

The Role of Remedial Instruction in Improving the Competence and Confidence of Grade 7 Students in Mathematics

Eunice P. Mercado

University of Perpetual Help System DALTA - Las Piñas

eunice040500@gmail.com

Date Submitted:

August 21, 2026

Date Accepted:

September 28, 2026

Date Published:

October 05, 2026

DOI:

10.5281/zenodo.23149130

ABSTRACT

This study examined the role of remedial instruction in improving the mathematical competence and confidence of struggling Grade 7 learners, with emphasis on the four fundamental operations. A quasi-experimental quantitative pre-test-post-test design was used with 25 purposively selected Grade 7 students from Dasmariñas Integrated High School during School Year 2025-2026. The learners participated in six weekly 40-minute remedial sessions that used guided practice, drills, scaffolding, peer support, and individualized feedback. Mathematical competence was assessed in conceptual understanding, procedural fluency, and problem-solving skills, while confidence was assessed through self-efficacy, mathematics anxiety, and attitude toward Mathematics. Means, weighted means, standard deviations, and paired-samples t-tests at the .05 level were used. Descriptively, competence scores increased in conceptual

understanding (3.12 to 3.48), procedural fluency (3.16 to 3.56), and problem-solving skills (3.04 to 5.52). Self-efficacy increased from 2.56 to 2.92, mathematics anxiety decreased slightly from 2.78 to 2.71, and attitude increased from 2.96 to 3.10. Inferential analysis showed significant improvement in problem-solving skills ($t = 3.52$, $p = .002$) and self-efficacy ($t = 2.85$, $p = .010$), whereas changes in conceptual understanding, procedural fluency, anxiety, and attitude were not statistically significant. The findings indicate that structured remediation can strengthen selected cognitive and affective outcomes, particularly problem-solving and self-belief. The study consequently proposed PROJECT ASCEND Plus as an enhanced classroom-embedded remediation program for struggling Grade 7 learners.

Keywords: *Grade 7 learners, mathematical competence, mathematics confidence, remedial instruction, self-efficacy, problem-solving skills*

INTRODUCTION

Mathematics is a core area of basic education because it develops logical reasoning, problem-solving, quantitative literacy, and other forms of thinking needed for academic and everyday decision-making. The PISA mathematics framework describes mathematical literacy as the capacity to reason mathematically and to formulate, employ, and interpret mathematics in varied real-world contexts (Organisation for Economic Co-operation and Development [OECD], 2022). For Grade 7 learners, the transition to more complex secondary mathematics can be especially difficult when foundational knowledge of addition, subtraction, multiplication, and division is weak. Such gaps may limit performance in later topics and can also influence students' willingness to participate, persist, and take risks in mathematical learning.

Philippine curriculum and assessment policies emphasize mastery of foundational competencies and the provision of support for learners who have not yet reached expected standards. The K to 12 Mathematics Curriculum Guide places foundational numerical knowledge within the progression toward higher mathematical

competencies (Department of Education [DepEd], 2016), while DepEd Order No. 13, s. 2018 provides policy guidance for remedial and advancement classes in the K to 12 program (DepEd, 2018). More recently, the MATATAG Curriculum has emphasized focused learning and stronger mastery of essential skills (DepEd, 2023). Within these policy directions, remedial instruction functions as a targeted response to learning gaps rather than as a separate or punitive track for struggling learners.

Remediation is most useful when it combines additional practice with purposeful instructional adjustment. Studies cited in the thesis indicate that differentiated teaching aids, systematic interventions, and continuous monitoring can support numeracy development (Sheng et al., 2024), while classroom-based remedial programs can improve performance when instruction is sustained and responsive to learner needs (Dela Cruz, 2024; Legal, 2024). At the same time, competence alone does not fully explain learner participation. Students' confidence, beliefs about their own capability, anxiety, and attitudes toward Mathematics can shape whether they persist with difficult tasks and use available learning support (Ryan et al., 2022).

