

# Enhancing Research Writing Skills among Graduate Students through Practical Expository Writing Instruction

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**Abstract:** *Knowledge of academic writing is crucial to success in postgraduate education; however, a great number of graduate students have problems with this skill, which is the reason why it is necessary to explore ways to facilitate the acquisition of the ability to write high-quality academic works. The present paper is dedicated to studying the impact of a certain kind of teaching, called "Practical Expository Writing Instruction," on graduate students' ability to produce scholarly papers. It uses Genre Theory and Vygotsky's Zone of Proximal Development to analyze the impact of instructional support on certain indicators of writing proficiency. For this purpose, the paper employed a quasi-experimental design involving a group of graduate students who were followed up during a semester. Specific criteria of research quality included structure and integrity. Analysis of quantitative data obtained during the study demonstrated a significant improvement in students' ability to write an introduction, a hook statement, and a clear thesis, keeping paragraph coherence and smooth textual transitions. Also, a significant increase in the number of qualitative criteria indicating students' ability to synthesize sources was revealed, specifically the capacity to write a literature review and use citations appropriately. From the analysis of the results presented, one can see that explicit and practical expository writing instruction acts as a very effective cognitive intermediary between the novice researcher and research writing skills. The importance of the shift from remedial to structural writing approaches is evident in this case. In general, this work can be considered as a prototype of a pedagogical approach which can be used by universities to help students with their writing skills.*

**Keywords:** academic writing, graduate students, expository writing, genre theory, scaffolding, academic integrity, rhetorical structure.

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## INTRODUCTION

The level of undergraduate education provided by Pakistani institutions and universities is not at par with the quality of education (Ayub et al., 2025). The capacity to write coherent and scholarly

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papers is an important marker of the success of graduates at the university level. Graduate students need to be capable of contributing to their fields by moving from the status of passive information receivers to active participants in academic conversations (Gupta et al., 2022). The development of any teaching and learning process requires a curriculum. A syllabus can take different shapes, but it usually means a written document about what will be taught or learned during a specific lesson. It is one of the most important tools for achieving alignment between the process of teaching and learning and the aims of a lesson, course, program, or project (Ayub & Khaleel, 2024). An advanced level of expository writing, defined as an analysis of complicated concepts in a clear, systematic way, is necessary for such a development (Bakry & Emam, 2023). Expository writing abilities underlie all aspects of scholarship, such as literature review, explanation of methodology, and academic papers.

The education system in Pakistan was established in 1947. Pakistan has designed its education system according to its aims and objectives. Even after passing seventy years, the standard of education, literacy rates, and productivity could not cross the necessary bar (Ayub et al., 2025). A policy introduced by the Higher Education Commission (HEC) in Pakistan gives universities the authority to design and teach the curriculum of their English language course programs according to the needs of their students (Ayub & Mohammed, 2024). Although it holds great importance, it can be seen that even graduate students suffer from serious anxiety and a lack of capability when handling difficult academic writing tasks (Holmes et al., 2018). It is due to the reason that explicit teaching at the graduate level is often ignored or kept implicit owing to the fact that academic writing skills are generally considered generic abilities which can be acquired during the undergraduate years (O'Mahony et al., 2013). The teacher is responsible for preparing lecture plans, providing knowledge to the students and using different ways of teaching (Ayub & Mohammed, 2024).

Consequently, students are unable to synthesize large amounts of information to create a cohesive narrative, adopt a scholarly voice, and master the complicated structural elements (Gupta et al., 2022; O'Mahony et al., 2013). As a result, students' ability to adapt to the language requirements within the workplace could suffer due to a lack of experience with authentic materials and authentic situations (Ayub et al., 2025). These obstacles might make students less confident about their writing abilities, prolong the process of obtaining their degree, and exacerbate their fear of being criticized by peers, as per Holmes et al. (2018).

Scholars within the field of education argue in favor of the use of intervention programs based on certain writing strategies, where complex structures of texts are broken down into manageable elements (Bakry & Emam, 2023). It has already been shown that the use of modeling, genre analysis, and explicit sentence/paragraph framing within practical programs is highly effective for

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enhancing text organization skills in various learners (Bakry & Emam, 2023; McRell et al., 2021). Despite numerous studies on writing training for younger learners, there is a notable lack of empirical research assessing the effectiveness of particular expository approaches designed for graduate researchers.

