

**Factors Affecting English Writing Skills Among Fourth-Grade Students in Primary
Schools: A Study from Tashicholing Dungkha, Samtse Dzongkhag**

Abstract

This research investigates the key factors influencing English writing skills among fourth-grade students in primary schools located in Tashicholing Dungkhag, Samtse Dzongkhag, Bhutan. Using a convergent mixed-methods approach under a pragmatic paradigm, the study combines quantitative data from surveys administered to 70 students and 70 parents with qualitative data from semi-structured interviews involving 14 students and 7 English teachers. The findings reveal that while students generally maintain a positive attitude toward learning English, they experience substantial challenges in spelling, grammar, vocabulary, and sentence construction. Parents are found to value English learning, though their involvement is often limited by low literacy levels. Teachers face diverse instructional challenges including large class sizes, limited resources, and student motivation issues. The study underscores the importance of targeted interventions in grammar instruction, student-centered writing tasks, and professional development for teachers. The findings carry implications for national curriculum planning, teacher training, and community engagement strategies aimed at enhancing English writing proficiency at the primary level.

Keywords:

English writing skills, primary education, Bhutan, fourth grade, parental involvement, teacher challenges, mixed methods

1. Introduction

Writing in English is a foundational skill critical not only for academic success but also for communication, critical thinking, and lifelong learning. As one of the four core language competencies alongside reading, speaking, and listening writing represents a complex interplay of cognitive, linguistic, and affective dimensions (Polisena, 2022). In Bhutanese classrooms, particularly in Samtse Dzongkhag, a troubling trend has emerged: a significant number of students in Grade IV are failing written English assessments despite passing other components of English and prior levels. This discrepancy underscores a critical issue in language acquisition and academic progression.

The current study explores this concern by examining the multi-layered factors that influence English writing skills among fourth-grade students in primary schools under the jurisdiction of Tashicholing Dungkhag. The impetus for this research arose from repeated patterns in consolidated school data from 2019 to 2024, which indicated high failure rates in English writing examinations (Dzongsar PS, 2019–2021). Despite the implementation of continuous assessment (CA) policies that allowed many students to pass overall, the core writing competency remained underdeveloped a reality that could hinder long-term academic success and national education goals.

1.1 Background and Context

English holds a central place in Bhutan's national curriculum and is the primary medium of instruction in many schools. Proficiency in English writing is essential for progressing through

the academic system and succeeding in high-stakes examinations. However, multiple contextual factors affect students' writing development, including limited exposure to English at home, digital distractions, teacher workload, curriculum gaps, and parental illiteracy. Particularly in rural areas of Samtse Dzongkhag, these challenges are magnified by socioeconomic constraints and systemic educational issues.

In the schools studied including Dzongsar, Tashithang, Gantok, Changju, namgaycholing, and Phunsum Primary Schools—data from 2019 and 2024 revealed that between 30% to 60% of students failed English writing assessments without the support of CA scores. This outcome signals that the root of the problem lies not merely in assessment formats but in a broader, multifactorial challenge affecting writing instruction and acquisition.

1.2 Problem Statement

Despite national efforts to improve literacy, students' writing proficiency in English remains alarmingly low in many primary schools in Samtse. Teachers report challenges ranging from poor handwriting and sentence construction to students' inability to convey coherent ideas. These difficulties are compounded by inadequate parental support, insufficient writing practice, and low student motivation. Moreover, the transition from Class III to IV is marked by a steep curriculum increase, yet without adequate scaffolding, leading to performance gaps and repeated failures in Class IV (Policy and Planning Division, 2017). These trends threaten students' long-term academic trajectories and increase dropout risks.

1.3 Research Questions

1.3.1 The study is guided by the following research questions:

1.3.2 What are the perceptions of Grade IV students regarding English writing?

1.3.3 How do parents perceive their children's English writing development?

1.3.4 What are the primary challenges students face in writing English?

1.3.5 What instructional and contextual challenges do teachers encounter when teaching English writing?

1.4 Objectives

This research aims to:

1.4.1 Investigate students' attitudes and beliefs toward English writing.

1.4.2 Explore parental perceptions and involvement in students' writing development.

1.4.3 Identify specific linguistic and pedagogical challenges faced by students.

1.4.4 Examine the obstacles teachers encounter in delivering effective writing instruction.

1.5 Significance of the Study

By systematically unpacking the challenges from student, parent, and teacher perspectives, this study offers valuable insights for policy makers, curriculum developers, and educators. The findings have implications for improving writing pedagogy, fostering community-school partnerships, and rethinking curriculum transitions across grades. It also informs future teacher training frameworks that prioritize writing as a core literacy skill essential for holistic educational development in Bhutan.

