

Morphological Awareness and Writing Skills of Grade 6 Students: Basis for Action Plan

Louise Anne D. Guico, Hanna Grace S. Salengga, Fiona Charlize A. Batas, Heart Kirstel S. Infante,
Ranjiemae C. Sacanle

Faculty of College of Education University of Cabuyao (Pamantasan Ng Cabuyao) The Degree of Bachelor
of Elementary Education

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ABSTRACT

This study explored the relationship between morphological awareness and writing proficiency among Grade 6 students at Pulo Elementary School. Morphological awareness—the ability to recognize, understand, and manipulate morphemes, the smallest units of meaning in a language—is considered a foundational skill for literacy development, particularly in reading and writing. As writing proficiency is a core indicator of language competence, this study seeks to determine whether a significant relationship exists between students' understanding of word structures and their ability to construct coherent, grammatically accurate, and meaningful written texts. Using a quantitative correlational research design, the study involved a sample of Grade 6 students selected through stratified random sampling. Data were collected using a researcher-made morphological awareness test and a rubric-based writing proficiency assessment. The scores from both instruments were analyzed using statistical methods to determine the strength and direction of the relationship between the two variables. Findings revealed a moderate positive correlation between morphological awareness and writing proficiency, suggesting that students with a higher understanding of word formation and structure tend to perform better in writing tasks. These results underscored the importance of integrating morphological instruction into language curricula to enhance students' writing skills. The study would contribute to the growing body of research advocating for explicit morphological training as a strategic approach to improving language proficiency at the elementary level.

Keywords: Morphological Awareness, Writing Proficiency, Grade 6 Students, Language Development, Elementary Education.

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The Researchers

DEDICATION

Pursuing a research project at the university level is challenging, yet it is a fundamental qualification for academic success. Numerous efforts and setbacks mark this endeavor. The ability of the researchers to overcome these

obstacles and achieve success is a testament to their resilience and dedication. Their journey inspires, highlighting that perseverance can lead to remarkable accomplishments. Driven by their eagerness and commitment to see the project through, the researchers have honed and perfected their strategies. This refinement process is crucial, as it ensures the quality and integrity of their work. In every challenging endeavor, the support of others plays a vital role. The researchers acknowledge that their success is not solely their own but also the result of the encouragement and assistance they received along the way.

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Glad Bfca Ihks Src

The Problem And Its Background

Introduction

Literacy skills are crucial in the modern age, as these are the foundation of effective communication, critical thinking, and lifetime learning. The capacity to read and write efficiently, being the fundamental literacy skills, is essential for academic achievement, future career prospects, and self-expression. These skills allow individuals to comprehend and translate information, participate in practical discourse, and present their ideas clearly and convincingly. As a result of the rising need for successful communication in every area of life, building literacy skills early on is the key to the success of students in the long run (Putra, 2021).

In addition, writing is essential in consolidating an individual's general language ability. It helps students arrange their ideas, present their arguments, and communicate their knowledge logically. Writing reinforces reading, vocabulary, and higher-order thinking skills in primary education. As the students advance through the levels of study, they must go beyond simple sentence building and work on more advanced writing activities, including writing paragraphs, essays, and research reports. But this change can be most difficult for students, especially at intermediate levels, since it demands more advanced language capabilities, such as the capacity to identify word patterns, comprehend sentence construction, and use correct vocabulary (Cer, 2019).

Writing is an essential skill that defines a student's educational path, yet most are weak in forming readable and comprehensible texts. An often-forgotten predictor of writing skills is morphological awareness—the capability of identifying and manipulating words' most fundamental units of meaning. Developing this ability is essential because it gives students skills to read through unknown words, form sentences correctly, and communicate their concepts more clearly. By making students more confident in understanding word compositions, they also enhance their

writing skills, spelling, and vocabulary, all of which play an important part in academic and practical communication skills (Carlisle, 2021).

A metalinguistic ability that facilitates writing skills is morphological awareness. Morphological awareness is the capacity to identify and manipulate morphemes — language's most minor units of meaning (Carlisle, 2021). It encompasses prefixes, suffixes, root words, and grammatical markers responsible for word construction and meaning. It plays a specific role in the elementary grades, enabling students to decode new words, build their vocabulary, and enhance their general language understanding. When students understand how words are constructed and connected, they become more effective readers and spellers, enhancing their writing abilities.

Additionally, morphological awareness has been identified as a key factor in literacy acquisition, significantly influencing reading and writing skills (Apel & Lawrence, 2023). Students with strong morphological awareness can analyze complex words by breaking them down into simpler morphemic units, allowing them to recognize words more effectively, spell accurately, and expand their vocabulary (Kieffer & Lesaux, 2020). As they develop this ability, they better understand word meanings and grammatical structures, enabling them to write more accurately and fluently. Conversely, students with limited morphological awareness may struggle with spelling, word choice, and sentence construction, leading to writing challenges that can hinder their academic success. Research consistently highlights the strong correlation between morphological awareness and academic achievement.

Research indicated that morphological awareness strongly correlates with academic success in language-based subjects. Nagy et al. (2019) found that students with greater morphological awareness demonstrated improved reading fluency, comprehension, and writing skills. Similarly, in the study conducted by Goodwin and Ahn (2023), explicit instruction in morphology enhanced students' spelling abilities and their capacity to construct grammatically correct sentences.

In line with this, the current research aimed to examine the relationship between morphological awareness and the writing skills of sixth-grade students. It also sought to highlight the role of morphological awareness in literacy acquisition and explore its potential implications for writing development. Given the importance of strong writing skills in academic success, understanding how morphological awareness interacts with writing proficiency may provide insights into how students process language and construct written texts. Doing so could contribute to ongoing discussions on literacy development and provide educators with insights that may inform writing instruction in elementary education. Ultimately, this research's findings may help identify ways to enhance students' morphology-focused strategies and writing abilities, fostering more effective communication and overall academic growth.

THEORETICAL FRAMEWORK

This study was anchored in the following theories: Morphological Awareness Theory and Schema Theory. These theories provided a solid basis for explaining how learners acquired writing proficiency through linguistic and cognitive processes.

Morphological Awareness Theory

The Morphological Awareness Theory posits that a learner's ability to perceive and manipulate morphemes was crucial to language proficiency, particularly in reading and writing (Carlisle, 2021). This theory emphasizes that students who developed skills in analyzing words by understanding their morphemic components—including affixation, inflectional, and derivational morphemes—were more likely to enhance their comprehension of word meanings, spelling patterns, and sentence construction. Such proficiency allows for more transparent and coherent writing. Research demonstrated that explicit instruction in morphological awareness significantly supported literacy development, making it essential to improve students' writing abilities (Apel & Lawrence, 2023). Grounded in this theory, the present study sought to determine how Grade 6 students' morphological awareness across the sub-

variables of affixation, inflectional, and derivational knowledge influenced their writing performance. Specifically, it examined their writing skills in terms of grammatical accuracy, organization, vocabulary, and coherence. By exploring this relationship, the study aimed to provide insights into how strengthening morphological awareness could improve students' writing proficiency.

Schema Theory

Schema Theory, as explained by Rumelhart (2021) and expanded by Carrell (2022), emphasizes earlier knowledge in learning and comprehension. Schema Theory argues that individuals learn and comprehend new knowledge through connections to past mental frameworks or schemas. In the text, Schema Theory says that students with well-evolved linguistic schemas like morphological know-how can organize ideas more efficiently, express themselves correctly in terms of vocabulary, and compose grammatically correct sentences. Through understanding word production and interactions with one another, students can resort to schemas to complement their writing communication. A newer trend in this domain is the Cognitive Schema Theory supported by Louve (2023), which builds upon classical Schema Theory with the inclusion of cognitive neuroscience. This theory highlights the dynamic character of schemas and how these evolve as students learn new things. Louve holds that students with well-formed morphological schemas exhibit greater cognitive flexibility, making it easier to deploy linguistic knowledge in writing. This decreases cognitive load and allows them to attend to higher-order writing skills like coherence, organization, and creativity. This study explored how Morphological Awareness Theory and Schema Theory influence writing development in sixth-grade students. Morphological awareness helps students understand and form words, improving vocabulary and spelling—key aspects of writing proficiency. Schema Theory explains how students use prior knowledge to organize and structure their writing. Ultimately, this study aimed to enhance writing instruction, preparing students for effective communication in academic and real-world settings.

CONCEPTUAL FRAMEWORK

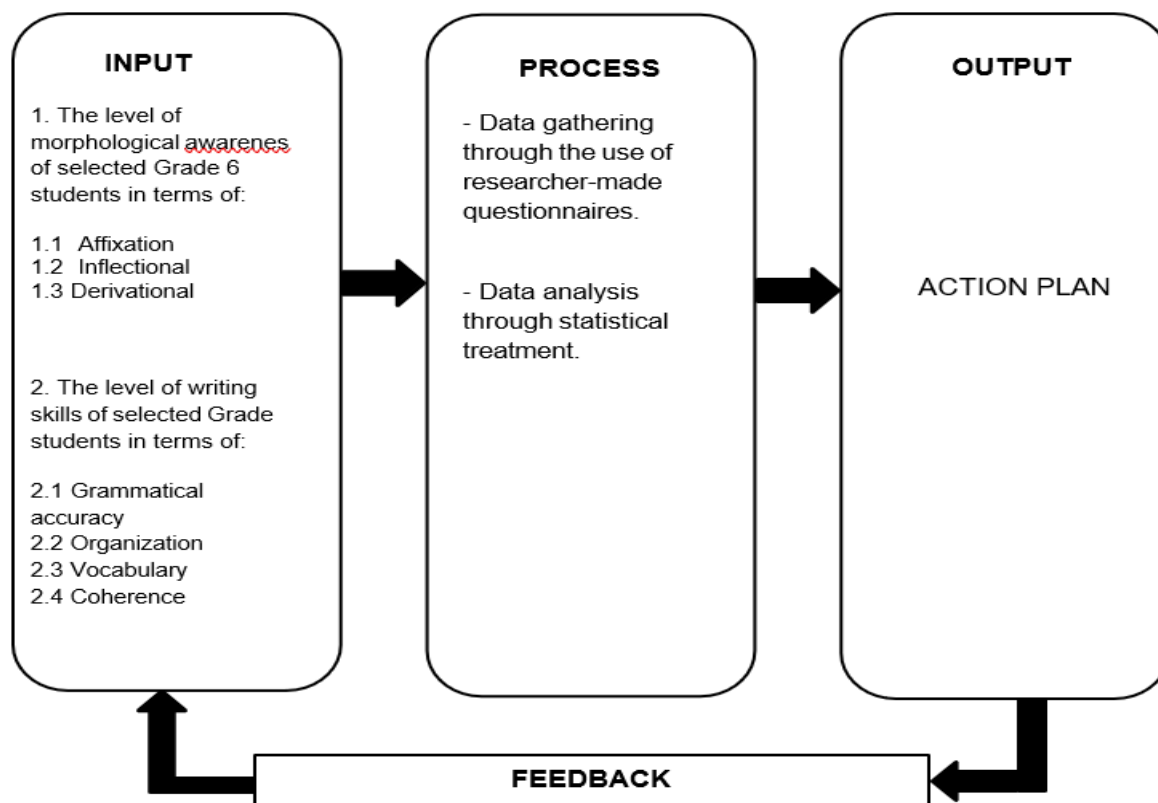


Figure 1. Research Paradigm

The research study investigated the link between morphological awareness and writing skills in Grade 6 students. Morphological awareness included understanding affixation, inflectional morphemes, and derivational morphemes, which are vital components of language skills. Utilizing a questionnaire to assess students' grasp of these elements, the study sought to understand how effectively they could analyze word structures, derive meanings, and use proper grammatical forms. This assessment formed the input phase of the study, highlighting the importance of students' morphological awareness. Next, writing proficiency was evaluated through a rubric-based approach in the process phase. This evaluation covered essential aspects such as grammatical accuracy, organization, vocabulary, and coherence, which were crucial for the precise and logical expression of ideas. Analyzing students' writing samples pinpointed areas of strength and weakness, providing a thorough overview of their writing capabilities.

In the output phase, the study applied statistical methods to explore the relationship between morphological awareness and writing performance. Using correlation techniques, it assessed how morphological awareness impacted writing abilities. Based on these findings, the study formulated an action plan to address the identified challenges, suggesting targeted instructional strategies to bolster students' morphological understanding and improve their writing skills. The outcomes were intended to inform teachers, curriculum developers, and educational decision-makers with evidence-based recommendations for enhancing language instruction. Through this comprehensive research design, the study aspired to contribute to more effective literacy programs for elementary-level students. Additionally, continuous quality improvement was emphasized, including obtaining feedback on the action plan after its implementation to evaluate its strengths and weaknesses effectively.

Research Questions

This study aimed to investigate the relationship between morphological awareness and writing skills of selected Grade 6 students in Pulo Elementary School. Specifically, it sought answers to the following questions:

1. What is the level of Morphological awareness of selected Grade 6 students in terms of;
 - 1.1 Affixation;
 - 1.2 Inflectional; and,
 - 1.3 Derivational?
2. What is the level of writing skills of selected Grade 6 students in terms of:
 - 2.1 Grammatical accuracy;
 - 2.2 Organization;
 - 2.3 Vocabulary; and
 - 2.4 Coherence
3. Is there a significant relationship between morphological awareness and writing skills of Grade 6 students in Pulo Elementary School?
4. Based on the result of the study, what inputs can be derived to create an action plan?

Statement Of Hypothesis

This hypothesis served as a tentative answer to the research problem. The null hypothesis was subjected to statistical testing at a 0.05 significance level through the appropriate statistical tests.

Ho: There is no significant relationship between morphological awareness and writing skills of the selected grade 6 students in Pulo Elementary School.

Scope and Limitations

The primary focus of this study was to examine the correlation between morphological awareness and writing skills of selected Grade 6 students at Pulo Elementary School. The study revolved around two key variables: Morphological Awareness and Writing Skills. Morphological awareness specifically assessed the students' abilities in terms of affixation, inflectional, and derivational morphemes. On the other hand, writing skills were evaluated in terms of grammatical accuracy, vocabulary use, and coherence. The study aimed to provide valuable insights into how morphological proficiency contributed to developing writing competence among Grade 6 learners by analyzing the relationship between these factors.

The study participants were selected Grade 6 pupils from Pulo Elementary School. The exclusion of students from other grade levels and institutions ensured that the research remained focused and relevant to the specific developmental stage of the respondents. The inclusion criteria for this study were as follows: Grade 6 students who were currently enrolled at Pulo Elementary School and within the expected age range for their grade level. Additionally, participants had to regularly attend their language and writing classes to ensure consistent exposure to writing instruction. Students with diagnosed learning disabilities or language impairments that may have significantly affected their writing abilities were excluded to maintain a clear assessment. Including students who met these criteria allowed the study to provide a more precise and accurate understanding of the relationship between morphological awareness and writing skills at this educational level. However, this also limited the generalizability of the findings to a broader population. Furthermore, since data collection occurred within a specific timeframe, the study only captured a snapshot of the students' abilities, not accounting for long-term progress in writing skills or any gradual improvement in morphological awareness over an extended period.

For data collection, a researcher-made test was administered to evaluate the students' morphological awareness. Writing tasks were then assigned to assess their writing skills, graded using a detailed rubric focusing on grammatical accuracy, vocabulary use, and coherence. While this methodology ensured a structured and objective assessment, it was important to note that external factors influencing writing performance, such as reading habits, motivation, and prior writing experience, were not considered. Despite these limitations, the study was expected to generate valuable insights into the role of morphological awareness in enhancing writing skills, contributing to the development of effective teaching strategies in language instruction.

Significance of the Study

The following individuals and organizations benefited from the findings of this study:

Students. This study helps students become more aware of how their ability to identify and manipulate prefixes, suffixes, and root words influences their writing proficiency. By strengthening their morphological awareness, they expand their vocabulary, enhance spelling accuracy, and improve sentence construction—all of which contribute to clearer, more effective writing. Understanding word structures also enables them to decode and generate more complex words, fostering better reading comprehension alongside writing fluency. Ultimately, this provides them with the tools to communicate ideas more effectively in academic and real-world contexts.

Teachers. This study helps students become more aware of how their ability to identify and manipulate prefixes, suffixes, and root words influences their writing proficiency. As they strengthen their morphological awareness, they expand their vocabulary, enhance their spelling accuracy, and improve their sentence construction—all of which contribute to clearer and more effective writing. Understanding word structures also enables them to decode and generate more complex words, promoting better reading comprehension alongside writing fluency. Ultimately, this equips them with the tools to communicate ideas more effectively in both academic and real-world contexts.

School Administrators. School administrators are responsible for implementing policies and programs that support students' literacy development. This study provides valuable information on the connection between morphological awareness and writing skills, enabling them to design initiatives that address students' needs. They use the findings to develop teacher training programs, allocate resources for morphology-based instruction, and implement interventions to strengthen students' language skills. Supporting instructional methods that integrate morphology improves student writing and literacy performance.

Researchers. This research is helpful to the researchers as it enhances their understanding of the relationship between morphological awareness and writing skills. By carrying out this research, they gain practical skills in data collection, analysis, and interpretation, which strengthens their research competence. They also contribute important information to the field of language and literacy development.

Future Researchers. This study serves as a foundational reference for future researchers interested in language learning, literacy acquisition, and writing development. They explore deeper aspects such as causal relationships, intervention programs, and cross-linguistic comparisons by building on the connection between morphological awareness and writing skills. This study also opens avenues for further research on how different teaching methodologies can enhance morphological awareness and its effects on literacy development across various educational levels.

Definition of Terms

The following terms are defined operationally and conceptually to understand this study better.

Affixation. It refers to adding morphemes (affixes) to a word to create a different form or a new word with a distinct meaning. An affix is a word element of English grammar used to alter the meaning or form of a word and comes in the form of either a prefix or a suffix (Nordquist, 2019). In this study, affixation helps understand how adding prefixes or suffixes alters word meaning and form, contributing to vocabulary development and writing skills.

Coherence. It refers to a fundamental aspect of effective communication through written language. It encompasses the logical and orderly arrangement of ideas, details, and arguments within a text, ensuring they connect seamlessly to convey a clear and unified message (Abbadia, 2023). This study helps ensure the logical flow of ideas in writing, contributing to the clarity and effectiveness of students' written output.

Derivational. In morphology, derivation creates a new word out of an old word, usually by adding a prefix or a suffix (Nordquist, 2020). In this study, derivational morphology helps develop students' vocabulary and word formation, supporting their writing skills.

Grammatical Accuracy. Grammatical accuracy refers to the correct use of grammar in writing and speaking, ensuring that language structures such as tense, agreement, and punctuation are used correctly. This concept is essential for clear and effective communication, as it helps convey messages without confusion or ambiguity, allowing listeners and readers to understand the intended meaning effortlessly. A speaker with a high grammatical accuracy score uses grammar correctly and effectively in their speech (Healy, 2024). In this study, grammatical accuracy supports clear and effective writing, making it a key component in assessing students' writing skills.

Inflectional. Inflectional morphology studies processes, including affixation and vowel change that distinguish word forms in specific grammatical categories (Nordquist, 2020). This study uses it to understand word formation and grammatical accuracy, which are essential to writing skills.

Morphology. It refers to the structure and formation of words that contribute to morphological awareness. It has a vital impact on developing and perceiving English words (Marlboro, 2021). In this study, morphology was used to analyze the structure and significance of the words, thereby enhancing individuals' morphological awareness.

Morphological Awareness. It refers to the ability to recognize and manipulate morphemes, including roots, prefixes, and suffixes, which significantly contribute to word reading and comprehension skills. It is an essential factor in literacy development (Lacsamana, 2022). This study's morphological awareness includes word affixation, inflectional, and derivational morphemes.

Organization. Organization refers to the act or process of organizing or of being organized. It can also refer to the condition or manner of being organized. Organization is a crucial aspect of writing, and it plays a vital role in ensuring that the written content is clear, concise, and practical. When writers are well-organized, they can convey their message in a logical and easy-to-follow manner, which helps to engage the reader and achieve the desired outcome. (Atwell, 2024). In this study, organization is the key component of writing skills, as it involves presenting ideas coherently, a skill that may be strengthened through morphological awareness.

