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English Writing Skills in Bengali Medium Secondary Schools of West Bengal: Analysing Class, Gender, Residence and Generation Differences

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Abstract
The present study investigates differences in English writing skill dimensions – Content, Organisation, Vocabulary, Grammar, and Mechanics – among Bengali medium secondary school students in West Bengal, with a specific focus on class level, gender, residence, and generational status. Adopting a descriptive survey design, the study drew a sample of 1,204 students (723 from Class IX and 481 from Class X) through simple random sampling. Data were analysed using SPSS version 20.0, employing descriptive statistics (mean and standard deviation) and inferential statistics (t-test) to test the formulated hypotheses. The findings revealed no significant difference between Class IX and Class X students, indicating minimal improvement in writing proficiency across grades. However, notable variations emerged across other demographic factors. Female students outperformed males in all writing dimensions, suggesting higher linguistic and organisational competence. Urban students demonstrated superior performance compared to their rural counterparts, particularly in content development and vocabulary, reflecting contextual and resource-related advantages. The most pronounced difference appeared between first-generation and non–first-generation learners, with the latter exhibiting markedly higher writing proficiency across all dimensions. The study highlights the importance of addressing socio-educational inequalities and recommends targeted pedagogical interventions to enhance writing skills among disadvantaged student groups.

Keywords: English writing skills, Bengali medium students, gender difference, rural-urban disparity, first-generation learners, secondary education

Introduction

English writing skills have emerged as a crucial component of academic achievement and future opportunities in today's globalized world. In India, and particularly in West Bengal, the role of English is significant as it bridges local contexts with wider national and international domains. Despite this importance, Bengali medium secondary schools often face challenges in developing students'

proficiency in English writing. The acquisition of writing skills is not only an educational concern but also reflects broader social realities such as class, gender, and residence. Students' home environments, parental backgrounds, and generational status also play an important role in shaping their language development. Urban and rural divides further deepen the inequalities in access to quality English education and learning resources. Similarly, differences between male and female learners reveal how social structures influence language competence. The study of English writing skills within this setting thus provides valuable insights into both linguistic and social disparities. By examining class, gender, residence, and generation, this paper seeks to highlight the factors that shape learning outcomes in Bengali medium schools. Ultimately, the research aims to suggest directions for more inclusive and effective English language teaching in West Bengal's secondary education system.

Literature review

Ghosh, P., & Nandi, S. (2016) conducted a study on An Opinion Survey on English as A Medium of Instruction at Bengali-Medium Junior High School Level in West Bengal and Findings of the study revealed that irrespective of sociocultural differences and divergences of locality, participant students preferred English as medium of classroom instruction. The study finally determined the nature of such preferences.

Ghosh and Sen (2024) conducted a study on District-wise comparative study of English writing skill of Bengali medium secondary school students of West Bengal and Findings demonstrated that there are differences in the acquisition of the components of English Writing Skill among the students of four districts.

Ghosh and Sen (2023) conducted a study on Relationship between Different Components of English Writing Skill and the outcome reveals a strong correlation between different English writing skill components with respect to gender, residence, and class.

Ghosh, Gayen, and Sen (2021) conducted a study named "Developing writing skill in English of secondary school students: A process approach". The result reveals that the present condition of second language in Indian education system is very poor and not satisfactory. Government should take some necessary steps to uplift English language from this present distressed condition.

Adam and Bantulu (2021) also carried out a study on the challenges in teaching English writing skill: lessons learnt from Indonesian High School.In Indonesian high schools, there are challenges like time constraints, motivating students, and the need to maintain the freshness of their approaches. There are also challenges for the students, especially those in vocational schools, where it is difficult for them to come up with ideas, organize paragraphs, and use the right grammar and vocabulary. It has been suggested that collaboration and the use of relevant content are solutions to these problems, as recommended by Siregar et al. (2022).

On a more positive note, research has indicated that the use of short stories relevant to the students' cultures can make a significant difference. In the study, Urdu-speaking postgraduate students showed significant improvements in their writing and summarizing when the content was relevant to their cultures, as observed by Kottacheruvu (2023).

