



Investigating How Instructional Practices Affect Reading and Writing Difficulties among Primary Level Students: A Case Study of Oxford Secondary School

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Abstract

Early literacy development is fundamental to academic success, yet many primary-level students experience persistent difficulties in reading and writing. This case study examined the factors contributing to literacy challenges among students in Grades 1–4 at Oxford Secondary School, with particular attention to the influence of traditional teacher-centered pedagogy on literacy skill development. The study aimed to identify specific barriers to reading and writing proficiency and evaluate instructional approaches that support struggling learners. A mixed-methods design was employed, integrating qualitative classroom observations and teacher interviews with quantitative analyses of student assessment data.

The study investigated twenty-seven (N=27) students with reading and writing difficulties through video recordings and an individualised learning assessment project over two months. It uncovered a literacy–rote-learning paradox: students excelled at structured memorisation tasks but struggled with functional literacy, particularly in English sentence construction and Nepali phonics. Major challenges identified included underdeveloped motor skills affecting writing speed and legibility, a lack of a systematic writing process, and a teacher-centered instructional approach that favored theoretical knowledge over practical skills.

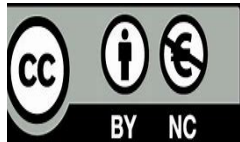
The results showed that practice-based instructional strategies and individualised support led to a 33% improvement in literacy performance over six weeks. The study concludes that traditional student-centered methods alone are insufficient for supporting learners with literacy challenges unless coupled with structured interventions. Key findings highlight the importance of practice-oriented pedagogy, motor skill development, a four-stage writing process, and enhanced collaboration between parents and teachers to improve early literacy outcomes and maintain learning progress among primary-level students.

Keywords: *literacy difficulties, Nepal, practice-orientated recurring drills, primary education, rote memorisation, teacher-centred pedagogy*

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Introduction

The primary focus of this study is on the conditions under the struggled students in grades 1-4 become successful readers and writers. This question was previously raised by Ready and Wright (2011) to identify the gap between the reading and writing skills of capable and incapable students. At Oxford Secondary School in Gaidakot, Nepal, students are largely learning through traditional, teacher-centered methods that prioritise teachers over students. Students are taught more theoretically than practically, and their abilities are evaluated primarily by grades rather than by their actual skills and capacity. Mainly, teachers focus on delivering lectures and completing the course syllabus, rather than engaging students in activities that support their overall growth. Additionally, many teachers do not strictly follow the administration or prescribed system. The role of the headteacher is crucial in supporting poor performers in primary-level schools and informing teachers to support the needy, low-performing students (Adhikari et al., 2026).

Statement of the Problem

Current primary-level students at Oxford Secondary School are experiencing issues of recognising the alphabet in the Nepali, Mathematics, and English curricula, identifying rhymes, and blending sounds to make words. This is reflected in their lack of reading fluency, their difficulty connecting letters to sounds, and their difficulty expressing their ideas in simple sentences. Even when they can read, they cannot understand the text properly, as they lack the skills to predict, ask questions, clarify, and summarise. Their limited vocabulary and slow reading also lead to reduced understanding.

Students also face difficulties with writing correctly in both English and Nepali. Due to weak motor skills, their writing is slow and sometimes painful. They do not pay attention to spelling, and there is no proper writing process, such as planning, drafting, revising, and editing. Teaching methods are not effective because there is no balanced instruction or differentiation, so all students are taught the same lesson at the same pace, regardless

of their level.

The learning environment also adds to these problems. The library's collection is deficient in both quantity and quality, preventing students from being exposed to a broad vocabulary and, consequently, from cultivating a passion for reading and writing. Furthermore, the misdiagnosis of learning disabilities is a frequent occurrence, and numerous students lack early literacy experiences within their home environments. Factors like absenteeism, poverty (lack of books, internet, and tuition), and language differences that affect language learning also make the situation more challenging. The main goal of this research is to identify the common reading and writing difficulties faced by primary school students at Oxford Secondary School.