2. Literature Review

2.1 Introduction

The acquisition of English writing skills in primary education is widely recognized as a multifaceted challenge. Writing not only involves the mechanical transcription of language but also encapsulates higher-order thinking, linguistic fluency, and motivational components (Graham et al., 2010). This literature review explores global and regional research related to student writing performance, perceptions, challenges, and pedagogical responses. It also discusses the role of parents and teachers in facilitating or hindering students' writing development, especially in under-resourced settings like rural primary school.

2.2 Understanding Writing and Its Complexity

Writing is more than a mechanical act; it is a symbol system used for communication, expression, and learning (Coulmas, 2003). It demands integration of multiple skills, including vocabulary acquisition, sentence construction, coherence, grammar, and spelling (Cutler & Graham, 2008). At the primary level, writing also supports metacognitive development, enabling learners to structure their thoughts and reflect critically (Polisena, 2022).

Yet, writing remains the most difficult of the four language domains for young learners to master (Amutha & Philomina, 2015). This is partly due to its abstract nature and the requirement to coordinate psychomotor and cognitive skills. In the context of Bhutanese schools, this complexity is further exacerbated by limited English exposure, absence of digital learning tools, and minimal writing practice at home.

2.3 Approaches to Teaching Writing

Writing pedagogy has evolved to include several frameworks namely, the product, process, genre-based, and hybrid approaches (Tangpermpoon, 2008). The product approach emphasizes accuracy in grammar and structure; the process approach focuses on stages of drafting, revising, and editing; while the genre approach incorporates purpose, audience, and language features specific to text types (Hyland, 2003).

Bhutan's education system introduced the Process Writing Approach (PWA) in 2006 to improve writing instruction. Although well-intentioned, the implementation has faced resistance due to time constraints and limited teacher training (CAPSD, 2011). This indicates a need for context-specific instructional strategies tailored to primary classrooms.

2.4 Student Attitudes and Self-Efficacy in Writing

A growing body of research underscores the impact of student attitudes and self-efficacy on writing performance (Graham et al., 2007; Hall & Axelrod, 2014). Positive perceptions of writing lead to higher engagement, persistence, and willingness to tackle complex tasks.

Knudson (1991) found that students who enjoy writing demonstrate better performance and are more likely to revise their work voluntarily.

In the Bhutanese context, Balut (2017) and Ismail (2011) argue that motivation and self-belief are particularly vital in environments with limited exposure to English. Teachers must therefore nurture learners' confidence through personalized feedback, learner autonomy, and interest-driven assignments.

2.5 Parental Perceptions and Involvement

Parental engagement is a strong predictor of academic achievement (Ávila-Daza & Garavito, 2009; Medina et al., 2015). In language acquisition, especially writing, parents who reinforce literacy practices at home such as storytelling, diary writing, or reading positively impact their children's learning outcomes.

However, in many rural settings, including parts of Bhutan, parental illiteracy or low English proficiency can limit effective support (Hayes, 2012). Al-Mahrooqi et al. (2016) noted that although parents value English, they often feel unqualified to assist with writing instruction. This detachment is compounded by teachers' limited efforts to involve parents meaningfully in the academic process.

2.6 Student Challenges in English Writing

Numerous studies document the linguistic, cognitive, and motivational challenges students face when learning to write in English. Misbah et al. (2017) observed that vocabulary deficits, grammatical confusion, and anxiety over correctness deter learners from composing written texts. Similarly, Ergen and Elma (2018) found that poor spelling, sentence fragmentation, and lack of logical flow were common among struggling writers.

In primary school, these challenges are exacerbated by minimal access to print materials, limited speaking environments, and high reliance on rote methods. Students often lack foundational skills in reading and oral English, which further hinders their ability to construct meaningful written texts (Rovikasari et al., 2019).

2.7 Teachers' Challenges in Writing Instruction

Teaching writing requires expertise in language pedagogy, classroom management, and individualized instruction. However, Bhutanese teachers face significant constraints, including large class sizes, diverse learner needs, rigid curricula, and lack of technological integration (Ali & Ramana, 2018). Moreover, novice teachers often struggle with lesson planning, student engagement, and continuous assessment due to limited professional training (Gundogmuş, 2018). Yuce and Atac (2019) emphasized that successful writing instruction hinges on teacher preparation, access to teaching aids, and adaptive strategies. Journaling, peer editing, writing portfolios, and mini-lessons are among the methods shown to enhance student outcomes. Yet, in under-resourced classrooms, implementing such strategies consistently remains a challenge.