Mahanti, Mondal, and Saha (2016) explored internet dependency among undergraduate students, emphasizing the growing reliance of youth on digital platforms for academic as well as non-academic purposes. The study highlighted patterns of excessive use and its implications for learning outcomes, suggesting that internet dependency could influence students' productivity, attention span, and

interpersonal relationships. Their empirical findings contribute to the discourse on balancing technology use in higher education.

Das, Gayen, and Sen (2023b) investigated the lifestyle of health and sustainability (LOHAS) among undergraduate students in Purulia district of West Bengal. Their study examined awareness and practices of sustainable living, including food habits, health consciousness, and eco-friendly behaviours. The findings underscored the need for integrating sustainability education into undergraduate curricula to cultivate responsible global citizens.

Adhikari, Gorain, Gayen, Pal, and Sen (2023c) presented a comprehensive review of the t-test as a statistical tool in educational research. They discussed its applications in comparative studies, methodological robustness, and limitations. The paper serves as a valuable resource for researchers in understanding statistical differences across groups, thereby enriching educational and social science inquiries.

Mahato and Sen (2021a) examined the interplay of academic stress, self-efficacy, and anxiety among higher secondary mathematics students in Purulia district. Their findings revealed significant correlations, where high levels of academic stress contributed to heightened anxiety, while self-efficacy served as a protective factor. This study highlighted the importance of psychological support and stress-management interventions in education.

Mahato and Sen (2023a) investigated the interrelationship between contexts knowledge, technological pedagogical content knowledge (TPCK), and attitudes towards creative teaching (ACT) among pre-service mathematics trainee teachers. The research emphasized the necessity of integrating innovative pedagogical approaches with content mastery and technological competence to prepare future educators for modern classrooms.

Mondal, Ansary, Gorain, and Saha (2018) studied internet affinity in relation to personality traits and gender differences among students. Their analysis indicated that individual personality dimensions significantly shape online engagement patterns, with gender emerging as a notable factor in the intensity and purpose of internet use. The research adds depth to the understanding of digital behaviour across demographics.

Mondal and Saha (2013) conducted a comparative study on achievement differences in science at the secondary level in Darjeeling district. The results pointed to disparities influenced by contextual and institutional factors, reflecting challenges in equitable science education. Their work underscores the need for targeted interventions to bridge achievement gaps.

Karmakar, Paul, Mondal, and Saha (2016) explored the relationship between intelligence and physical attributes such as height and weight among secondary school students. Their findings suggested intriguing associations, sparking discussion on the biological and psychosocial determinants of cognitive development. This study bridges educational psychology with human growth and development. Saha (2012a) compared environmental awareness among teacher trainees in West Bengal, revealing variations influenced by training, exposure, and contextual factors. The study advocated for integrating environmental education in teacher preparation programs to instil eco-consciousness in future educators and, by extension, their students. Saha (2021) examined attitudes towards yoga practice among college students with regard to gender, residence, and academic stream. The findings indicated diverse perspectives shaped by cultural and personal factors, while also reflecting yoga's increasing recognition as a holistic practice for physical and mental well-being in higher education settings. Sen, Mondal, and Saha (2013) studied poor achievement in physics at the higher secondary level in comparison with the

secondary level in Birbhum district. Their research revealed significant learning gaps and systemic issues in science education, pointing to curriculum challenges and instructional limitations as contributing factors. Ansary, Saha, and Gorain (2021) investigated achievement motivation among undergraduate students, identifying both intrinsic and extrinsic motivators that influenced academic success. The study emphasized the role of motivational interventions in enhancing student performance and fostering resilience in higher education. Khan, Roy, Gorain, and Adhikari (2023) explored cyber schooling and its impact on higher education learners. Their study highlighted both opportunities and challenges of digital learning environments, including accessibility, engagement, and technological barriers. The findings offer insights into the evolving educational landscape in the post-pandemic context. Khatun, Ansary, and Adhikari (2022) studied undergraduate students' attitudes towards yoga education, highlighting its role in promoting physical fitness, stress reduction, and holistic growth. The findings suggested positive dispositions towards integrating yoga into the educational framework, reinforcing its relevance in contemporary student life. Ansary, Ansary, and Adhikari (2022) examined attitudes towards social adjustment among undergraduate students of Purulia district. Their findings revealed varied capacities for adaptation influenced by social, cultural, and psychological factors. The study underscores the importance of fostering supportive peer environments and guidance systems in higher education.