Objectives

- To analyse the mismatch between students' rote learning abilities and their functional literacy skills (reading comprehension, sentence construction, and phonetic awareness).
- To examine how teacher-centered instructional practices influence the development of reading and writing difficulties among primary-level students.
- To identify key underlying factors contributing to literacy challenges, including weak motor skills, lack of structured writing processes, limited practice opportunities, and inadequate learning resources.
- To evaluate the effectiveness of practice-oriented and recurring instructional strategies (e.g., guided drills, personalised support) in improving students' literacy performance.
- To propose an evidence-based instructional framework that integrates practice-based pedagogy, structured writing processes, and differentiated support for struggling learners.

Significance of Study

This research focuses on the important gaps in the reading and writing skills of primary school students in Nepal. It contributes to a better understanding of effective teaching methods for struggled students. As a result, the study provides valuable information for educators and policymakers, which can help

to formulate evidence based education policies across the country.

Teachers can apply strategies for multi-group instruction that improve reading fluency and meta cognitive knowledge, leading to better reading comprehension, especially for students which are facing learning difficulties. This analysis explores how cognitive and meta cognitive processes affect reading comprehension and emphasises on the importance of systematically using effective reading strategies (Karki, 2019).

Literature Review

The study by Foorman et al. (2006) examined how instructional practices in 107 first- and grade 2 classrooms in 17 high-poverty schools moderate the impact of literacy-related skills brought into the classrooms, using a quantitative research approach. This research highlights students' initial reading abilities and examines how the interaction between assessments of teaching effectiveness and the time spent on instruction predicts reading and spelling results. Second, there's big skill gap and among students. There is an on-going lack of individuals who can design, draught and maintain large-scale analytics (HIGTM,2024; Consortix,2023). While low-code analytics are available, advanced model deployment and interpretation still require data science acumen. Initiatives of internal staff training through collaboration with universities, and seeking to increase required expertise through internal promotion programme are symptomatic of such increasing levels of awareness (Tito, 2023).

Korth et al. (2017) studied how five kindergartens through second-grade teachers addressed the challenges of teaching writing skills in their classrooms. Using interviews, surveys, and classroom observations, the research identified two main themes: opportunities, influenced by teachers' beliefs and training, and challenges, including significant testing requirements and limited time for instruction. Furthermore, Jouhar and Rupley (2021) reviewed of 13 experimental studies conducted between 1970 and 2019 showed that independent reading significantly improves the quality of narrative and descriptive

writing, including mechanics, spelling, content, grammatical accuracy, and organisation.

Conversely, it did not yield improvements in sentence structure, T-unit length, sentence length, and vocabulary ratio. Furthermore, for children facing academic difficulties and those considered at-risk, autonomous writing practices enhanced literal reading comprehension, whereas they fostered both literal and inferential comprehension in children who consistently demonstrated academic success.

For struggling and at-risk children, autonomous writing improves literal reading comprehension, while it enhances both literal and inferential comprehension in children who regularly achieve academically. The study by Adhikari, Urban and Koehler (2025) highlights the crucial role of teachers in improving the performance of difficult students. Further, Higher-level student performance and constructive instruction are both favourable indicators of high-quality education worldwide (Adhikari, 2022). On the other hand, poor student performance and the presence of new teachers are drawbacks of high-quality education. There is still a big disconnect between increased student achievement and the attrition of new teachers in the field.

Gündoğmuş (2018) aimed to determine the difficulties faced by primary school teachers in teaching reading-writing skills and suggest solutions to the above mentioned problems using the qualitative research method through semi-structured interviews with 51 primary school teachers. The study has concluded that improving parent-teacher relationships, considering the learners' current level, and using the instructional method can also improve the reading and writing skills of struggled students.

Ralli et al. (2021) studied writing instruction by surveying 103 primary school teachers in Greece. They found that, despite the teachers' confidence and positive attitudes, they faced challenges, especially when working with struggling students.

Alawi (2024) used a mixed-methods approach to investigate the literacy gap in reading comprehension and fluency among primary school

children in rural South Pemba, Zanzibar.

The study highlighted a significant literacy gap among the 100 rural students. Specifically, 69% of the students could not correctly read more than 15 made-up words, and their error rate was 92%. The students also had trouble understanding the text's implied meanings.