Vocabulary. It refers to the range of words a person understands and uses in communication. It is an inventory of words within a language or field of knowledge (Payne, 2024). This study uses vocabulary to understand the range of words, contributing to individual writing skills and comprehension.

Writing Skills. These involve effectively communicating ideas and thoughts in written language, encompassing grammar, spelling, audience awareness, and critical thinking. They involve a deep understanding of language use and allow a person to communicate with internal and external parties in the workplace through many channels (Douglas & Douglas, 2025). This study uses writing skills to understand the effective communication of ideas through grammatical

accuracy, vocabulary, organization, and coherence, contributing to an individual's ability to write clearly and accurately.

REVIEW OF LITERATURE AND STUDIES

The chapter presented a variety of literature and studies sourced from books, the Internet, journals, and both published materials relevant to the current study. It served as the foundation for the study's conceptualization, encompassing the identification and application of the research problem, as well as the sampling techniques employed for analysis.

Morphological Awareness

According to Pimentel (2020), there was a connection between morphological awareness and spelling accuracy in writing among upper elementary students. Their study found that students with a firm grasp of root words and morphological structures were more proficient in spelling and displayed greater confidence in writing. The researchers suggested that morphological instruction improved spelling accuracy and overall writing quality by providing students with strategies to decode and construct words effectively. She advocated incorporating morphological teaching strategies into literacy instruction to support students' writing development.

Further, Goodwin et al. (2020) research examined the effects of teaching morphology on literacy proficiency. The researchers discovered that morphology instruction enables learners to associate spelling, meaning, and sound, improving reading and writing skills. The research indicated that including morphological instruction in literacy, studies can be helpful for learners with reading and spelling difficulties since it equips them with how to decode and comprehend difficult words.

Carleton (2021) highlighted the essential role of morphological awareness in improving students' reading ability and vocabulary development. Students with well-developed morphological awareness can better read difficult words and understand subtle meanings, which results in enhanced reading and language skills. In her research, students who were taught morphology explicitly—root words, prefixes, and suffixes—made large gains in decoding and reading comprehension. In contrast, weaker morphological foundations in students made them more

prone to reading difficulties with new vocabulary and slower reading improvement.

These results mirrored the current data, with most Grade 6 students being at the Beginning level, showing little exposure to or proficiency with morphological structure. She also stated that frequent and contextualized morphology lessons at every grade level has a cumulative effect, contributing to sustained literacy development. This affirmed the necessity of curriculum designers and instructors to focus even more on incorporating morphology-centered instruction in primary language courses to fill current literacy gaps.

For instance, Malano (2021) conducted a longitudinal study to look into the long-term effect of morphological awareness on writing achievement in Grade 6 students. His study established a positive relationship between morphological awareness and ongoing writing development in the long run. Students who did morphology activities, like sorting words, making sentences using derived words, and solving morphological problem tasks, were more resistant to developing good structures in their essays. Malano further observed that morphological consciousness enabled students to revise and edit their work efficiently by perceiving word use and grammar errors. The research emphasized that students with poor morphological consciousness tended to struggle to use the correct word forms and ensure the coherence of sentences. Consequently, Milano suggested incorporating morphological teaching into all subjects instead of exclusively in language arts classes. He promoted school-wide programs that support vocabulary development and morphological analysis to strengthen students' writing ability.

In a more recent study, Apel et al. (2021) investigated the heterogeneous profiles of morphological awareness among first- through sixth-grade students with the Morphological Awareness Test for Reading and Spelling (MATRS). The study showed that morphological awareness is a multidimensional construct, and students show different strengths and weaknesses across different components. These results indicated the need for comprehensive assessment and targeted instruction matched to individual student profiles to improve literacy outcomes optimally.

Laguico (2022) explored the impact of morphological instruction on the narrative writing skills of Grade 6 students. These indicated that students who were given direct instruction on morpheme identification and word formation techniques showed significant enhancements in writing coherence, vocabulary range, and sentence variety. He emphasized the need to integrate morphological consciousness exercises into the classroom, including affix task manipulation and root word examination. These exercises gave students a deeper grasp of word formation, producing more coherent and meaningful written pieces. In addition, the research indicated that morphological teaching also improved students' reading comprehension, as they could infer word meanings from unknown texts more effectively. He suggested ongoing professional training for educators on effective morphology teaching methods to achieve uniform student improvement in writing and reading proficiency.

Furthermore, Montefalco (2023) discussed the significant contribution of morphological awareness in building students' writing skills. His research explored the interplay between morphological knowledge and sentence building among Grade 6 pupils. The outcomes showed that students with higher morphological awareness had better vocabulary use, coherent sentences, and grammatical correctness. He emphasized that grasping the composition and meaning of morphemes enables students to utilize correct word forms in different writing contexts. Furthermore, the study underscored the efficiency of instruction grounded on morphology in raising writing fluency. Educators are advised to introduce interactive practices, including games on word construction and exercises of morpheme analysis, to improve students' morphological ability. He concluded that an effective writing curriculum incorporating morphological awareness strategies can significantly enhance the overall writing proficiency of students and thus should be a necessary component in language instruction programs.

Affixation

Deacon et al. (2021) highlighted the importance of morphological awareness in the writing development of primary students, specifically in their proficiency in affixation. Their research examined how knowledge of morphemes—like prefixes, suffixes, and root words—improves students' writing fluency and grammatical correctness. The

researchers established that students who received explicit morphological structure training outperformed those without such training in spelling, word recognition, and written composition. They emphasized that morphological awareness helps students develop a more expansive vocabulary to form more intricate and meaningful sentences. Students could enhance their syntactic structures and general writing coherence by realizing how affixes affect word meanings and grammatical functions. The research proposed that including morphology-oriented lessons in literacy education favors students, especially in their capacity to produce well-formed written texts. As a result, it highlighted that morphological instruction needs to be contextualized, which implies that students should not study affixation in abstract terms but as part of actual reading and writing activities. Hence, it found that a solid grounding in morphological awareness plays a significant role in acquiring writing competence, enabling learners to decode, understand, and produce texts more efficiently.

Lendon (2021) examined the relationship between morphological awareness and grammatical skills in writing for elementary students. His study established that students with a strong understanding of affixation demonstrated more advanced sentence structure and fewer grammatical errors in their essays. He also established that instruction in morphology supports the internalization of syntactic rules, which allows students to write well-structured and coherent essays. In addition, he pointed out that students who performed poorly in affixation were also weak in verb tense agreement, pluralization, and derivation of words, which adversely affected their overall writing skills. Grounded on the findings, he suggested using morphology-centered writing interventions to help students overcome linguistic deficits. He proposed scaffolding strategies like facilitated word creation activities and peer-supported learning to improve students' writing skills.

Moreover, Levesque et al. (2022) explored the relationship between morphological awareness and written composition ability in upper elementary students, specifically about affixation. The study found that students with greater morphological awareness exhibited improved writing performance in vocabulary use, sentence structure, and text coherence. It revealed that conscious knowledge of affixes, i.e., prefixes and suffixes, allowed the students to infer meanings from unknown words and use them in writing, hence richer and more diverse vocabulary. More importantly, students proficient in affixation also demonstrated improved syntactic flexibility since

they could construct grammatically correct and contextually suitable sentences. The authors stressed that awareness of morphology predicts reading and is a key element of successful writing instruction. It suggested that teachers implement explicit morphological training in literacy programs because it equips students with the means to manipulate language effectively. The result also indicated that if students are taught to identify and apply morphological rules, they are more able to produce logical, coherent, and sophisticated written texts. Developing morphological awareness is a critical approach to enhancing students' writing abilities.

Morphological awareness, especially in affixation, is vital to support the writing ability of students, as stated by Moroy (2022). It focused on the impact of Grade 6 students' capacity to recognize and play with affixes—like prefixes and suffixes—on their capacity to write complex sentences and increase their vocabulary. The results indicated that the higher the students' morphological awareness, the more coherent, accurate, and lexically richer their writing was. Additionally, he underscored that systematic instruction in affixation considerably enhances students' capacity to read unfamiliar words, thus enhancing their spelling and reading skills. The researcher suggested that instructors incorporate systematic morphological instruction in everyday language classes to promote enhanced writing skills. Students could better comprehend word building by incorporating interactive tasks that target affixation, enhancing their written communication.

Salanes (2022) investigated how morphological sensitivity affects spelling quality and lexical variation in the written outputs of Grade 6 students. Moreover, students with good morphological knowledge were better at utilizing affixes appropriately, thus having better spelling and word selection. The study emphasized that instruction in morphemes, especially in affixation, increases the capacity of the students to figure out meanings of unknown words; hence, their writings become richer and more varied. Additionally, she highlighted that students who were given direct instruction on affixation performed more confidently with derived words across various writing

contexts. She advised language teachers to incorporate morphology-grounded exercises, including affix analysis and word-building activities, to support students' knowledge of word structure. In conclusion, the research showed that encouraging morphological sensitivity enhances spelling correctness and learners' vocabulary to enable them to communicate more fluently and effectively in writing.

Windsor and Moore (2023) experimented to explore the influence of morphological teaching on writing competence, explicitly focusing on Grade 6 learners studying affixation. From the experiment, there is an establishment that learners taught explicit lessons about prefixes, suffixes, and roots performed considerably better in coming up with new words and employing them correctly during writing exercises. The research underscored that awareness of morphology is important in assisting learners to grasp word construction, which further facilitates their capacity to write elaborate and coherent texts. Additionally, the researchers established that students with practical affixation skills were more confident in writing since they could increase their vocabulary and employ more sophisticated sentence structures. They further indicated that morphology instruction positively impacted spelling and grammatical correctness among students, allowing them to understand language rules to a greater extent. The results highlighted that affixation instruction should be part of writing instruction since it gives students linguistic tools to express themselves clearly. It suggested that teachers use explicit and systematic morphological teaching to enhance students' writing fluency, coherence, and overall language ability.

Meros (2024) also explored the part played by morphological awareness to improve writing skills, with special emphasis on affixation to enable students to write well-formed compositions. If students are provided with explicit guidance on affixation, there is a clear indication of an increased capacity to apply derived words in their writing correctly. They are found to be better at handling word form manipulation to write complex sentences and abstract concepts effectively. Further, it was mentioned that more morphologically aware students had improved spelling and grammatical control since they knew the affix-base word relationships. The research also investigated the impact of morphological instruction on the motivation and interest of students' writing, indicating that students who had confidence in their affixation were likely to explore words and sentence structures. In summary, it highlighted that morphological teaching should not be confined to vocabulary instruction but should be incorporated into writing tasks to support learning. They concluded that developing morphological awareness through specific teaching methods can effectively enhance students' writing quality by providing them with the skill to build coherent, grammatically correct, and well-structured texts.

Kamoner (2023), who stressed that students' knowledge of morphological structures, especially affixation, is greatly determined by their exposure to systematic vocabulary teaching and explicit instruction of word formation rules. He discovered that when morphological instruction is not integrated into early literacy practices consistently, students will perform at very low or very high levels, as observed in this study. In his study of language acquisition among middle grade students, noted that affixation is fundamental in reading and vocabulary building, but only if students have been sufficiently exposed to contextual and analytical pedagogies. The lack of learners at mid-competency levels indicates a pedagogical deficit, which he attributed to instruction that was too simplistic or too complex, without enough scaffolding for learners in transition stages. As such, the present findings confirmed his conclusion that morphological consciousness, and especially affixation, should be systematized and developmental in accordance with students' literacy acquisition to prevent biased learning results.

Xang (2024) studied the impact of direct affixation instruction on Grade 6 students' writing fluency. The study revealed that students undergoing systematic morphological training improved writing speed, coherence, and lexicality significantly. It emphasized that knowing affixation enabled students to recall and use words more effectively, which lowered writing anxiety and improved overall composition quality. Furthermore, his research found that students who did not have morphological awareness were poor at forming words and tended to misuse prefixes and suffixes, which caused ambiguity and confusion in their writings. He believed that there should be a curriculum incorporating morphology-based teaching and writing tasks to promote linguistic ability and writing fluency. It suggested that teachers employ digital tools and interactive writing platforms to offer students fun and effective practice in affixation and, as a result, enhance their writing proficiency.

Inflectional

Dela Cueva (2021) highlighted that inflectional morphology is a central building block in writing competency development among the elementary students. Based on her research, Filipino learners who exhibited good morphological abilities were better at using grammatical rules and syntactic structures in writing activities. She also emphasized that morphological teaching should not be considered as a standalone aspect of language acquisition but meaningfully incorporated into reading and writing instruction. Her work further highlighted those students with a clear grasp of how morphemes work was better able to have their ideas well-organized and coherent, in turn boosting both the micro and macro aspects of writing. Thus, her findings lend strong support to the idea that morphological awareness has a far-reaching impact on writing performance, affirming the worth of incorporating such instruction in the Grade 6 language curriculum.

In a local context, Locus (2022) conducted a study on the challenges faced by Filipino Grade 6 students in mastering inflectional morphology. The findings indicated that linguistic interference from regional languages contributed to frequent errors in tense agreement and subject-verb concord. He recommended implementing context-based learning activities that draw students' linguistic backgrounds. By incorporating familiar language examples, educators can bridge the gap between students' native language knowledge and their understanding of inflectional rules in English.

Inflectional morphology significantly affected language acquisition and writing development, especially among elementary students. Understanding how students grasp inflectional morphemes could provide insights into their linguistic competence. Delubyo (2023) stated that inflectional morphology directly impacts sentence construction and grammatical accuracy. The research revealed that students with higher inflectional awareness demonstrated better syntactic structuring and coherence in their writing tasks. By analyzing the morphological errors made by Grade 6 students, he identified a strong correlation between inflectional mastery and improved writing performance. Furthermore, he emphasized the importance of targeted instructional strategies in enhancing students' morphological competence.

Marien (2023) further explored the cognitive processes underlying the acquisition of inflectional morphemes. The study revealed that students' ability to manipulate verb tenses, plural forms, and possessives influenced their narrative writing quality. She found that learners with greater morphological awareness produced more coherent and logically sequenced stories. It advocated for explicit teaching of inflectional patterns as part of language instruction, emphasizing that repeated exposure to morphological structures enhances long-term retention and application.

According to Asimpor (2023), intervention programs are needed to improve inflectional awareness among grade 6 students. The study demonstrated that targeted morphology lessons significantly reduced grammatical errors in students' written outputs. Participants showed notable improvements in writing coherence and grammatical precision through structured activities such as word analysis, sentence reconstruction, and error correction exercises. She concluded that fostering inflectional awareness through systematic instruction is essential for developing students' writing proficiency.

Similarly, there was a relationship between inflectional awareness and vocabulary development among Grade 6 learners, according to Ziek (2024). The study highlighted that student's proficient in inflectional morphemes exhibited richer vocabulary choices in their writing. His research also found that learners with limited inflectional knowledge often struggled with word formation and contextual language use. It suggested integrating morphology-focused activities into writing instruction to reinforce word recognition and sentence construction. Through this approach, students could develop both linguistic flexibility and writing fluency.

Derivational

According to Kieffer and Lesaux (2020), derivational morphology contributed to reading comprehension and subsequent influence on writing skills. The research showed that students who know how words are created using

prefixes and suffixes can better read materials and write more clearly. Instruction on derivational morphology for Grade 6 students can help them read complex texts and write more sophisticated work. Therefore, the curriculum must include word formation and structure lessons to develop sophisticated writing skills.

Gandemala's (2021) research examined morphological awareness in elementary learners and its contribution to vocabulary acquisition. His research stressed that students with less exposure to derivational morphology had difficulty decoding new words, thus impacting reading fluency and comprehension. The research pointed out that morphological awareness, specifically derivational awareness, was a building block skill for lexical knowledge and reading proficiency. He discovered that the direct teaching of morphological principles—i.e., prefixes and suffixes that change meanings for base words—was highly beneficial for enhancing word recognition skills in students. Additionally, the study found that failing to emphasize derivational morphology early on in reading instruction contributed to slower-than-necessary language development among low-income school student populations. The findings thus corroborated those of Gandemala, supporting the hypothesis that early and systematic instruction of morphological structures was instrumental in enhancing the linguistic and academic achievement of Grade 6 students.

Santiago (2021) implemented an experimental study that measured the impact of derivational morphological instruction on the narrative writing ability of Grade 6 pupils. The eight-week intervention program included specific lessons on word formation processes and affix use. The findings indicated a significant increase in students' narrative coherence, descriptive language usage, and sentence variation. Santiago emphasized that students with higher morphological awareness better used sophisticated vocabulary and conveyed subtle ideas. The study also emphasized the need for morphological feedback in the writing process, which prompted students to use their knowledge. Santiago concluded that explicit morphology instruction is crucial in developing students' writing skills.

Dolores (2021) findings, which highlighted that morphological awareness, especially derivational knowledge, is a key factor in the writing growth of elementary students. She pointed out that students who know how words are created and manipulated using prefixes and suffixes are better positioned to employ varied vocabulary and build grammatically correct sentences. This morphological ability underpins lexical growth and makes significant contributions to written text structure and coherence. It is argued that even brief exposure to direct teaching of derivational morphology can yield quantifiable gains in writing activities, as students start to incorporate the construction and purpose of complex words into their unconscious knowledge. She emphasized providing morphological awareness as part of classroom writing instruction, especially for students with writing fluency and accuracy difficulties. The convergence of these findings supports the importance of prioritizing morphological aspects, not just in reading, but also as a necessary foundation for writing competence.

Subsequently, Morales (2022) examined how derivational morphology could improve students' spelling accuracy and grammatical ability. Based on the analysis of written texts produced by Grade 6 students, he identified that pupils with higher morphological awareness exhibited fewer spelling mistakes, especially with complicated words. The research also demonstrated that students who comprehended the role of affixes could effectively modify base words to meet various grammatical contexts, which resulted in enhanced syntactic form in their composition. In addition, the study identified the strong relationship between derivational awareness and the capacity of the students to produce well-formed and coherent texts. He proposed incorporating morphology-based tasks into writing lessons could increase students' linguistic skills.

Alvarado (2023) conducted a study on the impact of derivational morphological awareness on the vocabulary development of elementary students in urban learning environments. The research highlighted that student's with higher derivational awareness significantly improved vocabulary acquisition and reading comprehension. With a string of intervention programs teaching prefixes, suffixes, and root word analysis, the study proved that explicit derivational morphology instruction allowed students to decipher unknown words better. He highlighted that mastery in identifying and comprehending complex words enhanced writing quality among students because they successfully integrated sophisticated vocabulary into their writing. Moreover, the study concluded that

morphological instruction benefits pupils with different proficiency levels and is crucial to literacy growth.

There was a correlation between derivational morphological knowledge and the argumentative writing abilities of middle school students (Lemiah, 2023). Employing a mixed-methods design, the research examined students' written products and interviewed students to assess their comprehension of word creation. The findings indicated that advanced morphological knowledge students were better at generating well-structured arguments and employing accurate and convincing words. She added that the students showed more lexical variety and syntactic complexity in their essays. The research further established that morphological teaching made students more confident using academic words, providing more precise and coherent arguments. According to the findings, she advised incorporating morphological training into writing courses to assist students' academic language development.

Miramosa (2024) investigated the effect of derivational morphology on written and reading comprehension among multilingual students. The research revealed that students who underwent morphology-directed instruction gained greater knowledge about word creation and lexical meaning in a diverse classroom environment. She stressed that derivational awareness was important in helping learners understand sophisticated texts and express themselves more accurately in writing. The results showed that integrating derivational exercises in reading and writing instruction promoted linguistic adaptability and vocabulary growth. In addition, Reyes suggested a balanced literacy program that combines morphology with contextual reading and writing instruction to help students develop overall language.

Writing Skills

Luzviminda (2021) examined the correlation between spatial abilities in early childhood and subsequent academic performance, such as writing skills, in a longitudinal study. The study revealed that kindergarteners with advanced spatial abilities would likely demonstrate higher reading and writing skills in the second grade. Although the research involved younger students, the findings imply that developing spatial awareness early can have long-lasting effects on literacy skills, such as writing. These highlighted the possible utility of including spatial reasoning activities in early education as a precursor to subsequent morphological awareness and writing ability. The research promoted an integrated approach to literacy instruction, in which spatial and morphological abilities are developed to facilitate overall language proficiency.