Dandapat, Paramanik, Gayen, and Gorain (2021) explored secondary school teachers' attitudes towards ICT integration in English classrooms in Purulia. The study found that while teachers recognized the potential benefits of ICT, factors such as training, infrastructure, and confidence influenced its effective use. Their research contributes to the broader debate on digital pedagogy in language education. Gayen and Sen (2023a) investigated pre-service language trainee teachers' interest in teaching in Bankura and Purulia districts. The findings highlighted varying levels of enthusiasm shaped by academic preparation, socio-cultural influences, and career aspirations. This research draws attention to the motivational aspects of teacher education. Gayen and Sen (2023b) examined the technological pedagogical and content knowledge (TPACK) of pre-service language trainee teachers. Their study revealed differential competence levels and the importance of continuous professional development to ensure readiness for technology-integrated classrooms. Rajak and Gayen (2022) studied the interests of secondary-level students in mathematics across West Bengal. Their findings indicated significant variations influenced by cognitive, environmental, and pedagogical factors. The research emphasizes the role of innovative teaching strategies to foster sustained interest in mathematics.

Gayen, Dandapat, Das, and Ansary (2021) investigated attitudes towards English as a language and medium of instruction among secondary school students in Cooch Behar district. Their results revealed complex perceptions influenced by cultural context, academic exposure, and linguistic identity. The study contributes to ongoing debates about English education in multilingual societies.In Pakistan, systemic barriers significantly hinder students' writing performance (Bilal et al., 2013). In contrast, a large-scale study in Switzerland and Germany found most upper secondary students successfully reaching B2 proficiency before graduation (Keller et al., 2020), proving that strong systems yield strong results.

For solutions, blended learning in Malaysian universities and polytechnics consistently improved ESL writing skills by simplifying instruction (Abdul Rahman et al., 2020; Hassan et al., 2021). Similarly, using metacognitive prompts in collaborative writing tasks boosted performance in complex areas like argumentation and abstract writing (Teng, 2021).

Current research offers some useful insights into the well-being of students, technology, and assessment, with various demographics taken into consideration. In a study that focused on technology dependence, Bauri and Mahato (2025) identified that problematic mobile phone usage among postgraduate students is a common phenomenon that cannot be differentiated based on gender, place of residence, or academic discipline. The general focus of research studies on the well-being of students also includes psychological and environmental aspects. For example, in a study that focused on psychological aspects, Mahato and Das (2024a) reported a striking similarity in positive mental health among various demographics of students in West Bengal, with no significant differences reported based on gender, place of residence, or institution type. However, in a cross-national study, Sen et al. (2025) reported some striking differences in positive mental health among Indian and Bangladeshi students, with a specific focus on females. While assessing the environmental perspective, Mahato and Das (2024b) used statistical tools, i.e., 't-test' and 'Mahalanobis Distance,' to confirm that undergraduate students have highly similar views on the environment, with no significant statistical differences reported based on gender or academic discipline.Finally, with regards to educational evaluation, Ghosh, Mahato, and Sen (2025) used Structural Equation Modelling to validate a secondary education writing assessment framework, which reinforced the notion that a writing proficiency, which includes aspects such as grammar, vocabulary, and mechanics, serves as an effective unidimensional construct.