The study by Guo et al. (2025) examined how various reading instruction methods used by kindergarten teachers affected children's writing skills. This research involved 78 teachers and 449 children from three U.S. states. The results showed that, after considering their initial abilities in the fall, word reading instruction significantly predicted children's writing in the spring. In contrast, instruction focused on comprehension strongly predicted children's letter-writing skills in the spring. Importantly, the children's existing writing skills did not affect the type and amount of reading instruction they received.

The study by Ali et al. (2022) examined three different reading instruction methods: intensive reading (IR), extensive reading (ER), and a blended approach. After reviewing 27 studies, the researchers found that although instructors often emphasise the IR method, which is effective for developing specific language skills, teachers should also include ER to improve students' overall English language proficiency.

Capin et al. (2024) synthesised direct observation studies to evaluate the implementation of prescribed reading comprehension strategies by 1,784 educators, drawing on 66 distinct studies. The results indicated that reading comprehension accounted for only 23% of instructional time in reading and language arts instruction. Furthermore, teachers primarily used initiation-response-evaluation frameworks, rather than fostering more substantive text-based discussions or implementing methods to improve comprehension.

Shanahan et al. (2024) found that teaching writing significantly improved English reading skills among pre-K through fifth-grade students with reading, writing, or both reading and writing difficulties, which was based on the results of 19 studies, which together showed 72 different effects.

The results show that transcription instruction led to greater effects, but neither the type of comparison condition nor the percentage of instructional time spent writing affected the results. The study by Juhkam et al. (2023) examined the effects of reciprocal instruction on the reading abilities of 301 third-grade students, 77 of whom had identified learning difficulties. The results indicated improved reading comprehension, particularly for students who faced challenges; both the intervention and control groups showed improvements in reading fluency and meta cognitive awareness. However, only the intervention group showed a statistically significant increase in meta cognitive knowledge, which was associated with better reading comprehension (Garton, Copland & Burns, 2011).

Li et al. (2021) examined the impact of four pedagogical approaches scaffolding, graphic organisers, interactive read-alouds, and leveled questions on the reading comprehension abilities of English-language learners (ELLs). A meta-analysis comprising 23 studies and 2,284 participants revealed that each instructional strategy, when implemented individually, improved the reading proficiency of English Language Learners.

Moreover, the research indicated that combining the above mentioned strategies during teaching sessions yielded even better results. The results further indicate that teaching methods are critical to developing literacy skills, particularly in reading and writing.

Summary of Literature

The studies examined different instructional practices in literacy education across different grade levels. Foorman et al. (2006) analysed how teaching effectiveness and instructional time influenced students' reading and spelling outcomes in low-income schools. Korth et al. (2017) identified themes in writing instruction, highlighting influences from teachers' beliefs and external pressures, such as testing. Jouhar and Rupley (2021) found that independent reading enhances narrative writing skills but has a limited impact on sentence complexity.

Gündoğmuş (2018) found that strong parent-teacher relationships and appropriate instructional

methods could alleviate the reading and writing challenges teachers face. Alawi (2024) reported a significant literacy gap in rural Zanzibar, with many students struggling with basic reading skills. Guo et al. (2025) correlated reading instruction types to children's writing abilities, showing the predictive power of word reading on spring writing skills. Ali et al. (2022) highlighted the necessity of both intensive and extensive reading methods to enhance English proficiency. Capin et al. (2024) evaluated teachers' use of comprehension strategies, revealing limited instructional time devoted to reading comprehension. Shanahan et al. (2024) noted that writing instruction positively affects reading skills across grades. Juhkam et al. (2023) found improvements in reading comprehension from reciprocal instruction, particularly for struggling students. Lastly, Li et al. (2021) demonstrated that specific teaching strategies significantly enhance reading comprehension among English Language Learners.