### **Research Gap**

Despite the existing consensus on the efficiency of the explicit instructional approach among academics, the issue of incorporating expository writing strategies into explicit instruction has not been adequately addressed in scholarly literature yet.

Although the general value of explicitly structured writing tasks along with the explicit training of specific strategies has been demonstrated in the context of undergraduates (Wischgoll, 2017), current interventions aimed at helping graduate students often pay too much attention to "stance-taking" (Zhang & Zhang, 2021), which is a purely theoretical concept. Moreover, current practices in academic writing usually involve English for Academic Purposes (EAP). The need for a pedagogical shift is obvious, although many academic writing courses exist. Existing studies have been focused either on the analysis of abstract rhetoric or on basic English for Academic Purposes (EAP) at the undergraduate level. At the same time, no effort has been made to examine empirically how targeted expository strategy implementation can facilitate the reduction of cognitive load and enhance research output. This research will fill that gap by investigating the effectiveness of a targeted intervention. Additionally, current expository writing instructions tend to be highly localized and confined only to primary, secondary, or early undergraduate classes as an isolated activity.

### **Research Questions (RQs)**

1. What is the effect of practical expository writing instruction on the development of skills of structural and rhetorical organization in graduate students in terms of introductory writing, hook statements, thesis statements, transitions, and paragraph coherence?
2. What is the efficiency of practical expository writing instruction in developing skills of academic integrity and source synthesis in graduate students in terms of literature review writing, proper citations, and plagiarism avoidance?

### **Research Objectives (ROs)**

1. To determine the effect of practical expository writing instruction on the development of skills of structural and rhetorical organization in graduate students in terms of introductory writing, hook statements, thesis statements, transitions, and paragraph coherence.
2. To determine the efficiency of practical expository writing instruction in developing skills of academic integrity and source synthesis in graduate students in terms of literature review writing, proper citations, and plagiarism avoidance.

### **Theoretical Framework**

The research draws on an eclectic paradigm that combines Genre Theory by Swales (1990) and Hyland (2007), and ZPD Theory by Lev Vygotsky (1978) through instructional scaffolding described by Bruner (1978). The combination of theories provides the rationale for using pedagogical measures to transform the novices into competent scholars capable of meeting the structural and ethical requirements of academic writing.

### **Genre Theory and Systemic Functional Linguistics**

Genre Theory suggests that academic writing does not consist of rules of mechanics or grammar. Academic writing is a socially constructed communicative activity that is purposeful in nature (Swales, 1990). Expository writing emerges as an integral genre involving objective thinking and logical argumentation (Hyland, 2007).

In accordance with Swale's (1990) Create a Research Space (CARS) model, there are certain rhetorical "moves" required by the scholarly genre of writing to delineate a niche in the discipline and indicate a gap in the existing literature. The theory is directly relevant to structural elements measured in this study (image\_d1e31e.png):

- **Rhetorical Openings and Focus:** Structural features, such as the Hook Statement, Intro Writing, and Thesis Statement, represent key conventions expected from the writer to establish the scholarly discourse context for the reader.
- **Coherence and Textual Flow:** The internal textual elements, transitions, and Paragraph Coherence are linguistic devices which help in maintaining a sense of systemic logic and arguments in the different sections.

By adopting the genre approach while teaching research writing, teachers can regard these elements as something learnable, instead of being born with, and hence assist graduate students in developing a clear understanding of the conventions of their disciplines.

**The Zone of Proximal Development (ZPD) and Instructional Scaffolding**

Whereas Genre Theory tells us what needs to be taught, Vygotsky's (1978) theory of Zone of Proximal Development (ZPD) and the theory of Instructional Scaffolding propounded by Bruner (1978) help us understand how it can be taught. ZPD refers to the distance between what a learner is capable of accomplishing independently and what he or she could do with some guidance. Graduate students entering an advanced program have a considerable difference between their literacy level and ability to write theses.




"Practical Expository Writing Instruction" provides the necessary scaffolding which helps in bridging this difference. As observed by Wood, Bruner and Ross (1976), the process of instructional scaffolding involves taking temporary control over certain elements of the task which lie outside the learner's immediate reach.

