



**EFFECTS OF TEACHER RE-TOOLING
IN INQUIRY-BASED LEARNING ON GRADE
EIGHT LEARNERS' NARRATIVE PARAGRAPH WRITING
SKILLS IN ENGLISH IN PUBLIC JUNIOR SCHOOLS IN
BOMET CENTRAL SUB-COUNTY, KENYA**

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Abstract:

This article reports findings from the first objective of a study that examined the effects of teacher re-tooling in Inquiry-Based Learning (IBL) on Grade Eight learners' narrative paragraph writing skills in English in public Junior Schools in Bomet Central Sub-County, Kenya. The study was motivated by persistent weaknesses in English writing among learners entering Junior School and by the implementation of government-supported teacher re-tooling in IBL under Competency-Based Education. The objective was to determine the effects of teacher re-tooling in IBL on learners' narrative paragraph writing skills in English. The study adopted a causal-comparative mixed-methods design. The wider study involved 365 Grade Eight learners and 10 English language teachers drawn from public Junior Schools in five educational zones. Data for the objective were generated through teacher questionnaires, classroom observation checklists, learners' written tests and triangulation of the three sources. Quantitative data were summarized using means and changes in performance, while a paired-samples *t*-Test was used to establish whether the difference between performance before and after re-tooling was statistically significant at $\alpha = .05$. The findings showed gradual improvement in narrative paragraph writing. Teacher ratings increased in introduction writing from 0.60 to 0.80

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and body development from 0.60 to 0.70, while the overall teacher-rating mean increased from 0.56 to 0.60. Classroom observation showed an overall increase from 3.217 to 3.312, and written-test performance increased from 3.286 to 3.311. However, title writing remained largely stable, while conclusion writing and coherence continued to present challenges. The paired-samples t-test showed that the difference was not statistically significant, $t(364) = -0.952$, $p = .342$. The article concludes that teacher re-tooling in IBL was associated with positive descriptive changes in learners' narrative paragraph writing, but sustained implementation, guided practice, formative feedback and continued teacher professional development are needed to produce statistically significant improvement.

Keywords: teacher re-tooling, inquiry-based learning, narrative paragraph writing, grade eight learners' writing skills, competency-based education, Kenya

1. Introduction

Writing is a central language skill for academic learning, communication and the demonstration of understanding. In English language education, narrative paragraph writing requires learners to generate ideas, establish an appropriate title, develop an introduction, organize a body, provide an effective conclusion and maintain coherence across ideas. These abilities are particularly important within Competency-Based Education because learners are expected to communicate meaningfully, think critically, solve problems and apply knowledge in authentic contexts.

Persistent weaknesses in English writing have, however, remained a concern in Kenya. The 2022 Kenya Primary School Education Assessment (KPSEA) data presented in the thesis indicated that 16,744 of 23,070 candidates in Bomet County, representing 72.57%, demonstrated weaknesses in writing. Bomet Central Sub-County recorded 4,078 learners, or 86.63%, with writing challenges and the lowest overall mean among the county's five sub-counties. The performance concerns included narrative paragraph writing, mechanics of writing, handwriting and writing-process skills.

In response to the implementation demands of Competency-Based Education, the Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD), Centre for Mathematics, Science and Technology Education in Africa (CEMASTE) and Ministry of Education supported teacher re-tooling in Inquiry-Based Learning. The re-tooling emphasized preparation of authentic learning experiences, use of instructional resources and application of the Five-E instructional model. The rationale was that strengthening teachers' pedagogical capacity would improve the quality of learner-centred classroom practice and, ultimately, learners' competencies.

Teacher professional development is more likely to influence learner outcomes when it is sustained, collaborative, practice-oriented and connected to classroom needs (Darling-Hammond *et al.*, 2020; Desimone, 2009). In writing instruction, inquiry-oriented

teaching can provide opportunities for brainstorming, questioning, discussion, drafting and feedback. These processes can help learners construct and reorganize ideas rather than merely reproduce memorized compositions.