In accordance with Tan (2021), primary-level foundation writing skills were key predictors of academic achievement in all subjects and grade levels. His study on elementary students in Southeast Asia found that almost half of the learners have "Developing" or "Beginning" writing abilities because of a range of factors such as limited instruction time, inadequate mechanisms for giving feedback, and insufficiently motivating writing tasks. He underscored that writing instruction tends to be the afterthought of reading and mathematics in curriculum design, leaving pupils with insufficient scaffolding to learn crucial writing structures, vocabulary use, and coherence. He contended that the lack of differentiated instructional strategies further amplifies differences in writing performance. His study revealed that morphological awareness had minimal impact on grammar correctness and vocabulary memorization but strengthened students' capacity to organize their thoughts and logically arrange information—essence of writing organization and coherence. He argued that morphological teaching encourages mental awareness of how words and concepts are built, thus promoting organization and logical structure of writing. Additionally, he contended that affixation enables students to play around with forms and meanings of words, which enhances textual cohesion. These findings validated that instruction on affixation does not directly equate with ensuing improvement in grammar or vocabulary but makes an important contribution towards students' total writing composition.

McGee (2022) highlighted the significance of peer feedback and assessment in developing students' writing ability. In a qualitative study with Grade 6 students, the research established that constructive feedback from peers and teachers improves students' capacity to organize and express their ideas effectively. He emphasized that content

and form-focused feedback allow students to make focused revisions, leading to more transparent and coherent writing. The study also emphasized the importance of peer assessment as a collaborative learning approach. Peer reviewing enables students to evaluate other people's work critically, consider various writing styles, and use constructive criticism in their writing assignments. He also posited that recurring feedback loops, including formative and summative evaluations, play a role in long-term writing development. In addition, the study implied that promoting a positive feedback culture within the classroom instills a growth mindset among the learners, urging them to consider writing a perpetual learning experience. Consequently, the learners are more confident writers with better grammar, richer vocabulary, and quality writing.

Comparatively, Maronesa et al. (2023) constructed and tested the Chinese Kindergarten Teachers' Learning and Development (CKTLD) scale to measure early childhood educators' professional development. Though the research focused on teachers, its outcomes significantly affect student results, especially writing ability. The study found that more motivated and information-literate teachers are more likely to apply effective teaching strategies, such as those that increase morphological awareness in students. As a result, students these teachers teach tend to have better writing skills, as their teachers can teach more thoroughly and informatively. The research highlighted teachers' ongoing professional development in subject areas like morphology and language structure to affect students' writing skills positively.

Meso (2023) reported that structured literacy programs drastically enhance students' writing ability in primary school. Such programs focus on phonics, vocabulary, and sentence formation, critical elements of good writing. She pointed out that students given systematic writing instruction show significant gains in coherence, organization, and grammatical correctness. Furthermore, the study highlights the importance of teacher-led writing workshops in building students' confidence when conveying their ideas in written form. She recommended giving consistent feedback and peer editing opportunities to fine-tune students' writing skills. By incorporating teamwork activities and reflective writing tasks, students learn to review and enhance their work, leading to improved writing fluency. The findings also suggested using personalized learning plans to solve each student's writing difficulties, promoting a more inclusive educational environment. In conclusion, she found that a well-designed literacy curriculum is critical in developing students' writing ability, providing a strong foundation for academic achievement.

Jamal (2023) underscored the key function of instruction in morphology towards enhancing learners' writing skills. His study, which involved middle-grade students, concluded that explicit morpheme instruction, covering prefixes, suffixes, and root words, resulted in statistically significant gains in both writing accuracy and fluency. Those who underwent systematic morphological training in school had greater knowledge of how words are created, which their writing products saw in terms of more intricate and syntactically correct sentence formations. He concluded that morphological competence provides students with the cognitive skills to decode, build, and work with language better. As such, incorporating morphological awareness exercises into writing instruction can create more robust literacy outcomes, especially in environments where students are still building base language skills.

In the same way, Loker et al. (2024) conducted a thorough study that looked at how morphological instruction affects the writing skills of Grade 6 students. The study, under the SCALA project, sought to evaluate how targeted instruction in morphological structures affects the students' writing skills. The results showed that students given explicit morphological instruction significantly improved their capacity to compose intricate sentences and accurately use sophisticated vocabulary. The research underlined the necessity of incorporating morphological awareness in the curriculum and asserted that its inclusion facilitates an understanding of word creation and utilization, resulting in better writing ability. Further, the research emphasized that regular exposure to morphological analysis helps develop writing and boosts reading ability because students learn to decipher unknown words by breaking them down into their morphological units.

Grammatical Accuracy

Rivera (2020) stated that training in morphological awareness can be a key strategy for enhancing the

grammatical ability and overall writing ability of students. His study revealed that students who received systematic morphological training showed fewer grammatical errors and had better coherence in their written texts. She pointed out that morphology-infused lessons must be integrated into writing education to enable the learners to appreciate how words interact within various grammar structures. Additionally, she advised teachers to present scaffolded practice, such as root words, prefixes, and suffixes, to promote learners' grammatical awareness. The research emphasized the significance of morphological awareness as a significant element in constructing students' writing skills and suggests that it be included in language courses for elementary education.

Morphological awareness plays a crucial role in developing grammatical skills among elementary students. Apel et al.'s (2021) study introduced the Morphological Awareness Test for Reading and Spelling (MATRS), which assessed various aspects of morphological awareness in students from first through sixth grade. The researchers found that students with a strong understanding of morphological structures, such as prefixes, suffixes, and root words, demonstrated superior grammatical proficiency in their spoken and written language. Thus, it suggested that explicit instruction in morphology can enhance students' grasp of grammar, leading to improved writing skills. It emphasized the importance of incorporating morphological awareness into the curriculum to support the grammatical development of Grade 6 students.

Morphological awareness significantly impacted the writing ability of Grade 6 students, especially in grammatical competence and sentence building, according to Velasco (2021). The research showed that students with good morphological ability improved their written work's punctuation, spelling, and syntactic correctness. He contended that the comprehension of morphemes enables students to read new words and apply them in writing, accordingly, avoiding errors in word selection and sentence construction. Moreover, he points out that instruction of morphological consciousness via engaging activities, for example, word-building tasks and analysis of morphemes, makes students better able to absorb grammar rules. Overall, it concluded that enhancing morphological awareness among students can be a basis for enhanced writing performance.

Ke et al. (2021) explored the cross-linguistic influence of morphological awareness on grammar acquisition in a second language. The research indicated that morphological awareness in a student's first language can positively affect their understanding of grammatical structures in a second language, especially when both languages share similar morphological features. For Grade 6 students learning a new language, strengthening morphological awareness in their native language could facilitate the acquisition of grammar in the second language. The study recommended educators consider the morphological similarities between languages when designing grammar instruction to leverage this cross-linguistic transfer.

Malauri (2022) stressed that grammatical precision is still among the most demanding features of writing improvement among primary-level students. She pointed out that grammar proficiency is the building block of effective and coherent written communication, and poor grammar proficiency is usually accompanied by lower confidence and poor performance in school. In her research, identified the absence of differentiated grammar instruction and limited interaction with context-related grammar activities as some of the factors leading to low grammatical proficiency.

Santiago (2022) stated that a strong relationship exists between morphological awareness and grammatical proficiency among elementary students. The study showed that students who analyze and manipulate morphemes produce more syntactically complex and grammatically correct sentences. He stated that morphological knowledge helps with vocabulary growth, which helps the proper application of grammatical rules in writing. The study also indicated that poor morphological awareness causes repeated grammatical errors, like incorrect pluralization and verb conjugation. To remedy this, he suggested including morphological exercises in grammar classes so that students can better understand word formation and how it affects sentence structure.

Mern et al. (2023) conducted a comprehensive meta-analysis examining the relationship between morphological awareness and various language and literacy skills, including grammar. The analysis revealed that morphological

awareness significantly

correlates with grammatical knowledge, indicating that students who recognize and manipulate morphemes tend to understand grammatical structures better. This relationship was consistent across different grade levels, suggesting that fostering morphological awareness can have a lasting impact on students' grammatical skills. The authors advocated for educational strategies integrating morphological instruction to enhance grammar proficiency, particularly in upper elementary grades such as Grade 6.

Merlon (2023) stated that morphological awareness is critical in shaping students' writing skills, especially in grammar. He stressed that knowing the internal structure of words—like prefixes, suffixes, and root words—helps students create grammatically correct sentences. As conducted by him, students with high morphological awareness showed greater subject-verb agreement, consistency in verb tense, and coherence in sentences when they wrote. The study recommended that direct teaching of morphological structures can significantly enhance students' grammatical precision and overall writing ability. The research emphasized that grammar teaching must be combined with morphological training to help students better decode and build words, eventually resulting in more organized and error-free writing.

Bedic and Navarra (2024) assessed the level of morphological awareness among high school learners and its effectiveness toward vocabulary learning. The study found that students with higher morphological awareness were better at identifying affixes and root words, which enhanced their understanding of unfamiliar English texts. While the study focused on high school students, the findings suggest that developing morphological awareness can aid in grammar acquisition by enabling students to deconstruct and comprehend complex word forms. For Grade 6 students, incorporating morphological analysis into grammar lessons could improve their ability to parse and construct grammatically correct sentences.

Organization

Kezha (2024) strongly highlighted that the capacity for expressing clear thoughts on paper is not natural but needs to be developed through explicit instruction and constant practice. Her research on writing development of elementary students discovered that organizational abilities are generally underdeveloped because curriculum limitations favor instruction in grammar and vocabulary over structural coherence. Through her qualitative study that included classroom observation and teacher interviews, she discovered that students who underwent guided writing activities on text structure (e.g., employing outlines or graphic organizers) showed improvement in organizing ideas in narrative and expository writing. In addition, she emphasized that without adequate modeling and teacher-directed discussions of paragraph unity and transitions, students tend to write fragmented and disjointed texts.

It proved that schools with a positive and inclusive culture promote collaborative learning, student engagement, and teacher motivation (Kanron, 2024). He stressed that leadership plays a significant role in creating and sustaining a culture of support. By instilling values of respect, inclusiveness, and innovation, schools could foster an environment conducive to intellectual and personal development. Moreover, the research underscored how open communications and recognition initiatives are vital elements that build a strong organizational identity. He concluded that a healthy organizational culture strengthens institutional resilience and performance.

Vocabulary

For Marcus (2021), morphological awareness is the most important indicator of vocabulary development, indirectly affecting the writing skills of Grade 6 learners. His study revealed that students who better comprehend morphemes are more likely to have a broader vocabulary, which enables them to write ideas more clearly and concisely. He pointed out that teaching morphemes enables students to effectively identify relationships between words to infer meanings and use new vocabulary in writing. Moreover, his research demonstrated that students who undergo systematic morphological training have better spelling proficiency, sentence formation, and overall writing

structure. It suggested that teachers include explicit and systematic morphological instruction in reading instruction to improve students' knowledge of words and writing skills. The research concluded that morphological awareness enhances vocabulary mastery in students and promotes independent word-learning strategies, making them more articulate and confident writers.

Also, morphological awareness, as posited by Levesque et al. (2021), plays a significant role in spelling skills among students. Their findings suggested that word structure knowledge helps students spell words more correctly, as they can break down multisyllabic words into their morphemes. Morphological instruction benefits spelling and overall literacy, such as reading comprehension and vocabulary building. The paper stressed the necessity of incorporating awareness of morphology within the curriculum to enhance students' writing skills.

Chen (2021) examined the influence of morphological consciousness on elementary school students' vocabulary learning. According to the research, students who clearly understand morphological forms can deduce the meanings of new words, thus improving their vocabulary. This vocabulary awareness directly affects writing skills, as a larger lexicon enables students to express themselves more accurately and variedly. Chen supported explicit teaching of morphology to improve students' vocabulary and writing ability.

Sebastian (2022) noted that the interaction between morphological awareness and writing ability is revealed in how pupils build coherent and grammatically proper sentences. Based on this, Grade 6 students with greater morphological awareness can employ rich vocabulary and advanced sentence structures in their writing. The research described how morphological awareness enables students to handle word forms efficiently, leading to more cohesion and coherence in written texts. He also contended that students with poor morphological awareness have difficulty spelling and creating words, resulting in disjointed and less organized writing. His research indicated that direct instruction of morphology improves students' word decoding and encoding skills, primarily through interactive and context-based learning methods. In addition, the research highlighted the significance of initial exposure to morphological instruction for establishing a solid ground for writing growth. Teachers could incorporate morphology-based language learning activities to empower learners with important linguistic devices that enhance higher-order writing and vocabulary growth.

Librada (2022) stated that morphological awareness plays a central role in defining students' writing proficiency, while vocabulary and writing proficiency are linked by morphological awareness. According to her study, grade 6 students with matured morphological awareness exhibit more lexical variety and grammatical accuracy in their written compositions. She clarified that knowing about morphemes enables students to craft words with exactness, enhancing both clarity and coherence in writing. She also pointed out that morphological teaching makes students more sensitive to word patterns, decreasing verb tense, plural, and derivational affix errors. Her study also indicated that explicit and interactive morphological activities, including word analysis exercises and morpheme-based spelling drills, dramatically improve students' writing performance. She recommended incorporating morphology-centered instruction into language courses because it improves students' comprehension and manipulation of word structure, contributing to more effective and expressive writing.

Rusmal (2023) explored the relationship between vocabulary proficiency and academic performance, particularly in the context of elementary education. Jamal (2023) emphasized that vocabulary development is a fundamental component of writing skills and overall literacy. The study underscored that students' vocabulary knowledge significantly influences their ability to express ideas clearly and cohesively, thus affecting their academic success. In alignment with the findings in this study, he argued that a strong vocabulary base is essential not only for academic writing but also for enhancing cognitive development and comprehension skills. In addition, his research pointed to the effectiveness of explicit vocabulary instruction and interactive learning strategies in fostering vocabulary growth.

Moreover, morphological awareness, as noted by Lorey (2024), is significant in developing students' writing ability by improving their skills in recognizing, comprehending, and playing with word structure. Morphological awareness

enables students to analyze complex words into meaningful elements, enhancing vocabulary and reading comprehension. In Grade 6 students, a firm understanding of morphemes like prefixes, suffixes, and root words enables them to spell more accurately, form

sentences, and write more fluently. Her research identified high-morphological awareness students demonstrate better writing proficiency since they can effectively infer unfamiliar words and use them contextually in written texts. Further, the research identified that systematic instruction in morphology leads to enhanced linguistic processing, rendering students highly skilled in applying sophisticated vocabulary to writing assignments. In order to improve writing ability, she recommended incorporating morphological teaching in literacy instruction so that the students build a strong foundation in word construction and application. Based on the research, it is concluded that well-designed intervention programs with an emphasis on morphological teaching considerably enhance vocabulary development and writing skills in upper elementary-age children.

Coherence

The effects of morphological awareness on the coherence of writing can be observed in the quality of the students' well-articulated and logically related texts. According to Marcus (2021), students with sound knowledge of the rules of morphological awareness can better ensure coherence in their writings. The research indicated that training in morphology enhances not just the growth of vocabulary but also syntactic clarity, which is essential to writing coherent text. He identified that when students work effectively with morphemes, they can better form grammatically correct sentences, minimizing ambiguities and redundancies. The research further established that students with weak knowledge of morphology tend to have problems with coherence because of inconsistent word usage and challenges in connecting ideas within and between sentences and paragraphs. He recommended that educators adopt a morphology-focused writing approach, wherein students engage in activities such as morpheme segmentation, word formation exercises, and contextual word usage drills. According to him, these strategies provide students with the linguistic foundation to develop well-structured and cohesive written outputs. Therefore, incorporating morphological awareness programs into writing instruction is essential in improving elementary learners' coherence and writing proficiency.

Morphological awareness and writing coherence are crucial literacy development factors at the elementary level. McKlemore (2022) illustrated that advanced morphological students demonstrate higher syntactic flexibility and lexical variety, enabling them to write more coherent and structured writing. The research examined the role of morphological knowledge in facilitating the logical order of ideas and the employment of transition words in making written works more fluent and readable. Moreover, he discovered that students who lack morphological awareness usually experience challenges sustaining coherence since they misapply affixes, resulting in grammatical mistakes and interrupted sentence structures. The study also uncovered that offering student's explicit morphological instruction enhances a better comprehension of word compositions, enabling them to improve their capacity to build well-structured paragraphs. He recommended embedding morphological instruction in writing programs using interactive exercises, including word analysis and affix manipulation, to enhance student compositions' coherence. Finally, the research identified that developing morphological awareness enables students to express their ideas clearly and cohesively when writing.

Furthermore, morphological awareness is a critical factor in improving students' writing coherence, as it enables more accuracy and smoothness in text development. Minores (2022) identified that students with the ability to identify and manipulate morphemes demonstrate better language control, resulting in more coherent and organized writing. The research discovered that students with low morphological awareness tend to produce essays with unrelated ideas, making it hard for readers to trace their arguments. In addition, he stressed that morphological training enables students to comprehend relationships between words so they can utilize transitional phrases and cohesive devices effectively. The study recommended that teachers use morphology-grounded writing techniques, including word analysis and sentence-building exercises, to enhance coherence in student writing. He also recommended integrating digital tools and gamification as a pedagogy to enhance morphological teaching as a fun

and accessible tool for morphological learning. Teachers can establish an even more interactive learning platform that enhances morphological mastery and writing coherence through these methods. To sum up, the research found that investing in morphological awareness at the elementary level significantly impacts students' writing skills to generate well-organized and logically coherent texts.

Indeed, morphological awareness is essential in learning to write among students in Grade 6 because it directly impacts their capacity to produce coherent and meaningful texts. According to Merallos (2023), students who have an excellent understanding of morphemes, including prefixes, suffixes, and root words, exhibit greater coherence in their written texts. This is because morphological awareness makes them employ proper word structures and multiple vocabularies, translating to coherent sentences and a reasonable flow of ideas. The research indicated that morphological instruction enhances students' capacity to connect ideas cohesively in written work. In addition, he pointed out that inadequate morphological awareness tends to result in discontinuous ideas, inappropriate usage of words, and lack of consistency in written discourse. The results indicated that incorporating morphological exercises into the regular classroom lessons improves students' writing competence. Based on these findings, the research highlighted the need for specific interventions targeting morphological instruction to close coherence gaps in students' writing. As he argued, these interventions need to be incorporated into curriculum design to facilitate students' acquisition of the necessary.

Samhara (2024) stressed that coherence in student writing is essentially related to cognitive organization and the capacity to sustain thematic coherence across paragraphs. Her research on writing development of elementary learners determined that coherence tends to be a huge problem for students because of lack of proper scaffolding and experience in idea organization. She observed, in analyzing Filipino learners, that students who have low coherence ratings tended to generate disjointed stories and were extremely dependent on sentence structures that were not related. Lack of coherence was attributed to a poor grasp of transition signals, logical order, and incorporation of supporting details. In addition, she emphasized that public school learners are most vulnerable since they have minimal exposure to structured writing activities and poor feedback.

Synthesis

The literature emphasized the crucial role of morphological awareness in improving students' writing skills, particularly in spelling, vocabulary, sentence construction, and writing fluency. Studies highlighted the positive impact of Structured Word Inquiry (SWI) and explicit morphological instruction on writing proficiency (Martina, 2023; Bowers & Cooke, 2024). Targeted teaching of morphemes—such as prefixes, suffixes, and root words—helped students create more grammatically accurate, coherent, and lexically varied compositions. Research by Deacon et al. (2021) and Levesque et al. (2022) showed that affixation enhanced spelling accuracy and syntactic flexibility, while Windsor and Moore (2023) linked it to writing fluency. Additionally, Moroy (2022) and Salanes (2022) noted its role in improving coherence and lexical density. Studies by McJoe and Leroy (2023) and Janues (2022) showed that root word knowledge aided in sentence construction and reasoning. Kieffer and Lesaux (2022) and Mancilla-Martinez (2021) argued that root word awareness boosted both reading comprehension and writing proficiency. Further, research by Hegland (2023) and Glaser (2022) underscored the importance of compound words in expanding vocabulary and writing ability. Overall, these findings suggested that a strong foundation in morphological awareness was essential for enhancing students' writing skills, highlighting the need for morphological instruction in literacy education. The synthesis of these findings suggested that a strong foundation in morphological awareness directly influenced students' writing competence, making it a crucial aspect of literacy instruction. This underscored the need for educational strategies that integrated morphological instruction into writing pedagogy to support students in developing more coherent, grammatically sound, and lexically rich compositions.