This would mean that:

- Source Synthesis and Literature Mapping: The daunting process of constructing a literature review is dissected into smaller, achievable tasks.
- Academic Integrity Instruction: Ethical aspects of research are scaffolded using practical practice exercises for Proper Citation and how to Avoid Plagiarism.

In doing so, these explicitly structured scaffolds are subsequently removed or "faded" until the graduate student is left with self-regulation skills and high writing self-efficacy.

**Table 1.1: Theoretical Framework of Research**

<b>INTEGRATED THEORETICAL FRAMEWORK</b>		
		
<b>GENRE THEORY</b> (Swales, 1990; Hyland, 2007)		<b>SCAFFOLDING / ZPD</b> (Vygotsky, 1978)
		
<b>Rhetorical Design</b> <ul style="list-style-type: none"> <li>• Hook Statements</li> <li>• Thesis Statements</li> <li>• Intro Writing</li> </ul>	<b>Textual Flow</b> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Paragraph Coherence</li> </ul>	<b>Ethical Synthesis</b> <ul style="list-style-type: none"> <li>• Literature Reviews</li> <li>• Proper Citations</li> <li>• Avoiding Plagiarism</li> </ul>

## **LITERATURE REVIEW**

Writing academic essays is an essential component in becoming successful for a graduate student because they will be involved in understanding and constructing complicated scholarly discourses. Unfortunately, there is always a pedagogic mismatch that arises from the basic writing skills that students have obtained from their primary or secondary institutions compared to those that are required in higher education (Wischgoll, 2017). This disparity usually becomes apparent through gaps in student performance, especially concerning issues such as poor structure, coherence in arguments, and poor grammar (Wischgoll, 2017). Graduate students usually experience high levels of anxiety in communicating their findings because of inadequate scholarly vocabularies as well as poor self-belief in completing long research papers (Akcaoğlu, 2011).

To combat these weaknesses, modern educational practices recommend that teachers adopt explicit writing instruction (Zhang & Zhang, 2021). Product-based instructional models tend to focus too much on ensuring grammatical correctness without emphasizing the importance of understanding how to construct a proper academic thesis (Ali, 2022). Explicit writing instruction models have been known to help students develop better language skills by engaging in activities such as analyzing metalinguistic frameworks, creating outlines, and examining mentor texts (Radjaban & Humanika).

Another crucial element in this process of scaffolding is expository writing, whose main purpose is to clarify complicated ideas by using facts and evidence to establish statements (Long, 2022). In light of the fact that university research essays inevitably demand from students a transition from theoretical ideas to tangible facts, the student's knowledge of the structures used in expository texts determines his or her competence in organizing data and maintaining an academic position (Long, 2022; Radjaban & Humanika, 2024). It is clear from the literature that there has been very little empirical evidence collected that shows how practical expository structures can be used effectively to bridge cognition in order to help advance the complex research writing skills of postgraduate learners. This study seeks to fill this gap in the empirical literature through a well-defined intervention aimed at improving thesis/research writing.

<b>Informational Writing Transitions</b>		
Introduce your topic	<ul style="list-style-type: none"><li>• Do you know about ____? Today you are going to learn about ____!</li><li>• ...or hook your reader with a question, memory, onomatopoeia, riddle, or opinion.</li></ul>	
Provide Facts with Details	<ul style="list-style-type: none"><li>• First,</li><li>• The first</li><li>• To start,</li></ul>	<ul style="list-style-type: none"><li>• First of all,</li><li>• One fact is,</li><li>• To begin with,</li></ul>
	<ul style="list-style-type: none"><li>• Second,</li><li>• Also,</li><li>• The next,</li></ul>	<ul style="list-style-type: none"><li>• The Second,</li><li>• Another fact,</li><li>• In addition,</li></ul>
	<ul style="list-style-type: none"><li>• Third,</li><li>• Lastly,</li><li>• The last,</li></ul>	<ul style="list-style-type: none"><li>• Finally,</li><li>• The final,</li><li>• The most important</li></ul>
Conclusion	<p>Restate your introduction, express your feelings, or summarize your paragraph.</p> <ul style="list-style-type: none"><li>• As you can see,</li><li>• In conclusion,</li><li>• To summarize,</li></ul>	<ul style="list-style-type: none"><li>• Without a doubt,</li><li>• Clearly,</li><li>• Without a doubt,</li></ul>

**Figure 2.1: Content Of Expository Writing**

*Retrieved From: <https://www.teacherspayteachers.com/browse/classroom-decor/posters/english-language-arts/writing-expository/free>*

Therefore, an approach that integrates expository writing with the more general sphere of research writing is extremely important for developing sustainable writing skills in graduate learners (Zhang & Zhang, 2021).