Although the national and county teacher re-tooling programme was intended to strengthen implementation of IBL, limited empirical evidence was available on whether the training translated into measurable improvement in Grade Eight learners' narrative paragraph writing skills in Bomet Central Sub-County. The present article therefore isolates the first objective of the wider thesis and examines narrative paragraph writing as a specific outcome of teacher re-tooling in IBL.

2. Statement of the Problem

The 2022 KPSEA evidence showed substantial weaknesses in narrative paragraph writing in English among learners who progressed to Junior School in Bomet Central Sub-County. The challenge was particularly important because learners entering Junior School were expected to communicate ideas effectively in written English under the competency-based curriculum. At the same time, teachers had begun receiving re-tooling in IBL intended to strengthen learner-centred instructional practice. The empirical question was whether the professional development was associated with measurable improvement in learners' narrative paragraph writing. The gap was not simply whether teachers had attended training, but whether the competencies acquired through re-tooling were reflected in learners' ability to organize and communicate narratives in writing.

2.1 Objective of the Study

The article addresses the following objective:

- To determine the effects of teacher re-tooling in Inquiry-Based Learning on Grade Eight learners' narrative paragraph writing skills in English in public Junior Schools in Bomet Central Sub-County, Kenya.

2.2 Research Question

- How does teacher re-tooling in Inquiry-Based Learning influence Grade Eight learners' narrative paragraph writing skills in English in public Junior Schools in Bomet Central Sub-County, Kenya?

2.3 Research Hypothesis

- H_{01} : There is no statistically significant effect of teacher re-tooling in Inquiry-Based Learning on Grade Eight learners' narrative paragraph writing skills in English in public Junior Schools in Bomet Central Sub-County, Kenya.

3. Literature Review

3.1 Theoretical Review

The article was informed by Constructivist Learning Theory, Social Constructivist Theory and Experiential Learning Theory, which were the theoretical perspectives adopted in the thesis. Constructivist Learning Theory, associated in the study with Piaget (1972), views learners as active constructors of knowledge. In IBL, teachers facilitate authentic activities through which learners investigate ideas, connect new learning to prior experiences and construct meaning. In narrative writing, this perspective implies that learners should participate actively in generating, organizing and expressing ideas rather than simply copying model compositions.

Social Constructivist Theory, associated with Vygotsky (1978), emphasizes learning through interaction, scaffolding and guidance from more knowledgeable others. Re-tooled teachers can use questioning, collaborative writing, peer discussion, modelling and formative feedback to support learners within their Zone of Proximal Development. Such support is especially relevant to introduction development, body organization, coherence and conclusion writing because these skills require learners to make relationships among ideas and gradually assume greater independence.

Kolb's Experiential Learning Theory (1984) explains learning as a cycle involving concrete experience, reflective observation, abstract conceptualization and active experimentation. Applied to writing, learners can engage in authentic writing tasks, receive feedback, reflect on the quality of their work and apply what they have learned to subsequent writing. The 5E model associated with the re-tooling programme provides a practical structure for this process through engagement, exploration, explanation, elaboration and evaluation.

3.2 Empirical Review

Research on teacher professional development suggests that professional learning is more effective when it is content-focused, collaborative, practice-oriented and sustained over time (Darling-Hammond *et al.*, 2020). Desimone (2009) similarly argues that effective professional development should be connected to teachers' instructional practice and should ultimately be examined through changes in teaching and learner outcomes. In writing education, Hyland (2021) emphasizes meaningful writing activities, explicit support and feedback as important elements of effective second-language writing instruction.