Research Gaps

While numerous studies established a strong correlation between morphological awareness and writing skills,

existing literature primarily focused on general literacy development rather than students' specific writing challenges (Martina, 2023; Bowers & Cooke, 2024; Loker et al., 2024). However, few studies directly examined how morphological awareness influenced writing proficiency in learners at the upper elementary level, particularly in their ability to construct coherent, grammatically accurate, and lexically rich compositions

In addition, multiple studies concentrated on the intermediate level. Grade 6 students were in a crucial transitional stage from elementary to secondary education, making it essential to explore how their understanding of morphemes affected their writing performance and whether morphological awareness interventions could be effectively integrated into writing instruction.

Thus, this study sought to bridge this gap by examining the relationship between morphological awareness and writing skills among Grade 6 students. By investigating this connection, the research aimed to provide insights into how morphological knowledge supported writing development, which could inform instructional strategies and enhance literacy education at this critical learning stage.

RESEARCH METHODOLOGY

The chapter presents a variety of literature and studies sourced from books, the Internet, journals, and published materials relevant to the current study. It serves as the foundation for the study's conceptualization, from identifying and applying a problem to the sampling techniques used to analyze it.

Research Design

The study utilized a quantitative research design, which was crucial for systematically collecting and analyzing numerical data to explore relationships among various variables. As highlighted by Creswell (2024), quantitative research played an essential role in identifying patterns, making predictions, and establishing statistical associations. By employing objective measurements and statistical analyses, the researchers aimed to enhance the reliability and validity of their findings. This quantitative approach yielded empirical data that shed light on the connection between morphological awareness and writing ability in Grade 6 students.

Specifically, a descriptive-correlational research design was implemented. Creswell (2024) described descriptive research as a method to systematically characterize a phenomenon or population, providing in-depth insights into students' morphological awareness and writing proficiency. Correlational research, as defined by Creswell, focused on identifying relationships between two variables without manipulation, allowing for an assessment of the nature and extent of the connection between morphological awareness and writing proficiency.

This design was particularly fitting as it determined both the direction and strength of the relationship between these variables. If a significant correlation had been found, further statistical methods, such as regression analysis, could have been applied to evaluate the predictive capacity of one variable on the other (Creswell, 2024). By centering on real-world data, this approach provided valuable insights into how students' understanding of morphemes influenced their writing skills, ultimately contributing to the development of targeted instructional strategies.

Research Locale

The study was conducted at Pulo Elementary School, involving a target population of 549 Grade 6 students, to assess the relationship between morphological awareness and writing skills. Pulo Elementary School provided an ideal setting for this research, as it followed the standard English curriculum, ensuring consistent language and literacy development instruction. However, despite this structured learning environment, challenges in writing proficiency persisted, particularly in areas such as spelling accuracy, sentence construction, and vocabulary use. These difficulties could be linked to insufficient morphological awareness, which played a crucial role in language acquisition and writing development. By examining the relationship between morphological awareness and writing skills, the study aimed to generate valuable insights that could contribute to improving students' writing abilities

through targeted instructional interventions.

Furthermore, the decision to conduct the study at Pulo Elementary School stemmed from observations made during volunteer work in the GenEd program, where the researchers noticed that many students struggled with writing at a level appropriate for their grades, highlighting a gap in their literacy skills. Additionally, a recent study from Pamantasan ng Cabuyao, which focused on morphological awareness and reading comprehension, recommended further exploration of different aspects of literacy. Based on this recommendation, the researchers chose to focus on writing skills. This area required more attention and development, which led to the selection of Pulo Elementary School as the setting for the research.

Respondent of the Study

The respondents of the study were selected Grade 6 students from Pulo Elementary School. Given the expected enrollment of 554 students, a representative sample was chosen to ensure efficient data collection and meaningful analysis. Grade 6 students were the focus of this research because they were at a critical stage of language development, were morphological awareness significantly enhanced writing skills. By selecting Grade 6 students, the study effectively assessed how their ability to recognize and manipulate morphemes influenced their writing proficiency. This age group was also preparing for the transition to junior high school, making it essential to identify areas for improvement in their writing skills. The results aimed to help formulate an action plan to enhance their writing abilities.

Table 1. Distribution of Population and Sample of the Respondents

Section	Population	Sample	Percentage (%) on the total sample
Aguinaldo	45	9	4.95
Aquino	48	21	11.54
Bonifacio	45	17	9.34
Del Pilar	47	18	9.89
Gomburza	45	4	2.2
Jacinto	47	19	10.44
Lapulapu	48	13	7.14
Luna	45	18	9.89
Mabini	45	18	9.89
Rizal	47	19	10.44
Sultan Kudarat	44	13	7.14
Silang	48	13	7.14
Total	544	182	100

As indicated in Table 1, the total population of students was 544, from which a sample of 182 students was selected using stratified random sampling. The respondents included students with varying writing abilities and morphological awareness levels to ensure a representative and diverse sample.

Sampling Technique

The study utilized stratified random sampling to select participants from the 544 Grade 6 students at Pulo

Elementary School. Stratified random sampling was a technique where every student in the population had an equal chance of being selected, ensuring that the sample represented the entire student body. This method allowed researchers to avoid selection bias and obtain reliable, generalizable results. Given the large population size, a stratified random sampling approach was practical and efficient, providing a manageable number of participants while maintaining the study's validity. This allowed for a comprehensive analysis of the relationship between morphological awareness and writing skills across diverse students with varying academic backgrounds.

Therefore, stratified random sampling ensured the inclusion of students with different levels of morphological awareness and writing proficiency, contributing to a more balanced and accurate representation of the population. The sample captured various perspectives and skill levels, allowing the researchers to draw meaningful conclusions about the correlation between the two variables. Additionally, this method minimized the risk of systematic errors and increased the reliability of the findings. By conducting a fair and unbiased selection process, the study generated results that could inform educators and policymakers in developing targeted interventions to enhance students' writing abilities through improved morphological awareness instruction.

Instrumentation

The study utilized research-made questionnaires and rubrics as the primary instruments for data collection to ensure an objective assessment of students' morphological awareness and writing skills.

To measure morphological awareness, researcher-made questionnaires were administered, comprising test items designed to assess the students' understanding of the sub-variables: affixation, inflectional morphemes, and derivational morphemes. The questionnaire evaluated their ability to recognize and manipulate word structures, focusing on how these elements influenced word meaning and grammatical function. In crafting the test items, topics from the Grade 6 English curriculum guide were carefully considered to ensure alignment with the students' learning experiences and language proficiency levels. For writing skills, existing Grade 6 writing tasks were collected and assessed using a researcher-made rubric. The rubric evaluated key writing components, including grammatical accuracy, organization, vocabulary, coherence, and sentence structure. Analyzing students' actual written outputs provided authentic and data-driven insights into their writing proficiency. This comprehensive approach helped establish the relationship between morphological awareness and writing skills, forming the basis for targeted instructional interventions to enhance students' writing development.

Table 2. Competency Level Classification for Each Component of Morphological Awareness (Adapted from DepEd Grading Scale)

Raw Score (10 items)	Raw Score (30 items- Total)	Percentage Equivalent	Competency Level
9 – 10	27 - 30	90% - 100%	Advanced
8.5*	26	85% - 89%	Proficient
8	24-25	80% - 84%	Approaching Proficient
7.5*	23	75% - 79%	Developing
0 – 7	0 - 22	74% and below	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced); 85 to 89% (Proficient); 80 to 84% (Approaching); 75 to 79% (Developing); and 74% and below (Beginning).

Table 2 showed the competency level classification for every component and the overall score on the Morphological Awareness Test, using the DepEd grading scale. The raw score was divided into particular ranges, and percentages corresponded to the various competency levels: Advanced, Approaching Proficient, Developing, and Beginning. Classification was made to measure the range of a student's morphological awareness, and the greater raw scores indicated higher mastery. The use of raw scores like 8.5 and 7.5, although mathematically calculated, indicated the threshold between Proficient and Developing levels, demonstrating the subtleties in scoring when the raw score was not necessarily a perfect fit with percentage conversions. This categorization enabled the easy determination of student's proficiency in morphological awareness, which was as important aspect of language understanding and growth.

Moreover, to assess the level of writing skills of selected Grade 6 students, the scoring guide in Table 3 will be used. This rubric evaluates students' performance in grammatical accuracy, organization, vocabulary, and coherence.

Table 3. Writing Skills Scoring Guide

Score per Component	Total Score	Percentage	Level	Description
4	13 - 16	90% - 100%	Advanced	Strong writing with minor or no issues.
3	9 - 12	85% - 89%	Proficient	Good writing but with some areas for improvement.
2	5 - 8	75% - 84%	Developing	Needs more work on grammar, vocabulary, and organization.
1	1 - 4	74% and below	Beginning	Struggles significantly with writing clarity and structure.

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced), 85 to 89% (Proficient), 75 to 84% (Developing), and 74% and below (Beginning).

The guide above was a writing skill's scoring table, scored from 1 to 4 on four levels: Advanced, Proficient, Developing, and Beginning. The scores represented the level of proficiency of a student in writing, with the overall score ranging from 1 to 16. A score of 13-16 fell under the category of "Advanced", representing strong writing with very few errors. A score of 9-12 was rated "Proficient", indicating that the writing was adequate but areas of improvement were necessary. A score of 5-8 was tagged "Developing", indicating areas that needed more improvement in problems with clarity and structure remained. The hypothesis decision, using the table, indicated that a majority of the students were within the "Proficient" and "Deveoping" categories, which meant there were positive aspects writing but a need for improvement, especially in organization and clarity. This confirmed the fact that writing abilities were in work progress among most students, with an emphasis on improving their skills in structure, vocabulary, and overall coherence.

Validation of Instrument

The researcher-made instrument was validated by experts, particularly content expert, language expert, and statistician. This was done to make sure that the content and construction were valid and reliable. For the first part of the questionnaire – which was a 30-item test focusing Affixation, Inflectional, and Derivational – test item analysis was used to check for the acceptability and difficulty level of the test items. Moreover, for the rubric, Cronbach's Alpha was applied to measure the internal consistency of the indicators – grammatical accuracy, organization, vocabulary and coherence.

Pilot Testing Procedure Table 4.

Item Analysis

Test No.	No. of students with correct answers in the upper 21%	Percentage (%)	No. of students with correct answers in the lower 21%	Percentage (%)	Difficulty Index	Description	Decision/Actions to Address Difficulty*
1	3	42.86	4	57.14	0.5	Moderately difficult item	Accept
2	4	57.14	4	57.14	0.57	Moderately difficult item	Accept
3	4	57.14	4	57.14	0.57	Moderately difficult item	Accept
4	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
5	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
6	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
7	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
8	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
9	4	57.14	4	57.14	0.57	Moderately difficult item	Accept
10	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
11	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
12	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
13	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
14	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
15	4	57.14	1	14.29	0.36	Difficult Item	Accept
16	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
17	6	85.71	1	14.29	0.5	Moderately difficult item	Accept
18	5	71.43	1	14.29	0.43	Moderately difficult item	Accept
19	5	71.43	1	14.29	0.43	Moderately difficult item	Accept
20	5	71.43	1	14.29	0.43	Moderately difficult item	Accept
21	5	71.43	1	14.29	0.43	Moderately difficult item	Accept

22	5	71.43	2	28.57	0.5	Moderately difficult item	Accept
23	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
24	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
25	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
26	4	57.14	2	28.57	0.43	Moderately difficult item	Accept
27	5	71.43	2	28.57	0.5	Moderately difficult item	Accept
28	5	71.43	2	28.57	0.5	Moderately difficult item	Accept
29	5	71.43	2	28.57	0.5	Moderately difficult item	Accept
30	5	71.43	2	28.57	0.5	Moderately difficult item	Accept

Before the final administration of the test instrument, the researchers conducted a pilot test to evaluate its effectiveness. The results of this pilot testing were presented in the Item Analysis Table, which played a critical role in determining whether each test item should be included in the final version. The analysis focused on two primary groups based on students' overall test scores: the upper 21% and the lower 21%. The researchers compared the number of students in each group who correctly answered each item. They calculated the percentage of correct responses for both groups and computed the difficulty index for each item. A lower difficulty index indicated a more challenging item, while a higher index signified an easier one. Most items exhibited a difficulty index ranging from 0.5 to 0.57, categorizing them as "Moderately difficult item." Given that all items met the established standards for appropriate difficulty and effectively differentiated between high and low performers, the recommendation was made to accept all items. This outcome suggested that the items functioned well in assessing students' comprehension. Conducting this pilot test enabled the researchers to refine their testing tool, ensuring that the items were clear, comprehensible, and aligned with their study objectives.

Table 5 Inter-rater Reliability Test

Internal Consistency Measure	Value	Interpretation
Cronbach's Alpha	0.67	Moderate level of internal consistency

The instrument analysis calculated Cronbach's Alpha to determine its internal consistency. The resulting score of 0.67 fell within the range of average reliability, signifying that the test items were consistent in assessing the construct they were intended to measure. However, there were potential areas for enhancement. Despite this, especially in exploratory studies, the instrument was deemed appropriate for use in research. The moderate consistency among the items indicated that they were adequately correlated and capable of accurately evaluating the abilities or information being assessed. Overall, the results suggested that while improvements could be made, the instrument functioned reasonably well for its intended purpose.

Data Gathering Procedure

The data collection process for this study followed a structured approach to accurately measure the association

between morphological awareness and writing skills of selected Grade 6 students at Pulo Elementary School.

First, the researchers sought permission from the school administration to conduct the study. Once approval was granted, an orientation session was conducted with the selected respondents to explain the purpose of the study, ensure their willingness to participate, and emphasize the confidentiality of their responses.

Next, stratified random sampling was utilized to select respondents from the 544 Grade 6 students based on predefined eligibility criteria, including grade level, exposure to standard English instruction, and basic literacy proficiency. This approach ensured that only students meeting the study's objectives were included, leading to a more targeted and relevant dataset.

To assess morphological awareness, researcher-made questionnaires were administered, divided into three parts: (1) Inflectional Morphemes – students determined the correct inflected form of a word based on grammatical context; (2) Affixation – students completed the given word by selecting the appropriate prefix or suffix; and (3) Derivational Morphemes – students analyzed compound words and determined their meaning based on the root and affix combination. Each correct response was assigned one point, quantitatively measuring morphological awareness.

For writing skills, students' existing Grade 6 writing tasks were collected and evaluated using a rubric. The rubric assessed key components of effective writing, including grammatical accuracy, organization, vocabulary, and coherence, ensuring an objective evaluation of students' writing proficiency.

Once all responses and writing samples were collected, the data were organized, tabulated, and analyzed using appropriate statistical tools to determine the correlation between morphological awareness and writing skills. The findings served as the basis for an action plan to improve students' writing proficiency.

Throughout the data-gathering process, ethical considerations—including confidentiality, voluntary participation, and accuracy—were strictly observed to maintain the integrity of the study.

Statistical Treatment of Data

The data gathered were tallied, interpreted, and analyzed using the following statistical tools:

1. Mean and Standard Deviation. The formula for the mean was used to determine the average level of morphological awareness and writing skills among Grade 6 students. Meanwhile, the standard deviation indicated the variability of students' test scores. The mean ($\bar{x}$) indicated the central tendency of the scores, while the standard deviation (SD) measured the dispersion of scores around the mean.
2. Frequency and Percentage. These were used to categorize students based on competency levels.
3. Pearson product-moment correlation. These was conducted to determine if there was a significant relationship between morphological awareness and writing skills of Grade 6 students.

Table 6. Pearson r Correlation Interpretation

Coefficient	Interpretation
± 1	Perfect Correlation
$\pm 0.81 - \pm 0.99$	Very High Correlation
$\pm 0.61 - \pm 0.80$	High Correlation
$\pm 0.41 - \pm 0.60$	Moderate Correlation

$\pm 0.21 - \pm 0.40$	Low Correlation
$\pm 0.01 - \pm 0.20$	Very Low Correlation
0	No Correlation

To test the hypothesis, the r-table with $df = N - 2$ and $\alpha = 0.05$ will be used whether to accept or reject the null hypothesis. Using the decision rule, if the computed p-value is less than 0.05, the decision will be “*Reject the Null Hypothesis*”. Otherwise, the null hypothesis is accepted.

Ethical Consideration

This study adhered strictly to the highest ethical standards to ensure the privacy, confidentiality, and welfare of all respondents. It complied with the ethical guidelines outlined in the PNC Research Manual, which provided detailed protocols for responsible and ethical research conduct. Ethical considerations regarding the use of Artificial Intelligence (AI) tools were also taken into account. If AI was utilized for data processing or analysis, it served only as a supportive tool under human oversight to maintain research integrity and prevent biases or misinterpretations.

In accordance with the Data Privacy Act of 2012, all personal and sensitive information collected from respondents was kept confidential and used exclusively for the study. Various measures were implemented to ensure data protection, including the removal of identifying information from research records to maintain anonymity and the secure storage of all data, which was only accessible to authorized researchers. Upon completion of the study, the data was responsibly disposed of to prevent unauthorized access or misuse.

Before participating in the study, all respondents were required to provide informed consent. An Informed Consent Form was distributed, explaining the study's purpose, procedures, potential risks and benefits, confidentiality measures, and the voluntary nature of participation. Respondents were also informed of their right to withdraw from the study at any time without facing negative consequences. Additional ethical safeguards were implemented, particularly since the study involved Grade 6 students. A Parental/Guardian Consent Form was distributed to ensure that parents or guardians understood the study's objectives, confidentiality measures, and their children's rights. Additionally, an Assent Form was provided to the students, allowing them to agree to participate once parental consent had been obtained.

Respondents were selected based on specific inclusion criteria, which included Grade 6 students from Pulo Elementary School who were currently enrolled in the academic year. Only students whose parents or guardians provided signed consent and who voluntarily agreed to participate, as indicated by their assent, were included. Students also did not have significant learning disabilities or other factors that might hinder their participation in the study. Conversely, students were excluded if they did not meet the inclusion criteria, such as those who were not in Grade 6, who were not enrolled in Pulo Elementary School during the academic year of the study, whose parents or guardians did not provide consent, or who did not provide voluntary assent. Students with significant learning disabilities, cognitive impairments, or other conditions that interfered with their ability to complete the tasks required for the study were also excluded. By adhering to these inclusion and exclusion criteria, the study ensured that respondents were appropriately selected, which allowed for meaningful and valid results while respecting ethical guidelines and safeguarding participants' well-being.

RESULTS AND DISCUSSION

This chapter presented the results and discussion of the data gathered. This study investigated the relationship between morphological awareness and writing skills of Grade 6 students at Pulo Elementary School. This chapter outlined the findings from the analysis of the data, focusing on how students' understanding of morphemes impacted their writing abilities. The discussion interpreted the statistical results and provided insights into the influence of morphological awareness on writing proficiency, particularly in areas such as spelling and vocabulary.

Research Question 1: What is the level of morphological awareness of selected Grade 6 students in terms of:

Affixation

Table 7. Level of Morphological Awareness of Grade 6 Students in Terms of Affixation

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
9-10	52	28.57%			
8.5*	0	0.00%			
8	53	29.12%			
7.5*	0	0.00%			
0-7	77	42.31%			
Total	182	100.00%	73.10%	1.77	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced); 85 to 89% (Proficient); 80 to 84% (Approaching); 75 to 79% (Developing); and 74% and below (Beginning).

Table 7 showed the level of morphological awareness of Grade 6 students in terms of affixation. Out of 182 students, the highest percentage (42.31%) fell under the Beginning level, indicating limited understanding and application of affixation. This was followed by 29.12% of students classified as Approaching Proficient, suggesting they were starting to grasp the concept but had not yet achieved full proficiency. Meanwhile, 28.57% of the students reached the Advanced level, demonstrating strong morphological awareness. Notably, no students were categorized as Proficient or Developing. The mean percentage score was 73.10%, with a standard deviation of 1.77, indicating that most students scored below the midpoint and had some variability in their performance.