Objectives of the study:

Following objectives are taken into account for the present study:

1. To study the difference in writing skills dimensions (Content, Organisation, Vocabulary, Grammar, and Mechanics) between Class IX and Class X students.
2. To study the difference in Writing Skill Dimensions between Male and Female students.
3. To study the difference in Writing Skill Dimensions between Rural and Urban students.
4. To study the difference in Writing Skill Dimensions between First generation and non – first generation

Hypotheses of the study:

Following hypotheses are taken for this present study:

H_{01}: There are **no statistically significant** differences in writing skills dimensions(**Content, Organisation, Vocabulary, Grammar, and Mechanics**) between Class IX and Class X students.

H_{02}: There are **no statistically significant** differences in **Writing Skill Dimensions between Male and Female students.**

H_{03}: There are **no statistically significant** differences in **Writing Skill Dimensions between Rural and Urban students.**

H_{04}: There are **no statistically significant** differences in **Writing Skill Dimensions between First generation and non – first generation**

Methodology

Method: The research employed a descriptive survey design to assess internet addiction among undergraduate students in the Purulia district of West Bengal.

Population: The study included all secondary level students including class 9 and 10 enrolled in various schools in West Bengal.

Sample and Sampling Technique: To ensure a fair representation, a total of 1204secondary level students were selected, where 723 students in class 9 and 481 students in class 10 using a simple random sampling technique.

Statistic used: For data analysis, SPSS version 20.0 was employed. Descriptive statistical methods such as mean and standard deviation were used to summarize the data, while inferential statistic, particularly the t-test, were applied to test the formulated hypotheses and determine the significance of the findings.

Table 1: Descriptive Statistics of Writing Skill Dimensions for Class IX and X Students

	Class	N	Mean	Std. Deviation	Std. Error Mean
Content	IX	723	3.00	.910	.034
	X	481	2.97	.933	.043
Organisation	IX	723	2.80	1.032	.038
	X	481	2.75	1.038	.047
Vocabulary	IX	723	2.60	1.093	.041
	X	481	2.53	1.110	.051
Grammar	IX	723	2.48	1.097	.041
	X	481	2.42	1.091	.050
Mechanics	IX	723	2.32	1.041	.039
	X	481	2.31	1.029	.047

Table 1 presents the descriptive statistics for the writing skill dimensions (**Content, Organisation, Vocabulary, Grammar, and Mechanics**) of students in Class IX (N=723) and Class X (N=481). The table compares the mean scores, standard deviations (SD), and standard error of the mean (SEM) for each dimension.

Content: Class IX (M=3.00, SD=0.91) had a slightly higher mean score than Class X (M=2.97, SD=0.93), suggesting marginally better performance in content development.Both groups showed similar variability (SD ~0.91–0.93), indicating consistent dispersion in scores.

Organisation: Class IX (M=2.80, SD=1.03) performed slightly better than Class X (M=2.75, SD=1.04), though the difference was minimal.The high SD values (>1.0) suggest considerable variation in organisational skills among students in both classes.

Vocabulary: Class IX (M=2.60, SD=1.09) scored marginally higher than Class X (M=2.53, SD=1.11), indicating a minor decline in vocabulary usage.Both groups exhibited high variability (SD >1.09), implying diverse vocabulary proficiency levels.

Grammar: Class IX (M=2.48, SD=1.10) had a slightly higher mean than Class X (M=2.42, SD=1.09), but the difference was negligible.The SD values (~1.09–1.10) indicate substantial variation in grammatical accuracy across both classes.

Mechanics: Both classes performed similarly (Class IX: M=2.32, SD=1.04; Class X: M=2.31, SD=1.03), with almost identical means and SDs.The narrow difference suggests no significant improvement in mechanics from Class IX to X.

Class IX students consistently scored slightly higher across all writing dimensions, though the differences were minimal (mean differences ranged from 0.02 to 0.07).High standard deviations (SD >1.0 for most dimensions) indicate wide variability in writing skills within both groups, suggesting

uneven proficiency levels.The standard error of the mean (SEM) was small for both classes (ranging from 0.034 to 0.051), implying that the sample means are reliable estimates of the population means.