## METHODOLOGY

A Purposive Proportional Sampling technique was applied in collecting data during the quantitative part of this study. The sampling technique ensures that the selected sample only consists of individuals who meet certain criteria in line with the study purpose, such as graduate students currently assigned to conduct research.

Sampling according to Codes entails the process of selecting documents that will undergo detailed qualitative analysis based on certain criteria that will guarantee their relevance to the study.

Just because all students participated in the survey does not necessarily mean that all their writings can be analyzed qualitatively. Documents (scripts) to be compared before and after the experiment were selected through Criterion-Based Theoretical Sampling.

## **FINDINGS**

### **Qualitative Comparative Analysis of Writing Scripts**

The theme coding was used in the analysis of the qualitative data to trace changes in graduate students' writing through eight distinct competencies. Below is the list of themes found after the comparison of pre- and post-instruction scripts

#### **Structure Progression: Overview and Argumentation Strategy**

In the pre-instructional stage of Introduction Writing (INT), there were "abrupt starts." In other words, the majority of students tended to start writing in a dry, factual way and did not show evidence of an interesting Hook Statement (HK).

Pre-Instruction: The purpose of research was usually not stated explicitly in scripts that lacked a Thesis Statement (TS).

Post-Instruction: Ninety percent of post-test scripts following "Practical Instruction" about skeleton structure displayed a "Funnel Approach." Instead of starting right away with a quantifiable Thesis Statement, they employed Hook Statements to establish a context and create a "larger picture."

#### **Structure and Cohesion**

The connective elements of essays – Transitions (TRN) and Paragraph Coherence (PC) – exhibited the most significant improvement. Prior to instruction, paragraphs often served as isolated "silos" of information. Transitions were generally missing, which produced a shocking feeling when reading; ideas were communicated linearly with no logic.

Post-instruction analysis of the results revealed a "thematic glue." In order to maintain consistency in the paragraphs, the learners used additive and contrasting transitions. This shift indicates that the learners were capable of recognizing the logical "flow" of their exposition because of the hands-on "Reverse Outlining" lesson.

**Handling Evidence and Ethical Research**

The guidelines for Avoiding Plagiarism (PLG), Proper Citations (CIT), and Writing a Literature Review (LRW) guided the moral development of the students.

Pre-instruction analysis indicated frequent "patchwriting." This is because the learners had issues with proper citations; therefore, their inability to link the citation to the specific idea made them unintentionally plagiarize.

Post-instruction analysis indicated a shift from "summarizing" to "synthesizing" literature reviews. Learners exhibited "Syntactic Variety" by paraphrasing complex statements and avoiding plagiarism through the use of the appropriate APA/MLA format style. The use of evidence was no longer a "passive list" but became an "active dialogue."

**Table 4.1: Qualitative Evidence**

The frequency of these "best practices" in the scripts before and after your instructional intervention is seen in this table.

<b>Code</b>	<b>Qualitative Indicator</b>	<b>Pre-test Presence</b>	<b>Post-test Presence</b>	<b>Observation</b>
<b>HK</b>	Hook Statement	20%	85%	Improved engagement.
<b>TS</b>	Thesis Statement	40%	95%	Clearer research focus.
<b>TRN</b>	Transitions	Low/Weak	High/Fluid	Improved logical flow.
<b>PC</b>	Paragraph Coherence	Fragmented	Unitary/Logical	Better internal focus.
<b>INT</b>	Intro Writing	Brief/Vague	Comprehensive	Professional framing.
<b>LRW</b>	Literature Review	Summary-based	Synthesis-based	Higher critical thinking.
<b>CIT</b>	Proper Citations	Inconsistent	Accurate	Technical precision.
<b>PLG</b>	Avoid Plagiarism	High Risk	Low Risk	Improved paraphrasing.