Additionally, the implications of the findings are diverse and point toward an imperative need for curriculum reform and specific instructional interventions for language instruction. Consequently, the prevalence of the Beginning level in morphological awareness means that most Grade 6 students are not well prepared to decode or build complex words, which can hinder vocabulary growth and writing skills. Without proper knowledge of affixation, students are unable to make meaning from texts, which restricts their academic achievement in all subjects. Moreover, the abrupt lack of students in the Developing and Proficient levels suggests an apparent instructional effectiveness or continuity gap, where differentiated teaching practices are warranted. Thus, teachers need to consider incorporating explicit morphological instruction into regular lessons, particularly among students who manifest early struggles. Finally, these findings can be used to inform teacher preparation programs to stress the importance of morphology in literacy acquisition. Closing these gaps in instruction serves not only struggling learners but also guarantees that high-achieving students are challenged consistently. Ultimately, the research emphasizes the necessity of balanced and inclusive morphology instruction serving learners at every competency level.

Furthermore, the findings of Table 7 were consistent with Kamoner (2023), who stressed that students' knowledge of morphological structures, especially affixation, was greatly determined by their exposure to systematic vocabulary teaching and explicit instruction of word formation rules. He discovered that when morphological instruction was not consistently integrated into early literacy practices, students performed at very low or very high levels, as observed in this study. In addition, in his analysis of language acquisition among middle-grade

students, noted that affixation was fundamental in reading and vocabulary building. However, this was only true if students had been sufficiently exposed to contextual and analytical pedagogies. Therefore, the lack of learners at mid-competency levels indicated a pedagogical deficit, which he attributed to instruction that was too simplistic or complex, without enough scaffolding for learners in transition stages. As such, the present findings confirmed his conclusion that morphological consciousness, especially affixation, should be systematized and developmental by students' literacy acquisition to prevent biased learning results.

Inflectional

Table 8. Level of Morphological Awareness of Grade 6 Students in Terms of Inflectional

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
9-10	51	28.02%			
8.5*	0	0.00%			
8	26	14.29%			
7.5*	0	0.00%			
0-7	105	57.69%			
Total	182	100.00%	66.5%	2.44	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced); 85 to 89% (Proficient); 80 to 84% (Approaching); 75 to 79% (Developing); and 74% and below (Beginning).

Table 8 displayed the Level of Morphological Awareness of Grade 6 Students in Terms of Inflectional Competency, where there had been a high concentration of learners at the lower end of the competency level. Out of the 182 students who were tested, 105 (57.69%) fell under the "Beginning" level, indicating a score of less than 74%. Following this, 51 students (28.02%) achieved "Advanced" inflectional awareness, with scores ranging from 90 to 100%. Significantly, there were no students who fell under the "Proficient" (85–89%) and "Developing" (75–79%) categories; however, 14.29% were classified as "Approaching Proficient" (80–84%). The mean percentage score was 66.5% and a standard deviation of 2.44 further emphasized the significant spread in students' abilities regarding inflectional morphology. This indicated that while a small portion had attained higher sensitivity levels, a greater number remained at the base level.

Consequently, these findings highlight the need for targeted intervention and instructional support in morphological instruction, particularly in inflectional forms crucial for grammatical correctness and reading comprehension. The consequences of these findings are far-reaching, particularly for educators, curriculum developers, and language experts. Firstly, the sheer magnitude of students placed at the "Beginning" level indicates a structural flaw in teaching morphology, especially concerning inflectional forms like tense, plurality, and subject-verb agreement. This lack can result in long-term academic impacts, such as lower reading comprehension, writing difficulties, and underachievement in higher-order language tasks. Moreover, these findings require the inclusion of overt morphological instruction in primary education curricula, employing multimodal methods involving visual aids, word analysis exercises, and contextual practice. Additionally, teachers must be equipped with professional development activities to enhance their ability to instruct morphology effectively. Finally, the absence of learners at the "Proficient" and "Developing" levels signals a potential gap in instructional alignment within the classroom or in assessments that needs to be addressed. In conclusion, these results call for reconsidering language instruction practices so that all learners, particularly those at the beginning level, receive the support necessary for their path to linguistic competence.

The results of this table conformed to the earlier study by Lakwesta (2023), which focused on the consistent shortcomings of elementary learners in understanding morphological elements, specifically inflectional morphemes. She indicated that although morphological awareness is essential in decoding and vocabulary acquisition, numerous students in public primary schools remained underexposed to direct teaching in this area. Furthermore, the research emphasized the lack of adequate linguistic scaffolding, limited exposure to varied reading materials, and the absence of phonemic-morphological integration in curriculum instruction significantly impeded students' morphological development. In her study, she observed that almost 60% of students scored in the "Beginning" level of morphological activity—a nearly matching percentage to the 57.69% found in Table 6. She contended that without deep morphological knowledge, students frequently encountered difficulties in word construction, syntactic precision, and meaning, which individually affected overall linguistic ability. Thus, she concluded that it was essential to develop inflectional awareness through systemic and contextual modes of instruction to overcome linguistic barriers and enhance literacy, particularly for students with minimal linguistic exposure.

Derivational

Table 9. Level of Morphological Awareness of Grade 6 Students in Terms of Derivational

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
9-10	9	4.95%			
8.5*	0	0.00%			
8	25	13.74%			
7.5*	0	0.00%			
0-7	148	81.32%			
Total	182	100.00%	60.5%	1.53	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced); 85 to 89% (Proficient); 80 to 84% (Approaching); 75 to 79% (Developing); and 74% and (Beginning).

Table 9 displayed the degree of morphological awareness of Grade 6 students regarding derivational morphology. The data showed alarming: among 182 students, an overwhelming majority (81.32%) had been placed in the "Beginning" level of proficiency, reflecting a minimal understanding and use of derivational morphemes. Moreover, a scant 13.74% fell under the "Approaching Proficient" category, while a paltry 4.95% were in the "Advanced" level. Interestingly, no students had been classified as "Proficient" or "Developing." The mean percentage score was 60.5%, with a standard deviation of 1.53, indicated a generally low performance across the sample with little variability in student responses. Thus, this table showcased a critical gap in students' morphological processing skills, crucial for vocabulary development and writhing skills. Consequently, these results indicated the necessity for focused instructional interventions targeting derivational morphology to improve student's literacy skills and general language proficiency at the elementary level.

In light of these findings, the research holds significant implications for curriculum planners, teachers, and language specialists. The large proportion of students at the "Beginning" level in derivational morphology highlights the need for reassessing existing teaching practices in language instruction. Therefore, teachers must consider integrating more explicit and scaffolded teaching of morphological awareness, especially on derivational processes, enabling learners to build their vocabulary and understand the composition of complex words. Furthermore, teachers' professional development programs support educators in effectively incorporating morphological teaching in everyday literacy tasks. Additionally, instructional materials need to be examined to ascertain whether they provide valuable exposure to derivational morphemes, allowing students to memorize their functions through recurrent drills. From a policy standpoint, it is essential that early intervention practices become compulsory to aid learners

struggling with mastering morphological notions. Finally, enhancing students' sensitivity to derivational morphology is not solely a matter of language ability but also the foundation for better academic performance in other curriculum areas, since vocabulary and understanding form the heart of learning across the curriculum.

Furthermore, the results of this study concurred with Gandemala's (2021) research, which examined morphological awareness in elementary learners and its contribution to vocabulary acquisition. Her research stressed that students with less exposure to derivational morphology experienced difficulty decoding new words, impacting their reading fluency and comprehension. The study pointed out that morphological awareness, specifically derivational awareness, was a building block for lexical knowledge and reading proficiency. Additionally, she discovered that the direct teaching of morphological principles—i.e., prefixes and suffixes that changed meanings for base words—proved highly beneficial for enhancing word recognition skills for students. The study also concluded that failing to emphasize derivational morphology early on in reading instruction tended to contribute to later-than-necessary language development among low-income school student populations. Thus, the present findings corroborated those of Gandemala, supporting the hypothesis that early and systematic instruction of morphological structures was instrumental in enhancing the linguistic and academic achievement of Grade 6 students.

Table 10. Overall Level of Morphological Awareness of Grade 6 Students

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
9-10	5	2.75%			
8.5*	10	5.49%			
8	41	22.53%			
7.5*	11	6.04%			
0-7	115	63.19%			
Total	182	100.00%	66.73%	4.71	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced); 85 to 89% (Proficient); 80 to 84% (Approaching); 75 to 79% (Developing); and 74% and (Beginning).

Table 10 outlined the overall level of morphological awareness among Grade 6 students, revealing that a significant portion fell into the lower competency categories. Specifically, 63.19% of students were categorized at the Beginning level, while 22.53% were classified as Approaching Proficient. Only a small percentage demonstrated higher proficiency levels, with 2.75% achieving Advanced and 5.49% being Proficient. The mean percentage score was 66.73% and a standard deviation of 4.71 suggested that most students had a limited grasp of morphological concepts, with scores clustering in the lower proficiency range. This finding highlighted a disparity in essential language skills critical for writing, vocabulary development, and overall academic success. Since morphological awareness played a significant role in literacy acquisition, it became evident that targeted instructional strategies were necessary to enhance students' understanding of morphology and improve their reading and writing capabilities.

In addition, the implications arising from these findings are extensive and necessitate careful educational interventions. The high percentage of learners at the Beginning level of morphological awareness signals an urgent need for early and effective language instruction. Without a firm grounding in morphological principles, students are likely to struggle with decoding, spelling, and comprehending advanced academic texts as they progress through their education. This gap can result in prolonged academic underachievement, decreased confidence, and limited engagement in literacy activities. As a response, educators need to emphasize systematic, explicit, and differentiated instruction in morphology that caters to varying competency levels. Moreover, it is critical to invest in professional development for teachers, as it equips them with the necessary strategies and resources to teach

morphological awareness effectively. Incorporating assessment tools to monitor student progress and tailor instruction accordingly is also essential. Ultimately, these proactive measures can enhance literacy outcomes and create equitable learning opportunities by addressing foundational gaps that disproportionately affect students from lower-performing cohorts.

Furthermore, the results presented in Table 10 aligned with Carleton's (2021) research, which emphasized the vital role of morphological awareness in bolstering reading skills and vocabulary expansion. Carleton found that students with strong morphological awareness could navigate challenging vocabulary and grasp nuanced meanings more effectively, improving reading and language proficiencies. Additionally, her research indicated that students who received explicit instruction in morphology—including root words, prefixes, and suffixes—experienced significant advancements in their decoding skills and reading comprehension. In contrast, students with weak foundational knowledge of morphology were more susceptible to reading challenges related to unfamiliar vocabulary and demonstrated slower reading progress. Consequently, the current findings, which showed most Grade 6 students at the Beginning level, reflected a lack of exposure to and competence in morphological structures. She stressed that consistent and contextualized lessons focused on morphology at every educational stage yielded cumulative benefits, thus underscoring the importance of curriculum developers and educators prioritizing morphology-based instruction to address existing literacy deficiencies.

Research Question 2: What is the level of writing skills of selected Grade 6 students in terms of:

Grammatical accuracy

Table 11. Level of Writing Skills of Grade 6 Students in Terms of Grammatical Accuracy

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
4	46	25.27%			
3	0	0.00%			
2	84	46.15%			
1	52	28.57%			
Total	182	100.00%	49.29%	0.74	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced), 85 to 89% (Proficient), 75 to 84% (Developing), and 74% and below (Beginning).

Table 11 provided an overview of Grade 6 students' writing skill levels, specifically focusing on grammatical accuracy. The data revealed that no students were classified as "Proficient." However, 25.27% were classified as "Advanced," 46.15% fell into the "Developing" category, and 28.57% were at the "Beginning" level. With a mean percentage score of 49.29%, which falls within the "Beginning" category according to the scoring guide in Table 3, and a standard deviation of 0.74, it became evident that many students struggled with grammatical correctness, reflecting overall low proficiency. Consequently, the significant proportion of students in the "Developing" and "Beginning" levels underscored a critical need for targeted intervention in grammar instruction, indicating that gaps in basic grammar knowledge could have obstructed students' writing advancement.

Furthermore, the implications arising from the findings in Table 11 are significant for both classroom instruction and curriculum development. The low mean score and the concentration of students in lower competency categories indicate an urgent need to revise and enhance grammar instructional practices in Grade 6. Thus, teachers may need to adopt more interactive and scaffolded approaches to grammar instruction that emphasize practical usage and context rather than rote memorization of rules. These findings also highlight the importance of formative assessments and a systematic feedback mechanism to help learners internalize grammatical structures effectively.

Additionally, curriculum developers are encouraged to consider incorporating grammar instruction more thoroughly across various subjects to facilitate its application in multiple contexts. Moreover, school administrators may need to invest in professional development for teachers to enhance their grammar instruction capabilities. Improving grammatical accuracy at this educational stage contributes to more robust writing skills and enhanced academic success throughout the curriculum.

The findings presented in Table 11 aligned with those of Malauri (2022), who emphasized that grammatical accuracy remained a challenging aspect of writing improvement for primary-level students. According to Malauri, proficiency in grammar served as a foundation for effective written communication, and a lack of such proficiency often correlated with diminished confidence and poorer academic performance. Her research pointed to an absence of differentiated instruction and limited engagement with context-based grammar activities as key factors contributing to low proficiency levels. Similarly, the results of the current study, which indicated that a majority of students were categorized as "Developing" or "Beginning," reinforced her claim that traditional, rule-based methods of teaching grammar failed to engage students in a meaningful way and did not support long-term knowledge retention.

Organization

Table 12. Level of Writing Skills of Grade 6 Students in Terms of Organization

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
4	35	19.23%			
3	0	0.00%			
2	70	38.46%			
1	77	42.31%			
Total	182	100.00%	44.75%	0.77	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced), 85 to 89% (Proficient), 75 to 84% (Developing), and 74% and below (Beginning).

Table 12 illustrated the Grade 6 students' level of writing skills regarding organization, revealing significant trends in their writing abilities. The findings indicated that a majority of the learners were classified as "Beginning" (42.31%) and "Developing" (38.46%), while 19.23% achieved the "Advanced" level. No students were classified as "Proficient." With a calculated mean percentage score of 44.75%, which falls within the "Beginning" category according to the scoring guide in Table 3, and a standard deviation of 0.77, the data suggested that students generally struggled with writing organization, often having difficulty structuring their thoughts logically. This pointed to organization as a critical issue in writing at this grade level, potentially due to limited exposure to structured writing exercises, an absence of scaffolding in writing activities, or ineffective feedback mechanisms.

Additionally, the findings underscore the necessity for professional development initiatives focusing on effective writing pedagogy, particularly regarding coherence and idea sequencing. Schools also benefit from writing workshops and formative assessments that emphasize organizational skills. Ultimately, these insights have implications for students' overall academic performance across all subjects, since the ability to produce coherent written work is essential in language arts and content areas such as science and social studies. Therefore, enhancing writing organization at this foundational stage contributes to a strong base for overall academic success.

Moreover, the findings in Table 12 aligned with research conducted by Kezha (2024), who emphasized that the ability to express clear thoughts on paper was not inherent but needed to be nurtured through explicit instruction and

continuous practice. Her investigation into the writing development of elementary students revealed that organizational skills were often underdeveloped because of curricular limitations that prioritized grammar and vocabulary over structural coherence. Through her qualitative study, which included classroom observations and teacher interviews, she found that students who participated in guided writing activities focused on text structure—such as using outlines or graphic organizers—improved their ability to organize ideas in narrative and expository writing. Furthermore, she noted that students tended to produce fragmented and disjointed texts without proper modelling and teacher-directed discussions about paragraph unity and transitions. Thus, this study supported her findings,

confirming that many Grade 6 students remained at lower levels of organizational competence. This underscored the need for writing pedagogy to incorporate organizational scaffolds early in the learning process to assist students in internalizing effective communication patterns.

Vocabulary

Table 13. Level of Writing Skills of Grade 6 Students in Terms of Vocabulary

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
4	44	24.18%			
3	0	0.00%			
2	84	46.15%			
1	54	29.67%			
Total	182	100.00%	48.85%	0.73	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced), 85 to 89% (Proficient), 75 to 84% (Developing), and 74% and below (Beginning).

Table 13 presented the level of writing skills of Grade 6 students in terms of vocabulary, illustrating the distribution of students' vocabulary proficiency. Among the 182 students surveyed, the majority were classified as "Developing" (46.15%), followed by "Beginning" (29.67%). Only 24.18% had achieved the "Advanced" level, and no students were classified as "Proficient." These results indicated that many students still had considerable room for improvement in vocabulary skills. With a mean percentage score of 48.85%, which falls within the "Beginning" category according to the scoring guide in Table 3, the overall vocabulary competency appeared low. Additionally, the standard deviation of 0.73 suggested moderate variability in students' abilities, indicating that while some performed better, many were clustered around the lower competency levels. This highlighted the necessity for targeted interventions to enhance vocabulary skills crucial for writing.

Ultimately, the implications of this study are substantial for educators and curriculum developers. Since most students fall within the "Developing" and "Beginning" categories, it becomes critical to implement strategies that address these vocabulary gaps. Consequently, educational interventions prioritize vocabulary-building activities such as reading comprehension exercises, word games, and discussions rich in vocabulary. Furthermore, integrating vocabulary lessons across various subjects ensures consistent exposure and practice. Additionally, personalized support for students struggling with vocabulary acquisition proves essential. By focusing on this foundational skill, educators significantly improve students' ability to engage with texts meaningfully, enhancing their overall writing and communication skills.

In parallel, Ruscmal (2023) explored the connection between vocabulary proficiency and academic performance in elementary education. Furthermore, Jamal (2023) reinforced that vocabulary development was fundamental to writing skills and overall literacy. Their research indicated that students' vocabulary knowledge significantly

impacted their ability to convey ideas clearly and coherently, which directly affected academic success. In this context, Jamal emphasized that a strong vocabulary foundation was essential for effective academic writing and contributed to cognitive development and comprehension abilities. Moreover, Ruscmal's findings highlighted the advantages of explicit vocabulary instruction and interactive learning strategies in fostering vocabulary growth, reinforcing the conclusion that many students required a heightened focus on vocabulary acquisition to enhance their writing proficiency.

Coherence

Table 14. Level of Writing Skills of Grade 6 Students in Terms of Coherence

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
4	36	19.78%			
3	0	0.00%			
2	62	34.07%			
1	84	46.15%			
Total	182	100.00%	43.5%	0.77	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced), 85 to 89% (Proficient), 75 to 84% (Developing), and 74% and below (Beginning).

Table 14 presented the level of writing skills of Grade 6 students regarding coherence. The findings revealed that most students were classified at the "Beginning" competency level, comprising 46.15% of the surveyed group. This was closely followed by 34.07% in the "Developing" category, while 19.78% had reached the "Advanced" level. No students were classified as "Proficient." The calculated mean percentage score was 43.50%, which falls within the "Beginning" category according to the scoring guide in Table 3, with a standard deviation of 0.77, indicating that most students struggled to present ideas logically and coherently. Hence, this trend highlighted a prevalent difficulty among Grade 6 learners in maintaining a structured flow in their writing.

In light of these findings, the implications extend to educators and curriculum developers on several fronts. Firstly, the low average coherence score indicates a significant weakness in students' writing skills, which can hinder their academic success at higher grade levels. Furthermore, coherence is crucial not only for language subjects but also for subjects that require structured responses, such as science and social studies. Consequently, teachers must incorporate explicit instruction on coherence, focusing on transition signals, paragraph structure, and logical ordering. Additionally, schools should adopt formative assessments to measure coherence and better track student progress. Moreover, investing in professional development opportunities for teachers enhances their ability to teach coherence effectively. From a policy perspective, these findings underscore the need to reevaluate the language curriculum to ensure that coherence receives appropriate emphasis. Addressing coherence deficits early in students' academic journeys is vital for cultivating proficient and confident writers capable of expressing their ideas clearly and effectively.

Furthermore, the findings emphasized an urgent need for improved teaching strategies targeting coherence, as nearly 80% of students fell into the lower two competency levels. In this context, Samhara (2024) noted that coherence is directly related to cognitive organization and maintaining thematic unity throughout written works. Her research on the writing development of elementary students found that coherence issues arose from insufficient scaffolding and experience with organizing ideas. Specifically, her analysis of Filipino learners revealed that students with low coherence ratings often produced disjointed narratives and overly relied on

unrelated sentence structures. The lack of coherence stemmed from a limited understanding of transition signals, logical sequencing, and the incorporation of supporting details. Additionally, her research highlighted the vulnerability of public school students, who typically had less exposure to structured writing tasks and inadequate feedback. These findings correlated with the results from Table 14, suggesting that the observed low levels of coherence among Grade 6 students reflected broader instructional deficits. Therefore, she advocated regularly integrating coherence-focused writing activities within classroom instruction to bolster students' writing abilities.