Table 2: Independent Samples t-Test Results of Writing Skill Dimensions by Class (IX & X)

	t	df	Sig. (2-tailed)	Remarks
Content	.666	1202	.505	Not significant
Organization	.826	1202	.409	Not significant
Vocabulary	1.094	1202	.274	Not significant
Grammar	.932	1202	.352	Not significant
Mechanics	.239	1202	.811	Not significant

The independent samples t-test results in Table 2 reveal that there are **no statistically significant** differences in writing skills between Class IX and Class X students across any of the assessed dimensions: Content ($t = 0.666$, $p = 0.505$), Organisation ($t = 0.826$, $p = 0.409$), Vocabulary ($t = 1.094$, $p = 0.274$), Grammar ($t = 0.932$, $p = 0.352$), and Mechanics ($t = 0.239$, $p = 0.811$). Since all p-values exceed the 0.05 significance threshold, the minor mean differences observed in Table 1 are not statistically meaningful and likely due to random variation rather than actual differences in writing proficiency between the two grade levels. This suggests that students' writing skills do not show significant improvement from Class IX to Class X, which may indicate a need for more structured writing instruction across both grades to foster development.

Table 3: Descriptive Statistics of Writing Skill Dimensions for Male and Female Students

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Content	Male	542	2.70	.924	.040
	Female	662	3.23	.845	.033
Organisation	Male	542	2.47	1.026	.044
	Female	662	3.04	.970	.038
Vocabulary	Male	542	2.25	1.100	.047
	Female	662	2.84	1.029	.040
Grammar	Male	542	2.16	1.088	.047
	Female	662	2.70	1.039	.040
Mechanics	Male	542	2.06	1.012	.043
	Female	662	2.53	1.006	.039

Table 3 presents the descriptive statistics comparing writing skill dimensions between male (N=542) and female (N=662) students. The table examines mean scores, standard deviations (SD), and standard error of the mean (SEM) for each writing component.

Content: Female students (M=3.23, SD=0.85) demonstrated substantially stronger performance than males (M=2.70, SD=0.92), with a notable 0.53 point mean difference. The slightly lower SD for females suggests more consistent content development skills among female students.

Organisation: Females (M=3.04, SD=0.97) outperformed males (M=2.47, SD=1.03) by 0.57 points. The high SD values (>0.97) for both genders indicate considerable variation in organisational abilities, though females maintained a clear advantage.

Vocabulary: A significant gender gap emerged in vocabulary usage, with females (M=2.84, SD=1.03) scoring 0.59 points higher than males (M=2.25, SD=1.10). The similar SD values suggest comparable variability in vocabulary skills within each gender group.

Grammar: Female students (M=2.70, SD=1.04) showed stronger grammatical accuracy than males (M=2.16, SD=1.09), with a 0.54point difference. The SD values exceeding 1.0 for both groups reveal substantial diversity in grammar proficiency levels.

Mechanics: In spelling and punctuation, females (M=2.53, SD=1.01) maintained a 0.47 point advantage over males (M=2.06, SD=1.01). The identical SD values indicate similar variability in mechanical skills within each gender.

Female students consistently outperformed males across all writing dimensions, with mean differences ranging from 0.47 to 0.59 points.SD values (0.85-1.10) show moderate to high variability in writing skills within both gender groups.Small SEM values (0.033-0.047) indicate the sample means reliably represent population parameters.The most pronounced gender differences appeared in Organisation (0.57) and Vocabulary (0.59), while Mechanics showed the smallest (though still notable) gap (0.47).

Table 4: Independent Samples t-Test Results of Writing Skill Dimensions by Gender (Male and Female)

	t	df	Sig. (2-tailed)	Remarks
Content	-10.300	1202	.000	Significant
Organization	-9.859	1202	.000	Significant
Vocabulary	-9.525	1202	.000	Significant
Grammar	-8.796	1202	.000	Significant
Mechanics	-8.126	1202	.000	Significant

Table 4 presents the results of the Independent Samples t-test conducted to examine gender differences (male and female) across the five dimensions of English writing skills-content, organization, vocabulary, grammar, and mechanics. The findings indicate that there are statistically significant differences between male and female students in all dimensions of writing skills, as all p-values are less than .001. Specifically, the t-values range from -10.300 for content to -8.126 for mechanics, suggesting that female students performed significantly better than their male counterparts in each writing skill area. Thus, gender appears to be a strong factor influencing students' writing performance.