Research Gaps

Key studies, including those by Foorman et al. (2006) and Guo et al. (2025), show that teaching methods influence students' reading performance. However, the above mentioned studies primarily rely on numbers, which means they do not fully consider the specific details of what happens in the classroom. While Korth et al. (2016) and Gündoğmuş (2018) examined at teachers' experiences, but they do not associate with those observations to the reading and writing difficulties students face. Effective teaching methods, like scaffolding and reciprocal teaching, are often not used, mainly because teachers stick to old methods and do not have enough time. Additionally, research conducted by Alawi (2024) and Ralli et al. (2024) is relevant to this discussion.

The study Jouhar and Rupley (2021) highlighted literacy challenges, but it does not connect the above mentioned findings to teaching methods. A detailed case study is needed to investigate how different teaching methods affect primary school struggled students in specific educational settings at Oxford Secondary School in Gaindakot-2,

Nawalparasi, Nepal.

Mixed Methods Design

The study, "Investigating How Instructional Practices Affect Reading and Writing Difficulties Among Primary Level struggled Students: A Case Study of Oxford Secondary School", used a mixed-methods approach to analyse the data, which combines both qualitative and quantitative reason of low performer struggled students, is a suitable way to thoroughly investigate the research question (Creswell & Plano-Clark, 2018). Content analysis, a method for identifying, categorising, and interpreting themes in data, is frequently used to analyse qualitative data from interviews, classroom observations, and open-ended questionnaires. This methodology is widely employed in educational research because it enables a thorough exploration of participants' experiences and perspectives, making it especially useful for studying the effects of teaching methods on literacy challenges (Adhikari, 2022; Cohen, Manion & Morrison, 2011).

Descriptive statistics, encompassing frequencies and, percentages, provide a means of scrutinising quantitative data from assessments, this, in turn, enables an assessment of the prevalence and distribution of reading and writing challenges among struggled students (Braun & Clarke, 2012).

Furthermore, the relationship between teaching methods and student outcomes can be explored using basic inferential statistics, such as correlation, when appropriate. Using the above mentioned methods together strengthens the study's reliability by enabling triangulation, in which qualitative observations support and clarify quantitative results (Creswell & Plano-Clark, 2018).

This study is part of a larger research, which examines how primary school students develop their reading and writing skills and the teaching methods used in the classroom.

In a primary school classroom, the main researcher, Professor Dr. Basanta Prasad Adhikari, along with three research assistants, Mrs. Durga Koirala, Miss Sabina Adhikari, and Abina Biswakarma, observed and collected data on student reading and writing

assessments in the classroom of Oxford College of Engineering and Management, Gaindakot-2, Nawalparasi, included in the current analysis.

Participants

The participants group often originates from marginalised or economically challenged homes with inadequate early literacy experiences, as does the Brahmin/Chhetri cluster (29.5%, or 8 struggled students with family names such as Poudel, Kandel, and Mishra). By recording this distribution, the study demonstrates how poverty, language barriers, and ethnic and caste-based disparities combine to worsen reading and writing challenges, calling for the individualised, practice-focused solutions suggested in this study.

Each participating teacher held a current state teaching license. According to project reports, full-day (100%) classrooms were located in the Oxford College of Engineering and Management, the Engineering building, and the BBA, BCA, and +2 students' buildings. Twenty-seven kids were set up in the average class size.

Twenty-seven ($n = 27$) struggled students with reading and writing disabilities were purposively selected from classes 1 to 4 based on teachers' recommendations and direct observational evaluation of their current reading and writing skills (Adhikari, 2022). Students' family backgrounds were diverse. Among the twenty-seven participants, the sample included individuals with diverse educational backgrounds, employment statuses, and socioeconomic positions, spanning rural and urban settings and encompassing the poor, middle class, and wealthy.

Data from twenty-seven primary-level students at Oxford Secondary School, Gaindakot, in grades 1 through 4, were examined study. The study's participants were male and female students, aged 7 to 13 years, with an average age of eight years at the primary level. Most of participated students came from marginalised communities. They faced challenges related to education and finances, including limited access to learning resources, inadequate school facilities, and financial instability, which hindered their academic progress.