Table 15. Overall Level of Writing Skills of Grade 6 Students

Score	Frequency	Percentage	Mean Percentage Score	Standard Deviation	Verbal Interpretation
13-16	46	25.27%			
9-12	0	0.00%			
5-8	90	49.45%			
1-4	46	25.27%			
Total	182	100.00%	46.44%	2.85	Beginning

Legend: The percentage scores correspond to specific competency levels as follows: 90 to 100% (Advanced), 85 to 89% (Proficient), 75 to 84% (Developing), and 74% and below (Beginning).

Table 15 presented the overall level of writing achievement among Grade 6 pupils, where the majority were classified as "Developing" in their writing skills. Specifically, 90 students, or 49.45%, fell into this category. Both the "Advanced" and "Beginning" levels were represented equally, with 46 students each, accounting for 25.27% of the total. Notably, no students achieved the "Proficient" level. The mean percentage score was 46.44%, which falls within the "Beginning" category according to the scoring guide in Table 3, with a standard deviation of 2.85, indicating a moderate spread of scores. Consequently, this highlighted the immediate need for improvement in writing instruction within the Grade 6 curriculum.

Furthermore, the implications of these findings are extensive. Firstly, the high number of students classified as "Developing" indicates the inadequacy of current teaching methods in equipping learners with essential writing skills needed for academic and professional success.

Consequently, this situation can negatively affect their ability to express ideas clearly in higher education and beyond. Additionally, the equal representation of students in the "Beginning" and "Proficient" categories suggests a stark disparity in learning outcomes, where some students benefit from available resources while others lag behind. As a result, educators need to implement more individualized and differentiated writing instruction to address the varying skill levels within the same classroom. Moreover, the absence of students at the "Advanced" level calls for the establishment of enrichment programs to nurture higher-order writing skills among top-performing students. Therefore, educational policymakers and school leaders should consider reallocating time and resources to prioritize writing instruction. This includes ongoing teacher training, integrating writing across various subjects, and employing formative assessment practices to enhance student outcomes.

In support of this observation, Tan (2021) emphasized that foundational writing skills at the primary level were essential predictors of academic success across all subjects and grade levels. His investigation into elementary students in Southeast Asia revealed that a significant portion possessed "Developing" or "Beginning" writing abilities. This situation stemmed from factors such as limited instructional time, inadequate feedback mechanisms,

and unengaging writing assignments. Moreover, Tan pointed out that writing instruction often took a backseat to reading and math in curriculum development, resulting in insufficient scaffolding for essential writing skills, including structure, vocabulary, and coherence. He also noted that the absence of differentiated instructional strategies could exacerbate differences in student performance. Thus, the data in Table 15 aligned with Tan's findings, highlighting systemic instructional gaps that impeded writing development.

Research Question 3: Is there a significant relationship between morphological awareness and writing skills of Grade 6 students in Pulo Elementary School?

Table 16. Summary of Test of Relationship Between Morphological Awareness (Affixation) and Writing Skills

Variables	Pearson value	r	Degree of correlation	<i>p</i> -value	Decision	Conclusion
Grammatical accuracy	0.29		Low Correlation	$p < 0.001$	Reject Ho	With significant relationship
Organization	0.27		Low Correlation	$p < 0.001$	Reject Ho	With significant relationship
Vocabulary	0.29		Low Correlation	$p < 0.001$	Reject Ho	With significant relationship
Coherence	0.24		Low Correlation	$p < 0.001$	Reject Ho	With significant relationship

Decision rule: If $p < 0.05$, there is a significant relationship between the variables; therefore, reject the null hypothesis (Ho). If $p \geq 0.05$, there is no significant relationship; thus, fail to reject the null hypothesis.

Table 16 summarized the relationship between morphological awareness (specifically affixation) and various writing skills. The analysis revealed low but statistically significant correlations between affixation and grammatical accuracy ($r = 0.29$, $p < 0.001$), organization ($r = 0.27$, $p < 0.001$), vocabulary ($r = 0.29$, $p < 0.001$), and coherence ($r = 0.24$, $p < 0.001$). Based on the decision rule, the null hypothesis was rejected for all four writing-skill components. These findings indicate that affixation was significantly associated with each measured aspect of writing skills, although the strength of each relationship was low.

These findings underscore the importance of examining morphological awareness in relation to writing skills in elementary education. The statistically significant relationships identified across all four writing components indicate that affixation is associated with writing performance; however, because the study employed a correlational design, these results should not be interpreted as evidence that affixation causes improvements in writing. Instructional strategies may therefore use morphological awareness as one component of a broader approach to writing development, while grammar, vocabulary, organization, and coherence may also require targeted instruction.

These findings aligned with Tan (2021), who highlighted the value of morphological instruction in advancing higher-order writing processes rather than merely focusing on language mechanics. Tan's research indicated that morphological awareness had a minimal effect on grammatical correctness and vocabulary retention, while also supporting students' ability to organize their thoughts and structure their writing logically. He asserted that teaching morphological concepts increased awareness of word formation, which supported organization and coherence in writing. In the present study, the relationships between affixation and the four writing components were statistically significant but low in magnitude ($r = 0.24$ to 0.29). Thus, the current findings support the relevance of morphology-focused instruction as part of broader writing instruction, while also indicating that the observed relationships should not be interpreted causally.

Table 17. Summary of Test of Relationship Between Morphological Awareness (Inflectional) and Writing Skills

Variables	Pearson r value	Degree of correlation	p -value	Decision	Conclusion
Grammatical accuracy	0.50	Moderate Correlation	$p < 0.001$	Reject H_0	With significant relationship
Organization	0.48	Moderate Correlation	$p < 0.001$	Reject H_0	With significant relationship
Vocabulary	0.50	Moderate Correlation	$p < 0.001$	Reject H_0	With significant relationship
Coherence	0.49	Moderate Correlation	$p < 0.001$	Reject H_0	With significant relationship

Decision rule: If $p < 0.05$, there is a significant relationship between the variables; therefore, reject the null hypothesis (H_0). If $p \geq 0.05$, there is no significant relationship; thus, fail to reject the null hypothesis.

Table 17 presented the correlation between inflectional morphological awareness and the various writing skills of Grade 6 students at Pulo Elementary School. The Pearson correlation coefficients (r) ranged from 0.48 to 0.50, indicating moderate positive correlations with grammatical accuracy ($r = 0.50$), organization ($r = 0.48$), vocabulary ($r = 0.50$), and coherence ($r = 0.49$). The p -values for all four components were below 0.001, indicating statistically significant relationships and leading to rejection of the null hypothesis in each case. These results suggested that students with higher inflectional morphological awareness tended to demonstrate better performance across the measured writing-skill components.

The implications of these findings prove essential for both curriculum development and classroom instruction. In light of the moderate but statistically significant correlations, it becomes evident that enhancing students' morphological awareness, particularly in inflectional morphology, positively affects their overall writing proficiency. This observation underscores the need for systematic and direct instruction in morphological principles, especially as students begin to tackle more advanced writing tasks. Accordingly, language instructors are encouraged to integrate morphological practices—such as verb tense shifting, pluralization, and affix identification—into everyday writing activities to reinforce these skills in context. Moreover, the findings support assessment models that recognize morphological proficiency as a critical indicator of writing readiness. Overall, these results highlight the importance of early intervention and scaffolded morphological instruction to mitigate long-term writing difficulties. By addressing these needs at the Grade 6 level, educators provide a strong foundation for students as they prepare for the increased writing expectations of secondary school. Finally, these findings prompt further research into the potential impact of other aspects of morphological awareness, including derivational morphology, on more complex writing capabilities such as argumentation and narrative construction.

Moreover, these findings were supported by Dela Cueva (2021), who identified inflectional morphology as a key factor associated with writing competency among elementary students. Her research indicated that Filipino learners with strong morphological abilities performed better in applying grammatical rules and syntactic structures during writing tasks. Furthermore, Dela Cueva emphasized that morphological teaching should not be treated as an isolated aspect of language learning but rather integrated meaningfully into reading and writing instruction. This alignment with the moderate and statistically significant correlations identified in the present study, particularly concerning grammatical accuracy and vocabulary usage, underscores the relevance of morphological awareness to writing

performance. Additionally, her work highlighted that students with a firm grasp of morphemes could better organize their ideas coherently, positively relating morphology to both the micro- and macro-level aspects of writing.

Table 18. Summary of Test of Relationship Between Morphological Awareness (Derivational) and Writing Skills

Variables	Pearson r value	Degree of correlation	p -value	Decision	Conclusion
Grammatical accuracy	0.17	Very Low Correlation	0.0228	Reject H_0	With significant relationship
Organization	0.19	Very Low Correlation	0.0088	Reject H_0	With significant relationship
Vocabulary	0.19	Very Low Correlation	0.0084	Reject H_0	With significant relationship
Coherence	0.18	Very Low Correlation	0.0144	Reject H_0	With significant relationship

If $p < 0.05$, there is a significant relationship between the variables; therefore, reject the null hypothesis (H_0).

If $p \geq 0.05$, there is no significant relationship; thus, fail to reject the null hypothesis.

Table 18 presented the statistical findings of a Pearson correlation test conducted to explore the relationship between derivational morphological awareness and different aspects of writing skills among Grade 6 students at Pulo Elementary School. The correlation coefficients for grammatical accuracy ($r = 0.17$), organization ($r = 0.19$), vocabulary ($r = 0.19$), and coherence ($r = 0.18$) indicated very low correlations. The corresponding p -values were 0.0228, 0.0088, 0.0084, and 0.0144, respectively, all below the 0.05 significance level. Thus, the null hypothesis was rejected for all four writing-skill components, indicating statistically significant but very low relationships between derivational morphological awareness and writing skills.

The implications of these findings prove to be both instructional and practical. For educators, the notable connection between morphological awareness and writing ability implies that integrating morphological training into the elementary language curriculum is essential. Although the correlations are low, the statistical significance indicates that modest improvements in knowledge of derivational morphology can positively influence various aspects of writing. This is particularly vital in early education, as students develop linguistic skills. Consequently, teachers can create activities focusing on word structure, affix usage, and vocabulary analysis to enhance students' morphological sensitivity, thereby indirectly improving their writing capabilities. Additionally, teaching materials need to offer systematic and scaffolded approaches to morphology instruction to promote language development effectively. Policymakers and school administrators can also consider professional development interventions that equip educators with a better understanding of how morphological skills translate into writing tasks. Lastly, future longitudinal research can further investigate whether comprehensive morphological training enhances the correlations with writing performance. Ultimately, these findings reinforce the idea that morphological awareness training is not merely about expanding vocabulary but a critical component in equipping students with the tools necessary for producing effective, accurate, and coherent written communication.

Moreover, these findings aligned with Dolores (2021), who noted that morphological awareness, especially knowledge of derivational morphemes, was crucial for the writing development of elementary students. It was

emphasized that students who understood how words were formed using prefixes and suffixes were more adept at employing diverse vocabulary and constructing grammatically correct sentences. This foundational morphological knowledge enhanced lexical growth and significantly contributed to the structure and coherence of written texts. Furthermore, Dolores argued that even brief exposure to direct instruction in derivational morphology could lead to measurable improvements in writing tasks, allowing students to internalize the construction and purpose of complex words. The research also suggested that early morphology instruction had cumulative benefits, aiding students in better decoding and encoding language as they progressed.

Table 19. Summary of Test of Relationship Between Morphological Awareness and Writing Skills

Variables	Pearson r value	Degree of correlation	p-value	Decision	Conclusion
Morphological Awareness	0.44	Moderate Correlation	$p < 0.001$	Reject H_0	There is a significant relationship between Morphological Awareness and writing skills of Grade 6 students in Pulo Elementary School.
Writing Skills					

Decision rule: If $p < 0.05$, there is a significant relationship between the variables; therefore, reject the null hypothesis (H_0). If $p \geq 0.05$, there is no significant relationship; thus, fail to reject the null hypothesis.

Table 19 presented the statistical analysis that tested the relationship between morphological awareness and writing skills among Grade 6 students at Pulo Elementary School. According to the data, the Pearson r value was 0.44, indicating a moderate positive correlation. The associated p-value was $p < 0.001$, allowing the researchers to reject the null hypothesis (H_0). Consequently, they concluded that a statistically significant relationship existed between writing skills and morphological awareness. This result indicated that students with greater morphological awareness tended to demonstrate better writing performance. However, because the study used a correlational design, the finding should not be interpreted as evidence that morphological awareness causes improvements in writing. The moderate correlation also indicates that morphological awareness is not the sole factor associated with writing proficiency.

In light of these findings, the implications for elementary educators and curriculum developers become particularly important. Given the statistically significant link established between morphological awareness and writing abilities, educators need to consider incorporating morphological instruction as a core element of literacy education. Teaching strategies include morphological mapping, word sorting, and affix analysis, which help students build more robust vocabularies and a better grasp of grammatical structures. Such practices prove especially valuable in multilingual or linguistically diverse classrooms, where students often face challenges related to morphological transfer between languages. Additionally, writing assessments encompass grammar, coherence, and the comprehension of morphology as significant indicators of writing ability. For education policymakers, the results advocate developing professional development programs to equip teachers with the necessary skills to teach morphology effectively. Ultimately, by acknowledging and responding to the relationship between morphological awareness and writing ability, schools substantially enhance the overall growth of students' language skills and academic performance.

Furthermore, the findings in Table 19 were supported by Jamal (2023), who highlighted the critical role of morphological instruction in improving learners' writing skills. Jamal's study, which involved middle-grade students, concluded that explicit morpheme instruction, focusing on prefixes, suffixes, and root words, significantly improved writing accuracy and fluency. Students who received systematic morphological training demonstrated a heightened understanding of word formation, which was reflected in the complexity and structural correctness of their writing. This outcome paralleled the situation at Pulo Elementary School, where writing proficiency and

morphological awareness had a moderate but statistically significant correlation. Jamal emphasized that morphological competence equipped students with the cognitive skills to decode, construct, and engage more effectively with language. Thus, integrating morphological awareness into writing instruction could yield stronger literacy outcomes, especially for students still developing foundational language skills.

Research Question 4: Based on the result of the study, what inputs can be derived to create an action plan?

“MORPHOWRITE: A Writing Enhancement Program through Morphological Awareness”

MorphoWrite is a coined term combining "morpho-" (relating to word forms or structure) and "write" (emphasizing written expression). This enhancement program is designed to improve the writing proficiency of Grade 6 students by deepening their morphological awareness—specifically their understanding and use of affixation, inflection, and derivation.

The MorphoWrite program aims to strengthen students' higher-order writing skills such as organization and coherence, which, according to research findings, are significantly influenced by morphological competence. While affixation and inflectional awareness show moderate to strong connections to key writing dimensions, derivational awareness—though less influential—still contributes to students' vocabulary and grammatical development.

This program provides structured, engaging, and developmentally appropriate activities that help students explore how words are formed and how these forms function in writing. Through this approach, students will not only expand their vocabulary and improve grammatical accuracy, but also enhance their ability to organize and connect ideas more effectively.

The primary goal of MorphoWrite is to develop proficient, confident young writers who can independently apply morphological strategies to produce well-structured, coherent, and meaningful compositions. By embedding morphology into writing instruction, this intervention fosters both linguistic awareness and functional writing skills, laying a stronger foundation for future academic success.

PROPOSED OUTPUT

“MORPHOWRITE: A Writing Enhancement Program through Morphological Awareness”

INTRODUCTION

MorphoWrite is a coined term combining "morpho-" (relating to word forms or structure) and "write" (emphasizing written expression). This enhancement program is designed to improve the writing proficiency of Grade 6 students by deepening their morphological awareness—specifically their understanding and use of affixation, inflection, and derivation.

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TITLE: MORPHOWRITE: A Writing Enhancement Program through Morphological Awareness Participants: Grade 6 Students Estimated Program Amount: 50,000 Source of Fund: School Fund/ Organization Fund Duration: Five (5) Weeks/ 1 hour and 30 mins. per session (Every Monday)									
Session	Venue	Target Date	Materials Needed	Persons Involved	Title	Content/Subject Matter	Activities	Percentage of Success Indicators	
1	Grade 6 English Classroom	September	Word cards (prefixes/suffixes), whiteboard, affix chart, handouts	English teacher, students	Introduction to Affixation and Its Role in Writing	Understanding prefixes and suffixes and their meanings	- Mini-lesson on affixation - Affix Matching Game - Sentence Creation using affixed words	At the end of the session, 85% of the students are expected to: - define and identify common prefixes and suffixes - demonstrate understanding of how affixes modify meaning	
2	Grade 6 English Classroom	September	Sample paragraphs, scissors, glue, worksheets, colored markers	English teacher, students	Using Affixes to Improve Organization and Coherence	Using affixed words to improve transitions and logical flow	- Text Reconstruction with affixed transitions - Paragraph Writing using	At the end of the session, 85% of the students are expected to:	

								- use affixed words to signal logical order - improved paragraph structure and coherence
3	Grade 6 English Classroom	September	Verb tense chart, writing prompts, peer review checklist	English teacher, students	Inflectional Morphology and Grammatical Accuracy	Inflectional forms: verb tense, pluralization, subject-verb agreement	- Improved grammatical accuracy using inflectional forms - Students apply correct verb/plural forms in writing	- affixed sequence words (e.g., firstly, finally)
4	Grade 6 English Classroom	September	Root word posters, derivational tree handouts, vocabulary journals	English teacher, students	Derivational Awareness to Expand Vocabulary	Derivational morphology and vocabulary building	- Build Derivation Trees from root words - Sentence writing with derived words - Maintain vocabulary journals	- use affixed words to signal logical order - improved paragraph structure and coherence

5	Grade 6 English Classroom	September	Rubric, sample essays, writing checklist, peer feedback forms	English teacher, students	Integrated Writing Task Using Morphological Awareness	Applying affixation, inflection, and derivation in writing	- Students write coherent, organized, and grammatically accurate texts - Demonstrate independent application of morphological knowledge	- use a wider range of words in writing At the end of the session, 85% of the students are expected to: - write coherent, organized, and grammatically accurate texts - demonstrate independent application of morphological knowledge
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SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter presented a comprehensive summary of the key findings from the study, provided conclusions drawn from the analysis, and offered recommendations for future research and practice. This chapter aimed to synthesize the insights gained throughout the research, highlighted their implications, and proposed actionable steps that could address the challenges identified.

Summary of Findings

Based on the careful review and analysis of the collected data, the findings of the study were:

Level of morphological awareness of selected Grade 6 students in terms of:

Affixation

The statistical results showed Grade 6 students' morphological awareness in affixation. Among 182 students, 42.31% were at the Beginning level, 29.12% at the Approaching Proficient level, and 28.57% at the Advanced level. No students were classified as Proficient or Developing. The mean percentage score was 73.10%, with a standard deviation of 1.77. The findings suggested that students had struggled with affixation, which was crucial for vocabulary development and reading comprehension. This gap pointed to the need for more systematic and developmentally appropriate morphological instruction.

Inflectional

A general assessment was conducted on Grade 6 students' morphological awareness in terms of inflectional competency. Out of 182 students, 57.69% were at the Beginning level, 14.29% at the Approaching Proficient level, and 28.02% at the Advanced level. No students were classified as Proficient or Developing. The mean percentage score was 66.5%, with a standard deviation of 2.44. These results highlighted the need for targeted instructional interventions in teaching inflectional morphology, which was essential for grammatical accuracy and overall language proficiency.

Derivational

A general assessment was conducted on Grade 6 students' morphological awareness in derivational morphology. Of the 182 students, 81.32% were at the Beginning level, 13.74% at the Approaching Proficient level, and 4.95% at the Advanced level. No students were categorized as Proficient or Developing. The mean percentage score was 60.5%, with a standard deviation of 1.53. These findings pointed to a critical gap in understanding derivational morphemes, which were vital for vocabulary building and reading comprehension. Focused instructional strategies were necessary to address this deficiency and enhance students' literacy skills.