Evidence also supports inquiry-based and learner-centred approaches to writing. Alshumaimeri and Almasri (2021) reported positive effects of inquiry-based learning on EFL students' writing achievement, particularly where learners are actively engaged in constructing and communicating meaning. Chen and Zhang (2023) likewise reported a relationship between inquiry-based writing instruction and learners' narrative writing

performance. These studies provide a rationale for examining whether teacher re-tooling can strengthen the classroom conditions necessary for narrative writing development. Writing research also indicates that feedback and revision are important for developing higher-order writing. Ferris and Eckstein (2020) emphasize the role of correction, feedback and revision in second-language writing. Collaborative approaches can further support learners by enabling them to discuss ideas, receive peer responses and reconsider their written choices. However, higher-order writing skills generally require repeated opportunities for practice. This is important when interpreting the present study because the observed descriptive gains were not accompanied by a statistically significant pre-post difference.

The literature therefore establishes a plausible relationship between teacher re-tooling, learner-centred IBL and narrative writing, but the contextual evidence for Grade Eight learners in Kenyan public Junior Schools remains limited. The present article addresses this gap using triangulated evidence from teachers, classroom observations and learners' independent written performance.

4. Research Methodology

4.1 Research Design

The wider study adopted a causal-comparative mixed-methods research design. The design enabled comparison of learners' narrative paragraph writing performance before and after teacher re-tooling while integrating quantitative and qualitative evidence. Because the design was causal-comparative rather than a randomized experiment, the findings are interpreted as differences associated with teacher re-tooling rather than definitive experimental cause-and-effect claims.

4.2 Study Area and Participants

The study was conducted in public Junior Schools in Bomet Central Sub-County, Bomet County, Kenya. The sub-county had five educational zones: Tarakwa, Bomet Township, Chesoen, Silibwet and Ndaraweta. The wider study involved 365 Grade Eight learners and 10 English language teachers. The learners and teachers represented schools implementing Competency-Based Education and whose English teachers had participated in IBL re-tooling.

4.3 Data Collection Instruments

Three instruments were used: a teacher questionnaire, a classroom observation checklist and learners' written tests. The questionnaire captured teachers' ratings of learners' narrative writing. The observation checklist assessed narrative writing during classroom activities. The written test assessed learners' independent performance. The narrative writing indicators were title, introduction, body development, conclusion and coherence.

The use of multiple sources allowed triangulation of teachers' perceptions, observed classroom performance and learners' independent writing.

