

## Effect of Scaffolding on English Essay Writing Skill of Secondary Students, in Rural Islamabad

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### Abstract

The comparative and investigative research based study was carried out in finding out effect of scaffolding on English essay writing of class-X students, from two high schools (a) Adnan Arshad Shaheed Model Higher Secondary School (AASMHSB) Bhara Kahu for Boys and (b) F.G Girls Model Higher Secondary School (FGGMHSS) Kot Hathiyal, Bhara Kahu in Rural Islamabad, involving 60 students (30 each from the two school). A pre-test was given to write an essay of one page (70-100 words) and scoring was done. Scaffolding instructions were provided, based on validated lessons, for 06 weeks followed by a post-test, given to compare the scores earlier the piloting was done, successfully. The "t" test was applied and data was analyzed. The students involved, were quite encouraged for such instructions with positive effect on the improvement of vocabulary and spellings. The statistical evidence proved to be implemented in befitting way and resulted in significantly positive manner. It was concluded that scaffolding instructions significantly improved the English writing of Class X students with 5 successive lessons weekly, involving mediocre number (60) across gender for better evaluation. The major findings of the study were that the girl students score more than boys students when found out the effect of scaffolding, on essay writing skill of class 10 students, across gender. The mean scores were -9.300 of males and -10.367 of females. The t value was -21.802 of males and -17.988 was of females. Significant difference was found between the male and female students in essay writing taught through scaffolding when subjected to Paired sample t test. It was also revealed that the female students performed better than male students in the post tests. Similarly, there was a significant difference between male and female student's performance. It was recommended that such scaffolding instructions be made practicable and implemented, in secondary schools of the country and

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elsewhere with additional parameters, in class IX and X, across gender.

**Keywords:** Scaffolding, English Essay Writing, Secondary Students, Rural Islamabad, Writing Skills.

### Introduction

Islamic Republic of Pakistan is a South-East Asian country, being a fifth largest country of the world with its human population of 227.035 millions, in the year 2021. The human population was 220.89 millions in the year 2020 hence Pakistan stood at 2.83% of the total world population and likewise the population density was recorded as 287 per km<sup>2</sup>. The urban population stood at 35.1% against the rural population of 64.9. as of 2020 (worldometer, 2021). A recent report, on Islamabad, as per Annual Status of Education Report (ASER-2019), the total human population was recorded as 1.433 millions during 2016 spread over 350sq miles, whereas the very recent human population of Islamabad was 1.7 millions in the year 2020, with a population density of 2089 persons per one sq.km, as per UN data on Pakistan (worldometer, 2021). In education status of Islamabad–Rural indicated the enrollment of the age group of 6-16 years, in govt schools as 55% boys and 45% girls whereas in private schools enrollments of this age group was 60:40 for the boys and girls (ASER,2019).

Islamabad capital territory (ICT), rural comprises of 15-Union Councils (UCs), where 51 Public schools and 48 girls schools out of which 13 boy's schools and 8 girl's schools have been declared as higher secondary schools in Rural Islamabad. Our study was confined to UC-05, Bhara Kahu, in one boy's school namely Adnan Arshad Shaheed model school and one girl's school, Federal Govt Girls Higher Secondary School, Kot Hathiya. School education, especially high school education is a stage of growing youth which reflects the real pedagogical perspective of instructional strategies of teachers as can be observed in the students, especially in the medium of instruction, the real mediating role of a language (which was not the mother tongue) of most of the developing and developed nations hence majority of researchers have termed it as English as Foreign Language (EFL), duly documented by (Faraj, 2015). English writing is getting importance, the socio-cultural need of what was dynasties 'old requirement and the only language of communication, the history goes centuries back, Before Christ (BC) which has been vanishing with the threat of modern Information Communication Technology (ICT) amidst digital era of SMS, emails etc. as rightly pointed out by researchers such as by Rezaii (2011) presentations in 12<sup>th</sup> National Conference, in efforts made by teachers on EFL students English writing for improvement.