Level of writing skills of selected Grade 6 students in terms of:

Grammatical Accuracy

A general assessment was conducted on Grade 6 students' writing skill levels in terms of grammatical accuracy. Among the 182 students, 25.27% were classified as Advanced, 46.15% as Developing, and 28.57% as Beginning. No students were classified as Proficient. The mean percentage score was 49.29%, which falls within the Beginning category according to the scoring guide in Table 3, with a standard deviation of 0.74. These findings supported the

necessity for focused grammar instruction and regular feedback to enhance grammatical knowledge and retention, primarily through engaging and context-based teaching practices.

Organization

A general assessment was conducted on Grade 6 students' writing skill levels in terms of organization. Of the 182 students, 42.31% were at the Beginning level, 38.46% at the Developing level, and 19.23% at the Advanced level. No students were classified as Proficient. The mean percentage score was 44.75%, which falls within the Beginning category according to the scoring guide in Table 3, with a standard deviation of 0.77.

Effective interventions through guided activities and scaffolding were deemed essential for improving students' organizational skills.

Vocabulary

A general assessment was conducted on Grade 6 students' writing skill levels in terms of vocabulary. Among the 182 students, 46.15% were at the Developing level, 29.67% at the Beginning level, and 24.18% at the Advanced level. No students were classified as Proficient. The mean percentage score was 48.85%, which falls within the Beginning category according to the scoring guide in Table 3, with a standard deviation of 0.73. The findings implied the necessity of targeted vocabulary development through specific interventions and vocabulary-rich activities to enhance students' overall writing proficiency.

Coherence

A general assessment was conducted on Grade 6 students' writing skill levels in terms of coherence. Of the 182 students, 46.15% were at the Beginning level, 34.07% at the Developing level, and 19.78% at the Advanced level. No students were classified as Proficient. The mean percentage score was 43.50%, which falls within the Beginning category according to the scoring guide in Table 3, with a standard deviation of 0.77. These results suggested a need for targeted interventions to enhance students' ability to maintain a clear and structured flow of ideas in written tasks.

Significant Relationship Between Morphological Awareness and Writing Skills of Grade 6 Students in Pulo Elementary School

The findings showed statistically significant relationships between affixation and all four writing-skill components of Grade 6 students, including grammatical accuracy, organization, vocabulary, and coherence, although the correlations were low in magnitude. There was a moderate and statistically significant relationship between inflectional morphological awareness and all dimensions of writing skills, including grammatical accuracy, organization, vocabulary, and coherence. Although the relationships between derivational morphological awareness and writing skills were very low in magnitude, they were statistically significant. Overall, the analysis revealed a statistically significant and moderate relationship between morphological awareness and writing ability. These findings highlighted the significance of incorporating morphological awareness into elementary language instruction as one component of broader writing development.

Based on the result of the study, what inputs can be derived to create an action plan?

Based on the findings, an instructional intervention program was developed titled "MorphoWrite: A Writing Enhancement Program through Morphological Awareness." This program was designed to strengthen the writing performance of Grade 6 students by enhancing their morphological awareness, particularly in affixation, inflection,

and derivation. The intervention focused on developing students' skills in organization, coherence, vocabulary, and grammatical accuracy—core components of effective writing. Furthermore, the program aimed to build learners' confidence, critical thinking, clarity of expression, and linguistic creativity, equipping them with the tools to become competent and independent writers.

CONCLUSIONS

This concluding section reflected on the implications of these findings, offering recommendations for improving students' writing proficiency through targeted morphological awareness strategies, especially considering.

1. That the majority of Grade 6 students demonstrated a predominantly Beginning level of morphological awareness across affixation, inflectional, and derivational morphology revealed significant gaps in their linguistic knowledge essential for vocabulary acquisition, grammatical accuracy, and reading skills. The limited proficiency, especially in derivational morphology, highlighted a critical need for explicit, targeted, and developmentally appropriate instructional interventions to strengthen students' understanding and use of morphological structures. Addressing these deficiencies
2. through focused teaching strategies was crucial to improving students' overall language proficiency and literacy development.
3. That most Grade 6 students performed at the Beginning or Developing levels in grammatical accuracy, organization, vocabulary, and coherence revealed widespread challenges in fundamental writing skills. These difficulties indicated significant gaps in students' ability to apply grammar correctly, organize ideas logically, use vocabulary effectively, and maintain coherence in their writing. The findings underscored the necessity for explicit instruction and frequent, targeted feedback in grammar, structured scaffolding for organizing ideas, focused vocabulary development programs, and strategies to enhance coherence. Addressing these areas was essential to improving students' overall writing proficiency and communication skills.
4. The statistically significant and moderate overall relationship between morphological awareness and writing proficiency revealed important insights into how different aspects of morphology were associated with writing skills among Grade 6 students. The study found statistically significant but low correlations between affixation and all four writing-skill components, including grammatical accuracy, organization, vocabulary, and coherence. Inflectional morphological awareness showed moderate and statistically significant relationships with all writing-skill areas. Although the correlations between derivational awareness and writing proficiency were very low, they were still statistically significant, suggesting a smaller association with writing development. These findings emphasized the importance of incorporating morphological awareness instruction into the elementary curriculum as part of a broader approach to improving students' writing proficiency and overall language development.
5. That an instructional intervention program titled "MorphoWrite: A Writing Enhancement Program through Morphological Awareness" was developed based on the findings demonstrated a targeted effort to improve Grade 6 students' writing performance by enhancing their morphological awareness in affixation, inflection, and derivation. The program focused on strengthening key writing components such as organization, coherence, vocabulary, and grammatical accuracy. Additionally, it aimed to build students' confidence, critical thinking, clarity of expression, and linguistic creativity, thereby equipping them with the necessary skills to become competent and independent writer.

RECOMMENDATIONS

In light of the findings presented in this study, several key recommendations could be made to enhance writing instruction and promote greater morphological awareness among Grade 6 students. These recommendations aimed to improve both the immediate and long-term development of writing skills, focusing on the integration of morphological training into the language curriculum. By incorporating explicit instruction on morphological principles, particularly affixation, inflection, and derivation, educators could support students in enhancing their organizational skills, coherence, and overall writing proficiency. Furthermore, future research should have explored the impact of extended exposure to morphological training on grammar and vocabulary development.

1. Educators may implement explicit and targeted instructional strategies focused on affixation, inflectional, and derivational morphology to address the observed gaps in students' morphological awareness. Curriculum planners may integrate developmentally appropriate activities that promote hands-on practice and deeper understanding of word structures. Additionally, ongoing teacher training and professional development may emphasize effective methods for teaching morphology to enhance students' vocabulary, grammatical accuracy, and overall literacy skills. Regular assessment and feedback are also essential to monitor progress and tailor interventions to meet students' specific learning needs.
2. Teachers may also incorporate methods of instruction targeting word pattern analysis so that the students realize the relationships between morphology and writing. That way, their grammatical precision, organization, and vocabulary could be enhanced through improving writing capabilities directly. In addition, by including word structure analysis in writing education, instructors can promote a greater comprehension of the mechanics of language and empower learners to become better writers. The findings of this research may compel instructors to create more meaningful and effective writing lessons that, in the long run, will improve the linguistic competence of students and their general levels of academic performance.
3. Administrators may create professional development workshops that address how teachers can include morphological instruction within their writing lessons, offering teachers strategies for improving students' knowledge of word structure.
4. Administrators may also implement school-wide interventions intended to enhance students' morphological awareness, including greater language assistance or targeted writing programs. By creating a culture in which students' language abilities are continually improved through awareness of morphology, principals can facilitate students becoming better writers and readers.
5. Future researchers may examine causal effects, intervention programs, and the efficacy of various teaching methods. This research is a starting point reference for investigating the impact of morphological awareness on student writing and reading abilities at different levels of education. Future studies may investigate cross-linguistic contrasts to assess the effects.

PNC:PRE-FO-46 rev.0 03082023



Republic of the Philippines
Pamantasan ng Cabuyao
(UNIVERSITY OF CABUYAO)
Planning, Research, and Extension Division
Research and Development Department
Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna 4025

CERTIFICATION OF ORIGINALITY AND AUTHENTICITY

Research Title: Morphological Awareness and Writing Skills of Grade 6 Students:
Basis for Action Plan
Department: College of Education

I hereby declare that this submission is my own work, original, and authentic and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which, to a substantial extent, has been accepted for the award of any other degree or diploma of a university or other institute of higher learning, except where due acknowledgment is made in the text. The author takes full responsibility for the accuracy of the data and the interpretation of findings.

I hereby confirm that all the data collected, analyzed, and interpreted in this submission are original and of high quality.

I certify that I followed all ethical guidelines and research protocols, and that the research methodology used is valid and reliable.

I also declare that the intellectual content of this research is the product of my work, even though I may have received assistance from others on style, presentation, and language expression.

Pamantasan ng Cabuyao (University of Cabuyao) is hereby granted the right to publish the research work, either in full or in part, in any academic or scientific publication.

Guico, Leche Anne D.
Signature over printed name
of Researcher

Date: May 30, 2025

Batas, Fiona Charize A.
Signature over printed name
of Researcher

Date: May 30, 2025

Infante, Heart Kirstel S.
Signature over printed name
of Researcher

Date: May 30, 2025

Sacanle, Ranjiemae C.
Signature over printed name
of Researcher

Date: May 30, 2025

Ms. Hanna Grace Salengga
Signature over printed name of
Research Adviser

Date: May 30, 2025

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bringing pride and honor to the nation.

Approval Sheet (Attached Here The Pnc:Pre-Fo-46)

THESIS ABSTRACT ID#: 2201334, 2202525, 2202717, 2203583

Names of Students: Batas, Fiona Charlize A., Guico. Louise Anne D.,
Infante, Heart Kirstel S., Sacanle, Ranjiemae C.

Department: College of Education

Degree Program: Bachelor of Elementary Education

Year: 2024-2025

Title: MORPHOLOGICAL AWARENESS AND WRITING SKILLS OF GRADE 6 STUDENTS: BASIS FOR ACTION PLAN

Adviser: HANNA GRACE S. SALENGGA

Printed Name

Signature

Date

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Appendix A



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF CABUYAO

DIVISION LETTER

To : **AURENE O. ALOQUIN**
Principal II
Niugan Elementary School

AUDIFER R. VISTA
Principal III
Pulo Elementary School

From : SCHOOLS DIVISION SUPERINTENDENT

Date : April 2, 2025

Attached herewith is a letter from **Louise Anne D. Guico et.al.**, researchers from Pamantasan ng Cabuyao, seeking permission to conduct pilot testing of the instrument to selected Grade 6 learners of Niugan Elementary School and conduct actual study to Grade 6 learners of Pulo Elementary School for their study titled "Morphological Awareness and Writing Skills of Grade 6 Students: Basis for Action Plan."

Permission is hereby granted provided that it adheres to the following conditions:

1. Strict observance of DepEd Time-On-Task Policy;
2. Must be in accordance with Republic Act No. 10173 – Data Privacy Act of 2012;
3. Participation of respondents must be purely voluntary;
4. Data collected shall be used only for the purpose of study;
5. Parents' consent must be secured; and
6. Results of the study must be treated with utmost confidentiality, and this Office shall be provided a copy/result.

For your information.

CHRISTOPHER R. DIAZ, CESO V
Schools Division Superintendent

2025-0328-50 SGOD-PRS-JAA



Address: Cabuyao Enterprise Park, Cabuyao Athletes Basic School (CAB Brgy. Banay-Banay, City of Cabuyao, Laguna
Contact No.: +63 939 934 0448 / +63 939 934 0450
Email Address: division.cabuyao@depd.gov.ph
Website: depdcabuyao.ph

Letter to Conduct the Study

Appendix B Validation Letters



Republic of the Philippines
University of Cabuyao
(PAMANTASAN NG CABUYAO)
College of Education

Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna, Philippines 4025



PNG-AA-LE-217.146
March 21, 2025


MR. EDGARDO V. BITERANTA
Faculty, College of Education
Pamantasan ng Cabuyao (University of Cabuyao)

Dear Mr. Biteranta:

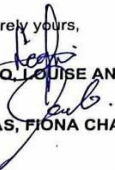
Dangal Greetings!

In partial fulfillment of the degree Bachelor of Elementary Education, we are currently conducting a research study entitled "**Morphological Awareness and Writing Skills of Grade 6 Students: Basis for Action Plan**". The study aims to investigate the relationship between morphological awareness and the writing skills of the Grade 6 students, which will lead to the creation of an action plan.

In connection with this, we would like to humbly request your expertise in validating our researcher-made questionnaire and rubric. We know that your extensive experience and knowledge can help us ensure the validity of our questionnaire before administering it to the respondents of the study.

Thank you for your time, consideration, and dedication to our research project. We eagerly anticipate receiving your evaluation, which will significantly contribute to the success of our research.

Sincerely yours,


GUICO LOUISE ANNE D.

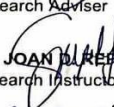
BATAS, FIONA CHARLIZE A.

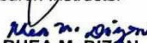

INFANTE, HEART KIRSTEL S.


SACANLE, RAMJIEMAE C.

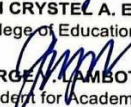
Noted by:


MS. HANNA GRACE S. SALENGGA
Research Adviser


MS. JOAN D. REPELENTE
Research Instructor


DR. RHEA M. DIZON
BEED, Program Chair


DR. NIKKI CRYSTEL A. ELIC
Dean, College of Education


DR. GEORGE J. LAMBOT
Vice President for Academic and Students Services

lag/03212025

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College of Education

Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna, Philippines 4025



PNC:AA-LE-217.145

March 21, 2025

MS. LIAN JANZHEL A. DE GUZMAN

Senior High School Faculty

University of Perpetual Help System DALTA - Calamba Campus

Dear Ms. De Guzman:

Dangal Greetings!

In partial fulfillment of the degree Bachelor of Elementary Education, we are currently conducting a research study entitled "**Morphological Awareness and Writing Skills of Grade 6 Students: Basis for Action Plan**". The study aims to investigate the relationship between morphological awareness and the writing skills of the Grade 6 students, which will lead to the creation of an action plan.

In connection with this, we would like to humbly request your expertise in validating our researcher-made questionnaire and rubric. We know that your extensive experience and knowledge can help us ensure the validity of our questionnaire before administering it to the respondents of the study.

Thank you for your time, consideration, and dedication to our research project. We eagerly anticipate receiving your evaluation, which will significantly contribute to the success of our research.

Sincerely yours,

GUICO, LOUISE ANNE D.

BATAS, FIONA CHARLIZE A.

INFANTE, HEART KIRSTEL S.

SACANLE, RANJEMAE C.

Noted by:

MS. HANNA GRACE S. SALENGGA

Research Adviser

MS. JOAN D. REFELENTE

Research Instructor

DR. RHEA M. DIZON

BEED, Program Chair

DR. NIKKI CRYSTEL A. ELIC

Dean, College of Education

DR. GEORGE N. LAMBOT

Vice President for Academic and Students Services

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College of Education



Katapatan Mutual Homes, Brgy. Banay-banay, City of Cabuyao, Laguna, Philippines 4025

PNC:AA-LE-217.144
March 21, 2025

MS. SHARLEEN I. CLEOFE
Faculty, College of Education
Pamantasan ng Cabuyao (University of Cabuyao)

Dear Ms. Cleofe:

Dangal Greetings!

In partial fulfilment of the degree Bachelor of Elementary Education, we are currently conducting a research study entitled "**Morphological Awareness and Writing Skills of Grade 6 Students: Basis for Action Plan**". The study aims to investigate the relationship between morphological awareness and the writing skills of the Grade 6 students, which will lead to the creation of an action plan.

In connection with this, we would like to humbly request your expertise in validating our researcher-made questionnaire and rubric. We know that your extensive experience and knowledge can help us ensure the validity of our questionnaire before administering it to the respondents of the study.

Thank you for your time, consideration, and dedication to our research project. We eagerly anticipate receiving your evaluation, which will significantly contribute to the success of our research.

Sincerely yours,

GUICO, LOUISE ANNE D.
BATAS, FIONA CHARLIZE A.

INFANTE, HEART KIRSTEL S.
SACANLE, RANJIE MAE C.

Noted by:

MS. HANNA GRACE S. SALENGGA
Research Adviser

MS. JOAN D. REPELENTE
Research Instructor

DR. RHEA M. DIZON
BEED, Program Chair

DR. NIKKI CRYSTEL A. ELIC
Dean, College of Education

DR. GEORGE V. LAMBOT
Vice President for Academic and Students Services

lag/03212025

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Appendix C Validated Research Instrument

Section:

Introduction to the Exam:

Before you begin the test, take a deep breath and relax. It will ask you about things like prefixes, suffixes, grammar, and verb tenses. Remember to read each question carefully and choose the best answer. Take your time, and if you're unsure about a question, skip it and come back later.

Important: Encircle the letter of the answer you choose. Good luck, and do your best!

1. Which prefix can you add to “happy” to make it mean “not happy”?
 - a. Un-
 - b. Dis-
 - c. In-
 - d. Non-
 2. Which suffix can you add to “teach” to make it mean “the act of teaching”?
 - a. -ment
 - b. -ation
 - c. -er
 - d. -ing
 3. Which suffix can you add to “act” to form a noun that means “the state of being active”?
 - a. -ive
 - b. -ity
 - c. -able
 - d. -ly
 4. Which prefix can you add to “view” to make it mean “to view something before it happens”?
 - a. Re-
 - b. Pre-
 - c. Fore-
 - d. Un-
-

-
5. Which suffix can you add to “govern” to form a noun that means “the system of governing”?
- a. -ment
 - b. -ly
 - c. -ity
 - d. -al
6. Which suffix can you add to “child” to form a noun that means “the time of being a child”?
- a. -ness
 - b. -hood
 - c. -ly
 - d. -ist
7. Which prefix can you add to “legal” to make it mean “not legal”?
- a. Il-
 - b. Un-
 - c. Dis-
 - d. Non-
8. Which suffix can you add to “hope” to form an adjective that means “full of hope”?
- a. -ly
 - b. -ful
 - c. -ish
 - d. -less
9. Which suffix can you add to “care” to form an adjective that means “without care”?
- a. -ful
 - b. -ed
 - c. -less
 - d. -ment
10. Which suffix can you add to “quick” to form an adverb that means “in a quick manner”?
-

- a. -est
 - b. -ness
 - c. -ly
 - d. -er
11. One child, two ____.
- a. childs
 - b. children
 - c. childses
 - d. childrens
12. One mouse, three _____.
- a. mouses
 - b. mice
 - c. mices
 - d. mouseeses
13. He saw a group of _____ at the park.
- a. men
 - b. mans
 - c. manes
 - d. mens
14. There are different types of _____ in the kitchen.
- a. knifes
 - b. knives
 - c. knivees
 - d. knivs
15. Yesterday, she ____ a letter to her friend.
- a. wrote
-

-
- b. writes
- c. will write
- d. writing
16. I always _____ breakfast at 7 AM before school.
- a. eat
- b. ate
- c. will eat
- d. eating
17. I _____ to Japan next summer for vacation.
- a. travel
- b. traveled
- c. will travel
- d. traveling
18. She _____ the report all night last night.
- a. wrote
- b. has written
- c. had been writing
- d. writes
19. She _____ Spanish for two years.
- a. learns
- b. is learning
- c. has been learning
- d. learned
20. They _____ when I arrived at the party.
- a. talked
- b. we're talking
-

- c. have talked
 - d. talking
21. Which word turns the verb “educate” into a noun?
- a. Education
 - b. Educator
 - c. Educational
 - d. Educating
22. Which word turns the noun “nation” into an adjective?
- a. National
 - b. Nationing
 - c. Nations
 - d. Nationary
23. Which suffix can you add to “beauty” to turn it into an adjective?
- a. -less
 - b. -ful
 - c. -ly
 - d. -ment
24. Which word is a noun derived from the verb “act”?
- a. Actor
 - b. Acted
 - c. Acting
 - d. Active
25. Which word is an adjective derived from “danger”?
- a. Dangerly
 - b. Dangerous
 - c. Dangerize
-

- d. Dangerous
26. Which word is a verb derived from “modern”?
- a. Modernly
 - b. Modernize
 - c. Modernness
 - d. Modernable
27. Which suffix changes “happy” into a noun?
- a. -ment
 - b. -ness
 - c. -ship
 - d. -ful
28. Which word correctly changes “create” into a noun?
- a. Creation
 - b. Creator
 - c. Creative
29. Which word correctly turns “history” into an adjective?
- a. Historic
 - b. Historyful
 - c. Historish
 - d. Historment
30. Which suffix correctly changes “friend” into an abstract noun?
- a. -ment
 - b. -hood
 - c. -ly
 - d. -ful

Test 2: Writing Prompt Instructions:



	4-(Excellent)	3-(Proficient)	2-(Developing)	1-(Beginning)
Grammatical accuracy	Uses correct grammar with no or very few minor errors. Sentence structures are varied and appropriate.	Mostly correct grammar with occasional errors that do not affect understanding.	Frequent grammatical errors that sometimes affect clarity. Limited sentence variety.	Numerous grammatical errors that make understanding difficult. Sentences are incomplete or incorrect.
Organization	Well-structured with a clear introduction, body, and conclusion. Ideas are logically arranged.	Mostly well-structured but may have minor issues with sequencing or transitions.	Somewhat organized but with noticeable gaps in structure. Ideas may not flow logically.	Poorly organized with unclear structure. Ideas are scattered or missing key components.
Vocabulary	Uses a wide range of appropriate and precise vocabulary. Word choice enhances meaning.	Uses adequate vocabulary with some variety. Some word choices could be more precise.	Limited vocabulary with repetitive words. Some incorrect word usage.	Very simple or incorrect vocabulary that affects meaning. Repetitive and inappropriate word choices.
Coherence	Ideas are connected smoothly with appropriate transitions. Writing flows naturally.	Most ideas are connected well, though some transitions could be improved.	Some connections between ideas, but transitions are weak or missing.	Lacks coherence; ideas are disconnected, making it difficult to follow.

