



## Christian Religious Education Teachers' Interpersonal Skills in Promoting Love and Self-Control: A Case Study at SMKN 1 Percut Sei Tuan

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### ABSTRACT

*This study examines the interpersonal skills of Christian Religious Education (CRE) teachers in promoting love and self-control among students at SMKN 1 Percut Sei Tuan. Grounded in both educational psychology and Christian ethical reflection on Exodus 20:17, this research highlights the importance of relational competence as a core dimension of effective Christian teaching. Interpersonal skills are understood as teachers' abilities to communicate respectfully, demonstrate empathy, manage emotions, and build supportive teacher–student relationships. These competencies are essential for fostering students' moral and emotional development in contemporary school contexts. This study employed a quantitative descriptive-correlational design involving 195 Christian students as respondents. Data were collected using structured questionnaires measuring students' perceptions of teachers' interpersonal skills as well as students' self-reported levels of love and self-control. Descriptive statistics and inferential analyses, including Pearson correlation and multiple regression, were used to examine relationships among variables. The results indicate that students generally perceive CRE teachers as demonstrating high levels of interpersonal skills. The study also reveals that teachers' emotional self-control contributes to a classroom climate that supports moral learning and relational trust. This study concludes that interpersonal skills are a critical component of Christian Religious Education and play a significant role in shaping students' character. The findings emphasize the need for continuous professional development focused on relational competence and emotional intelligence for CRE teachers. By strengthening interpersonal capacities, Christian education can more effectively integrate biblical values with students' daily relational and emotional experiences.*

**Keywords:** *Interpersonal Skills, Christian Religious Education, Love, Self-Control*

### INTRODUCTION

Interpersonal skills are widely recognized as a fundamental component of teacher competence and professionalism. In contemporary educational research, effective

teaching is increasingly understood not only in terms of subject-matter expertise and pedagogical technique, but also in terms of the quality of relationships that teachers build with students. Positive teacher–student relationships have been shown to influence students’ academic engagement, socio-emotional development, and moral behavior (Hattie, 2009; Pianta, Hamre, & Allen, 2012). From this perspective, interpersonal skills, such as empathy, communication, emotional regulation, and relational sensitivity, are not peripheral attributes but central dimensions of effective teaching. In the context of Christian Religious Education (CRE), interpersonal skills carry even greater significance because teachers are entrusted not only with cognitive instruction but also with the formation of Christian character. Christian education is inherently relational, reflecting the biblical understanding that faith is lived out in relationships characterized by love, respect, and self-control (Groome, 2011; Pazmiño, 2008). Therefore, CRE teachers’ interpersonal competence plays a crucial role in shaping how biblical values are interpreted, modeled, and internalized by students. This study focuses on two closely related Christian virtues: love and self-control. Love (*agapē*) is a foundational biblical value that shapes Christian ethics and interpersonal relationships, emphasizing care for others, empathy, and sacrificial concern (Wright, 2006). Self-control, meanwhile, is closely connected to moral discipline and emotional regulation, enabling individuals to restrain negative impulses and to act in ways that are consistent with ethical and spiritual commitments (Tangney, Baumeister, & Boone, 2004). In educational contexts, these two virtues are deeply intertwined, as the ability to love others in healthy and constructive ways often depends on the capacity for self-control. The biblical reflection underlying this study is Exodus 20:17, which addresses coveting and implicitly emphasizes self-restraint and respect for others. While this commandment is often discussed in terms of prohibitions, its deeper ethical implication concerns the cultivation of inner attitudes that support healthy relationships, including respect, contentment, and relational integrity (Durham, 1987; Walton, Matthews, & Chavalas, 2012). From a Christian educational perspective, this text provides a theological foundation for teaching self-control as a necessary condition for expressing genuine love in interpersonal relationships. Educational psychology and moral development research further support the importance of interpersonal competence and self-regulation in shaping student behavior. Studies indicate that teachers who demonstrate warmth, emotional support, and effective communication contribute significantly to students’ socio-emotional well-being and moral reasoning (Wentzel, 2012; Jennings & Greenberg, 2009). Research on self-control has shown that students’ ability to regulate emotions and impulses is strongly associated with positive social behavior, reduced conflict, and improved long-term outcomes (Moffitt et al., 2011; Tangney et al., 2004). These findings suggest that teachers’ interpersonal skills are not only influential at the relational level but also at the level of long-term character and life outcomes.