Scaffolding, defined as supportive effort in a sustained effort towards grooming student's skills especially in English writing, the term is from the Vygotsky's Social Learning Theory. He used the term of Zone of Proximal Development (ZPD) and scaffolding as a methodological technique used for the improvement of the students and used to make beginners a potential and competent learner. In this study, specially the scaffolded instructions, repeatedly used towards the two parameters of (i) Vocabulary, and (ii) spellings to make them capable learners of English by scaffolding method. When such type of practical work implemented by learners, can evidence significant impact as deliberated by researchers at home such as Hashmi (2018) and from other countries such as Priya and Shivani (2015) from India. The pivoting role of the hammering, targeted by researchers, had been the students of secondary level, a real age of learning and why the girl students of our society be lagging behind, In this

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competition, when thousands of students when researched the ratio of female students, being towards increase, as documented by Monique, Janneke, Frans and Beishuizen (2015) and in addition their another effort documented by Janneke, Monique and Jos (2010), in which a decade's work on the scaffolding method was reviewed and supported the techniques be implemented in secondary school students, across gender, for improvement. In an effort of National Survey, carried out by Sharlene, Steve and Leanne (2009) from US in 361 teachers, 53% of which were women, when asked for teaching English writing to high school students, found weaknesses in assessing students writing skills and recommended a monthly written test be practiced. The gravity of the problem might be more, as it has been overviewed based on a few researchers work filtered, when more work is subjected to review, we might get a still better picture of this issue, not only at home (in Pakistan) but in other countries, as well (Ahmad et al., 2023; 2024; Altaf et al., 2023; Dehraj & Hussain, 2024; Hussain et al., 2023; 2024; Muhammad et al., 2023; Sindhu et al., 2023; Zafar et al., 2023; Shahzadi et al., 2023; Hussain & Khoso, 2021). The scaffolding instructional guidance in EFL has not only been emphasized in high school students, across gender, but it has also been realized as work carried out in middle level schools, duly documented by Durmaz (2013) from Turkey where scaffolding methodological instructions in English summary writing was implemented and the post test results out crossed the pre-test students. A similar study was conducted in finding out the genre-based scaffolding on research paper writing of M.A. candidates, in an EFL context in Iran as documented by (Sara & Mahnaz, 2016), supported with t-test, five-session genre-based instructions improved academic writing.

This study was carried out, in the light of approaches, the parameters of research methodology paved the way for getting a recent and informative base-line data, in achieving maximum of its objectives, in class-X students in rural Islamabad. Since our country students whose mother tongue is not English and it is taught as a subject (EFL), since primary level, researchers at home (Pakistan) have thus carried out studies, based on the annual, midterm and send-up students answer scripts (papers) in written English have pointed out deficiencies, specifically, discussed in official meetings and research work thus carried out by Muhammad, Saniya and Sidra, (2018) pointing out deficient command on vocabulary and grammar with spelling mistakes and recommended that scaffolding was badly needed for improvement. In addition, Muhammad, Almas and Muhammad, (2016) while carrying out studies on scaffolding found the secondary students were lacking behind in factors namely (a) grammar (b) syntax (c) vocabulary and (d) showed writing with (e) weak structure organization of paragraph. It was thus recommended that teachers must pay attention towards spellings and vocabulary of such younger generation to make them competent in the schools, colleges and higher studies. A recently carried out work at home by Hashmi (2018) from Attock district, both in GBSS and GGSS, implementing a pre-test and post-test scaffolded techniques induced in English writing significantly improved students written work ability in grammatical, construct of sentences with major focus on spellings and vocabulary ( $P < 0.001$ ) and ( $P < 0.003$ ) recommended that teachers of secondary level must continue guidance with extra-efforts in improvement of written English of students of secondary level.