To understand the sociocultural elements influencing literacy, the demographic makeup of the twenty-seven participants is divided into three main groups, reflecting the intricate socioeconomic and ethnic terrain of the Nawalparasi region. At over 41% (11 pupils), Janajati students, including those from different ethnic groups (for example Tamang, Gurung, Rai, Baramu, Darai, and Bote), make up the largest group. As they move to an educational system that is mostly taught in Nepali and English, which can be very different from their native tongues, who frequently encounter particular linguistic difficulties. Eight pupils, or 29.5% of the sample, are Dalit.

Study Procedures

This study examines data from children's writing assessments and observational data on writing practices, specifically focusing on instances in which the alphabets of both Nepali and English were present in classroom environments. The primary researcher, who was responsible for daily instruction in the observed classes, conducted observations of more than 25 distinct classroom activities, which were conducted to gather information about the daily routines, and the length of each observation depended on the class schedule.

The videotaped activities included free play, centre time, small-group activities, individual activities, and whole-group activities. Different evaluation models (such as memory text, verbal text reading method, listening, word and text writing, presentations, and tests) and a short-term refresher course were observed in the classroom. Using a mobile phone camera, three researchers positioned themselves to capture as much of the classroom as possible, and they recorded every observation on film. The video footage centred on the behaviour of the lead teacher, the other educators present, and the children who had consented to being filmed.

In one and half month learning assessment project for struggled students, skilled researchers evaluated each child individually. This assessment focused on reading and writing skills and used a series of tests, which included listing tasks and direct observation of the students as they worked

on reading and writing exercises on a whiteboard screen. The evaluations were conducted in quiet areas within the Oxford College buildings. The protocol used to train the students included a reading module with a video showing how to read the texts on the whiteboard screen, a memory test of keywords and mathematical digits in both Nepali and English, with an 80% accuracy requirement on the selected words, and twenty-five supervised reading and writing practice sessions with an 80% accuracy requirement on an observer's checklist.

Data Analysis Framework

We analysed quantitative data from twenty-seven students ($n = 27$) using graphs and tables and qualitative data using content analysis techniques (Adhikari, 2022). Our analysis was based on everyday evaluation data, such as memory test marks, oral presentation data, written test results, and students' classroom activities.

Results

Demographic Information

The results show that three major ethnic groups participated in this study. The results further show that students' ethnic status is Janajati (41%), Dalit (29.5%), and Brahmin/Chhetri (29.5%) (see Figure 1).

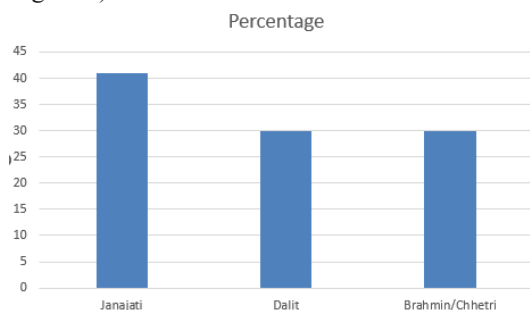


Figure 1. Student Distribution by Ethnic Group

The results demonstrate that with the application of Cyclic Digital Pedagogy (CDP) and repeated practice-based training, the majority of primary-level students showed a significant improvement. Students who started with very low or even zero scores showed notable improvement, suggesting that regular, controlled learning activities are beneficial for developing fundamental

abilities. Overall, improvement was greatest in mathematics, moderate in English, and relatively low in Nepali, indicating that more focused, well-rounded instructional support is needed for language-related skills. A lower percentage of pupils continued to fall into the “weakest” category, especially in literacy, even though many of them attained an “excellent” level of success, which demonstrate that practice-oriented teaching approaches can significantly raise student achievement, but additional strategies are needed to address enduring reading and writing challenges.

The comparative quantitative analysis reveals a significant association between instructional issues and the performance of Oxford Secondary School students. The findings indicate that students rely heavily on memorisation techniques and face challenges in practical application due to a “teacher-centred” educational pedagogy. Conversely, despite demonstrating proficiency in structured mathematical exercises, as evidenced by flawless multiplication results, students encounter literacy difficulties, as illustrated by an English assessment revealing inadequate sentence construction.