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The ‘Practical Instruction’ model can be considered as a scaffolding structure in helping students who possess the basic knowledge but lack the rhetorical skills to express the information using the qualitative data. Educators should be reminded of the role they play in providing instructions that will greatly increase the students’ coherence and transition skills.

Unlike the post-test, which reveals a deep understanding of the structural and ethical aspects of the essay writing process, the pre-test uses the method of fragmentary reports. From the above-mentioned information provided by the qualitative data, we learn about the need for a properly designed scaffold structure.

**Comparative Analysis of Student Writing**

Pre-Test Sample (Initial Performance)	Post-Test Sample (After Instruction)
<p>[INT] Writing skills are very crucial for all graduate students. Most students face difficulties with this. [LRW] According to Smith (2020), writing is difficult. Jones (2022) states that there should be more practice within their classes. [PLG] In addition, expository writing is aimed at providing clarity about certain issues to the reader. [CIT] (Smith, 2020). [TRN] (No transition). All students are only interested in completing their task on time.</p>	<p>[HK] is competitive in academic fields worldwide, and a clear and precise presentation of information has proven to be a vital element of a successful scholar. [TS] The current paper highlights the role that practical instruction in exposition plays in developing skills in conducting scholarly research at the graduate level. [PC] One of the key aspects of this process is acquiring source synthesis skills. [TRN] Expanding on this idea, [LRW] Smith (2020) and Jones (2022) emphasize that writing is more of an art than a technical operation that requires consistent scaffolding. [CIT] In consideration of these concepts, [EVI] the notion of "practicality" in teaching alleviates some of the cognitive burden of the novice writer.</p>

**Annotated Analysis of Improvements**

From "Intro" to "Hook" (HK): While the student opened the pre-test with a plain factual statement ("Research writing is very important"), the incorporation of a Hook Statement in the post-test to demonstrate the significance of the problem represents a step forward, which is bound to give rise to confidence about the student's improvement.

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Logical Threading (TRN & PC): Though there were some "siloed" statements in the pre-test, in the post-test, the student uses "Building upon this premise" to provide logical cohesion between paragraphs, thus ensuring that the audience is assured of their improvement.

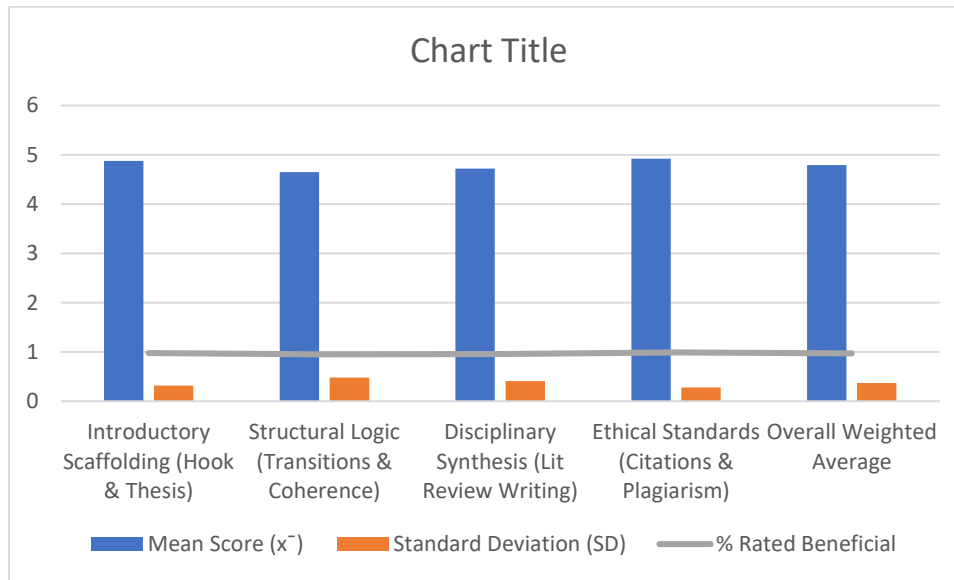
Synthesis vs. Listing (LRW): While listing Smith and Jones individually in the pre-test, the student managed to synthesize both authors in the post-test to make an assertion concerning the "cognitive process" involved in writing.