Several scholars emphasize that teachers function as moral and spiritual models whose interpersonal conduct powerfully shapes students’ understanding of Christian love and discipline. Van Brummelen (2009) argues that Christian teachers are called to integrate faith, learning, and living in ways that make Christian virtues visible and credible in everyday interactions. Similarly, Pazmiño (2008) highlights that Christian educators serve as interpreters of both Scripture and lived experience, helping students see how biblical

principles are embodied in real relationships. In this sense, interpersonal skills are not merely technical competencies but expressions of Christian character and discipleship. In the Indonesian public school context, CRE teachers face the additional challenge of promoting Christian values within a diverse and pluralistic environment. They are required to meet national professional standards while also nurturing faith-based character formation among Christian students. This dual responsibility places high demands on teachers' interpersonal competence, particularly in vocational and secondary school settings where students are navigating complex social, emotional, and identity-related challenges (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017). Effective interpersonal skills are therefore essential for creating a supportive learning environment in which love and self-control can be meaningfully taught and practiced. At SMKN 1 Percut Sei Tuan, where there are approximately 195 Christian students and 5 Christian teachers (including CRE teachers), interpersonal relationships between teachers and students represent a critical context for Christian character education. In vocational school settings, students often face social and emotional pressures related to peer relationships, future employment, and personal identity. In such contexts, CRE teachers' interpersonal skills can play a strategic role in fostering love, empathy, and self-control as foundational dispositions for both Christian living and professional life. Many studies focus on general teacher competence or pedagogical effectiveness, with less attention to the relational and interpersonal dimensions of Christian education. This study seeks to address this gap by examining how CRE teachers' interpersonal skills contribute to the promotion of love and self-control at SMKN 1 Percut Sei Tuan. By exploring this issue through a qualitative case study approach, this research aims to provide contextually grounded insights into how interpersonal competence functions as a key mechanism for Christian character formation. The findings are expected to contribute to the broader literature on Christian Religious Education, teacher interpersonal skills, and character education, while also offering practical implications for teacher development and school-based strategies to strengthen relational and moral formation among Christian students.

## METHODS

A quantitative research design with a descriptive-correlational approach to examine the relationship between Christian Religious Education (CRE) teachers' interpersonal skills and students' levels of love and self-control at SMKN 1 Percut Sei Tuan. A quantitative approach was selected to allow for systematic measurement of key variables and to enable statistical analysis of patterns and relationships among them. This design is appropriate for investigating how teacher-related factors are associated with students' character-related outcomes (Creswell, 2014; Cohen, Manion, & Morrison, 2018). The study aimed not only to describe students' perceptions of teachers' interpersonal skills but also to test whether these perceptions were significantly related to students' reported levels of love and self-control. This approach provides empirical evidence that complements theoretical and qualitative perspectives on Christian education and interpersonal competence. The population of this study consisted of all Christian students enrolled at SMKN 1 Percut Sei Tuan, totaling approximately 195 students. Given the manageable size of the population, this study employed a census or total sampling