The local problem addressed by this study involved 25 Grade 7 learners at Dasmariñas Integrated High School who were identified as struggling with the four basic operations on the basis of Mathematics grades below 75 and their window-card results. The thesis therefore examined whether six weeks of structured remedial instruction could improve both mathematical competence and confidence. Specifically, it evaluated pre-test and post-test performance in conceptual understanding, procedural fluency, and problem-solving skills; changes in self-efficacy, mathematics anxiety, and attitude toward Mathematics; and the statistical significance of observed differences. The findings were also used to formulate an enhancement plan for classroom remediation.

Literature Review

Theoretical foundations of remedial learning

The thesis was grounded in constructivist views of learning and in social cognitive explanations of confidence. Constructivist instruction assumes that learners actively reorganize and reconstruct understanding through experience, guided interaction, and meaningful tasks. Vygotsky's (1978) concept of the zone of proximal development is particularly relevant to remediation because learners can perform beyond their independent level when temporary support is provided. In the mathematics classroom, this support may take the form of prompts, worked examples, guided questioning, visual cues, repeated practice, and gradually reduced teacher assistance. Johnson (2004) similarly characterizes constructivist remediation as correction situated within meaningful learning contexts rather than simple repetition of errors.

Bandura's (1986) social cognitive theory provides the complementary affective basis of the study. Self-efficacy develops through mastery experiences, social modeling, feedback, and interpretations of success or difficulty. In a remedial setting, small and repeated successes can strengthen students' beliefs that they are capable of learning Mathematics. This theoretical perspective explains why the study examined confidence alongside competence: an intervention may improve performance in particular mathematical tasks while also influencing learners' willingness to attempt problems, respond publicly, and continue working when tasks are difficult.

Remedial instruction and foundational mathematics

Remedial instruction is designed to address identified learning gaps through focused teaching, additional practice, and instructional support. The literature reviewed in the thesis consistently emphasized that remediation should be targeted and monitored rather than treated as generic extra class time. Sheng et al. (2024) reported that remedial mathematics benefits from teaching aids and interventions that are deliberately designed for learners' needs and accompanied by progress monitoring. Likewise, Legal (2024) described effective remedial instruction as a means of improving Grade 7 numerical performance, while Dela Cruz (2024) emphasized continuity of remedial teaching and the need to equip teachers with appropriate strategies.

The strength of foundational arithmetic is especially important because the four operations support later work in algebra, proportional reasoning, problem solving, and other secondary-school topics. Ncube and Luneta (2025) emphasized concept-based mathematics instruction as a route to stronger learner performance, suggesting

that remediation should not focus only on speed or memorized procedures. In the present study, the intervention therefore included guided practice and scaffolding alongside drills and repeated exercises, with the intention of strengthening both conceptual and procedural foundations before learners encountered more complex mathematical demands.

Mathematical competence: conceptual understanding, procedural fluency, and problem solving

The study conceptualized mathematical competence through three related domains. Conceptual understanding concerns knowledge of mathematical ideas, relationships, and why procedures work; procedural fluency concerns the accurate, efficient, and flexible use of mathematical procedures; and problem solving concerns applying knowledge and strategies to unfamiliar or contextualized tasks. These domains are consistent with influential descriptions of mathematical proficiency in Adding It Up (Kilpatrick et al., 2001) and with the standards-based emphasis on connected mathematical understanding and reasoning in the National Council of Teachers of Mathematics (NCTM, 2000).

Procedural fluency and conceptual understanding are mutually reinforcing rather than competing outcomes. Friantini et al. (2021) described procedural fluency as the ability to carry out procedures accurately and efficiently while selecting appropriate methods. Problem solving extends these skills by requiring learners to determine relevant operations, organize information, and monitor solutions. Kaitera and Harmoinen (2022) highlighted the value of heuristics and visual representations in developing problem-solving skills, reinforcing the study's use of guided and scaffolded practice to help struggling learners move from isolated computation toward more purposeful application.