2.8 Writing by Hand and the Role of Technology

Although digital tools are transforming writing instruction globally, handwriting remains the dominant mode of assessment in Bhutanese schools. Handwriting is tied to academic performance and even student self-esteem (Feder & Majnemer, 2007). Children with poor motor coordination, limited practice, or visual-spatial issues often face difficulties in written exams, impacting their overall scores (Volman et al., 2006).

Globally, innovations such as blogging and collaborative writing platforms have improved engagement and peer interaction (Drexler et al., 2007). However, such tools remain largely inaccessible in the Bhutanese primary education system, particularly in rural areas.

The literature points to a confluence of factors affecting English writing skills in primary education student motivation, pedagogical methods, parental involvement, resource availability,

and teacher preparation. While global research offers insights into effective strategies, context-specific interventions are essential for the Bhutanese setting.

3. Methodology

3.1 Research Design and Paradigm

This study employed a convergent mixed-methods design, framed within a pragmatic research paradigm. Pragmatism is suited to educational research that seeks actionable solutions by integrating both subjective experiences and empirical observations (Creswell & Creswell, 2018). By collecting and analyzing quantitative and qualitative data concurrently, this approach enabled a comprehensive understanding of the multifaceted factors influencing English writing skills among fourth-grade students.

The decision to adopt a convergent design was grounded in the need to capture not only patterns in student and parental perceptions through surveys, but also rich, contextualized experiences of teachers and students via interviews. Triangulating both data types enhanced the credibility and interpretive depth of the findings

3.2 Research Site and Context

The study was conducted across seven primary schools in Tashicholing Dungkhag, Samtse Dzongkhag, Bhutan. These included Dzongsar, Tashithang, Gantok, Changju, Tashicholing, Phunsum, and Namgaycholing Primary Schools. All schools were accessible via feeder roads and served both rural and semi-urban communities. This cluster was chosen due to: Its diverse representation of primary education settings. The historical pattern of underperformance in

written English as indicated by 2019–2021 school-level academic data. Institutional access facilitated through district-level approval.

3.3 Participants and Sampling

Purposive sampling was used to recruit 7 English teachers teaching Grade IV (1 from each school). 14 students in Grade IV (2 from each school). 70 students and 70 parents for the quantitative survey (10 each per school). Teachers and students were selected for interviews based on their willingness, availability, and experience with writing instruction or challenges. Parental participants were selected through school records to ensure diverse representation. This sampling strategy ensured a holistic capture of perspectives across stakeholder groups.

3.4 Data Collection Instruments

Two structured questionnaires were administered: One for Grade IV students assessing attitudes, perceptions, and self-efficacy in writing. One for parents capturing their views on writing, involvement in literacy, and perceptions of teacher support. A Likert-scale format (1 = Strongly Disagree to 5 = Strongly Agree) was used, based on an adapted version of the Perception in Writing Scale (PIMRS) by Rizki Kurnia (2017). Survey reliability was confirmed using Cronbach's Alpha, exceeding the threshold of $\alpha = .70$.

3.4.2 Qualitative Tool: Semi-Structured Interviews

Two sets of semi-structured interview protocols were developed for: Teachers (Tr1–Tr7): Focused on instructional challenges, curriculum adequacy, and student readiness. Students (S1–S14): Explored self-perception, motivation, and specific writing difficulties. Questions were

open-ended and guided by the core research questions. Flexibility was built into the interviews to allow for elaboration, clarification, and emotional insight.

3.5 Data Collection Procedures

Data were collected in two phases: Quantitative Phase: Survey questionnaires were distributed and collected during scheduled school visits. Qualitative Phase: In-person interviews were conducted on weekends (to avoid class disruptions), lasting 15–25 minutes each. All interviews were audio-recorded with consent, then transcribed and anonymized. Both data sets were gathered within the same academic term (January–March 2025), allowing for immediate contextual interpretation of findings.

3.6 Data Analysis Procedures

3.6.1 Quantitative Analysis

Data were analyzed using IBM SPSS Statistics 24. Descriptive statistics (mean, standard deviation) were calculated to interpret trends. Data interpretation followed Brown's (2010) model for Likert-scale opinion levels. Where appropriate, correlations were explored between student attitudes and writing performance indicators.