technique, in which all Christian students were invited to participate. This strategy was chosen to maximize representativeness and to reduce sampling error (Fraenkel, Wallen, & Hyun, 2019). In addition, contextual information regarding the 5 Christian teachers, including CRE teachers, was used to support interpretation of findings. However, the primary unit of analysis was students' perceptions and self-reported measures, as students were considered key informants regarding teachers' interpersonal behaviors and the impact on their own attitudes and character-related dispositions. This study involved two main variables: Independent Variable (X): Teachers' Interpersonal Skills; teachers' interpersonal skills were operationalized as students' perceptions of teachers' abilities to communicate effectively, demonstrate empathy, provide emotional support, manage conflicts constructively, and build respectful relationships. These dimensions were derived from established frameworks on teacher-student relationships and interpersonal competence (Pianta et al., 2012; Jennings & Greenberg, 2009); Dependent Variables (Y): Love and Self-Control, students' love and self-control were operationalized as self-reported attitudes and behaviors reflecting empathy, respect for others, willingness to care for peers, emotional regulation, and the ability to resist negative impulses. These constructs were informed by moral psychology and self-regulation literature (Tangney et al., 2004; Wentzel, 2012). Interpersonal Skills Scale, measured students' perceptions of CRE teachers' interpersonal skills. Items were adapted from established teacher-student relationship and interpersonal competence instruments, focusing on clarity of communication, emotional support, fairness, and relational sensitivity (Pianta et al., 2012; Jennings & Greenberg, 2009). Responses were measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Love Scale, measured students' attitudes and behaviors related to love, including empathy, caring for others, willingness to help, and respect in relationships. The items were developed based on character education and prosocial behavior literature (Eisenberg et al., 2015; Lickona, 2012). Self-Control Scale, assessed students' self-reported emotional regulation, impulse control, and ability to manage anger and frustration. Items were informed by self-control and self-regulation research (Tangney et al., 2004; Duckworth & Seligman, 2005). Prior to full data collection, the questionnaire was reviewed by experts in Christian education and educational psychology to establish content validity. A pilot test was conducted with a small group of students to assess clarity and reliability of the items. Construct validity was supported through expert judgment and alignment with established theoretical frameworks. Reliability analysis was conducted using Cronbach's alpha coefficients for each scale. A minimum alpha value of .70 was considered acceptable, in line with commonly accepted standards in educational research (Nunnally & Bernstein, 1994). Items with low item-total correlations were revised or removed to improve internal consistency. Permission to conduct the study was obtained from the school administration. Participants were informed about the purpose of the study and assured that their responses would be kept confidential and used solely for research purposes. Informed consent was obtained, and questionnaires were administered during designated class periods under the supervision of the researcher and school staff. Students completed the questionnaires anonymously to encourage honest responses and to reduce social desirability bias. Data were analyzed using statistical software. Descriptive statistics (means, standard deviations, frequencies, and percentages) were used to describe levels of teachers' interpersonal skills, students' love, and students' self-

control. Inferential statistics were employed to examine relationships among variables. Pearson product-moment correlation coefficients were calculated to assess the strength and direction of associations between teachers' interpersonal skills and students' love and self-control. In addition, multiple regression analysis was conducted to examine the extent to which teachers' interpersonal skills predicted students' love and self-control, while controlling for relevant demographic variables where applicable.

## RESULTS AND DISCUSSION

The quantitative analysis was conducted to examine the level of interpersonal skills among Christian Religious Education (CRE) teachers in promoting love and self-control in SMKN 1 Percut Sei Tuan. Data were collected using a structured questionnaire administered to Christian students, measuring students' perceptions of teachers' interpersonal competencies. The indicators included empathy, respectful communication, emotional self-regulation, fairness, approachability, conflict management, and modeling of Christian love and self-control. Descriptive statistical analysis indicated that the overall mean score for teachers' interpersonal skills was in the high category. Most students reported that CRE teachers consistently demonstrated caring attitudes, patience, and respectful communication in classroom interactions. The highest mean scores were found in indicators related to respectful communication and fairness, suggesting that students perceived their teachers as treating students equally and communicating in ways that promote dignity and mutual respect. The indicators of empathy and approachability also showed strong positive results. Students reported that teachers were generally willing to listen to students' concerns and provide emotional support when needed. This suggests that interpersonal relationships between teachers and students were characterized by openness and trust, which are essential for fostering affective learning and moral development. Relatively lower (though still moderate to high) mean scores were observed in the indicators related to conflict management and emotional self-regulation. Some students indicated that in certain situations, teachers showed visible emotional reactions when facing disciplinary challenges or classroom disruptions. Although this did not significantly reduce overall perceptions of teacher competence, it indicates areas for professional development, particularly in managing stress and maintaining emotional consistency in high-pressure teaching environments.

Students' responses revealed that teachers were perceived as consistently modeling love through patience, encouragement, and supportive feedback. Many students agreed that CRE teachers often emphasized forgiveness, understanding, and reconciliation in both teaching content and daily interactions. This reflects the practical application of biblical values in pedagogical contexts, where love is not only taught conceptually but also demonstrated behaviorally. The data also showed that students perceived teachers as fostering a classroom climate that supports mutual respect and non-judgmental attitudes. Such findings are consistent with educational research that highlights the role of teacher-student relationships in shaping students' social-emotional development and moral reasoning. The presence of love-oriented teaching practices was associated with students' increased sense of belonging and emotional safety within the classroom. In relation to self-control, students reported that teachers generally modeled calmness,

patience, and emotional restraint, especially during classroom conflicts or disciplinary situations. The majority of respondents agreed that teachers attempted to resolve conflicts through dialogue rather than harsh punishment, reflecting an approach aligned with Christian ethical principles and contemporary classroom management theories. Some variation in responses suggested that not all teachers consistently demonstrated high levels of emotional self-control in all situations. This indicates that while the overall standard of interpersonal competence is high, there is still room for strengthening teachers' capacity for emotional regulation, particularly in vocational school contexts where student behavioral challenges may be more pronounced.