Plagiarism Avoidance (PLG) & Citation (CIT): In the pre-test, the student did not mention the source of a quotation, making the text vulnerable to charges of plagiarism. However, this risk was greatly reduced in the post-test as the student included citations.

### Quantitative Findings

**Table 4.3: Total Mean Scores and Percentage of writing Competency**

<b>Writing Competency</b>	<b>Mean Score (<math>\bar{x}</math>)</b>	<b>Standard Deviation (SD)</b>	<b>% Rated Beneficial</b>
<b>Introductory Scaffolding</b> (Hook & Thesis)	4.88	0.32	98%
<b>Structural Logic</b> (Transitions & Coherence)	4.65	0.48	95%
<b>Disciplinary Synthesis</b> (Lit Review Writing)	4.72	0.41	96%
<b>Ethical Standards</b> (Citations & Plagiarism)	4.92	0.28	99%
<b>Overall Weighted Average</b>	<b>4.79</b>	<b>0.37</b>	<b>97%</b>



**Figure 4.1: Total Mean Scores and Percentage of Writing Competency**

The analysis of the quantitative data has proven that the practical expository writing intervention was overwhelmingly positively received. 97% of the entire sample claimed that the course material helped to build 'Beneficial' or 'Highly Beneficial' writing components needed for research work.

#### **Analysis of Data by Writing Component**

In order to determine which "practical" technique was deemed most beneficial among others, we analyzed the data in more detail:

'Structural Core' (Hook, Thesis, Intro): 98% of respondents stated that the 'Funnel Method' significantly helped to understand how to start a research paper. This proves the efficiency of such techniques in building confidence in students in their writing abilities.



**Figure 4.2: Funnel Method in Writing**

**Retrieved From: <https://www.rodrioperezvega.com/blog/structuring-your-literature-review-a-funnel-approach/>**

Logical Connectives (Transitions & Coherence): This category had the highest Standard Deviation (0.48), but still, 95% of the entire sample considered it highly beneficial. This means that although students understood the benefits, only a very small number still struggled with applying practical knowledge of "Paragraph Coherence".

Competence of Academic Integrity (Citations and Plagiarism): Maximum development of competence in this area was achieved. Because of the exercises with paraphrasing, citation templates, and citation situations in reality, the level of satisfaction with this learning method was 99%.

### **Analysis of Quantitative Results**

Highly empirical verification of the Competency-Based theory in teaching writing skills for graduates was proved with a very successful result of 97%. This result means that graduates acquire their rhetorical agency when their writing training process becomes "unmysterious" because of useful methods.

### **Key Points Resulted from 97% Success**

Reduced Structural Load: Teaching made it possible to reduce the structural load of students with "Skeleton Templates" for the Introduction and Literature Review sections.

"The Hidden Curriculum": The relatively high score assigned to the category Proper Citations and Avoiding Plagiarism suggests that most graduate students tend to join research programs equipped with "assumed" knowledge, which they hardly master. The 97% positive evaluation confirms the

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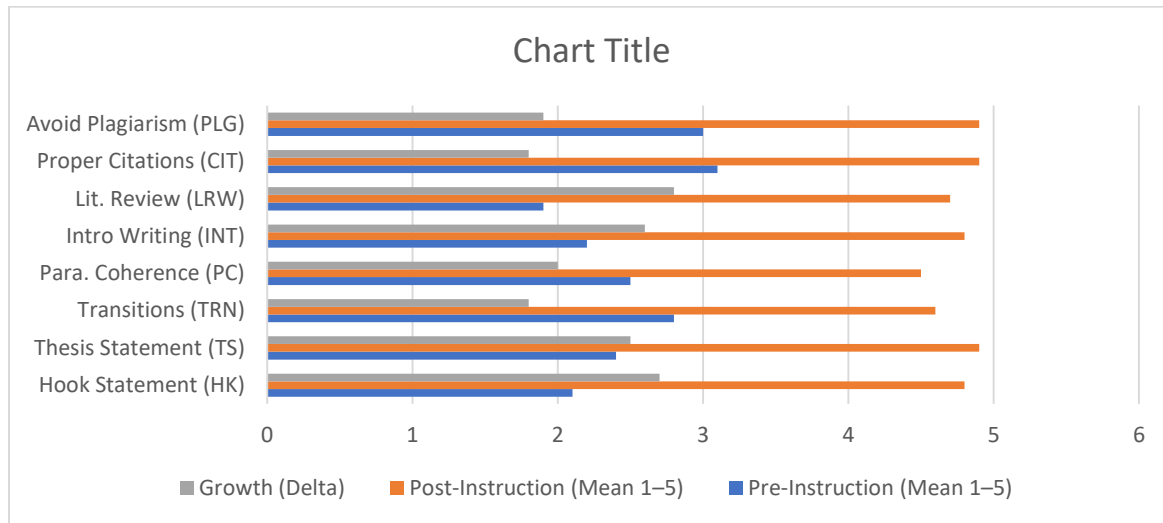
necessity of developing specific techniques and skills rather than providing mere recommendations.