Mathematical confidence, self-efficacy, anxiety, and attitude

Confidence in Mathematics is multidimensional. The study examined self-efficacy in solving mathematical problems, anxiety toward Mathematics, and attitude toward learning Mathematics. Self-efficacy reflects students' judgments of their capacity to perform a task and is strongly connected to effort and persistence. Pajares and Graham (1999) showed that self-efficacy and related motivational constructs are important in middle-school mathematics performance, while Ryan et al. (2022) emphasized the role of interest, engagement, and positive self-belief after students enter secondary education. These perspectives support the use of confidence measures together with achievement measures in evaluating remedial instruction.

Mathematics anxiety may interfere with participation and performance even when students possess relevant knowledge. The confidence scale used in the thesis drew from established approaches to mathematics attitudes, including the Fennema-Sherman tradition of measuring affective dispositions (Fennema & Sherman, 1976). In practice, supportive feedback and repeated opportunities for successful performance can reduce hesitation, although affective change may require more sustained intervention than skill practice alone. Lolang et al. (2023) linked problem-solving approaches with improvements in students' self-confidence, while Moussa and Saali (2022) emphasized that attitudes toward Mathematics are associated with learners' engagement and performance.

Taken together, the literature indicates that effective remediation should address both cognitive and affective barriers. A learner may become more accurate without becoming less anxious, or may report stronger self-belief even when some conceptual gaps remain. This distinction is important for interpreting pre-test and post-test results because changes across competence and confidence domains need not occur at the same magnitude or achieve the same level of statistical significance. The present study therefore treated each competence and confidence domain separately while using the combined evidence to inform an enhanced remediation plan.

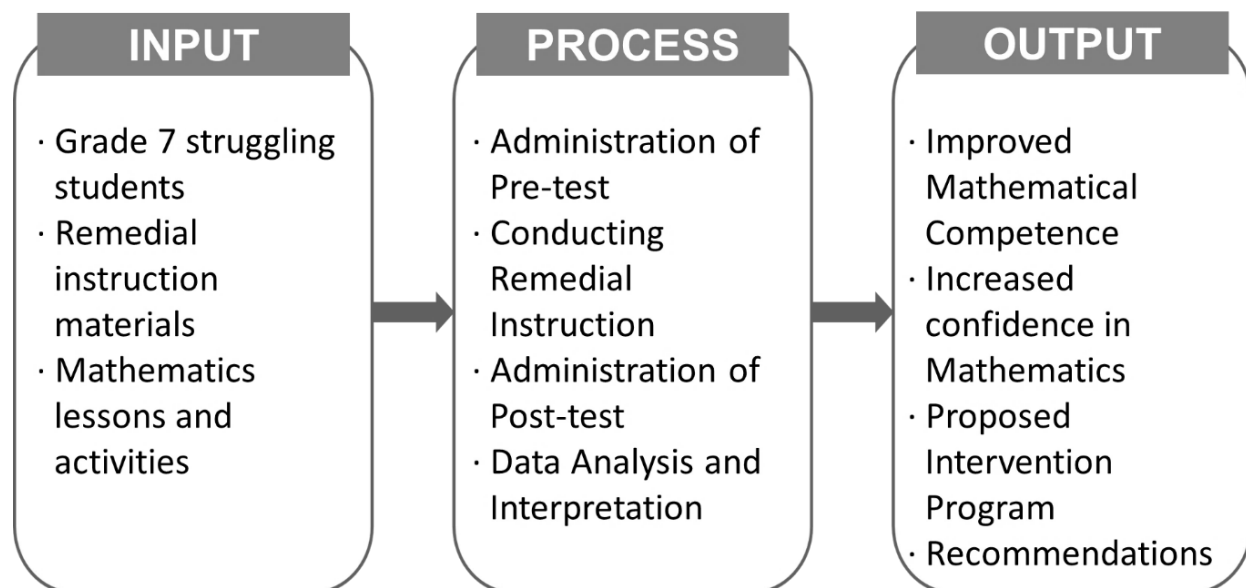


Figure 1. *Input-Process-Output Research Paradigm of the Study*

METHODS

Research Design

The study employed a quasi-experimental quantitative design using a one-group pre-test-post-test approach. This design was used to determine changes in the mathematical competence and confidence of struggling Grade 7 learners after exposure to remedial instruction. Baseline measures were administered before the intervention, followed by six weeks of remediation and the administration of the same competence and confidence measures after the intervention.