The qualitative examination further underscores enduring challenges in Nepali handwriting and phonetics, with educators' observations highlighting difficulties with complex word forms and sound blending. Although students demonstrate the capacity to classify concepts, their fundamental literacy and motor proficiencies are deficient, a consequence of instructional approaches that do not furnish sufficient stimulation. The aggregate data underscores a deficiency in experiential learning opportunities for struggled students. It reveals a pronounced emphasis on individualised attention and rote memorisation, rather than on cultivating practical skills.

The results further that students at Oxford Secondary School in Gaidakot-2, Nawalparasi, Nepal, with reading and writing difficulties showed improvements through repetitive written practices over traditional lecture methods. Within one and half month, a third of the students showed improvement, which they achieved through memorised and written exercises. Their English



skills improved more than their Nepali skills. In contrast, their maths skills improved faster than their English skills but more slowly than their Nepali skills.

The use of traditional rote methods contradicted existing literature favouring student-centered pedagogy, which was ineffective for this demographic. Key reasons for the lack of reading and writing skills include resource limitations and insufficient tailored interventions, despite parents' financial support and teachers' efforts. The evaluation underscores the imperative of local government oversight, parental involvement, maintaining regular academic practices, and revising existing educational policies to address the pervasive problem of inadequate literacy proficiency observed among numerous students in Nepalese educational institutions.

The results highlight a key difference in the learning environment at Oxford Secondary School: students show strong skills in maths tasks that require memorisation, but they struggle with basic reading skills in both Nepali and English. This finding is crucial for understanding the difficulties that arise when traditional teaching methods do not meet the needs of students with learning difficulties.

Discussion, Conclusion, and Recommendations

Summary of the Results

The results indicate a significant association between teaching methods and student achievement at Oxford Secondary School. The experimental results suggest a dependence on rote memorisation, which subsequently hinders the practical application of knowledge within a "teacher-centred" instructional framework, leading to difficulties in critical thinking and problem-solving skills among students. Although students demonstrate proficiency in math, they often struggle with literacy, particularly in sentence construction.

Moreover, the show that Nepali handwriting and phonetics were found weak, particularly in forming complex words and blending sounds. Overall, the results reveal an overemphasis on rote

memorisation at the expense of skill development and hands-on learning experiences.

Major Issues of Learning Difficulties

Disparity Between Rote Memorisation and Functional Literacy

The analysis of student work reveals a significant gap between the ability to perform repetitive, memorised tasks and the application of functional literacy. The quantitative analysis of the "Student Test" images reveals a high degree of accuracy in the context of structured multiplication tables and in classifying above mentioned living or non-living. Despite these positive outcomes, the data do not correlate with proficient literacy skills; specifically, the students demonstrate difficulties in English sentence construction and encounter ongoing challenges with Nepali phonetics and word forms.

Strong Performance in Structured Mathematical Drills

Visual evidence from the student assessments indicates that learners excel in mathematical tasks that rely on drills. Students achieved perfect scores on the multiplication tables, ranging from 2 times to 10 times. The study's findings suggest that students can improve their performance through repeated instruction and writing exercises, rather than just through lectures.

Challenges in Original Composition and Motor Skills

Qualitative assessments and direct observations indicate that foundational literacy and motor skills are inadequately developed. Students encounter obstacles in producing accurate written work in both English and Nepali, frequently exhibiting slow or laborious writing stemming from deficient motor skills. Furthermore, there is a noticeable lack of attention to the stages of the writing process, including planning, drafting, and editing, alongside a general difficulty in articulating original thoughts within simple sentence structures.

Impact of Teacher-Centered Pedagogy:

The student work samples presented reflect a conventional, teacher-centered educational setting that emphasises theoretical exercises

over practical, experiential learning. Evaluations predominantly concentrate on grades and discrete “correct or incorrect” indicators, rather than evaluating genuine skills and overall progress. This study highlights that an excessive focus on rote memorisation detrimentally affects the development of authentic reading and writing proficiency.