Table 5: Descriptive Statistics of Writing Skill Dimensions for Rural and Urban Students

	Residence	N	Mean	Std. Deviation	Std. Error Mean
Content	Rural	564	2.84	.941	.040
	Urban	640	3.12	.881	.035
Organisation	Rural	564	2.67	1.048	.044
	Urban	640	2.89	1.012	.040
Vocabulary	Rural	564	2.41	1.120	.047
	Urban	640	2.72	1.063	.042
Grammar	Rural	564	2.33	1.106	.047
	Urban	640	2.57	1.073	.042

Mechanics	Rural	564	2.21	1.050	.044
	Urban	640	2.41	1.015	.040

Table 5 presents the descriptive statistics comparing writing skill dimensions between rural (N=564) and urban (N=640) students. The analysis examines mean scores, standard deviations (SD), and standard error of the mean (SEM) across five writing components.

Content: Urban students (M=3.12, SD=0.88) demonstrated stronger content development than rural students (M=2.84, SD=0.94), with a notable 0.28 point difference. The slightly lower SD for urban students suggests more consistent performance in this dimension.

Organisation: Urban learners (M=2.89, SD=1.01) outperformed their rural counterparts (M=2.67, SD=1.05) by 0.22 points. The high SD values (>1.01) for both groups indicate considerable variation in organizational skills.

Vocabulary: A clear urban advantage emerged in vocabulary usage (Urban: M=2.72, SD=1.06 vs Rural: M=2.41, SD=1.12), with a 0.31point difference. The similar SD values suggest comparable variability within each group.

Grammar: Urban students (M=2.57, SD=1.07) showed better grammatical accuracy than rural students (M=2.33, SD=1.11), with a 0.24point gap. The SD values exceeding 1.0 reveal substantial diversity in grammar skills in both populations.

Mechanics: In spelling and punctuation, urban students (M=2.41, SD=1.02) maintained a 0.20 point advantage over rural students (M=2.21, SD=1.05). The nearly identical SD values indicate similar variability in mechanical skills.

Urban students consistently outperformed rural students across all writing dimensions, with mean differences ranging from 0.20 to 0.31 points.SD values (0.88-1.12) show moderate to high variability in writing skills within both residential groups.Small SEM values (0.035-0.047) indicate the sample means are reliable estimates of population parameters.The most pronounced differences appeared in Vocabulary (0.31) and Content (0.28), while Mechanics showed the smallest gap (0.20).

Table 6: Independent Samples t-Test Results of Writing Skill Dimensions by Residence (Rural and Urban)

	t	df	Sig. (2-tailed)	Remarks
Content	-5.173	1202	.000	Significant
Organization	-3.629	1202	.000	Significant
Vocabulary	-4.829	1202	.000	Significant
Grammar	-3.723	1202	.000	Significant
Mechanics	-3.217	1202	.000	Significant

The t-test results presented in Table 6 reveal statistically significant differences ($p < 0.001$) between rural and urban students across all writing skill dimensions, confirming the descriptive findings from Table 5. Urban students demonstrated significantly stronger performance in content development ($t = -5.173$), organization ($t = -3.629$), vocabulary ($t = -4.829$), grammar ($t = -3.723$), and mechanics ($t = -3.217$), with all comparisons showing highly significant p-values of 0.000. These results indicate that the observed advantages for urban students - ranging from 0.20 to 0.31 points across different writing components - represent genuine population-level differences rather than random variation. The most

substantial disparities emerged in content and vocabulary skills, though even the smallest difference in mechanics proved statistically significant.

Table 7: Descriptive Statistics of Writing Skill Dimensions for FGL (First generation learner)and NFGL (Non-first-generation learner) Students.