### **Theoretical Framework**

The study provided the initiative on the Vygotsky's Social Learning Theory, who used the

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term of Zone of Proximal Development (ZPD) and scaffolding as a methodological technique for improvement of writing skills of students. In the light of curriculum development and textbook writing instruction as are available to teachers for consistent hammering the students towards writing skills hence scaffolding has been identified as an area to be researched such as in this study. The construction of spellings and vocabulary has done in individual's mental structure. Lastly, Socio Cultural Theory also seems evidently involved, as the vision of student's horizons widened with confidence as three stages of scaffolding incorporated.

#### **Statement of Problem**

As we all know that Urdu is our national language and English is not our mother tongue. The importance of English as a Foreign Language (EFL) cannot be denied. The condition is much poorer in the rural areas of Pakistan. Islamabad is being a highly educated territory of Pakistan but the rural areas of Islamabad especially female students who are in very poor conditions of vocabulary and spellings of English essay writing. The writing skills have been observed as not good enough at secondary level students in getting good marks. The students always make mistakes of spellings and vocabulary. The main issue arises when the students are unable to write a comprehensive essay in their exams as it is important part of their English language. The focus should be on student's skills enhancement for the purpose of exams and the future academic life of both male and female students. Guidance, repeated corrections and amendments are helpful for the improvement of students. There is a dire need of scaffolding application. An investigative approach is thus needed through scaffolding method in essay writing, so that vocabulary and spelling learning capabilities can be improved.

#### **Objectives**

The following main objectives were aimed to be achieved in the study:

1. To find out the level of spellings and vocabulary in essay writing of male and female students.
2. To find out the effect of scaffolding method on essay writing of class –x students in rural Islamabad.
3. To compare the essay writing skills of male and female students taught through the scaffolding.

#### **Hypotheses**

Following null hypotheses were framed keeping in view the research objectives of the study:

1. H0: There is no significant difference between the level of spellings and vocabulary of male and female students.
2. H0: There is no significant difference between the essay writing skills of students taught through scaffolding method.
3. H0: There is no significant difference between the essay writing skills of male and female students taught through the scaffolding method.

*Effect of Scaffolding on English Essay Writing Skill of Secondary Students, in Rural Islamabad***Significance Of Study**

Recent studies from home are available of the last 05-07 years, but fresh work is needed to be carried out, to make available recent and baseline data for researchers, planners and academia. The study will benefit the students of class 10 in (a) spellings and (b) vocabulary of essay writing at SSC level and in future educational life. The teachers must be able to use the scaffolding practices for helping the students in essay writing, in English hence the scaffolding technique needs to be implemented and made practicable for the betterment of students. This certainly will help the students not only in essay writing with good vocabulary and spellings but also in learning English as a Foreign Language (EFL). This study hopefully developed sufficient writing skills amongst the students of secondary level, in rural area of Islamabad. The outcome of the results obtained, certainly as positive, as signifies the value of the study thus class teachers, English teachers, head teachers and policy makers across gender, must include this practical approach for the secondary school students.

**Delimitation**

This study was delimited to:

- i. Girls and Boys schools of public sector of Bhara kahu from Rural Islamabad.
- ii. Class 10 students only
- iii. Only two parametric approaches of spellings and vocabulary were focused.

**Operational Definitions**

**Scaffolding:** A term used to describe a method of teaching which provides resources and support to students as they learn new concepts as support, hint, guidance and help given to student to become a potential learner

**Scaffolding stages:** The three stages of scaffolding were used as under:

- (a) Brain storming / prior knowledge
- (b) Guidance (scaffolding) use of mother tongue, missing spellings, Mind Maps, Audio visual aids, showing real pictures, learning of spellings, constitution of sentences, mistakes from pretest questioning, pause then questions and formative assessment.
- (c) Skill development

**1.9 Abbreviations**

- (EFL) English as a foreign language
- (ZPD) Zone of Proximal Development.
- (AASMHSB) Adnan Arshad Shaheed Model Higher Secondary School for Boys
- (FGGHSS) Federal Government Girls Higher Secondary School
- (Vocbl) Vocabulary
- (Splg) Spelling

**Research Methodology****Research Design**

The Research being quantitative in nature and has experimental design and its design is pre-experimental design. It is a very simple design in which one or multiple groups can be easily observed and given treatment. The one group pre-test and post-test design is used in this

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study. The important thing is that there is no control group in this design. One group pre-test pot-test design is the simplest design where the only experimental group is selected as experimental group. In this type, firstly a pre-test observation of dependent variable is made before implementing it to selected group. The second step is to give treatment and third step is to take post-test observation, to check the effect of treatment on experimental group. This design will measure the effect of intervention before and after the treatment. The schools were selected conveniently and random sampling technique was used in the study.

