Discussion

The first theme, which is the factor affecting emotional intelligence, includes several subthemes. Among them is the heavy workload, the need to meet the expectations of employers, students' parents and colleagues and no career development. This is supported by Razaq et al (2020) although the researcher's study states several situations and factors affecting emotional intelligence that occur in Pakistan. The situation that happened in the latest study also exists in Malaysia. This study is also supported by Tabitha (2022) in relation to the situation that occurs and its effects, namely fatigue from physical, mental and emotional aspects. The factors that occur can be seen from the aspect of individual autonomy. Individuals who are less autonomous will feel that they are bound by some instructions or expectations of the people around them. According to the therapists at the autism center, they are less autonomous because they are bound by the employer's instructions and expectations from the student's parents. If they want to implement a change in the job, their actions will be questioned. They feel responsible in meeting the needs of the people around them to the point of neglecting their own welfare and worrying about their job status such as being fired. The lack of autonomy in the job affects the performance and confidence of employees in carrying out their duties. Therapists also emphasize the importance of empathic values in their work. The value of empathy from people around, such as employers and parents of autistic students, should be fully focused on employees because those employees carry out the challenging task of educating and guiding autistic students. This matter indirectly affects emotional intelligence in self-management and consequently affects relationships with people around. There is a lot of pressure that happens among them that is not realized and understood by the other party because they feel there is no opportunity to express their feelings and emotions. Statements by therapists are also supported by Pavtoulou (2020) that therapists feel that they are trapped in an underappreciated job. The world of work that is too focused on jobs and salaries that are not satisfactory makes the efforts of workers often seem neglected and wasted. Appreciation should be given to employees such as incentives, salary increases and others so that

employees feel appreciated and then, increase intrinsic motivation as well as extrinsic motivation.

The second theme, which is the effect of the deterioration of emotional intelligence, includes several subthemes, which are frequent fatigue and impaired social relationships. In this subtheme, therapists are aware that they are affected by the deterioration of emotional intelligence that occurs. This situation is supported by Razaq et al (2020) that fatigue and lethargy affect emotional intelligence where it affects self-emotional awareness, self-emotional control, self-motivation, empathy and socializing. The things mentioned can be linked to the domains introduced by (Goleman, 1995). The statement is also supported by Mayer et al (2008) that is, individuals are able to understand and correctly express their emotions and those of others, use emotions in a way that facilitates thinking, understand emotions, emotional language and emotional signals and manage their emotions to achieve goals. In the session, several coping strategies were discussed in overcoming fatigue. The activities mentioned by them are resting, filling free time with beneficial activities and spending time with the closest people. They also expressed the importance of maintaining modest expectations in carrying out tasks so as not to feel empty if not appreciated. In organizations, the changes requested by employees in improving their job performance are conducting open feedback sessions among employees and employers. This feedback session should be conducted to give space to employees to express hidden feelings and emotions. Employers and parents of students need to give the therapist the opportunity to increase their confidence and motivation in managing autistic students more effectively. This also gives people around the opportunity to increase the value of empathy so that each individual understands each other.

The third theme is motivation in pursuing a career which is divided into two, namely intrinsic motivation and extrinsic motivation. Therapists are strongly driven by both of these types of motivation because they want to advance in their careers so that they can serve the community. Job satisfaction is one of the main motivations discussed among workers at the autism center because that satisfaction guarantees personal progress and the development of those around you indirectly. However, they face difficulties in achieving satisfaction on the factors mentioned before, especially in meeting the expectations of employers and parents of autistic students. According to Deci and Ryan (2000), the social environment plays a role in facilitating or hindering intrinsic motivation by supporting rather than thwarting human natural psychological needs. A strong relationship between intrinsic motivation and the satisfaction of autonomy and competence needs has been clearly demonstrated and there is a suggestion that satisfaction is essential for intrinsic motivation. However, it should be considered that individuals are intrinsically motivated only for activities that have the appeal of novelty, challenge or aesthetic value. In addition, they also emphasize the importance of a support system in life that motivates them. Therapists not only work as teachers and educators, but they act as a support system for autistic students and parents of autistic students. As discussed in the session, extrinsic motivation for them is not the main motivation for them to engage in the field of work. This only acts as a side motivation in pursuing a career.

Conclusion

Overall, good emotional intelligence management for therapists should be given full focus. Although the lack of emotional intelligence will happen regardless of time, good management is able to prevent individuals from mental and emotional and physical health problems. Therapists should be wise in managing the emotional stress they face in order to

be able to provide good and manageable services to students with autism. Autistic students are a group that needs help from the people around them in managing their daily lives. Without the therapist's involvement it will affect the development and learning in the life of autistic students. Overall, psychoeducational group counseling provides many opportunities in identifying problems that occur in the career world, especially jobs in autism centers that have less exposure in recent career fields. This session will not only benefit the workers at the autism center, but this will also benefit researchers, and even mental health practitioners such as counselors and psychologists to delve into problems or issues related to emotional intelligence and motivation among therapists at the autism center in the future. However, some limitations exist when conducting this study that the occurrence of time constraints that reduce the opportunity to deepen the exploration. The next limitation is the difficulty in getting respondents who want to be involved in the session because of the difficulty in managing time and commitment in getting involved in the session. A suggestion for future studies is to focus on the population studied in each state because this population is not given full attention in the study and also this population is still new and developing in the career world.

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