



THEME AND CONTENTS OF THE HYMN OF SOUTHERN LEYTE, PHILIPPINES

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Abstract:

The purpose of this study is to analyze and explain the theme and content of the Southern Leyte Hymn. This study employed the qualitative method through the use of content analysis. Participants from Southern Leyte answered the study from different categories. Senior High School students, instructors, employees of the municipality or LGU, Sangguniang Bayan, barangay authorities, unemployed people, and all Provincial Sangguniangs are all selected. In each town, the researcher collected five individuals from each category. There are 465 people in this study as a whole. The Southern Leyte Hymn theme found that Southern Leyte is a prosperous province about which Southern Leyteans might be proud in other provinces. The main themes in terms of substance are nationalism, godliness, hope/trust, and love/care/humanity. The culture and traditions mentioned in the hymn emphasize love, compassion, and respect. The hymn describes three different types of lifestyles: farming, fishing, and business. The analysis of literary works is an effective, efficient, objective way to determine the real, appropriate theme and content of certain information to the readers in the scenario in the past is through the analysis of literary works. It is proposed to use the music video that this study produced as a teaching tool.

Keywords: compassion; godliness; humanity; nationalism; respect

1. Introduction

Through the use of literary works, particularly songs, a person has been able to describe honestly, truly, and truthfully his habits, attitudes, and beliefs. A hymn is a song that extols the virtues of a location. Having a hymn that is sung in public and private institutions during flag-raising ceremonies is one of the requests made by each province. Therefore, hymns are sung before beginning any of these significant events. In fact, as mandated by Provincial Ordinance No. 019 series of 2017, the singing or playing of the

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provincial anthem in all flag-raising ceremonies, official and formal gatherings, activities, programs, and special occasions after the singing or playing of the national anthem is mandatory in all national, local, and national offices, public and private schools covering the entire territory of the province of Southern Leyte.

Sungahid (2020), claims that the hymn is comparable to folk songs that describe the positive traits and dispositions of each person who recognizes a region. This implies that the songs will teach the singers, especially the students, how to behave properly. In order for students to understand their own literature and, more importantly, to internalize each message or piece's meaning, Borong (2021), recommended encouraging them to use their own literature. The songs can foster good manners in young people and help them understand that the youth are the nation's future. Borong's (2021) statement, was further inspired to analyzed the Southern Leyte Hymn. Every child and every person from Southern Leyte should be taught the importance of the song at a young age, and primary school is the ideal place to start teaching them how to understand it.

It is indisputable that many young people nowadays are enamored with modern music, which has occasionally led to a theme song for couples since the words or the subject matter related to their love. When the researcher was still teaching in a private school, she observed that many students and even teachers did not take the singing of such hymns seriously and did not place much value on hymns. This observation encouraged the researcher to focus on the Southern Leyte Hymn.

She observed the same issue in his current station (DepEd). In fact, the students did not perceive the hymn correctly when the researcher utilized it as a beginning point in his lesson. The researcher thinks that because kids have been singing the Southern Leyte Hymn twice a week since they were in preschool, it is only in elementary school that the content of the song is fully understood.

This is a problem found by the researcher because the students do not take the singing of the Hymn. Any historical songs must be sung accurately and properly, according to Santos (2010). Even though the songwriters claimed it was just the singers' style, the National Historical Institute (NHI, 2010) questioned the singing of the national anthem during Manny Pacquiao's fights. The order and tone of historical songs, however, are different because they are part of the law, claims Sunico (2010), dean of the Conservatory of Music, and as a result, these songs should be sung seriously.

In order for pupils to demonstrate appreciation for the substance of each literary work, this study will help K to 12 educators achieve their goal of enhancing Philippine literature. The goal of this study is to evaluate and clarify the Southern Leyte Hymn's concept and content. Additionally, the results will be valuable and significant in helping students, instructors, and most importantly the entire province of Southern Leyte understand and cultivate the genuine meaning and concept of the Southern Leyte Hymn.

2. Theoretical Conceptual Framework

In this study, the Braun and Clarke (2006) theory was applied. According to Braun & Clarke (2006), the analysis of literature offered a roadmap for what transpired in the past.

According to Gabor (2021), analysis is a way to recognize and guide people in the behavior of people in the past. Every citizen in the nation, according to Eumage (2012), possesses traditional values that may or may not be beneficial to their daily lives. After conducting the analysis, the individual will be able to identify the subjects and their identities; this will allow them to comprehend the subjects' advantages, disadvantages, and inadequacies.

According to Tolibas (2014), there have been significant changes in people's behavior along with the nation's ongoing development. This truth may also be seen in the way that the Filipino family has changed, valued, and viewed the world recently. Parents occasionally place the blame for their children's behavior on the school because they believe that the institution serves as a translator and protector of the pupils' original cultures. Changes brought forth by modernization and modern technology present it with ongoing challenges. People's habits could be impacted by these developments.

