



PROCEEDING

Urban Living and Multicultural Cities in Asia: from Colonial Past to Global Future

International Conference on Psychology & Multiculturalism

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PROCEEDING OF

INTERNATIONAL CONFERENCE ON
PSYCHOLOGY AND MULTICULTURALISM

URBAN LIVING & MULTICULTURAN CITIES IN ASIA:
FROM COLONIAL PAST TO GLOBAL FUTURE

Important Note:

Scientific Committee did not edit or correct the paper accepted for proceeding. It was assume the paper's grammar, spelling error, and writing style according to APA was the author's responsibility.

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Jakarta, November 2017

Greetings From the Dean

Welcome to the first International Conference on Psychology and Multiculturalism,

In 2017, Faculty of Psychology, Atma Jaya Catholic University of Indonesia celebrates its 25th anniversary. On the 8th of June 1992, the faculty was opened with a bachelor degree program and started the academic activities with only about 70 students. Twenty five years passing by, currently we have four study programs at bachelor, master (professional and science), and doctoral level serving about 1500 students. It is a great achievement that this year we finally have a complete level of study program!

As a commemoration of our gratitude and celebration for this achievement, we are convening academicians, students, and practitioners to discuss and learn from each other in an international conference, namely “Urban Living and Multicultural Cities in Asia: From Colonial Past to Global Future”. This is our first international conference and it is a reflection of our academic themes, namely to understand and develop urban dwellers, multicultural, and disadvantaged people. It is relevant with Jakarta, where our campus is located, that the conference covers behaviors and psychological aspects of people within the history of the city, its economic and industrial growth, health, education, and information technology innovations.

Our keynote speaker and panelists are experts in their field. I hope we can learn a lot from them. For presenters and guests, welcome and thank you for joining our conference, I hope you can have wonderful discussions in this conference.

Dr. Angela Oktavia Suryani, M. Si

Dean of Faculty of Psychology, Atma Jaya Catholic University of Indonesia

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Emotion Coaching by Preschool Teachers in Jakarta

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ABSTRACT

A proper guidance during kindergarten years is required to optimize the development of children's emotional competence. Emotion coaching is one way to foster children's emotional growth that will result in emotional competence and better academic achievement. In school settings, teachers will be the caregiver with important role in ensuring children's socio-emotional development. Yet, little is known on how teachers play the role. This research aims to describe the emotion coaching done by preschool teachers in Jakarta. Gottman's emotion coaching framework is utilized in the study. Qualitative approach with explorative aim is adopted in this study. Data gathering technique used in this study is individual interview using story vignettes with three female and two male teachers. All participants were chosen to represent gender and school's status variation. Result of the study shows that participants have done five steps of emotion coaching, but needs optimization on the third and fourth steps. There are issues most notably on the use of vocabulary to label emotion and emotion validation. Lack of knowledge on how to do emotion coaching in the latter steps and teachers' perception of proper expression of emotions might be the cause of these results. Further elaboration on the topic and exploration in regard to cultural issues are suggested.

Keywords: emotion coaching, preschool teachers, emotion, early childhood.

In order to achieve optimal emotional development in early childhood, the child must be able to identify and understand their own emotions (National Scientific Council on the Developing Child, 2004). Elements of children's emotional development; knowledge, expression, and regulation; could be fostered by parents and teachers through a strategy called emotion coaching. Emotion coaching should be implemented by caregivers as early as possible (Barlow, Smailagic, Ferriter, Bennett, & Jones, 2010); because knowledge, regulation and child emotional expression increased significantly during preschool years (Denham, 1998). School will be one of the crucial places for children's socio-emotional development because at school, children are separated from their home environment and have to rely on themselves (Shuttlesworth & Shannon, 2015). Emotion coaching requires teacher involvement in guiding students' emotions during school, considering the amount of time children spend with teachers after they entered preschool.

Indonesia with its rooted Eastern cultures, are often limited in expressing certain emotions due to the influence of the culture that shapes children to be silent, obedient, and respectful to authority (Eisenberg, Pidada, & Liew, 2001). Since childhood, children have been limited in expressing negative emotions because they are considered inappropriate (Mulder, dalam Eisenberg, dkk., 2001). With such cultural characteristics, the tendency of teachers in Indonesia have bigger tendencies to embrace emotion dismissing parenting style.