**Population**

In Rural Islamabad Bhara Kahu area has been selected for research purpose. All the area population of Bhara kahu secondary schools are shown below:

**Table 1***Population of Rural Islamabad, Bhara Kahu Area*

Sr.no	Gender	Number of secondary schools	Number of class 10 students
1	Male	12	927
2	Female	19	1007
3	<b>Total</b>	<b>31</b>	<b>1934</b>

The table 1 shows the total number of secondary schools of Bhara Kahu, which are 31. There are 19 Federal Government Girls higher secondary schools and 12 Federal Government Boys higher secondary schools, where the registered number of total students of class 10 were 1,934 during 2019-2020. Girl's students were 1007 and Boys students were 927. Hence all male and female students of class 10 in secondary level of Rural Islamabad, Bhara kahu area are taken as population of the study. This data was collected From the AEO (Area Education Officer) of Islamabad Rural.

**Sample of the Study**

Only two secondary schools of Bhara Kahu were selected. A total of 60 students were taken as a sample, 30 each from Adnan Arshad Shaheed model high school for Boys (AASMHSB) and equal number of 30 students were taken from F.G Girls model higher secondary school (FGGMHSS) Kot Hathiya, conveniently selected for the study as shown in table below:

**Table 2***Study samples of two schools, class X across gender*

Sr. No.	Gender	No. of Students	AASMHSB	FGGHSS	Total
1.	Males	30	30	-	30
2.	Female	30	-	30	30
<b>Total</b>		<b>60</b>	<b>30</b>	<b>30</b>	<b>60</b>

The table 2 shows the sample 60 students, 30 from each school. The sample of 60 was identified by the heads of two schools and class teachers concerned. A sample of 30 is taken from girl's school and 30 from boy's school. Two parameters namely (i) Vocabulary, (Vocbl) and (ii) Spelling (splg) with scoring evaluation using pre-test and post-test in the study. The scoring was done allotting 100 marks each for Pre-test and 100 marks for post-test



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evaluation, 50 marks each for vocabulary and 50 marks for spellings, total 100 marks.

### **Instrumentation**

Based on the validated lessons and the instrumentation was a test-written essay, decided by the researcher, as it was used by researchers like Sara and Maehnaz(2016).

### **Piloting And Validation**

At least three scaffolding tests/lesson plans were got validated by the three experts of scaffolding and applied on students in the study, available in the Annexure. In the pilot testing, a class of 20 students was involved with random sampling technique (50% across gender) of class 10<sup>th</sup>. They were subjected to pretest English essay writing. The topics were on different personalities. Scaffolding technique was practically implemented for three successive weeks, (in consultation with the English teacher and the principal). The pre-test scoring was recorded. The post-test scoring was recorded and compared with the pre-test which revealed a significant positive improvement. This verified the research tool as practicable.

### **Data Collection**

#### **Pre-Test**

A pretest was given to the class-X with freehand essay writing of 80-100 words. The researcher 's point scoring was done on the following para-metric approaches: -

(i)	Vocabulary use	50 points
(ii)	Spellings	50 points

#### **Scoring Total: 100 points**

Usually, essay writing in Pakistan is given 10-20 marks at the secondary level but we gave scale it on 100 marks particularly for the study.

### **Scaffolding Instructions to Students**

There are three stages of the scaffolding and these will be practically employed as detailed below: -

#### **1. Brain storming / prior knowledge**

It is the process to generate the information and ideas from students. Students will share whatever is in their minds, in relevance to the topics. The students will feel free to share their information. All students will speak and students will be encouraged to speak.