Research Locale

The study was conducted at Dasmariñas Integrated High School during School Year 2025-2026. The intervention was aligned with the school's existing Mathematics support activities and was implemented during the third- to fourth-quarter period. Remedial sessions were conducted every Friday for six weeks, with each session lasting approximately 40 minutes.

Participants and Sampling Technique

The participants were 25 Grade 7 learners identified as struggling in the four fundamental operations. Purposive sampling was used because participants were deliberately selected on the basis of their learning needs. Selection criteria included a Mathematics quarterly grade below 75 and performance in window-card activities covering addition, subtraction, multiplication, and division. Participation was voluntary, and parental or guardian consent was obtained before inclusion in the study.

Research Instrument

Two principal instruments were used: a Mathematics Competence Test and a Mathematics Confidence Rating Scale administered as pre-test and post-test measures. The competence test contained 15 items, with five items each for conceptual understanding, procedural fluency, and problem-solving skills. The confidence instrument contained 15 Likert-type items distributed across self-efficacy in solving mathematical problems, anxiety toward Mathematics, and attitude toward learning Mathematics, using a four-point response scale. The

competence domains were informed by Kilpatrick et al. (2001) and NCTM (2000), while confidence and anxiety items were adapted from established mathematics-attitude and self-efficacy measures (Fennema & Sherman, 1976; Pajares & Graham, 1999).

The researcher-made competence test underwent expert validation for relevance, clarity, appropriateness, and alignment with the Grade 7 MATATAG Mathematics curriculum. A pilot test was conducted with 21 learners who had characteristics similar to the target participants. The competence instrument obtained a Kuder-Richardson Formula 20 coefficient of 0.93, while the Likert-type confidence scale obtained a Cronbach's alpha of 0.93, both reported in the thesis as evidence of high internal consistency.

Data Gathering Procedure

Permission to conduct the study was secured from the school principal and head teacher, and consent was obtained from parents or guardians. Participants first completed the competence pre-test and confidence checklist. The researcher then conducted six remedial sessions over six weeks, focusing on the four basic operations through drills, guided practice, scaffolding, peer tutoring, individualized feedback, and a supportive learning environment. After the intervention, the same competence and confidence measures were administered as post-tests. Completed instruments were gathered, checked, and prepared for statistical analysis.

Data Analysis

Means and standard deviations were used to describe pre-test and post-test mathematical competence. Weighted means and standard deviations were used to summarize the three confidence dimensions. Paired-samples t-tests were employed to test differences between pre-test and post-test results for each competence and confidence domain. Statistical significance was evaluated at the .05 alpha level.

Ethical Consideration

Ethical safeguards were observed throughout the study. Participation was voluntary; informed consent was obtained from students and their parents or guardians; and respondents were informed that they could discontinue participation without penalty. Student identities, scores, and questionnaire responses were treated confidentially and were used only for academic research purposes. Permission from the school administration was obtained before the conduct of the intervention.

RESULTS AND DISCUSSION

Mathematical competence before and after remedial instruction

Table 1 summarizes the students' competence scores before and after the six-week intervention. All three domains increased descriptively. Conceptual understanding rose from a mean of 3.12 to 3.48, procedural fluency from 3.16 to 3.56, and problem-solving skills from 3.04 to 5.52. The largest gain was observed in problem solving, accompanied by a reduction in its standard deviation from 3.01 to 2.33, suggesting that post-test performance became both higher and more consistent among the participating learners.