The large amount of time spent at school and significant role held by teachers, haven't been supported with sufficient data on preschool teacher's involvement in optimizing student's emotional development through emotion coaching (Kiliç, 2015). There is a gap of knowledge about teachers' emotion coaching at school. Therefore, research focusing on emotion coaching by the agent of emotional socialization other than parents, is needed (Katz, Maliken, & Stettler, 2012; Kitzman & Howard dalam Kiliç, 2015).

Emotion coaching

Emotion coaching is one of the ways of emotion socialization by Gottman, Katz, and Hooven (1996, 1997); aims to develop children's understanding of the differences between emotions, cause of those emotions, and how to deal with those emotions (Gottman, 2011). Emotion coaching functions in helping children become more sensitive to their emotions, able to manage their emotions, especially when they are in conflict. Emotion coaching aims to help the child realize that all emotions are acceptable, socialize limits in expressing them, and help children develop strategies to control the emotions they're having (Rose, McGuire-Snieckus, & Gilbert, 2015). In contrast to emotion coaching, emotion dismissing will produce children with behavioral problems and higher aggressiveness (Ramsden & Hubbard, 2002). In addition, ignoring the child's emotions or responding to the child's emotions minimally, will impact the child's socio-emotional function negatively; resulting in low level of emotional knowledge, and poor ability to regulate emotions (Havighurst, Wilson, Harley, Prior, & Kehoe, 2010).

Method

Emotion coaching in this research could be defined as a caregiving style where a professional kindergarten (TK) educator in DKI Jakarta is aware of and accepts her emotional experiences and students, and guide students to understand and regulate feelings in solving problems experienced during school, will be measured through semi-structured interviews with results analyzed and interpreted in the form of narrative based on five emotion coaching stages. This is a descriptive explorative research aimed to describe emotion coaching variables in kindergarten teacher in DKI Jakarta and explore extensively about the symptoms and factors influencing emotion coaching in kindergarten teachers (Arikunto, 2006).

In accordance with the explorative objectives of this study, the researcher will select the subject of research by seeking possible variations of teacher and school characteristics that might generate different description of emotion coaching. Sampling of the school where the teacher teaches and the kindergarten level (TK A or TK B) will also be considered in this study, since the hypotheses made in exploring data are differentiated according to levels, religious affiliation, teacher's sex, and school status (private or public). Participants in this study will develop purposively to continue searching for rich findings and will stop when the data is saturated. Three female teachers and two male teachers participated in this study. All participants were chosen to represent gender and school's status variation. With three subjects teaching in private schools and two subjects in public schools.

The data collection occurs within a month, starting from April 04, 2017 to April 28, 2017. The type of interview that will be conducted is one-on-one interview, which is an individual interview. The interview process will be recorded in audio and done after the approval of the school and teachers who were proposed to participate. Method used to ensure the credibility of this research is member checking, which is to confirm the data of research and interpretation of the data to the subject of research (Guba dalam Anney, 2014).

The data collection instruments to be used in this study are semi-structured interview protocols with vignettes and probing list as stimulator. Vignette is a short story about the hypothetical situation and presented on the subject of the research to obtain information from their point of view (Wilks, 2004). The interview protocol will be based on the situation obtained in the field during the preliminary survey results. The preliminary survey was conducted through observation and interview at national kindergarten class setting in DKI Jakarta. The observations were conducted in two randomly selected private schools and interviews were conducted with two kindergarten teachers.

Researcher then arrange the probes in each situation to explore the five stages of

emotion coaching (Gottman, 2011), then name the instrument "Emotion Coaching by Preschool Teachers (ECOPET)". ECOPET research instrument trials have been conducted in three stages; vetting, rehearsing, and piloting (Ravitch & Carl, 2016). During the interview process, the researcher will read out the vignette one by one and then ask the subject to place themselves as the teacher character in the story, then ask the response to the situation. Participants are not allowed to do further probe the situation, giving the participants an opportunity to interpret the situation from their point of view.

Results

In general, the five participants in this study are kindergarten teachers teaching in public and private school with minimum teaching experience for at least one academic year.