Effectiveness of Recurring Academic Activities

Despite the inherent challenges, the results indicate that students with reading and writing difficulties make progress when participating in personalised, practice-focused, and regularly scheduled academic activities. Specifically, one-third of the participants demonstrated better performance within a month, as evidenced by repeated assessments and classroom drills. Furthermore, the data indicate that while students showed more improvement in English than in Nepali, their most rapid rate of progress occurred in Mathematics.

Functional Literacy and Rote Memorisation often Conflict

The difficulty in creating simple English sentences, like “Is Sita here,” is quite different from doing well on structured multiplication exercises. This underscores the earlier point: good test scores in maths often conceal real challenges in the classroom. Although the literature review emphasises the importance of using instructional time wisely, our findings suggest that simply allocating more time is insufficient to reduce literacy gaps. Instead, it requires replacing the “initiation-response-evaluation” method with activities that focus on practice and real-world application.

This research suggests that student-centred pedagogies, currently favoured globally, might be “entirely unsuitable” for children experiencing literacy difficulties. Conversely, our results indicate that a strategy incorporating practice-orientated, repeated academic exercises along with individualised support led to a 33% improvement within a single month.

Using Methodological Triangulation for the Diagnosis of the Problem

A mixed-methods strategy proved instrumental in uncovering “hidden” elements, including deficient motor skills and the lack of a structured writing process that encompasses the planning and drafting stages, which explain clearly about the quantitative literacy disparity highlighted by Alawi (2024), demonstrating that challenges related to physical and procedural aspects of writing are as significant as cognitive factors in the study of causes on literacy difficulties.

The findings support previous research on how poverty and home environments affect literacy. However, maths improved more quickly than Nepali and English, which shows that Nepali phonetics and other complex languages require more specialised “balanced instruction”, which is not currently part of the school’s teacher-centered approach..

Conclusion

The objective of this study was to examine the reasons behind the writing difficulties among the primary level struggled students. The study concludes that there is a significant “literacy-rote paradox” that Oxford Secondary School elementary students must deal with. The prevailing teacher-directed, lecture-dominated educational framework does not effectively cultivate functional literacy, despite its demonstrated efficacy in producing high levels of precision in structured mathematical exercises and rote memorisation, which are often insufficient for real-world problem-solving and critical thinking skills necessary in today’s society. The fact that struggled students faced difficulties to pronounce Nepali sounds or build basic English sentences, despite years of formal education, strongly suggests a limitation.

A central finding of this research is that, despite their theoretical soundness, conventional student-centered teaching methodologies are insufficient for children experiencing difficulties in reading and writing within this context, absent a preliminary phase of structured intervention.

The results indicate that the Practice-Oriented Recurring Drills (PORD) method, which combines

personalised attention with regular, practice-focused activities, is quite effective. Specifically, one-third of the participants showed significant improvements in reading skills within one and half month. To really address these “hidden causes”, we need to focus on teaching essential motor skills and structured writing techniques rather than graded tests.

Recommendations

To improve literacy rates at Oxford Secondary School and other schools like it, think about these ideas:

Switch to Practice-Based Pedagogy

Use a consistent, practice-based model that focuses on hands-on learning instead of just lectures and theory.

Adopt Systematic Writing Processes

Instead of just concentrating on the polished final product, educators should guide students through the entire writing process. This includes planning, drafting, revising, and then editing.

Prioritise Fundamental Motor Skills

To address the “slow and painful” writing difficulties seen in struggling students, schools should include activities to improve fine motor skills in the early grades.

Adopt Balanced Literacy Instruction

Instead of a uniform method, instruction should be tailored to address individual needs in vocabulary, phonemic awareness, and sound blending.

Improve Resource Accessibility

Boosting the quantity and quality of library materials will expose children to diverse vocabulary and foster a genuine passion for reading.

Encouraging Parents and Teachers to Work Together

To help kids learn to read at home, especially those from less privileged backgrounds who may not have had as many opportunities to read, it is important to keep in touch with parents. Early identification and diagnosis are also critical. Swiftly pinpoint and respond to the needs of students who might be struggling, using a structured screening process. This ensures they receive appropriate

assistance without delay. This helps differentiate between a lack of instruction and genuine learning difficulties.

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