3.6.2 Qualitative Analysis

Interview transcripts were analyzed using thematic analysis as outlined by Braun and Clarke (2018). The six-step process included: Data familiarization, Code generation, Theme construction, Theme review, Theme naming, Final synthesis and reporting. Codes were grouped

into themes corresponding to students' perceptions, parental engagement, student challenges, and teacher experiences.

3.7 Ethical Considerations

Ethical integrity was central to the study. Measures included: Formal approval from the HRD MOESD. Informed consent from all participants, including parental consent for child interviews. Anonymity and confidentiality assured for all data. Voluntary participation with the right to withdraw at any time. Data protection via secured storage (physical and digital). All ethical guidelines recommended by Creswell (2009) were followed, including confidentiality in reporting, respect for participants, and transparent consent procedures.

3.8 Trustworthiness and Validity

Credibility: Triangulation of data sources (students, teachers, parents) and data types (survey + interview).

Dependability: Detailed documentation of procedures to enable study replication.

Transferability: Thick description of context and participant experiences to allow broader application.

Confirmability: Bracketing and researcher reflexivity used to minimize bias.

Quantitative reliability was confirmed through pilot testing and internal consistency checks (Cronbach's Alpha > .80 for all scales).

This section has outlined the rationale, design, and procedures of a convergent mixed-methods study examining English writing challenges in primary schools. The use of surveys and interviews across multiple stakeholder groups allowed for a rich, triangulated understanding of writing proficiency development.

4. Results

4.1 Overview

Data collected from surveys and semi-structured interviews revealed a multifaceted picture of the writing challenges faced by Grade IV students in Tashicholing Dungkhag. The results are presented across four key themes:

4.1. Students' Perceptions of Writing in English

4..2 Parents' Perceptions of Writing Skills

4.3 Student Difficulties in Writing

4.4 Teacher Challenges in Writing Instruction

Quantitative results are based on responses from 70 students and 70 parents, while qualitative findings reflect interviews with 14 students and 7 English teachers.

4.1: Students' Perceptions of Writing in English

4.1.1. Quantitative Findings

Students expressed generally positive perceptions of English writing. Table 1 summarizes the descriptive statistics (N = 70) for selected items on student attitude.

Table 1

Descriptive Statistics for Students' Attitude Toward English Writing

Item	M	SD	Interpretation
I have an interest in learning English	4.36	0.90	Agree
I try my best to learn English	4.43	0.89	Agree
I like writing in English	4.31	0.92	Agree
I enjoy writing in English	4.26	0.86	Agree
I easily complete all writing tasks	4.20	0.83	Agree
Writing improves my creativity	4.24	0.91	Agree

Interpretation scale (Brown, 2010): 4.51–5.00 = Strongly Agree; 3.51–4.50 = Agree

These findings indicate that students not only value English writing but also associate it with creativity and academic success. However, a small subset of students still reported difficulties with completing writing tasks efficiently.

4.1.2 Qualitative Insights

Interviewed students described writing as both enjoyable and challenging. Most reported motivation to improve: “I like writing stories, but sometimes I don’t know how to start or use good words.” S5. Others expressed difficulty in spelling and structuring sentences: “I get stuck in the middle. I don’t know what comes next after I write one or two sentences.” S9. Students appreciated supportive teachers but wished for more classroom time to practice writing.

4.2. Parents’ Perceptions of Writing Skills

4.2.1 Quantitative Findings

Parents acknowledged the importance of English writing, although they admitted to limited capacity in directly supporting their children. Table 2 summarizes parents’ responses.

Table 2

Descriptive Statistics for Parents’ Perceptions (N = 70)

Item	M	SD	Interpretation
Writing in English is important for my child’s future	4.51	0.74	Strongly Agree
I try to help my child with writing at home	3.68	1.01	Agree
I find it difficult to support because I am not fluent in English	3.97	0.89	Agree
The teacher gives helpful feedback on writing tasks	4.35	0.79	Agree
Poor grades in writing affect my child’s confidence	4.42	0.82	Agree

Parents consistently valued English education but felt disempowered due to limited

4.2.2 Qualitative Insights

“I tell my daughter to study and write well, but I cannot check her work because I didn’t learn English.” – Parent, Dzongsar PS. Some parents highlighted that teacher support and feedback made a noticeable difference: “The teacher calls us for meetings and explains how we can help at home. That helps us even if we cannot write ourselves.” – Parent, Gantok PS

4.3: Student Difficulties in Writing

4.3.1 Qualitative data revealed several recurring writing difficulties:

Spelling and Vocabulary: Students struggled with unknown words and spelling inconsistencies.