For this part of the test, you will write a short response to a prompt. Take a moment to think about your answer before you start writing. Be sure to write clearly and explain your ideas.

Writing Prompt: Think about a memorable moment from this year that made you feel proud, excited, or nervous. Write about that moment and explain how it helped you grow as a student or person. Make sure your response is clear and focused. You can write 1-2 paragraphs. Take your time and do your best



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RESEARCH INSTRUMENT VALIDATION FORM

Research Title	Morphological Awareness and Writing Skills of Grade 6 Students : Basis for Action Plan		
Lead Researcher:	Guico, Louise Anne D.		
Members	Batas, Fiona Charlyze A.	Sacanle, RanjieMae C.	
	Infante, Heart Kirstel S.		
Validator	Mr. Edgardo V. Biteranta 		
Affiliation	Faculty, College of Education Pamantasan ng Cabuyao (University of Cabuyao)		
Type of Research Instrument	Researcher-made questionnaire and rubric		

The purpose of this form is to validate the research instrument to ensure its reliability and validity in collecting accurate data. Please rate the research instrument based on the following criteria. Use the following rating scale:
5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

No.	Review Questions	5	4	3	2	1
1	The research instrument is clear and easy to understand.					
2	The research instrument measures what it intends to measure and is relevant to the research questions.					
3	The research instrument covers all aspects of the research questions and provides comprehensive data.					
4	The research instrument provides consistent results and is reliable.					
5	The research instrument measures what it intends to measure and accurately reflects the research questions.					
6	The research instrument is appropriate for the research methodology being used.					
7	The research instrument provides accurate and precise data.					
8	The research instrument encourages participants to provide detailed and insightful responses (for qualitative research instrument)					
9	The research instrument produces consistent results regardless of who administers, scores, or interpret is.					
10	The research instrument has standardized scoring procedures (for quantitative research instrument)					

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PNC:PRE-FO-89 rev.0 03202023 / Page 2



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Please provide any additional
comments or suggestions
regarding the research
instrument.

Thank you for your participation in validating this research instrument. Your feedback is appreciated.

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PNC:PRE-FO-89 rev.0 03202023 / Page 1



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RESEARCH INSTRUMENT VALIDATION FORM

Research Title	Morphological Awareness and Writing Skills of Grade 6 Students : Basis for Action Plan		
Lead Researcher:	Guico, Louise Anne D.		
Members	Batas, Fiona Charlize A.	Sacanle, RanjieMae C.	
	Infante, Heart Kirstel S.		
Validator	Mr. Edgardo V. Biteranta 		
Affiliation	Faculty, College of Education Pamantasan ng Cabuyao (University of Cabuyao)		
Type of Research Instrument	Researcher-made questionnaire and rubric		

The purpose of this form is to validate the research instrument to ensure its reliability and validity in collecting accurate data. Please rate the research instrument based on the following criteria. Use the following rating scale:

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

No.	Review Questions	5	4	3	2	1
1	The research instrument is clear and easy to understand.					
2	The research instrument measures what it intends to measure and is relevant to the research questions.					
3	The research instrument covers all aspects of the research questions and provides comprehensive data.					
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9	The research instrument produces consistent results regardless of who administers, scores, or interpret is.					
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comments or suggestions
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RESEARCH INSTRUMENT VALIDATION FORM

Research Title	Morphological Awareness and Writing Skills of Grade 6 Students : Basis for Action Plan
Lead Researcher:	Guico, Louise Anne D.
Members	Batas, Fiona Charlize A. Sacanle, RanjieMae C. Infante, Heart Kirstel S.
Validator	Ms. Lian Janzhel A. De Guzman
Affiliation	Senior High School Faculty University of Perpetual Help System DALTA - Calamba Campus
Type of Research Instrument	Researcher-made questionnaire and rubric

The purpose of this form is to validate the research instrument to ensure its reliability and validity in collecting accurate data. Please rate the research instrument based on the following criteria.

Use the following rating scale:

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

No.	Review Questions	5	4	3	2	1
1	The research instrument is clear and easy to understand.				/	
2	The research instrument measures what it intends to measure and is relevant to the research questions.		/			
3	The research instrument covers all aspects of the research questions and provides comprehensive data.		/			
4	The research instrument provides consistent results and is reliable.		/			
5	The research instrument measures what it intends to measure and accurately reflects the research questions.		/			
6	The research instrument is appropriate for the research methodology being used.		/			
7	The research instrument provides accurate and precise data.		/			
8	The research instrument encourages participants to provide detailed and insightful responses (for qualitative research instrument)					
9	The research instrument produces consistent results regardless of who administers, scores, or interpret is.		/			
10	The research instrument has standardized scoring procedures (for quantitative research instrument)					

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Please provide any additional comments or suggestions regarding the research instrument.

Improve the format and instruction.
 Check the grammar and spelling
 Attach the TOS and indicate which item belongs to a specific competency
 Ensure alignment with your target data and research questions

In the actual test, you don't need to put derivational morphemes, inflectional morphemes as subtitle for each part. Instead, provide a clear instruction for the students.

Thank you for your participation in validating this research instrument. Your feedback is appreciated.

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Appendix D Informed Consent Form

PNC:PRE-FO-50 rev.0 03082023 / Page 1 of 3



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INFORMED CONSENT FORM

Research Project Title	Morphological Awareness and Writing Skills of Grade 6 Students: Basis for Action Plan			
Proponents	Name	Email Address	Contact Number	Department
Research Lead	Guico, Louise Anne D.	guicolouiseanne334@gmail.com	0950700858	College of Education
Member/s	Batas, Fiona Charlize A.	batasfa25@gmail.com	09673693565	College of Education
	Infante, Heart Kirstel S.	infanteheart717@gmail.com	09692778515	College of Education
	Sacanlan, Raniemae C.	sacanleraniemae83@gmail.com	09185427795	College of Education
Thesis Adviser (for student research)	Ms. Hanna Grace S. Salengga	hgsalengga@pnc.edu.ph	09151013409	

You are being invited to participate in a research study. Before you decide whether to participate, it is important that you understand why the research is being done and what your participation would involve. Please read the following information carefully and take time to ask any questions that you may have. You are free to choose whether or not to participate in this study. If you do not want to participate, you do not have to give a reason, and your decision will not affect any relationship you may have with the researchers or the institution.

Purpose of the Study	The purpose of this study is to explore how students' understanding of affixes, inflectional, and derivational morphemes affects their writing abilities in Grade 6 at Pulo Elementary School. Morphological awareness refers to the ability to recognize and work with these parts of words, which can support various aspects of writing. The study will examine whether students with a stronger understanding of affixes, inflectional, and derivational morphemes show better writing abilities, such as vocabulary usage, grammatical accuracy, organization and coherence. It will also focus on which aspects of morphological awareness are most connected to effective writing. By studying Grade 6 students, this research aims to understand how these skills develop during an important stage in their education, as they prepare for more complex writing tasks in the future. The findings could help teachers develop strategies to enhance students' writing skills by improving their morphological awareness.
Risks, Benefits, or Discomforts of the Study	The following are the potential risks, benefits, or discomforts of participating in this study: Risks. There may be risks associated with participating in this study. We will take all necessary precautions to minimize these risks.

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☐ Physical risks include physical discomfort, pain, injury, illness or disease brought about by the methods and procedures of the research. A physical risk may result from the involvement of physical stimuli such as noise, electric shock, heat, cold, electric magnetic or gravitational fields, etc. Engaging a subject in a social situation which could involve violence may also create a physical risk.

☐ Psychological risks include the production of negative affective states such as anxiety, depression, guilt, shock and loss of self-esteem and altered behavior. Sensory deprivation, sleep deprivation, use of hypnosis, deception or mental stresses are examples of psychological risks.

☐ Social/Economic risks include alterations in relationships with others that are to the disadvantage of the subject, including embarrassment, loss of respect of others, labeling a subject in a way that will have negative consequences, or in some way diminishing those opportunities and powers a person has by virtue of relationships with others. Economic risks include payment by subjects for procedures not otherwise required, loss of wages or other income and any other financial costs, such as damage to a subject's employability, as a consequence of participation in the research.

✓ Loss of confidentiality

☐ Legal risks exist when the research methods are such that the subject or others will be liable for a violation of the law, either by revealing that the subject or others have or will engage in conduct for which the subject or others may be criminally or civilly liable, or by requiring activities for which the subject or others may be criminally or civilly liable.

Benefits. You may benefit from this research. However, we cannot guarantee that you will receive any benefits from participating in this study.

☐ Contribute to the advancement of scientific knowledge

✓ Develop participants' new skills or learn more about themselves.

☐ Receive access to resources, such as support groups or educational materials, that may be beneficial to their health or well-being.

☐ Receive access to interventions or treatments that could improve their health outcomes.

☐ Receive compensation.

Discomforts There may be discomfort associated with participating in this study. We will take all necessary precautions to minimize these discomforts.

✓ Time Commitment: Participating in this study may require a significant amount of time and effort on your part, including attending appointments and completing questionnaires or other assessments.

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	☐ Emotional Distress: Some participants may find that discussing sensitive topics or answering personal questions can cause emotional distress or discomfort. ☐ Physical Discomfort: Depending on the nature of the study, there may be physical discomfort associated with participating, such as experiencing side effects from medication or undergoing a medical procedure. ✓ Confidentiality Concerns: While we will take all reasonable steps to protect your confidentiality, there is always a risk that your information could be inadvertently disclosed. ✓ Unforeseen Risks: Despite our efforts to minimize risks and discomforts, there may be unforeseen risks or discomforts associated with participating in this study that we cannot anticipate
Duration of Participation:	Your participation in this study will take approximately 2-3 weeks to complete.
Confidentiality:	We will take all reasonable steps to ensure that your information is kept confidential. However, there are certain circumstances where we may be required to disclose your information, such as if we suspect that you or someone else may be at risk of harm. In addition, your de-identified data may be used in future research.
Voluntary Nature of Participation:	Participation in this study is entirely voluntary, and you have the right to withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled. If you choose to withdraw from the study, any data that you have provided up to that point will still be used in the study, unless you specifically request that it be deleted.
Contact Information:	If you have any questions or concerns about the study, you can contact the researchers at 09507000858 . If you have any concerns about your rights as a participant, you can contact the Research Ethics Review Committee (RERC) at rdd@pnc.edu.ph
Consent:	By signing below, you indicate that you have read and understood the information provided above and that you voluntarily agree to participate in this study.

Name of the Research-Participant	Signature	Date
Participant 1		
Participant 2		
Participant 3		
Participant 4		

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Participant 5		
Participant 6		
Participant 7		
Participant 8		

Use Another page, if needed.

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Appendix E Statistical Table

Summary of Test of Relationship Between Morphological Awareness (Affixation) and Writing Skills

Correlation Coefficients			
Pearson	0.28872253		
Spearman	0.31374417		
Kendall	0.26380103		
Pearson's coeff (t test)		Pearson's coeff (Fisher)	
Alpha	0.05	Hyp rho	0
Tails	2	Alpha	0.05
		Tails	2
corr	0.28872253		
std err	0.07136134	corr	0.28872253
t	4.04592366	std err	0.07432941
p-value	7.7256E-05	z	3.97589109
lower	0.14791013	p-value	7.0116E-05
upper	0.42953492	lower	0.14954742
upper			0.4166791

Correlation Coefficients			
Pearson	0.47378804		
Spearman	0.28445426		
Kendall	0.24555645		
Pearson's coeff (t test)		Pearson's coeff (Fisher)	
Alpha	0.05	Hyp rho	0
Tails	2	Alpha	0.05
		Tails	2
corr	0.27378804		
std err	0.0716876	corr	0.27378804
t	3.81918274	std err	0.07432941
p-value	0.00018412	z	3.75891178
lower	0.13233186	p-value	0.00017065
upper	0.41524422	lower	0.13365517
		upper	0.40318707

Correlation Coefficients	
Pearson	0.29031998
Spearman	0.29484764
Kendall	0.24847548

Pearson's coeff (t test)		Pearson's coeff (Fisher)	
Alpha	0.05	Hyp rho	0
Tails	2	Alpha	0.05
		Tails	2
corr	0.29031998		
std err	0.07132532	corr	0.29031998
t	4.07036326	std err	0.07432941
p-value	7.0198E-05	z	3.99921891
lower	0.14957865	p-value	6.3552E-05
upper	0.4310613	lower	0.15125158
		upper	0.41811892

Correlation Coefficients	Value
Pearson	0.4437398
Spearman	0.25066069
Kendall	0.2160135
Pearson's coeff (t test)	0.2437398
Pearson's coeff (Fisher)	—
Alpha	0.05
Hyp rho	0
Tails	2
Alpha	0.05
Tails	2
corr	0.2437398

std err	0.07228765	corr	0.2437398
t	3.37180391	std err	0.07432941
p-value	0.00091406	z	3.32799858
lower	0.10109957	p-value	0.00087472
upper	0.38638003	lower	0.10189683
		upper	0.37586953

Summary of Test of Relationship Between Morphological Awareness (Inflectional) and Writing Skills

Correlation Coefficients	Value
Pearson	0.49869898
Spearman	0.49916416
Kendall	0.41806723
Pearson's coeff (t test)	Value
Alpha	0.05
Hyp rho	0
Tails	2
corr	0.49869898
std err	0.06460561
t	7.71912779
p-value	7.8004E-13
lower	0.37121719
Pearson's coeff (Fisher)	Value
Alpha	0.05
Tails	2
corr	0.49869898
std err	0.07432941
z	7.32602678
p-value	2.3708E-13

upper	0.62618076	lower	0.38087127
		upper	0.6005887

Correlation Coefficients

Pearson 0.47579786

Spearman 0.4816081

Kendall 0.40205109

Pearson's coeff (t test)

Pearson's coeff (Fisher)

Alpha 0.05

Hyp rho 0

Tails 2

Alpha 0.05

Tails 2

corr 0.47579786

std err 0.06555813

corr 0.47579786

t 7.25764804

std err 0.07432941

p-value 1.137E-11

z 6.92419101

lower 0.34643653

p-value 4.3847E-12

upper 0.60515919

lower 0.35490433

upper 0.58104104

Correlation Coefficients			
Pearson	0.50142921		
Spearman	0.49454023		
Kendall	0.41620709		
Pearson's coeff (t test)		Pearson's coeff (Fisher)	
Alpha	0.05	Hyp rho	0
Tails	2	Alpha	0.05
		Tails	2
corr	0.50142921		
std err	0.0644881	corr	0.50142921
t	7.77553067	std err	0.07432941
p-value	5.5911E-13	z	7.37473509
lower	0.3741793	p-value	1.6467E-13
upper	0.62867912	lower	0.38397946
		upper	0.60291104

Correlation Coefficients	
Pearson	0.48846625
Spearman	0.49794632

Kendall	0.41711426		
Pearson's coeff (t test)		Pearson's coeff (Fisher)	
Alpha	0.05	Hyp rho	0
Tails	2	Alpha	0.05
		Tails	2
corr	0.48846625		
std err	0.06503848	corr	0.48846625
t	7.51041904	std err	0.07432941
p-value	2.647E-12	z	7.14502131
lower	0.36013031	p-value	8.9982E-13
upper	0.61680218	lower	0.36924565
		upper	0.5918694

Summary of Test of Relationship Between Morphological Awareness (Derivational) and Writing Skills

Correlation Coefficients			
Pearson	0.1686918		
Spearman	0.16434231		
Kendall	0.13693068		
Pearson's coeff (t test)		Pearson's coeff (Fisher)	
Alpha	0.05	Hyp rho	0
Tails	2	Alpha	0.05
		Tails	2
corr	0.1686918		

std err	0.07346742	corr	0.1686918
t	2.2961444	std err	0.07432941
p-value	0.02281993	z	2.27872416
lower	0.02372363	p-value	0.02268347
upper	0.31365998	lower	0.02382075
		upper	0.30662368

Correlation Coefficients	Value
Pearson	0.19360974
Spearman	0.19079278
Kendall	0.16274653
Pearson's coeff (t test)	0.19360974
Pearson's coeff (Fisher)	—
Alpha	0.05
Hyp rho	0
Tails	2
Alpha	0.05
Tails	2
corr	0.19360974
std err	0.07312528
corr	0.19360974

t	2.64764437	std err	0.07432941
p-value	0.00882478	z	2.62343569
lower	0.04931668	p-value	0.00870479
upper	0.33790281	lower	0.04954959
		upper	0.32977821

Correlation Coefficients	Value
Pearson	0.19469149
Spearman	0.1715619
Kendall	0.14497185
Pearson's coeff (t test)	0.19469149
Pearson's coeff (Fisher)	0.19469149
Alpha	0.05
Hyp rho	0
Tails	2
corr	0.19469149
std err	0.07310933

corr	0.19469149
t	2.66301848
std err	0.07432941
p-value	0.00844636
z	2.63847531
lower	0.05042991
p-value	0.00832798
upper	0.33895306
lower	0.05067088
upper	0.3307797

Correlation Coefficients			
Pearson	0.18122746		
Spearman	0.18615653		
Kendall	0.15715527		
Pearson's coeff (t test)		Pearson's coeff (Fisher)	
Alpha	0.05	Hyp rho	0
Tails	2	Alpha	0.05
		Tails	2
corr	0.18122746		
std err	0.07330138	corr	0.18122746
t	2.47236078	std err	0.07432941
p-value	0.014351	z	2.45173846
lower	0.03658691	p-value	0.0142168
upper	0.325868	lower	0.03674041
		upper	0.31829264

Summary of Test of Relationship Between Morphological Awareness and Writing Skills

Correlation Coefficients			
Pearson	0.440015442		
Spearman	0.449029014		
Kendall	0.347542384		
Pearson's coeff (t test)		Pearson's coeff (Fisher)	
Alpha	0.05	Hyp rho	0
Tails	2	Alpha	0.05
		Tails	2
corr	0.440015442		
std err	0.066932238	corr	0.440015
t	6.574043457	std err	0.074329
p-value	5.12495E-10	z	6.318274
lower	0.307942687	p-value	2.65E-10
upper	0.572088198	lower	0.314702
		upper	0.550253



Appendix F

Report of Language Software

Report: CHAPTER 1-5 MORPHOLOGICAL AWARENESS OF AND WRITING SKILLS OF GRADE 6 STUDENTS: BASI...

CHAPTER 1-5 MORPHOLOGICAL AWARENESS AND WRITING SKILLS OF GRADE 6 STUDENTS: BASIS FOR ACTION PLAN

by z

General metrics

88,811	11,771	666	47 min 5 sec	1 hr 30 min
characters	words	sentences	reading time	speaking time

Writing Issues

✓ No issues found

Plagiarism

✓ This text seems 100% original. Grammarly found no matching text on the Internet or in ProQuest's databases.

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Page 1 of 72