Table 1.1. Participant's demography according to gender, last education level, and school's status

Initial	Sex	Pendidikan akhir	Status Sekolah
DB	Female	Undergraduate (Civics)	Private
RN	Female	Undergraduate (Childhood Education)	Public
IF	Male	Graduate (Marketing)	Private
OP	Female	Undergraduate (Counseling)	Public
FR	Male	Undergraduate (Education)	Private

The results obtained in this study will be presented in five sections, in accordance to the five stages of emotion coaching. First, being aware of the child's emotions. Awareness has been shown by the participants through the eagerness to find out the background of the student's emotional expression. All participants tried to find out the factors that may be the background of students' emotional outcomes, resulting in emotion exploration. Some subjects feel that emotional exploration should be done immediately, but still consider the readiness of the child's readiness to receive guidance, as seen in DB, RN, and FR.

"Ya saat itu juga. Kita liat sikon aja. Pokoknya pas saat lagi belajar, gitu aja. Kalo pas lagi bermain dia pas ini, ya kita iniin pas lagi bermain. Pas saatnya apa, liat waktunya aja." – RN

All five subject saw the problem of losing a pencil in one of the vignettes, as a problem that could be simply resolved by replacing it with a new pencil instead of emotion coaching. The first response of OP and RN is to try calming the child by inviting them to find the pencil, and if it was not found, they will advise the child to take care better of their belongings. IF, FR, and DB directly asked the child to stop crying because the pencil will soon be replaced.

"Kita cari dulu, ayok sama-sama yuk cari. Kalo udah ga ketemu, yaudah gausah nangis. Pensil kan nanti ibu cariin lagi. Nantiibu kasih lagi kalo kamu ini... jangan nangis. Kita deketin, tanya dulu deh kenapa itu... hilangnya di mana. Cari sampe ketemu. Gak ketemu yaudah nanti ibu gantiin, cariin. Gitu." –DB

Second, seeing the emotional expression of children as an opportunity to do emotion coaching. Participants see the emergence of negative emotional expression of children as an opportunity to guide their emotions. For DB, RN, OP, and FR; teaching must begin with building emotional closeness with the child by showing the attitude of accepting the child's

emotional expression, not scolding them, but try to wait until the child is more calm.

The easily changed emotion of children are seen by the teachers as an opportunity to create calmness in children by shifting their negative emotions to be more positive, especially when the emotional state of the child is not possible to be discussed. RN and OP chose to use gestures in the form of hugs and pats to calm their students. In contrast to other subjects, IF sees that the emergence of negative emotions of children can be an opportunity to teach, but IF will focus more on easing the emotions of children.

“Hmmm ya susah sih ya kita ngorek gitu. Karena anak-anak kalau cerita juga bisa dibilang 50-70% kita bisa percaya gitu loh. Ya jadi apa pun itu, ooh yaudah. Tapi intinya kita nggak fokus ke penyebabnya sih, cuman fokus gimana dia bisa meninggalkan apa pun itu masalahnya dan buat dia nyaman mungkin selama berada di kelas, gitu doang.” –IF

According to Gottman (2011), the slightest negative emotional expression shown by the child, if not further processed, could increase the intensity of the emotion. FR and OP opine that first of all, child's emotions are better be distracted to create a conducive atmosphere for further teaching. For them, if the student does not show any further negative emotional symptoms, then the teacher may not continue emotion coaching to the stage of exploring the child's emotions further. This can indicate emotion dismissing tendencies.

When conducting emotion coaching on the students, OP and FR see individual events as an opportunity to involve the student's classmates in the emotional guidance. The teacher also held open discussions with all the students about the emerging emotion, but OP and FR continue with individual discussions to make emotion coaching more focused and deep because individual discussion will give students more comfortable environment in telling about their feelings because the child's ego will be threatened when confronted with audiences.

Third, listening with empathy and validating the child's emotions. At this stage, DB, IF, OP, and FR showed empathy by looking at the problem through the students' point of view, although not all of them show active listening. IF and FR argue that children are a "blank paper", so it is necessary for teachers to place themselves in children's positions while providing guidance to shape the student's emotional expressions and knowledge that suits the prevailing values and norms.