	FGL	N	Mean	Std. Deviation	Std. Error Mean
Content	FGL	465	2.46	.914	.042
	NFGL	739	3.32	.749	.028
Organisation	FGL	465	2.19	1.020	.047
	NFGL	739	3.16	.851	.031
Vocabulary	FGL	465	1.93	1.046	.049
	NFGL	739	2.98	.927	.034
Grammar	FGL	465	1.83	1.028	.048
	NFGL	739	2.85	.940	.035
Mechanics	FGL	465	1.73	.978	.045
	NFGL	739	2.69	.890	.033

Table 7 presents a comparative analysis of writing skills between first-generation learners (FGL, N=465) and non-first-generation learners (NFGL, N=739) across five key dimensions.

Content

NFGL students (M=3.32, SD=0.75) demonstrated significantly stronger content development than FGL students (M=2.46, SD=0.91), with a substantial 0.86-point difference. The lower SD for NFGL suggests more consistent performance among these students.

Organization

A striking difference emerged in organization (NFGL: M=3.16, SD=0.85 vs FGL: M=2.19, SD=1.02), with a 0.97 point gap - the largest among all dimensions. The higher SD for FGL indicates greater variability in organizational abilities.

Vocabulary

NFGL students (M=2.98, SD=0.93) outperformed FGL students (M=1.93, SD=1.05) by a remarkable 1.05 points. This represents the most pronounced difference across all writing dimensions.

Grammar

Grammar skills showed a 1.02-point disparity (NFGL: M=2.85, SD=0.94 vs FGL: M=1.83, SD=1.03), with NFGL students demonstrating markedly stronger grammatical accuracy.

Mechanical

In spelling and punctuation, NFGL students (M=2.69, SD=0.89) maintained a 0.96 point advantage over FGL students (M=1.73, SD=0.98). The similar SD values suggest comparable variability within each group.

NFGL students outperformed FGL students across all writing dimensions by substantial margins (0.86-1.05 points). The most significant differences appeared in Vocabulary (1.05) and Grammar (1.02). SD values were consistently lower for NFGL students (0.75-0.94 vs 0.91-1.05 for FGL), indicating more homogeneous performance among NFGL studentsAll SEM values were appropriately small (0.028-0.049), confirming the reliability of the sample means.

Table 8: Independent Samples t-Test Results of Writing Skill Dimensions by Generation (First generation and non – first generation)

	t	df	Sig. (2-tailed)	Remarks
Content	-17.953	1202	.000	Significant
Organization	-17.892	1202	.000	Significant
Vocabulary	-18.169	1202	.000	Significant
Grammar	-17.735	1202	.000	Significant
Mechanics	-17.474	1202	.000	Significant

The independent samples t-test results presented in Table 7 demonstrate extremely statistically significant differences ($p < 0.001$) between first-generation learners (FGL) and non-first-generation learners (NFGL) across all writing skill dimensions, with remarkably high t-values ranging from -17.474 to -18.169. These findings confirm that NFGL students' substantially higher mean scores (previously shown in descriptive statistics) represent genuine and profound population-level differences in writing proficiency.

Conclusion:

The study examined differences in English writing skill dimensions-Content, Organisation, Vocabulary, Grammar, and Mechanics-across class level, gender, residence, and generational status among Bengali medium secondary students. Findings revealed no significant difference between Class IX and Class X students, suggesting limited progression in writing proficiency across grades. However, clear patterns emerged across other variables: female students consistently outperformed males in all writing dimensions, indicating stronger linguistic and organisational competence. Urban students showed significantly higher performance than rural students, particularly in content development and vocabulary, highlighting the influence of contextual and resource disparities. The most pronounced gap was observed between first-generation and non-first-generation learners, with NFGL students demonstrating markedly superior writing skills in all dimensions. Overall, the results underscore the role of gender, residence, and generational background as critical factors influencing writing performance, while emphasizing the need for targeted pedagogical strategies to bridge these disparities and enhance writing instruction across all groups.

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