#### **2. Guidance**

Guidance is the actually scaffolding. It includes use of mother tongue, missing spellings, mind maps, audio visual aids, the mistakes from pretest will be discussed, questioning, pause then questions, formative assessments.

#### **3. Skill development**

The scaffolding given on the parameters of: -

(a) Vocabulary (b) Spellings

Their skill of essay writing might be enhanced at the end of lessons. The mistakes were corrected, guidance and support were given to them by the teacher.

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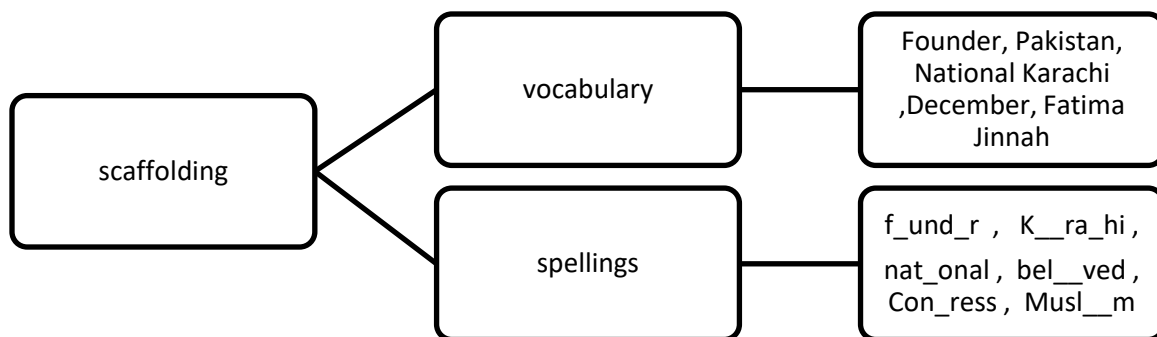
### Time Allocation

Three lessons were planned as authenticated/validated by experts of scaffolding. In the class students were taught as per this time allocation in lessons: -

- Five minutes for settlement time and greetings
- Seven minutes for revision of last lesson
- Twenty minutes for vocabulary and spellings, scaffolding procedure
- Seven to eight minutes in the last for revision of the lesson and questions

### Conceptual framework of scaffolding with spellings and vocabulary

**Figure 1:** conceptual framework of scaffolding with spellings and vocabulary



The figure 1 shows the conceptual frame work of the scaffolding used with the vocabulary and spellings on the topic Quaid-e-Azam. The different new words introduced through the vocabulary and activity of missing spellings is done after learning these new words of different essays on personalities. This will be used in every lesson according to topic.

### Weekly Plan Of Scaffolding Lessons

There was total 30 lessons of scaffolding which were taught to the students and its procedure is there with specific three steps of scaffolding.

**Step 1:** Brainstorming will be done to generate information from the students, relevant to the topic for example who is the founder of Pakistan? Whose picture is on the Pakistani currency? Who is our national hero? Daily it will be done before starting of lesson,

**Step 2:** Students will be given guidance on these lines from the essay. These lines are “Quaid-e Azam is our national hero. He is founder of Pakistan. His full name was Muhammad Ali Jinnah. His father’s name was Poonja Jinnah”

- Mother tongue or Urdu language will be used to describe these lines
- Picture of Quaid-e-Azam will be shown
- Activity on missing spellings will be done daily according to vocabulary words relevant to daily work.
- A mind map will be made daily to help them to make sentence with the help of vocabulary and spellings.
- Mistakes from the pre-test will be discussed



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- Questions will be asked from first five lines, hints will be given to help them
  - Formative assessment will be taken at the end of week, it will include only sentence writing on the white board which were done in the first week.
- (i) **Step 3:** The skill of essay writing might be developed after the guidance.

### Post Test

After 6 weeks the students were subjected to post-test and scoring will be assigned accordingly.