Validation of children's emotions is done differently by FR, RN, and IF. FR performs emotional validation by paraphrasing negative emotions, as well as socializing students' values and norms. RN also tried to paraphrase the child's emotions, but has not yet confirmed it to the child. IF himself validates the child's emotions by matching the verbal and non-verbal emotional expressions shown by the child.

“Emang Mr galak ya? Nggak. Oh berarti bukan gurunya kan [tertawa]. Negatifnya ambil. Nah langsung kita cari kan ambil negatifnya. Mr galak banget sama kau ya, memang gitu ya? Enggak... Brarti masalahnya ada di mana? Ah, mungkin ada di rumah.” –FR

The fourth stage in emotion coaching involves providing vocabulary to help children label their own emotions as well as others'. The guidance on labeling emotions is done by RN, OP, IF, and FR by providing vocabulary for students while teaching about emotions. RN and OP use the emotional expression of others as an example in their emotion teachings. Mr IF himself has already mentioned some emotional vocabulary during teaching, but has not yet included these emotional features. FR choose to insert emotional vocabulary in the form of story or role play, because according to him, lessons will be more internalized in students mind by putting emotional teaching in a fun activity. DB herself have not shown actions in helping children label their emotions, but rather focus on solutions to overcome negative

emotions.

The results of interviews conducted showed that some subjects have tendencies in suggesting their students not to feel certain negative emotions. DB, RN, and IF had asked students not to show sad emotion expression because the teacher will help find solutions to the student's problems. This is seen when the subject sees a child crying due to a pencil loss, then tells the child not to cry after the subject asks the student to try to find the missing pencil and offers to give a replacement for the pencil.

“Kita cari dulu, ayok sama-sama yuk cari. Kalo udah ga ketemu, yaudah gausah nangis. Pensil kan nanti ibu cariin lagi. Nanti ibu kasih lagi kalo kamu ini... jangan nangis. Kita deketin, tanya dulu deh kenapa itu... hilangnya di mana. Cari sampe ketemu. Gak ketemu yaudah nanti ibu gantiin, cariin. Gitu.” –DB

Fifth step, setting limits while helping the child to find solutions to their problem. DB, RN, and FR chose to keep socializing the boundaries of behavior on daily basis, according to the prevailing values and norms even though no students express negative emotions. For them, the limits of behavior can be taught through daily habituation and through school rules. DB and RN's point of view is the socialized rules of the student must be accompanied by explanation of the cause and the reasons for the students to follow the rules. FR personally does not want to make the rules a limitation of behavior because the rules do not internalize learning, but only make the student accustomed. OP, RN, and FR see that it is important for teachers to provide examples of concrete behaviors example to form a child's knowledge of a reasonable and harmless expression of emotion. Children will imitate what they see in people around them. Therefore, the direct example of the teacher will be an effective model for the child.

According to two participants, kindergarten students have been able to recognize the consequences of their actions. In addition, students can be invited to discuss about the solutions to improve their emotional expression. On the other hand, there is a subject who argues that the most important thing is to continuously advise the student, until the advice is embedded in the student's mind and become a good habit.

“Emosinya ada bedanya setiap tingkatan. Beda umur itu beda... misalnya aku ini. Anak kelompok B. Anak kelompok B kan hampir mau tujuh tahun ya masuk sana. Ada yang masih enam tahun sebelas bulan. Kan hampir mau tujuh tahun. Ada yang enam tahun tiga bulan ada misalnya ya. Itu ketahuan bedanya... Kalo anak yang hampir mau tujuh tahun itu lebih cepet, kita kasih pengertian itu lebih cepet. Daripada anak yang umurnya masih enam tahun lebih dikit gitu.” –RN

In addition to the findings of emotion coaching in five stages, exploration of data from the results of research shows that there are several factors that affect teachers in implementing emotion coaching. Factors found can be divided into internal and external. Internally; teacher's experience, competence, and willingness of teachers to empathize. Externally; the role of school, parent, child characteristics, and characteristics typical of the school context.

Experience will make teachers learn case by case, and recognize the diverse characteristics of children, but experience will fail without teacher's empathy for the child's emotion. For IF and FR, even an experienced teacher must remain empathetic when facing the students' negative emotions. The teacher must have the will and ability to fit the mind with the child's mind so as to see the situation through the child's point of view. Assessment based on experience that is not balanced with empathy will be speculative. In conducting emotion coaching, the teacher's role in directing the child toward the proper emotional

expression must be supported by knowledge on how to solve the problem. Teachers must also be willing to enrich knowledge in handling children's emotions through books and researches.