According to Sally (2013), thematic analysis reveals specific information that describes the person in the context of a group. Dealing with neighbors can sometimes have an impact on who they belong to since they may have distinct identities. By analyzing the events that took place at various times, such as in this study, knowledge and understanding are expanded to explain the current events without skepticism. Understanding the legends or events of the past also aids in the advancement of society today.

Based on Provincial Ordinance No.019 series of 2017 and Resolution No.400-s.2017, which stated that after singing or playing the National Anthem of the Philippines during flag-raising ceremonies, official and formal gatherings, functions, programs, and special occasions, Southern Leyte's anthem should be played or sung. Regarding this, Retome (2008) explained the role that literary analysis plays in determining a person's personality.

In fact, it was noted in the Basic Education Curriculum (2002) program that it was important for teachers to teach literary works in order to implant in the students the critical lessons they carry. It only goes to show that a song might be a good place to start. As a result, it's critical to read the lyrics of each song to determine its overall message and to understand the motivation behind its composition. Literature has the power to fundamentally alter a person's viewpoint and interactions. The ultimate objective of literature is to awaken oneself, to live in many things, to keep the ability to entertain, to pity and sympathy, and to understand.

People all throughout the world are connected by literature, society, and other factors. So, by learning in this way, you can comprehend a song better. In light of the foregoing, it can be said that the CMO 59 series of 2007, which mandates that literature be taught in colleges as a language and only be used as a basis for teaching various facets of language, presents a significant challenge for changing the perspective on the teaching of Filipino literature, such as Filipino songs. People frequently need to convey their sentiments and emotions. The real goal of reading is to awaken oneself, to live in many contexts, to keep one's ability for amusement, pity and sympathy, and comprehension.

Because literature and society are intertwined, literature has the objective of entirely altering a person's perspective and relationship with the outside world.

3. Methodology

In this study, a qualitative method in the form of content analysis. The objective, systematic, and qualitative description of the work's offered content should be found via content analysis. Southern Leyte Province is a part of Region VIII (Eastern Visayas), and consists of 19 cities, 173,480 hectares, 500 barangays, and 500 cities. The town of Maasin is regarded as the province's capital. The main sources of income for the locals are farming, fishing, and business ownership.

Beautiful cultures, traditions, and customs abound in Southern Leyte, further enhancing the appeal of this province. This is where the tallest bridge in Asia is. These include a variety of events that draw people from all around the world. Southern Leyte residents responded to this study. The sample was drawn from a variety of people. Senior High School students, instructors, employees of the municipality or LGU, Sangguniang Bayan, barangay authorities, unemployed people, and all Provincial Sangguniangs are all selected. In each city, the researcher collected five volunteers from each category, 465 individuals participated in this study in its entirety.

The Hymn of Southern Leyte was written by Dr. Angel Beaunoni Espina and applied tone/music by Dr. Jesus Bacala, it consists of six (6) stanzas and eighteen (18) verses. Students and staff in Southern Leyte sing this hymn concurrently with the Philippine National Anthem.

The analysis got started as soon as the Southern Leyte Hymn's lyrics were obtained. The researcher visited the governor in person and presented the results of his research. The study got underway as soon as the governor realized the researcher's goal. One by one, the researcher visited each participant in the study. After personally outlining the study's objectives, participants were immediately questioned about how they would interpret the Southern Leyte Hymn.

The researcher answered the prepared question. After the participants have answered, the researcher explains to the participants why this is their answer. Two data acquisition methods were used. First, the researcher asked the participants to answer their own interpretation of each verse of the hymn of the Southern Leyte Hymn. Second, there was an interview or FGD with the participants to get their understanding of the hymn.

The researcher answered the prepared question. After the participants have responded, the researcher justifies their choice of response. There were two ways of gathering data. First, the researcher asked the participants to answer their own interpretation of each verse of the hymn of the Southern Leyte Hymn. Second, there was an Focus Group Discussion (FGD) with the participants to get their understanding of the hymn. The method used for song analysis was a content analysis using open coding. Based on their comprehension of the concept and substance, participants were asked to

provide their answers. The completeness of the participants' responses was evaluated after they had responded to the prepared questions.

4. Result and Discussion

Each table presents and describes the participants' responses to questions about the song's topic and content.

4.1 Theme

Based on their interpretation of the Southern Leyte Hymn, the participants' replies are shown in Table 1. Their general message is that the hymn suggests that Southern Leyte is a productive province to be proud of. The song's theme, according to the participants, guarantees that those who live here won't look back because the province can give them a decent life thanks to its wealth of natural riches. The song also expresses the Southern Leyteños' vow to cherish, appreciate, and be grateful for their wealth.