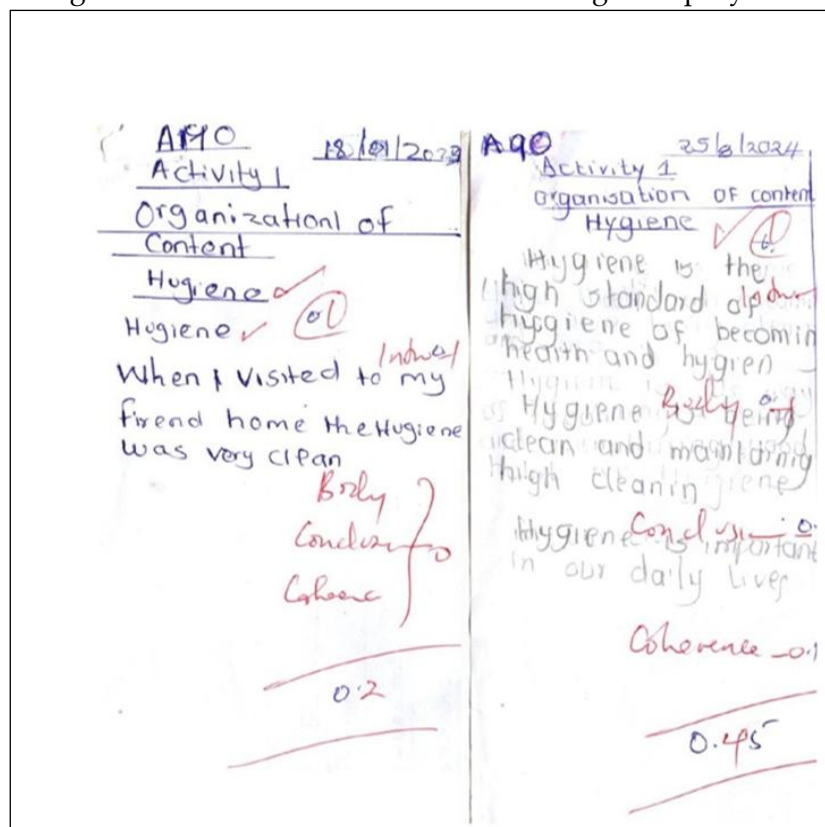
4.4 Data Analysis

Quantitative data were analysed using descriptive statistics and paired-samples *t*-Tests. Means and changes in means were used to describe performance before and after teacher re-tooling. The paired-samples *t*-Test was appropriate because the same learners were assessed at the two points. Statistical significance was tested at $\alpha = .05$. Qualitative observations and evidence from learners' exercise books were thematically interpreted and integrated with the quantitative results.

4.5 Qualitative Evidence from Learners' Exercise Books

The thesis included Figure 1, representative samples from learners' exercise books to provide qualitative evidence of changes in narrative paragraph writing before and after teacher re-tooling in Inquiry-Based Learning. The samples illustrate changes in learners' organization of content and paragraph development and complement the quantitative findings from the teacher questionnaire, classroom observation checklist and written tests.

Figure 1: Representative Samples of Grade Eight Learners' Narrative Paragraph Writing in English Before and After Teacher Re-tooling in Inquiry-Based Learning



Source: Learners' Exercise Books (January 2023 and August 2024).

Note: The left-hand sample represents Grade Eight learners' work before teacher re-tooling in, while the right-hand sample represents work after teacher re-tooling on IBL. The figure provides qualitative evidence of gradual improvement in organization of ideas and development of narrative content, while also showing continuing difficulties in conclusion writing and coherence.

The qualitative evidence in Figure 1 indicates gradual improvement in learners' narrative paragraph writing following teacher re-tooling. Before re-tooling in IBL, the sample shows limited development of the narrative and weaknesses in organization. After re-tooling, the learner demonstrates a more developed treatment of the topic and greater organization of content. However, the teacher annotations also indicate continuing weaknesses in body development, conclusion and coherence. This visual evidence is consistent with the quantitative findings, which showed the strongest descriptive gains in introduction and body development but relatively limited improvement in conclusion writing and coherence.

5. Results and Discussion

5.1 Teachers' Ratings and Classroom Observation Findings

The first set of findings compared teacher ratings and classroom observation scores before and after teacher re-tooling in Inquiry Base-Learning.

Table 1: Teacher Ratings and Classroom Observation of Narrative Paragraph Writing Before and After Teacher Re-tooling in Inquiry-Based Learning

Narrative Paragraph Writing Skill	Teacher Rating: Before	Teacher Rating: After	Change	Observation: Before	Observation: After	Change
Title	0.60	0.60	0.000	0.362	0.360	-0.002
Introduction	0.60	0.80	+0.200	0.805	0.842	+0.037
Body development	0.60	0.70	+0.100	0.833	0.889	+0.056
Conclusion	0.50	0.50	0.000	0.742	0.744	+0.002
Coherence	0.50	0.40	-0.100	0.475	0.477	+0.002
Overall mean	0.56	0.60	+0.040	3.217	3.312	+0.095

Teachers reported the greatest improvement in introduction writing, where the mean increased from 0.60 to 0.80. Body development also increased from 0.60 to 0.70. These results suggest that re-tooling was associated with better learner performance in generating and organizing ideas at the beginning and middle stages of narrative writing. Classroom observations reinforced this pattern: introduction writing increased from 0.805 to 0.842 and body development from 0.833 to 0.889. The overall observation mean increased from 3.217 to 3.312.