### Ethical Considerations

In the light of ethical consideration, the Research permission letter was taken from the university authorities and permissions from the heads of two institutes was taken through it. Consent was also taken from students, parents and teachers.

### Data Analysis

- (a) All the data analyzed has been presented in the tabulated forms.
- (b) The two parametric approach provided variables and the scores of pretest and post tests were subjected to data analysis
- (c) The SPSS 20.0 was used with “t” test carried out to find out the significance of the study at probability ( $p < 0.05$ ) level.

### Result Of Analysis

To achieve the first objective of the study, descriptive statistics was applied to obtain frequencies and percentages shown below:

**Table 3**

*Frequency and percentages for Pre-tests of Male students*

Sr no	Pre-test vocabulary scores			Pre-test spellings scores		
	Scores	Frequency	Percentage%	scores	Frequency	Percentage%
1	40	3	10.0%	29	1	3.3%
2	39	2	6.7%	28	3	10.0%
3	38	2	6.7%	27	2	6.7%
4	37	2	10.0%	26	3	10.0%
5	36	3	10.0%	25	2	6.7%
6	35	3	10.0%	24	5	16.7%
7	34	3	10.0%	23	3	10.0%
8	33	2	6.7%	22	3	10.0%
9	32	2	6.7%	21	5	10.7%
10	31	1	3.3%	20	3	10.0%
11	30	3	10.0%			
12	29	1	3.3%			

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13	28	1	3.3%
14	27	1	3.3%
<b>Total</b>	<b>30</b>	<b>100.00</b>	<b>30</b> <b>100%</b>

The table 3 shows the frequencies and percentages of pre-test scores evaluated of 30 male students of Adnan Arshad Shaheed Model Higher Secondary School (AASMHSS), displayed in descending order. In vocabulary, the frequency of highest score 40 is 3, 2 of the students got 39 and 2 got 38 scores, two of them got 37, 3 of them got 36 scores, 3 got 35 scores, 3 of them got 34 scores, 2 got 33 and 2 more got 32 scores. One student got 31 scores, 3 got 30 scores, one got 28 and one got 27 scores. Their percentages are 10.0%, 6.7%, 6.7%, 10.0%, 10.0%, 10.0%, 10.0%, 6.7%, 6.7%, 3.3%, 10.0%, 3.3%, 3.3% and 3.3% respectively. In spellings, one student got 29 scores, 3 students got 28 scores, 2 got 27, 3 got 26 scores, 2 got 25 scores, 5 got 24 scores, 3 got 23 scores, 3 more students got 22 scores, 5 got 21 scores and 3 got 20 scores. Their percentages are 3.3%, 10.0%, 6.7%, 10.0%, 6.7%, 16.7%, 10.0%, 10.0%, 10.7%, and 10.0% respectively.

**Table 4**

*Frequency and percentages for Pre-test of female students*

Sr no	Pre-test vocabulary scores			Pre-test spellings scores		
	Scores	Frequency	Percentage%	scores	frequency	Percentage%
1	42	1	3.3%	31	1	3.3%
2	41	3	10.0%	30	1	3.3%
3	40	6	20.0%	29	2	6.7%
4	39	1	3.3%	28	2	6.7%
5	38	5	6.7%	27	2	6.7%
6	37	2	6.7%	26	2	6.7%
7	36	3	10.0%	25	2	6.7%
8	35	1	3.3%	24	3	10%
9	34	1	3.3%	23	5	16.7%
10	33	1	3.3%	22	5	16.7%
11	31	1	3.3%	21	3	10.0%
12	29	2	6.7%	20	2	6.7%
13	28	2	6.7%			
14	27	1	3.3%			
<b>Total</b>	<b>30</b>	<b>100%</b>	<b>30</b>	<b>100%</b>		