Grammar and Sentence Construction: Fear of making mistakes hindered writing fluency.

Idea Organization: Many found it hard to start and structure coherent paragraphs.

Motivation and Practice: Limited practice outside class weakened writing habits.

“Some students can write stories very well. But some children find even simple sentences hard to write.” Tr3. “They are afraid of making mistakes, especially with grammar. That makes them hesitate.” Tr7. These findings echo Misbah et al. (2017) and Hayes (2012), who found that fear of grammar mistakes and limited vocabulary are key barriers in English writing development.

4.4: Teacher Challenges in Writing Instruction

Teachers reported facing a variety of instructional and contextual challenges:

Large Class Sizes: Some teachers handled over 30 students with varying ability levels.

Curriculum Pressure: The syllabus was described as "dense" and left limited room for focused writing instruction.

Parental Indifference: Some parents did not attend meetings or support writing at home.

Lack of Resources: Teachers lacked time and access to digital tools for differentiated instruction.

“We are expected to finish the syllabus, give writing feedback, and manage behavior all in a single class. It is overwhelming.” Tr5. “We don’t have enough teaching aids or writing samples to show children.” Tr2. Teachers highlighted the need for professional development, smaller class sizes, and resources that support interactive writing instruction.

The results paint a consistent picture here the students are generally motivated to write in English but face structural and linguistic hurdles. Parents support learning but require greater inclusion and guidance. Teachers are overburdened, working within systems that often limit effective writing instruction.

5. Discussion and Recommendations

5.1 Discussion of Key Findings

This study explored the perceptions, challenges, and influencing factors surrounding English writing skills among Grade IV students in Tashicholing Dungkhag. The triangulated data reveal a complex interplay between learner motivation, parental support, and instructional limitations. Each stakeholder student, parent, and teacher play a unique yet interconnected role in shaping writing development at the primary level.

5.1.1 Student Motivation and Attitudes

The overwhelmingly positive student attitude toward English writing is an encouraging indicator. Students associate writing with creativity, communication, and future academic success. This aligns with prior research suggesting that learner interest and positive attitudes enhance motivation and output (Graham et al., 2007; Knudson, 1991). However, motivation alone does not compensate for linguistic and structural challenges, particularly in grammar, spelling, and vocabulary acquisition. Many students expressed frustration with sentence organization and limited word knowledge, highlighting the need for scaffolded writing instruction and practice-based support.

5.1.2 Parental Support and Limitations

Parents showed high valuation of English writing, yet most lacked the language skills or confidence to provide effective support at home. This finding echoes previous research from similar contexts (Ávila-Daza & Garavito, 2009; Al-Mahrooqi et al., 2016), which emphasized the role of parental literacy in influencing home-based learning. While some parents appreciated teacher feedback and school outreach, others remained disengaged, primarily due to their educational limitations or lack of exposure to English. This suggests a missed opportunity for schools to more deeply engage parents as partners in literacy development through inclusive, culturally sensitive strategies.

5.1.3 Writing Difficulties and Learning Gaps

The writing challenges encountered by students particularly in grammar, spelling, and organization are consistent with prior findings (Misbah et al., 2017; Ergen & Elma, 2018). These

difficulties are intensified by poor reading habits, limited vocabulary, and a general fear of making mistakes. The transition from oral to written expression also presents a cognitive hurdle for many young learners, especially in multilingual environments like Bhutan.

Students' writing is further hindered by minimal writing opportunities outside class. While classroom activities help develop structure, the absence of authentic, creative writing practice such as journaling, storytelling, or peer writing tasks limits their expressive range and confidence.

5.1.4 Teacher Challenges and Systemic Barriers

Teachers face a combination of pedagogical and systemic challenges. Large class sizes, limited instructional time, rigid curricula, and insufficient teaching aids constrain their ability to provide differentiated instruction and individualized feedback. Similar concerns have been echoed by Ali and Ramana (2018), and Yuce and Atac (2019), who reported that curriculum overload, classroom management, and lack of technological integration are common barriers in primary writing instruction.