Table 1. *Mathematical Competence Before and After Remedial Instruction*

Competence Domain	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD
Conceptual understanding	3.12	1.39	3.48	1.22
Procedural fluency	3.16	1.49	3.56	1.36
Problem-solving skills	3.04	3.01	5.52	2.33
Overall reported mean	3.11	2.07	4.18	1.94

Note. Values are reported from the thesis tables; domain score ranges differ across the competence measures.

The descriptive pattern indicates that repeated guided practice was most strongly reflected in learners' ability to apply arithmetic knowledge to problems. This is consistent with the literature emphasizing that targeted interventions, scaffolding, and continuous monitoring can support mathematical proficiency among learners with

foundational gaps (Sheng et al., 2024). The smaller increases in conceptual understanding and procedural fluency also suggest that a six-week intervention can produce positive movement without necessarily yielding equally large change across all dimensions of competence. Such differentiation is consistent with the view that mathematical proficiency includes distinct but interconnected strands (Kilpatrick et al., 2001).

The improvement in problem-solving performance is especially relevant because problem solving requires more than computation: learners must recognize relationships, select appropriate operations, organize a solution, and evaluate the result. Kaitera and Harmoinen (2022) likewise emphasized strategies that make problem-solving processes visible to learners. The present findings suggest that remediation that combines guided practice with task application may help struggling students transfer foundational operations into more complex mathematical situations.

Mathematics confidence before and after remedial instruction

Table 2 presents the overall pre-test and post-test scores for the three confidence domains. Self-efficacy increased from 2.56 to 2.92, and attitude toward Mathematics increased from 2.96 to 3.10. The anxiety score declined from 2.78 to 2.71. Because the anxiety items were negatively worded in the instrument, the downward movement was interpreted in the thesis as a slight reduction in anxious responses. The most notable item-level increase in self-efficacy occurred in feeling capable when asked to solve a problem on the board, which rose from 2.36 to 3.12.

Table 2. Mathematics Confidence Before and After Remedial Instruction

Confidence Domain	Pre-test Mean	Pre-test SD	Post-test Mean	Post-test SD
Self-efficacy	2.56	0.89	2.92	0.93
Anxiety toward Mathematics	2.78	0.87	2.71	0.83
Attitude toward Mathematics	2.96	0.92	3.10	0.77

Note. Lower scores on the anxiety dimension represent a reduction in negatively worded anxiety responses.

The increase in self-efficacy is consistent with Bandura's (1986) explanation that mastery experiences and supportive feedback strengthen beliefs about capability. It also aligns with findings that confidence and engagement are important to sustained participation in Mathematics (Ryan et al., 2022). The slight improvement in attitude suggests that learners generally viewed Mathematics more positively after the intervention, although the change was modest. This pattern is compatible with Moussa and Saali's (2022) observation that attitudes are linked to learning experiences and performance but may be shaped by multiple factors beyond a short instructional intervention.

The small decline in anxiety suggests that academic remediation alone may not be sufficient to produce major affective change. Students may learn procedures or solve more problems while continuing to experience tension when working publicly or under evaluative pressure. This distinction supports the use of confidence-building opportunities, peer-assisted learning, and low-stakes practice alongside direct remediation. The findings therefore favor a broader intervention that combines skill development with deliberate support for mathematical self-belief and classroom participation.

Significant differences in competence and confidence

Paired-samples t-tests clarified which observed changes were statistically significant. As shown in Table 3, conceptual understanding and procedural fluency each yielded $t = 0.87$ with $p = .40$, indicating no statistically significant pre-test-post-test difference at the .05 level. In contrast, problem-solving skills yielded $t = 3.52$, $p = .002$, demonstrating a significant improvement after remedial instruction.

Table 3. *Paired-Samples t-Test for Mathematical Competence*

Competence Domain	t	df	p	Decision
Conceptual understanding	0.87	24	.40	Not significant
Procedural fluency	0.87	24	.40	Not significant
Problem-solving skills	3.52	24	.002	Significant

Note. alpha = .05.