Table 4 shows the frequencies and percentages of pre-test scores evaluated of 30 female students of F.G Girls model Higher secondary School (FGGMHHS) Kot Hathiya, presented in descending order. In vocabulary, the frequency of highest score 42 is 1, 3 students got 41 scores, 6 got 40, 1 got 39 score, 5 got 38 scores, 2 got 37, 3 got 36 scores, 1 got 35 scores, 1 got 34 scores, 1 got 33, 1 got 31, 2 got 29 scores, 2 got 28 and 1 got 27 scores. Their percentages are 3.3%, 10.0%, 20.0%, 3.3%, 6.7%, 6.7%, 10%, 3.3%, 3.3%, 3.3%, 6.7%, 6.7% and 3.3% respectively. In spellings, the highest score is 31 of 1 student, 1 got 31 score, two got 29 scores, 2 got 28 scores, 2 got 27 scores, 2 got 26 scores, 2 got 25 scores, 3 got 24 scores, 5 got 23 scores, 5 got 22 scores, 3 got 21 scores and 2 got 20 scores. Their percentages are 3.3%,

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3.3%, 6.7% ,6.7%6.7%6.7%, 10.0%, 16.7%, 16.7%, 10.0% and 6.7% respectively. It is concluded that the level of pre-tests were good at females by showing highest score of 42, percentage 20.0% with frequency of 6 in the female's vocabulary as compare to males percentages in vocabulary. The highest score was 31 in spellings of females as compared to male students; it was 29 scores. The null hypothesis is rejected and it is concluded that there is significant difference between the level of spellings and vocabulary of male and female students.

To achieve the 2<sup>nd</sup> objective of the study, Inferential statistics was applied which is shown in the table below:

**Table 5**

*Paired Sample "t" test on the pre-test and post-test of male and female students*

Sr	scores	Gender	Mean	Df	s.d	t value	p value
1	Pre-test post-test	Male	-9.300	29	2.336	-21.802	.000
2	Pre-test post-test	Female	-10.367	29	3.157	-17.988	.000

Table 5 shows the mean values of post-tests outclasses the pretest values of both male and female students simultaneously the standard Deviation (SD) was corresponding to the "t" values of -21.802 and -17.988, supported with the evidence of highly significance of p values of .000 indicates the test employed has been accurate. The values pertaining to the girl students also showed significant improvement in the utilization of scaffolding technique. It is further evidence that the null hypothesis, already framed, is rejected. It is thus concluded that there is a significant difference between male and female students subjected to essay writing through scaffolding method.

To achieve the 3<sup>rd</sup> objective of the study, inferential statistics was applied which is shown below:

**Table 6**

*Independent Sample "t" test on post-tests of male and female students*

Sr	Gender	N	Mean difference	Df	s.d	t value	p value
1	Male	30	67.63	58	5.055	-2.644	.011
2	Female	30	71.07		5.003		

The table 6 shows the results obtained from the analysis (Independent sample "t" test) When employed in the post scores evaluated, inferred -2.644 of both male and female students, when compared, evidenced that the female students acquired more scores than male students. The mean difference was 67.63 of males and 71.07 of females. Standard Deviation was 5.055 of male students and 5.003 was of female students. The p value which is .011 evidenced that analysis was significant. Thus, the null hypothesis earlier framed, stands rejected. Hence it is concluded that there was a significant difference between male and female students subjected to scaffolding technique in English essay writing skills. In the data analysis, all the pre-test and post-test scores evaluated through SPSS 20.0 version and mean

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values obtained simultaneously data was subjected to “t” tests for significance, frequency and percentages were shown for 1<sup>st</sup> objective, paired sample t test tests for 2<sup>nd</sup> objective and independent sample t test for 3<sup>rd</sup> objective was applied for significance.

It was observed that in all the two school students male and female evidenced significantly  $P < 0.000$  and  $P < 0.000$  positive improvement in students Vocabulary and Spellings with scaffolding instructions in English essay writing at class 10. The t value was -21.802 in males and -17.988 in females, which is more than 1.96, shows that results are significant, when subjected to paired sample t test and t value for independent sample t test was -2.644 for males and -2.644. The p value was .011, which shows that our results are significant.

Overall, it is concluded that the results were significant and all hypotheses were rejected. The female's performance was really good when compared with the male's performance.