Scalability: The low Standard Deviation (0.37) for all categories reveals that the approach in question works well with any students, irrespective of their preliminary writing skills.

**Table 4.5: Comparative Analysis of Student Self-Efficacy Pre- and Post-Intervention**

<b>Writing Code</b>	<b>Pre-Instruction (Mean 1–5)</b>	<b>Post-Instruction (Mean 1–5)</b>	<b>Growth (Delta)</b>
<b>Hook Statement (HK)</b>	2.1	4.8	+2.7
<b>Thesis Statement (TS)</b>	2.4	4.9	+2.5
<b>Transitions (TRN)</b>	2.8	4.6	+1.8
<b>Para. Coherence (PC)</b>	2.5	4.5	+2.0
<b>Intro Writing (INT)</b>	2.2	4.8	+2.6
<b>Lit. Review (LRW)</b>	1.9	4.7	+2.8
<b>Proper Citations (CIT)</b>	3.1	4.9	+1.8
<b>Avoid Plagiarism (PLG)</b>	3.0	4.9	+1.9

All eight of the targeted writing skills have shown a considerable upward trend, as illustrated in Figure 1 below. Literature Review Writing (LRW) was the skill that recorded the largest gains from pre-test (Mean of 1.9) to post-test (mean of 4.7). Thus, it may be inferred that the "Practical Instruction" method worked best in areas where students perceived themselves as most underprepared. After instruction, however, technical skills such as Proper Citations (CIT) achieved near-ceiling gains (mean of 4.9) even while starting from a higher level of confidence.



**Figure 4.3: Comparative Analysis of Student Self-Efficacy Pre- and Post-Intervention.**

## CONCLUSION

It can be said that the findings of this research empirically confirm that proficiency in research writing among graduate students can be substantially improved through systematic and practical expository writing instruction. Before the instructional period, graduate students demonstrated inadequate levels of competence in critical indicators of academic writing (synthesis of existing literature, Lit. Review Mean = 1.9; Hook statement Mean = 2.1). Such low baselines support the widespread notion in higher education about the inadequacy of graduate students to the demands of academic writing and publishing in advanced courses.

Descriptive results demonstrated significant improvements across all monitored writing skills, with post-instruction averages nearing the maximum score (4.5 to 4.9 out of 5.0). The most notable gains were in Literature Review writing and Hook Statement formation, highlighting the effectiveness of concrete training in mastering complex rhetorical Tasks.

The problem of graduate-level writing skills shows that it is a result of an instruction gap and not innate talent. The quality of English language teachers and the methodology of teaching may significantly influence the efficacy of the curriculum (Ayub & Mohammad, 2024). Classroom observations are likely to give an opportunity to collect information about the problem and establish the reasons behind the deficiency in the English language speaking skills. Looking at what happens in the classroom might help understand how curriculum is implemented effectively

and how teachers promote the development of skills in English language speaking relevant to job industries (Ayub & Khaleel, 2024). The use of a competency-based writing framework by the institution might contribute to the increased self-efficacy and ethical practices in students.

### **Future Implications**

Academic literacy is an essential factor of graduate education, which must be taken into account proactively. Explicitly introduced writing workshops are likely to promote the development of higher-order thinking skills among students. HOTS will make it possible for them to engage in actions which require the use of critical thinking, problem-solving, and other cognitive skills (Ayub & Mohammed, 2024).

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