Table 1: Theme Contained in the Southern Leyte Hymn

Questions	Respondents	Response
Based on your understanding, what is the whole message of the Southern Leyte Hymn?	Student	- Prosperous - Abundant in resources - Nice - Take care and love Southern Leyte province
	Out of School Youth	- May the Lord bless Southern Leyte's livelihoods - God won't forsake Southern Leyte - Prosperous - Southern Leyte is abundant in resources - Southern Leyte is godly
	Unemployed	- Prosperous - To adore - Productive
	Teacher, Sangguniang Panlalawigan (Provincial Council), SB at Barangay Officials	- If Southern Leyteno residents are helpful, the province will prosper. - The Southern Leyte province's governor will be beloved by the populace, ensuring its continued prosperity.
Are there symbols used in the southern Leyte hymn? What are they? and what does it mean?	Student	- Cradle - Dark
	Out of School Youth	- Cradle - Land - Heaven
	Unemployed	- Land - Hope
	Teacher, Sangguniang Panlalawigan (Provincial Council), SB at Barangay Officials	- Cradle - Dark - Light

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What does the composer want to convey? Can you explain your understanding?	Student	<ul style="list-style-type: none"> - Informed people how beautiful the province of Southern Leyte is - Informed that our province will be cared for and loved - It was shown here that the people of Southern Leyte have a lot of faith in the Lord
	Out of School Youth	<ul style="list-style-type: none"> - Informed that Southern Leyte is beautiful
	Unemployed	<ul style="list-style-type: none"> - Fine, beautiful - Everyone loves each other so that peace remains in the province
	Teacher, Sangguniang Panlalawigan (Provincial Council), SB at Barangay Officials	<ul style="list-style-type: none"> - The province gave hope to the people of Leyte - Let it be known that Leyte has a unique character that we should be proud of - The province is prosperous and should be proud - Southern Leyte is a rich province because it has many natural resources - The natural resources in Southern Leyte must be taken care of so that the time will come when Leyte is one of the considered developed areas in the Philippines. - Do not be discouraged

Three symbols were typically provided based on the written responses to the participant interviews and the results. The participants gave meaning to the duyan (cradle), kangitngit (darkness), and kahayag (light) indication that the province of Southern Leyte is backed by reliable leaders. It implies that residents of this province shouldn't be concerned. This kangitngit (dark) sign denotes difficulties like tragedies. It is indicated in this verse that in the coming disasters this is one of the factors that will discourage the people of Southern Leyte. Due to their firm faith in the Lord and the Southern Leyte leaders, these shortcomings are given kahayag (light).

The symbols utilized by the author in the song are one of those that offer color and charm to the work. In writing songs and poems according to Guinto (2013), the symbol is one of the most important elements because it is a way to satisfy and arouse the emotions of the readers. The participants often explained, the author's purpose in the song was to convey that the province of Southern Leyte is a place of hope for the citizens. So, the people should not worry. And in return and appreciation for this, Southern Leyteños must love the province. Take care of it, be proud of it and always dedicate it to the Lord.

It can be noted in the table that the teachers, provincial councils, SB and barangay officials completely understand the text of the Southern Leyte Hymn. This supports their responses. As a shaper and Southern Leyteños personally, this study is important since the outcome reminds the researcher to pay attention to the lack of understanding of some respondents, especially students. The researcher feels that it is vital for every student to

know the message or substance of Southern Leyte Hymn that apart from Monday to Friday it is sung this is a way for students to take the singing of Southern Leyte Hymn seriously this is the problem of most of the teachers. The researcher thinks it needs to be addressed since students will entirely disregard their own literature if the teacher permits them to lose interest in it.

Everyone is aware that kids today are passionate about contemporary music, including Korean songs, songs by Sarah Geronino, Piolo Pascual, and others. According to Borong (2021), literary creations like music give structure to human existence, stir the listener's emotions like love and happiness, and enrich thoughts and experiences that foster a sense of self, others, and the larger community and appreciates the knowledge that will be useful when needed. Any literary work needs to know its message. If the work's meaning is comprehended, it will be possible to communicate the reader's, listener's, or even the singer's emotions. The study's findings and the researchers' own words suggest that this presents a significant problem for those who define and carry out the goals and aspirations of the K to 12 program.

4.2 Content

The core values featured are those of being patriotic/patriotism, godly, full of hope and trust, loving, and humane, according to the analysis of the Southern Leyte Hymn.

Core-Values #1: Patriotism

The analysis by the participants included the patriotic theme as one of the top replies. Many of the participants claimed that the hymn's line, "Southern Leyte and *Yuta namong minahal* (land we love)," which is repeated repeatedly, supports their claim.