The absence of formal professional development focused on writing pedagogy further exacerbates these challenges. Teachers require training in process writing, assessment for learning, use of visual aids, and feedback strategies that nurture student confidence. Additionally, several teachers noted the disconnect between classroom goals and parental expectations, indicating the need for stronger school-family partnerships.

5.2 Recommendations

Based on these findings, several evidence-informed recommendations are proposed to improve English writing outcomes in Bhutanese primary education:

5.2.1. Enhance Writing Instruction Through Targeted Professional Development

Train teachers in process-based writing approaches, formative assessment, and the integration of writing with reading and speaking tasks.

Facilitate regular professional learning communities where teachers can share writing strategies, review student work, and co-develop materials.

5.2.2. Strengthen Curriculum Flexibility and Relevance

Modify the curriculum to allow more time for writing and fewer rote-based grammar drills.

Include genre-based writing tasks (e.g., descriptive, narrative, persuasive) and promote contextual writing to improve student engagement and fluency.

5.2.3. Improve Parental Engagement

Conduct literacy workshops for parents using the home language to help them support English writing indirectly. Develop take home writing kits and simple guides for parents to encourage storytelling, journal keeping, or drawing and writing exercises.

5.2.4. Provide Remedial and Enrichment Support for Students

Establish writing clubs, peer writing groups, and after-school writing sessions for students needing extra help or wanting to develop further. Use writing portfolios to track progress and involve students in self-assessment and goal setting.

5.2.5. Incorporate Low Tech and Local Resources

Encourage writing through local storybooks, picture prompts, and culturally relevant materials that reflect students' environments. Use recycled materials (e.g., drawing books, community stories) to stimulate creative writing in resource constrained classrooms.

5.2.6. Policy and Institutional Support

The Ministry of Education should consider: Reducing teacher student ratios in early grades. Providing supplemental budgets for English teaching materials. Embedding writing focused metrics in national assessments to promote system wide accountability.

This discussion contextualizes the study's findings within broader educational and socio-cultural frameworks. While positive learner attitudes provide a strong foundation, real progress in writing achievement requires a coordinated response—teacher empowerment, curriculum reform, parental involvement, and institutional support. The recommendations outlined are designed to inform localized school interventions as well as broader policy considerations.

6. Limitations and Conclusion

6.1 Limitations of the Study

While this study provides valuable insights into the factors affecting English writing skills among Grade IV students in Tashicholing Dungkhag, Samtse Dzongkhag, several limitations must be acknowledged:

Sample Size and Scope: The study was limited to seven primary schools within one Dungkhag. While purposive sampling ensured rich data, the findings may not fully generalize to all Bhutanese primary schools or urban contexts.

Self-Reported Data: Both survey and interview data relied on self-reports, which may introduce response bias. Students and parents may have responded in ways they believed were socially acceptable rather than fully accurate.

Language and Literacy Barriers: Some parents and younger students faced challenges understanding certain survey items, despite translations and researcher support. This may have limited the depth or precision of some responses.

Resource Constraints: Due to logistical and time limitations, classroom observations were not included, which could have added further context to teacher-reported practices and student behaviors.

Despite these limitations, the mixed-methods design and triangulated data sources provide credible and actionable findings.

6.2 Conclusion

This study explored the factors that influence English writing proficiency among fourth-grade students in the Tashicholing Dungkhag of Samtse Dzongkhag. The findings highlight a

promising foundation: students demonstrate positive attitudes toward English writing and express motivation to improve. However, systemic and instructional barriers including limited vocabulary, grammar challenges, undertrained teachers, and constrained home literacy support impede progress.

Parental interest in supporting their children's learning exists but remains hindered by literacy limitations and minimal involvement in school-based writing efforts. Teachers, while dedicated, struggle under heavy workloads, large class sizes, and a rigid curriculum that leaves little room for individual writing development.

Addressing these gaps requires a coordinated and context sensitive approach that involves curriculum adjustments, professional development, community engagement, and targeted support for learners. As Bhutan continues to prioritize holistic education, strengthening foundational writing skills is imperative not only for academic progression but also for fostering future communicators, thinkers, and responsible citizens.

6.3 Implications for Future Research

Future studies could explore writing skill development across different Dzongkhags, comparing urban and rural learning environments. Longitudinal research tracking writing improvement over multiple grades would also be valuable. Additionally, classroom-based action research focusing on specific interventions—such as process writing, journaling, or peer review—could help refine best practices for writing instruction in Bhutanese primary schools.

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