The inferential findings indicate that the strongest measurable academic effect of the intervention was on problem solving. The non-significant findings for conceptual understanding and procedural fluency do not negate their descriptive gains, but they indicate that the observed changes were not sufficiently large relative to variation among the 25 learners to meet the study's significance criterion. This distinction is important for a publication-oriented interpretation: the intervention showed domain-specific rather than uniform statistical effects on mathematical competence.

A similar pattern emerged for confidence. Table 4 shows a significant improvement in self-efficacy, $t = 2.85$, $p = .010$, whereas anxiety toward Mathematics, $t = 0.40$, $p = .69$, and attitude toward Mathematics, $t = 0.93$, $p = .36$, did not change significantly. Thus, the remedial program was associated with a measurable increase in learners' belief that they could perform mathematical tasks, but broader affective dispositions were comparatively stable over the six-week period. This pattern is consistent with the theoretical emphasis on mastery experience as a direct source of self-efficacy (Bandura, 1986) and with research connecting problem-solving success to mathematical confidence (Lolang et al., 2023).

Table 4. *Paired-Samples t-Test for Mathematics Confidence*

Confidence Domain	t	df	p	Decision
Self-efficacy in solving math problems	2.85	24	.010	Significant
Anxiety toward Mathematics	0.40	24	.69	Not significant
Attitude toward Mathematics	0.93	24	.36	Not significant

Note. alpha = .05.

PROJECT ASCEND Plus as an enhancement plan

Based on the domain-level findings, the thesis proposed PROJECT ASCEND Plus: Academic Scaffolding for Computational Enrichment and Numeracy Development and Positive Mathematical Disposition. The program was designed as an enhanced classroom-embedded remediation approach rather than a separate intervention detached from regular instruction. Its purpose is to strengthen computational skills, problem-solving ability, and mathematical self-efficacy while continuing to address the areas that showed weaker or non-significant change, particularly conceptual understanding, procedural fluency, anxiety, and attitude toward Mathematics.

The proposed direction is consistent with the study's evidence: problem-solving and self-efficacy responded most clearly to the intervention, while other domains may require longer, more frequent, or more diversified support. The plan therefore emphasizes scaffolded guided practice, short numeracy routines, differentiated activities, continuous monitoring, and a supportive classroom climate. This approach also reflects the literature's call for customized, systematic remediation (Sheng et al., 2024) and for teacher capacity to sustain effective remedial strategies (Dela Cruz, 2024).

CONCLUSION

The study concludes that remedial instruction can contribute meaningfully to the mathematical development of struggling Grade 7 learners, but its effects differ across specific cognitive and affective outcomes. After six weeks of intervention, students showed higher descriptive scores in conceptual understanding, procedural fluency, and problem-solving skills, with problem solving demonstrating a statistically significant improvement. Confidence measures also moved in a favorable direction, and self-efficacy improved significantly, indicating that learners became more willing to believe in their ability to perform mathematical tasks. However,

changes in conceptual understanding, procedural fluency, mathematics anxiety, and attitude were not statistically significant, showing that short-term remediation did not produce uniform effects across all measured domains.

These findings support a targeted view of remediation: strengthening basic operations is important, but effective academic recovery also requires sustained conceptual support and deliberate attention to learners' affective experiences. The study's contribution lies in demonstrating the value of combining competence and confidence measures when evaluating mathematics remediation and in using domain-specific findings to formulate PROJECT ASCEND Plus as a structured, classroom-embedded enhancement plan for learners who continue to need support.

Recommendation

Grade 7 learners should be encouraged to participate actively in guided practice, ask for clarification, and apply the four fundamental operations in varied and practical problem contexts. Mathematics teachers may integrate PROJECT ASCEND Plus into regular instruction through short numeracy warm-ups, scaffolded guided practice, differentiated activities, peer-assisted learning, and timely feedback, with particular attention to conceptual understanding and mathematics anxiety. School administrators should support implementation through appropriate instructional resources, monitoring tools, scheduling, and professional development for teachers so that remediation remains systematic and responsive rather than occasional.