“Emotional... contohnya kita belajar tentang kepribadian, ya kan. Kalau kita mau belajar tentang kepribadian kan... tahu kita mengatasi kepribadian gini, gini, gini, gini. Jadi itu kan pembelajaran.” –FR

In achieving good development, students must receive the right emotional guidance. Schools can play a role in providing the opportunity for children to play as much as possible. Through play, especially cooperative play, children will get the chance to interact with their friends while playing. Interaction will expose the child to various types of emotions shown by their friends. Interaction accompanied by teacher guidance, will make children learn to recognize the various emotions, and know how to respond to emotions around them. The school itself should not only play a role in selecting and providing a curriculum that accommodates the development of children's emotional intelligence, but the school should also ensure that teachers implement the curriculum properly during teaching and learning.

*“Tapi memang sekolah itu buat bermain, jangan dibebanin PR atau apa. Ketemu banyak orang aja. Atau misalnya nanti dia ketemu temennya yang gampang marah. Ya dia juga harus punya skill.”
–IF*

Although teachers have considerable influence on the child's emotions on a daily basis, parents remain the child's primary caregiver when the child is no longer in school. Emotion coaching might not be successful if done alone by the teacher. It needs cooperation with parents to guide the child's emotions. This is because the child's emotional and personality patterns are mostly formed in the family environment. Communicating with parents will make teachers more familiar with the appropriate emotional approach for their students. When teachers fail to explore the cause of the child's negative emotional outcomes, parents can help provide information about events that may trigger the emergence of negative emotions.

“Bisa sih, asal kita koordinasi dengan orangtuanya pastinya. He eh. Jadi dari orangtuanya sendiri, dari rumah, istilahnya walaupun anaknya sedang emosinya lagi nggak bagus nih, lagi marah. Ya dari rumah dulu saya kira diiniin kan, baru misalnya kalau udah di sekolah enak lah gitu ya. Banyak temannya, gitu kan. Saya mungkin yang pertama saya iniin (informasikan) sih ke orangtuanya.” –OP

“Jadi gini, sesuai dengan komitmen kita, kita harus dari awal. Kalau orangtua menitipkan anak, mau belajar di sini. You harus percaya 100% kita yang mengelola dia. Itu awalnya. Jadi apa pun yang kita mau lakukan di sini, you harus percayain ke kita. Situasi apa pun anakmu, you harus percayain ke kita.” –FR

Participants in this study hope that emotional teaching does not stop at school, but expected to be a continuous activity between teachers and parents. Parents are expected not only to notice the physical needs of the child, but also the emotional needs. Four participants expect parents to intervene in guiding the child's emotions, but for FR, teachers should be able to provide emotional guidance on children independently. According to FR, at school, the child has become the responsibility of the teacher both physically and emotionally and the teacher must carry out the responsibility well.

The lack of knowledge that students have about emotions and how to express them makes the teacher's role crucial in the formation of child emotions. According to the

participants, the age of the child is quite influential on the cognitive ability to receive emotion teachings by the teacher. DB and RN argue that the older the child, the easier it will be in doing emotion coaching because understanding of the vocabulary will be easier and the discussion can be done more optimally. Despite the age, children with special needs will be guided differently. For DB and IF, the process of emotion coaching will be more complex in special needs students. Guiding the emotions of a child with special needs takes a longer time and deeper emotional exploration. Children's inability provides bigger opportunities for teachers to give emotion coaching.

RN and FR point out that emotional coaching in school will be more complex than emotional coaching at home environment. In school context, teachers have a responsibility not only to educate children to achieve certain competencies academically, but also emotionally. The teacher's challenge in doing emotion coaching will be limited time and large number of students; making teachers not always be able to focus emotional coaching on one student.