Not all indicators improved. Teacher ratings for title and conclusion remained at 0.60 and 0.50, respectively, while coherence decreased from 0.50 to 0.40 in teacher ratings. Observation scores, however, showed only negligible changes for title, conclusion and coherence. The difference between teacher ratings and observations on coherence suggests that increased idea generation did not necessarily translate into consistently

logical connections among ideas. Coherence and conclusion writing require learners to integrate and synthesize information, which may take longer to develop than basic organization.

5.2 Learners' Written Test Findings

Table 2: Grade Eight Learners' Written-Test Performance in Narrative Paragraph Writing Before and After Teacher Re-tooling in Inquiry-Based Learning

Narrative Paragraph writing skill	Mean before	Mean after	Change	Interpretation
Title	0.842	0.842	0.000	Stable
Introduction	0.853	0.889	+0.036	Improved
Body development	0.738	0.744	+0.006	Slight improvement
Conclusion	0.474	0.477	+0.003	Stable
Coherence	0.379	0.360	-0.019	Slight decline
Overall mean	3.286	3.311	+0.025	Slight improvement

Learners' written tests provided evidence of modest improvement in independent narrative writing. Introduction writing recorded the largest gain, from 0.853 to 0.889. Body development increased from 0.738 to 0.744, while conclusion writing increased only slightly from 0.474 to 0.477. Title writing remained unchanged at 0.842. Coherence declined slightly from 0.379 to 0.360. The overall mean nevertheless increased from 3.286 to 3.311, a gain of 0.025.

The written-test results broadly corresponded with the teacher and observation findings because the greatest improvement was again evident in introduction development and the overall change was positive. The persistence of weakness in conclusion writing and coherence indicates that the intervention was more readily reflected in the organization and expansion of ideas than in higher-order integration of those ideas.

5.3 Triangulated Findings

Table 3: Triangulated Findings on Narrative Paragraph Writing Before and After Teacher Re-tooling in Inquiry-Based Learning

Data Source	Mean Before	Mean After	Change	Interpretation
Teacher questionnaire	0.56	0.60	+0.04	Slight improvement
Observation checklist	3.217	3.312	+0.095	Slight improvement
Written test	3.286	3.311	+0.025	Slight improvement

Triangulation showed a consistent direction of change across all three sources. The teacher questionnaire, observation checklist and written test all recorded higher post-re-tooling means. Although the instruments used different scoring scales and therefore their raw means should not be directly compared, the direction of change was consistently

positive. This convergence strengthens the interpretation that classroom narrative writing practices and learner performance showed gradual improvement following teacher re-tooling.

5.4 Inferential Findings

The null hypothesis tested for the first objective was: H_{01} : There is no statistically significant effect of teacher re-tooling in Inquiry-Based Learning on Grade Eight learners' narrative paragraph writing skills in English in public Junior Schools in Bomet Central Sub-County.

Table 4: Paired-Samples *t*-Test of Narrative Paragraph Writing
Before and After Teacher Re-tooling in Inquiry-Based Learning

Paired Comparison	Mean Difference	SD	SE mean	95% CI Lower	95% CI Upper	<i>t</i>	<i>df</i>	<i>p</i>
Narrative paragraph writing: Before – After	-0.0945	M.8978	0.0993	-0.2899	0.1008	-0.952	364	.342

The paired-samples *t*-Test yielded a mean difference of -0.0945, $t(364) = -0.952$, $p = .342$. Because $p > .05$, the null hypothesis was retained. The negative sign of the mean difference and *t*-value reflects the calculation order (Before minus After) and does not indicate a statistically significant decline. The post-intervention descriptive means were slightly higher, but the observed change was insufficient to establish statistical significance.