Future studies should replicate the intervention with larger and more diverse samples, longer implementation periods, comparison groups where appropriate, and additional measures of learner progress. Further research may also examine which components of remediation most strongly influence conceptual understanding, procedural fluency, mathematics anxiety, and long-term retention, thereby providing stronger evidence for the refinement and wider adoption of classroom-based mathematics intervention programs.

References

- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.
- Dela Cruz, G. (2024). Math-Saya ang Bakasyon: A remediation program for students with mathematics difficulties. *Galaxy International Interdisciplinary Research Journal*.
<https://internationaljournals.co.in/index.php/giirj/article/view/5355/5032>
- Department of Education. (2016). *K to 12 Mathematics Curriculum Guide (Grades 7-10)*. Department of Education.
- Department of Education. (2018). DepEd Order No. 13, s. 2018: Policy guidelines on the implementation of enhanced remedial and advancement classes for the K to 12 Basic Education Program. Department of Education.
- Department of Education. (2023, August 10). DepEd launches MATATAG Curriculum to address basic education woes. *Philippine News Agency*.
- Fennema, E., & Sherman, J. A. (1976). Fennema-Sherman Mathematics Attitudes Scales: Instruments designed to measure attitudes toward the learning of mathematics by females and males. *JSAS Catalog of Selected Documents in Psychology*, 6, 31.
- Friantini, R. N., Winata, R., & Annurwanda, P. (2021). Procedural fluency from the view of students of mathematical disposition level through Google Classroom assisted learning. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 11(1), 201-216.
- Johnson, G. M. (2004). *Constructivist remediation: Correction in context*. ResearchGate.
https://www.researchgate.net/publication/255425374_Constructivist_remediation_Correction_in_context
- Kaitera, S., & Harmoinen, S. (2022). Developing mathematical problem-solving skills in primary school by using visual representations on heuristics. *LUMAT Special Issue: Mathematical Thinking and Understanding in Learning of Mathematics*.
- Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics*. National Academy Press.
- Legal, P. M. (2024). Improving numerical performance in Grade 7 students through effective remedial instruction. *IJMERI Journal*. <https://philarchive.org/archive/LEGINP>
- Lolang, E., Lasarus, M., & Mentaruk, M. (2023). Improving students' self-confidence through problem-solving approach in mathematics teaching. <https://doi.org/10.1063/5.0170715>

- Moussa, N., & Saali, T. (2022). Factors affecting attitude toward learning mathematics: A case of higher education institutions in the Gulf Region. *SAGE Open*. <https://doi.org/10.1177/21582440221123023>
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. National Council of Teachers of Mathematics.
- Ncube, M., & Luneta, K. (2025). Concept-based instruction: Improving learner performance in mathematics through conceptual understanding. *Pythagoras: Journal of the Association for Mathematics Education of South Africa*.
- Organisation for Economic Co-operation and Development. (2022). *PISA 2022 mathematics framework*. OECD PISA. <https://pisa2022-maths.oecd.org/ca/index.html#Home>
- Pajares, F., & Graham, L. (1999). Self-efficacy, motivation constructs, and mathematics performance of entering middle school students. *Contemporary Educational Psychology*, 24(2), 124-139. <https://doi.org/10.1006/ceps.1998.0991>
- Ryan, V., Fitzmaurice, O., & O'Donoghue, J. (2022). Student interest and engagement in mathematics after the first year of secondary education. *European Journal of Science and Mathematics Education*, 10(4), 436-454. <https://doi.org/10.30935/scimath/12180>
- Sheng, L., Tahar, M., & Maat, S. (2024). Teaching aids for remedial mathematics instruction: A systematic review. *Pegem Journal of Education and Instruction*, 14(3), 311-321. <https://files.eric.ed.gov/fulltext/EJ1431990.pdf>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.