Inferential statistical testing (such as correlation and regression analysis) showed a significant positive relationship between teachers' interpersonal skills and students' perceptions of love and self-control in the classroom. Higher levels of perceived interpersonal competence were associated with stronger student agreement that teachers modeled Christian love and self-control. This suggests that interpersonal skills are a significant predictor of the effectiveness of moral and character formation in Christian Religious Education contexts. These findings empirically support the assumption that interpersonal competence is not merely a soft skill but a core pedagogical competency that directly contributes to students' moral and spiritual development. The findings of this study reinforce the central role of teachers' interpersonal skills in the formation of Christian character among students. From a theological perspective, Christian education is not limited to cognitive transmission of biblical knowledge but involves holistic formation that integrates affective, relational, and ethical dimensions. The high overall scores in interpersonal competence suggest that CRE teachers at SMKN 1 Percut Sei Tuan are generally effective in embodying Christian virtues through their relational practices. This aligns with Christian educational theory, which emphasizes that teachers serve not only as instructors but also as moral and spiritual models. The teacher's character, emotional maturity, and relational style become a living curriculum that students observe and internalize. When teachers consistently demonstrate empathy, patience, and fairness, they provide concrete examples of how Christian love is lived out in everyday interactions.

The emphasis on love in this study is deeply rooted in biblical theology and Christian pedagogy. Although the reflection in this article is associated with Exodus 20:17, which addresses desire and self-control, the broader biblical narrative consistently frames love as the fulfillment of God's law and the foundation of ethical living. In the classroom context, love is expressed through respect, acceptance, and a genuine concern for students' well-being. The high student ratings on love-oriented teaching practices indicate that CRE teachers are largely successful in translating theological concepts of love into practical pedagogical actions. This is significant because students are more likely to internalize values that they see consistently modeled by trusted authority figures. The classroom thus becomes a relational space where theological truths are embodied through daily practices of care, encouragement, and reconciliation. This finding also supports research that highlights the importance of positive teacher-student relationships in promoting engagement, motivation, and socio-emotional development.

When students feel valued and respected, they are more receptive to moral instruction and more willing to reflect on their own attitudes and behaviors.

Self-control is a key virtue in both Christian ethics and professional teaching standards. The findings related to emotional self-regulation suggest that CRE teachers generally demonstrate appropriate levels of patience and calmness, even in challenging classroom situations. This is particularly important in vocational school settings, where students may face diverse social, emotional, and behavioral challenges. The moderate variation in students' perceptions of teachers' emotional regulation highlights the complexity of teaching as an emotionally demanding profession. While teachers are expected to model self-control, they are also human and subject to stress, fatigue, and emotional pressure. This underscores the importance of ongoing professional development and institutional support to help teachers strengthen their emotional resilience and stress management skills. Self-control is understood as a fruit of spiritual maturity and a sign of ethical integrity. In the classroom, teachers' ability to manage their emotions serves as a powerful example for students, who are in the process of developing their own emotional and moral capacities. The empirical relationship found in this study between interpersonal skills and perceived modeling of self-control confirms that emotional regulation is not only a personal virtue but also a pedagogical resource. The significant relationship between teachers' interpersonal skills and students' perceptions of love and self-control provides strong empirical support for the integration of interpersonal competence into teacher professional standards. This finding is consistent with contemporary educational frameworks that emphasize social-emotional learning, character education, and relational pedagogy. In Christian Religious Education, interpersonal competence takes on additional theological significance. Teachers are called to reflect Christ-like character in their relationships, making their interpersonal behavior a form of lived theology. The results of this study suggest that when teachers embody relational virtues, students are more likely to perceive and internalize Christian values as relevant and credible. This has important implications for teacher education and professional development. Training programs for CRE teachers should not focus solely on theological knowledge and pedagogical techniques but also include systematic development of interpersonal and emotional competencies. Such training can enhance teachers' capacity to serve as authentic role models and to create learning environments that support holistic character formation.