6. Discussion

The descriptive findings indicate that teacher re-tooling in IBL was associated with gradual improvement in learners' narrative paragraph writing, especially in introduction development and body organization. This finding is consistent with the constructivist view that learners develop understanding through active engagement with meaningful experiences. Re-tooled teachers were better positioned to facilitate brainstorming, questioning, exploration and organization of ideas, giving learners opportunities to construct narratives from experiences rather than reproduce memorized texts.

The findings also support Social Constructivist Theory. Improvements in introduction and body development can be understood in relation to teacher guidance, peer interaction and scaffolding. When teachers facilitate discussion and collaborative planning before writing, learners receive support in generating and sequencing ideas. The continued weaknesses in coherence and conclusion writing suggest, however, that learners had not yet achieved independent mastery of more complex narrative skills and still required sustained scaffolding.

Experiential Learning Theory also provides an explanation for the gradual gains. Learners engaged in writing activities, received feedback and had opportunities to apply what they learned. The small positive changes across the three instruments suggest

progressive development through repeated experiences. However, the non-significant t-test indicates that the period or intensity of implementation was not sufficient to transform these gradual gains into a statistically detectable improvement.

The results are consistent with the broader literature on teacher professional development. Darling-Hammond *et al.* (2020) emphasize that professional learning is most effective when it is sustained and practice-oriented, while Desimone (2009) links meaningful professional development to changes in classroom practice. Similarly, Alshumaimeri and Almasri (2021) reported positive outcomes from inquiry-based learning in EFL writing. The present findings extend this literature to Grade Eight learners in Kenyan public Junior Schools but also demonstrate that participation in re-tooling alone should not be assumed to produce rapid improvements in complex writing outcomes.

The non-significant inferential finding is particularly important. Narrative paragraph writing involves several interacting skills, including idea generation, sequencing, coherence and conclusion development. Improvements in these higher-order skills may require sustained practice and feedback. Ferris and Eckstein (2020) emphasize the importance of feedback and revision in second-language writing. Therefore, the present result should not be interpreted as evidence that re-tooling was ineffective. Rather, the evidence suggests that re-tooling was associated with positive instructional and descriptive learner trends, but the magnitude of change during the study period was not statistically significant.

7. Conclusion

The study concludes that teacher re-tooling in Inquiry-Based Learning was associated with gradual improvement in Grade Eight learners' narrative paragraph writing. The strongest descriptive gains were observed in introduction writing and body development, while title writing remained stable. Conclusion writing and coherence remained comparatively weak. Evidence from the teacher questionnaire, classroom observations and written tests converged in showing positive post-re-tooling trends. Nevertheless, the paired-samples t-test did not establish a statistically significant difference, $t(364) = -0.952$, $p = .342$. The evidence therefore supports a cautious conclusion: teacher re-tooling strengthened the instructional conditions for narrative writing and was accompanied by modest learner improvement, but sustained implementation is necessary for these changes to become statistically significant.

8. Recommendations

First, teacher professional development programmes should be sustained beyond one-off re-tooling sessions. Follow-up coaching and school-based Teacher Learning Circles can help teachers translate IBL principles into regular writing instruction.

Second, English teachers should provide more structured support for introduction development, paragraph organization, coherence and conclusion writing. Learners should receive repeated opportunities to brainstorm, sequence events, draft, receive feedback, revise and produce improved narratives.

Third, formative assessment should be strengthened through clear writing rubrics, peer review and teacher feedback. Particular attention should be given to coherence and conclusions because these remained comparatively weak after the intervention.

Fourth, school administrators and curriculum support personnel should support teachers with adequate instructional resources and opportunities for collaborative planning. Continued monitoring of IBL implementation can help identify where teachers need additional pedagogical support.

Finally, future research should use longer follow-up periods and, where feasible, experimental or quasi-experimental designs to determine whether sustained IBL implementation and teacher coaching produce statistically significant gains in narrative paragraph writing.

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Conflict of Interest Statement

The authors declare that they have no competing financial or non-financial interests that could have influenced the conduct, analysis or reporting of this study.

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