Discussion

In general, it appears that kindergarten teachers in Jakarta have done emotion coaching, but few stages haven't been done optimally. The five participants in this study have indeed passed through all phases of emotion coaching. In stage three, the teacher has shown empathy to the students, but validation has not been done. This can be because teachers feel they can rely on their experiences and observations to interpret the emotional expressions shown by the child. Empathy, as the foundation of emotion coaching (Gottman, 2011), does not guarantee an optimal emotional teaching process. In the fourth stage, teachers show little teaching of emotional features and vocabulary, but instead focus directly on finding the solution in the fifth stage. The tendency to skip phase four and move directly to the stage of setting the limits can be due to teachers focusing on finding the solution to solve the cause of students' negative emotions. The possibility that can explain it is the teacher's little knowledge of the importance to socialize the vocabulary and emotional features in children.

Some participants thought that emotional shifting does not necessarily continue with emotional coaching of the child. They state that if the child's negative emotional symptoms are gone, then the emotional coaching process may not be proceeded to the next step. This can be caused by cultural contexts in Indonesia that neglect the expression of negative emotions (Eisenberg, Pidada, & Liew, 2001). In addition, teachers also show that there are some emotions that seems "simple", so it does not need to be discussed further.

In situations where children show problematic behaviors that can lead to fatality, there is a difference between the responses of the female and male teachers. IF and FR see that the dangerous behavior is the result of reflexes and was not done with intention, so teachers do not need to focus on it because there is no victim during the conflict. In RN and OP, the response given to the student performing dangerous action is; emphasizing sympathy for the encouraged friend, even though the behavior is merely the result of reflexes.

Different responses between female teachers and male teachers in viewing themselves in the position of children who are physically abusive to their friends can be seen through differences in gender characteristics. Men tend to discuss problems with the orientation of finding solutions and doesn't feel necessary to discuss interpersonal matters (Baslow & Rubenfield in Merchant, 2012). On the other hand, women are more oriented towards relationships with others and concerned with the process of finding the solution itself (Mason in Merchant, 2012). It may explain the response of female teachers who advise the students not to repeat the abusive behavior; and the male teacher's response that would not focus on the effects of behavior, but rather the solution to reduce the behavior.

There are differences in some subjects in empathizing with the child's emotions. The

difference is seen when facing students of different gender, even under similar circumstances. OP, IF, and FR see that boys should have a stronger mentality than girls. Therefore, male students will be advised with a firmer intonation and louder volume. Generally, boys will also be directed to not cry because it will be shameful for him. These differences can be explained through the demands of gender roles in Indonesian culture, however, further research is needed.

Researchers found interesting findings during interviews with the participants; the fact that teachers conduct discussion and teaching about negative emotions in large group. The tendency to engage all students in the discussion can be seen through the perspective of Indonesian cultural characteristics that is high in collectivism (Hofstede, 1994). Communities with high collectivity will view harmony and homogeneity as important matters (Kitayama & Markus, 1997). The harmony intended is maintaining balance in relationships with each other, with low individualist attitude; as characteristic of the collective culture shared in Indonesia (Hofstede, 1994). The behavior of teachers who try to involve all students in doing emotion coaching can be intended to create a balance while teaching in the classroom, so that emotion coaching is not only focused on one student.

The collective culture in Indonesia not only affects the way teachers do emotion coaching, but also affects teachers' judgment of certain negative emotional expressions. Comparing the results of studies conducted in countries with lower collectivism levels (Kiliç, 2015), it appears that teachers in those countries support more various types of negative emotions without exception. Teachers in Indonesia views emotional expression as important, but the negative emotions shown through crying are considered inappropriate. Even teachers tend to eliminate the underlying emotions. According to the teachers in this study, the expression of crying will cause embarrassment when seen by classmates. The teacher is likely to see the expression of negative emotions as a disruption to harmonization in the classroom (Kitayama & Markus, 1997).

Methodologically speaking, data collection using the vignette method in viewing the teacher's emotion coaching practically shortens the data collection time and provide less-threatening situation during interview. Vignette becomes an effective stimulus to provide a situation that the subject can respond to. However, the effectiveness of vignette in exploring emotion coaching still can not be ascertained. Situations that require emotion coaching vary widely, while the number of vignettes that can be presented in the instrument is limited, considering the limited time of the interview and the participant's comfort. The interpretations done by the subject in each vignette also vary from one to another, in line with the vignette characteristics that might rise ambiguity. Therefore, the responses are situational, depending on the experience, values, perceptions, and imaginations of each subject on the given situation (Barter & Renold, 2000).

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