### **Findings of the Study**

The followings were the main findings drawn from analysis of the data:

1. Pre-test scores evaluation of male students evidenced the range of maximum 40 and minimum 31 out of 50 marks in parameter of vocabulary.
2. Simultaneously in pre-test scores evaluation of 2<sup>nd</sup> parameter of spellings, male students evidenced the range of Maximum 29 and minimum it was 20 scores out of 50 marks.
3. In the pre-test scores evaluation of female students evidenced the range of maximum 42 and minimum 27 out of 50 marks in parameter of vocabulary.
4. Simultaneously in pre-test scores evaluation of 2<sup>nd</sup> parameter of spellings, female students evidenced the range of Maximum 31 and minimum it was 27 scores out of 50 marks.
5. It was also keenly observed that during the period of scaffolding, students showed 100% attendance and nobody was absent.
6. It was also revealed that the female students got higher scores in pre-test than the male students.
7. It was found that the girl students score more than boys students when found out the effect of scaffolding, on essay writing skill of class 10 students, across gender. The mean scores were -9.300 of males and -10.367 of females. The t value was -21.802 of males and -17.988 was of females.
8. Significant difference was found between the male and female students in essay writing taught through scaffolding when subjected to Paired sample t test.
9. It was also revealed that the female students performed better than male students in the post tests when subjected to paired sample “t” test. Similarly, there was a significant difference between male and female student's performance.
10. It was also revealed that the scaffolding teaching was implemented positively and students digested it. It was also found that the scaffolding given to students for 6 weeks as majority of the students improved as their post-test showed that when compared to pre-tests where the mean scores were -9.300 of males and -10.367 of females. The t value was -21.802 of males and -17.988 was of females.
11. It was also found that the female students performed better than the male students in the test (Independent sample t test) with mean scores of 67.63 of males and 71.07 of female students. The t value was -2.644 of males and same -2.644 of females. The p value was .011, which evidenced that the results were significant.

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12. Similarly, a significant difference was found in the scores of males and females when data was subjected to SPSS 20.0, for independent sample “t” test.

13. The student’s number was 30 and it was very mediocre, the scaffolding was implemented properly to all 30 students as the results showed.

### **Conclusion**

The following conclusions are drawn from the findings of the study that the level of pre-test scores was measured as average both in male and female students.

1. The pre-test showed the level of spellings and vocabulary of students, which showed that there is a need to improve their spellings and vocabulary for essay writing skill by implementing a method like scaffolding.

2. The scaffolding on English essay writing skills of students showed significant improvement in performance of students across gender. Looking at the students of rural area of Islamabad, female students performed really well after scaffolding while their mean values were higher than male students.

3. It is concluded that this type of method is good for class 10 in teaching English essay writing to students in vocabulary and spellings. The students of class 10, who get guidance, can show good performance and when the method is scaffolding then the students can perform well in the English essay writing. If scaffolding is continued and prevail, such effort can further improve the English essay writing in class 10 students in various schools of our country.

### **Recommendations**

The following are the main recommendations of the study:

1. Based on the interest developed by the students in the study, they attracted other students of the same class for scaffolding.

2. It is recommended that it should be made obligatory for the English language teachers under the policy guidelines by Federal and Provincial ministries to implement scaffolding practices for one hour weekly, for class 9<sup>th</sup> and 10<sup>th</sup>.

3. It is suggested that similar studies be carried out in various rural areas of the country as well as urban areas, which can lead to a practical program of scaffolding instruction, prevail as a regular activity in schools for a greater approach of improvement, making our future generations more competent in English writing.

4. This study was limited to two parameters of vocabulary and spellings in essay writing of class 10<sup>th</sup>. It is suggested that similar studies can be done with more parameters which can be sentence structure and tenses in various parts of the country.

5. The scaffolding technique presented in this study has helped the students to find out their weaknesses and strengths, and how to work on their weaknesses and improve them.

6. Students were really cooperative and eager to learn by this method so it is suggested to use new methods to teach them.

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