The context of SMKN 1 Percut Sei Tuan, with 195 Christian students and a small number of Christian teachers, presents unique challenges and opportunities. In such a setting, the interpersonal influence of each CRE teacher is amplified. Teachers' relational behaviors can have a significant impact on students' spiritual and moral development, given the limited number of Christian role models within the school environment. The generally positive findings suggest that CRE teachers in this school are effectively fulfilling their relational and moral responsibilities. However, the identified areas for improvement, particularly in emotional self-regulation and conflict management, point to the need for targeted professional support. School leadership and relevant educational authorities may consider providing workshops or mentoring programs focused on emotional intelligence, stress management, and restorative classroom practices. The results of this

study contribute to the growing body of literature that emphasizes the importance of interpersonal competence in religious and moral education. Empirically, the findings demonstrate that interpersonal skills are significantly associated with students' perceptions of love and self-control modeling. The study supports the integration of Christian ethical reflection with contemporary educational psychology, highlighting the compatibility between theological virtues and evidence-based teaching practices. The findings provide actionable insights for CRE teachers, school leaders, and teacher educators. By strengthening interpersonal and emotional competencies, teachers can enhance not only classroom climate but also the effectiveness of Christian character education. This reinforces the understanding that effective Christian education is inherently relational and that teachers' daily interactions play a central role in shaping students' moral and spiritual formation.

## CONCLUSION

This study investigated the interpersonal skills of Christian Religious Education (CRE) teachers in promoting love and self-control among students at SMKN 1 Percut Sei Tuan. Using a quantitative approach and drawing on students' perceptions, the findings provide empirical evidence that teachers' interpersonal competence plays a significant role in supporting the moral and character formation of Christian students within the school context. Overall, the results indicate that CRE teachers are generally perceived as demonstrating high levels of interpersonal skills, particularly in areas such as respectful communication, fairness, empathy, and approachability. These relational qualities contribute positively to the creation of a supportive and ethically grounded learning environment. The findings affirm that interpersonal skills are not merely complementary to pedagogical competence but constitute a core dimension of effective Christian teaching. In the context of Christian Religious Education, interpersonal competence carries both educational and theological significance. Teachers are not only facilitators of knowledge but also living examples of Christian values. When teachers consistently model patience, care, and respect, they embody the theological principle that love is central to Christian ethics and relational life. This lived expression of love enhances the credibility of moral instruction and increases the likelihood that students will internalize Christian values as meaningful and applicable to their daily lives. The study also highlights the importance of self-control as a visible and influential aspect of teachers' professional and spiritual character. Students generally perceived CRE teachers as modeling emotional restraint, calmness, and constructive conflict resolution. These behaviors reflect the integration of Christian ethical principles with professional teaching standards and contribute to a classroom climate that supports emotional safety and mutual respect. However, the presence of moderate variability in students' perceptions suggests that emotional self-regulation remains an area for continuous professional growth. Given the emotional demands of teaching, especially in vocational school settings, sustained support for teachers' emotional well-being and stress management is essential. The reflection on Exodus 20:17 underscores the relevance of self-control in Christian moral formation. The prohibition against coveting points to the deeper ethical call to regulate inner desires and emotions. In the classroom, teachers' ability to model self-control becomes a practical and observable expression of this biblical principle. The findings of

this study suggest that when teachers demonstrate emotional discipline and relational maturity, they provide students with concrete examples of how biblical values can be lived out in real-life contexts. The contextual setting of SMKN 1 Percut Sei Tuan further emphasizes the strategic role of CRE teachers. With a relatively small number of Christian teachers serving a large population of Christian students, each teacher's interpersonal influence is magnified. The generally positive results indicate that CRE teachers are effectively contributing to students' moral and relational development. At the same time, the study points to the need for ongoing professional development focused on interpersonal communication, emotional intelligence, and restorative approaches to classroom management. Such initiatives can strengthen teachers' capacity to sustain high standards of relational practice and to respond constructively to the complex challenges of contemporary schooling. This study demonstrates that teachers' interpersonal skills are a significant predictor of students' perceptions of love and self-control in Christian Religious Education. The findings support the view that effective Christian teaching is inherently relational and that character formation is deeply shaped by the quality of teacher-student interactions. By investing in the development of interpersonal and emotional competencies, schools and teacher education institutions can enhance not only instructional quality but also the holistic moral and spiritual formation of students. This reinforces the central insight that in Christian education, who the teacher is relationally is as important as what the teacher teaches cognitively.

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