Table 2: Contents of the Southern Leyte Hymn

Questions	Respondents	Response
Based on what you understood in the song Southern Leyte Hymn, what core-values are suitable for the hymn?	Student	- Patriotic, because it describes what Southern Leyte has - For me, patriotic and godly. - Loving
	Out of School Youth	- Godly and patriotic
	Unemployed	- Maybe it's patriotic because it's a pattern in our province - I can't describe it because I didn't hear the song - I can't understand the meaning of the song because I haven't heard the song and I don't understand it
	Teacher, Sangguniang Panlalawigan (Provincial Council), SB at Barangay Officials	- Loving, patriotic, godly, full of hope - Hard working - Trustworthy
What does your implication as a Southern Leyte person mean	Student	- Let's work together Southern Leyteño My implication on the core values that fit the song that we must love our province.

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in the basic values you mentioned?		<ul style="list-style-type: none"> - Let's love Southern Leyte - Let's take care and love Southern Leyte
	Out of School Youth	<ul style="list-style-type: none"> - Go to school to help Southern Leyte - Be courageous and proud Southern Leyteño - Make Southern Leyte proud
	Unemployed	<ul style="list-style-type: none"> - Maybe we can make our province proud - Show off what we have
	Teacher, Sangguniang Panlalawigan (Provincial Council), SB at Barangay Officials	<ul style="list-style-type: none"> - Let's be proud of what we have - We will value the beauty of the province of Southern Leyte - Southern Leyte has hope for the people - Southern Leyte is our place and dear because it is the hope of the people
Based on your understanding how does the writer describe the province of Southern Leyte?	Student	<ul style="list-style-type: none"> - Be in love - Beautiful - Prosperous
	Out of School Youth	<ul style="list-style-type: none"> - Nice - Smooth - Way out of trouble
	Unemployed	<ul style="list-style-type: none"> - Beautiful - Full of hope
	Teacher, Sangguniang Panlalawigan (Provincial Council), SB at Barangay Officials	<ul style="list-style-type: none"> - It described that Southern Leyte has hope for the people - It describes not to be neglected by its leaders - It described that the province of Southern Leyte is in the hands of the people - Southern Leyte has hope for everyone - The people of Southern Leyte are good people
Is the writer's description of the people of Southern Leyteño appropriate? Justify your answer.	Student	<ul style="list-style-type: none"> - Yes fit
	Out of School Youth	<ul style="list-style-type: none"> - Yes fit
	Unemployed	<ul style="list-style-type: none"> - Maybe - Yes
	Teacher, Sangguniang Panlalawigan (Provincial Council), SB at Barangay Officials	<ul style="list-style-type: none"> - Yes, because it showed how to care for our city - Yes, it describes our culture. As in the lyrics "<i>Sa imong pangulo, mahalon ka</i>". Our culture in our family is based on important things - The Southern Leyte Hym showed that the residents of this area should not worry about their livelihood because of the rich or fertile land that will give the farmers a good harvest - it is explained in the song that the residents of this area should not worry because of its fruitfulness

The participants conveyed especially to the instructors and provincial councils that when the name of a person or a place is repeated it indicates giving tribute, appreciation and trust. It indicates that by reiterating the word Southern Leyte consistently, one expresses love and confidence for the province. Legaspi & Borong (2021) believed, that one need not sacrifice one's life for their country or country's town in order to be a patriot. It is enough to just step on the door of the workplace or somewhere you fully embrace what is there in your place. You won't engage in violence; keeping the peace is a sign of respect for the populace, and having pride in your hometown is a sign of patriotism.

Core-Values #2: Maka-Diyos (Godly)

The respondents were persuaded to believe that one of the song's topics is a godly theme by the verse *Maoy gasa sa langit at Sa Ginoo sa langit, ikaw panggaon* (This is the grace of heaven and the Lord in Heaven you are loved). They claim that this verse demonstrates their strong faith and belief in the Lord. They added that this confirms the attitudes of Southern Leyteños today. They leave all tragedies in God's hands because they understand that only the Lord has the authority to control them. They leave all tragedies in God's hands because they understand that only the Lord has the authority to control them.

Filipinos are renowned for their sincerity and respect for religion. Abangan (2009) claims that the reason Filipinos are godly is that the entire family attends church together, recites the rosary, and prays at six o'clock or oration. At times of difficulty and need, God is the support of the Filipino people. It never fails to pray and express gratitude to God for the blessings obtained. Filipinos, according to Cervantes (2014), fearlessly face life's challenges due of their faith in God. When a person fails in life, the Lord is their savior. The phrase "*it's up to God*" is used by Filipinos the most frequently when they are feeling helpless.

Core-Values #3: Hope and Trust

It can be seen in the song that the lyrics are full of hope and trust, such as *paglaum sa mga kawani* (hope for the worker) and *hinaut unta, magmauswagon* (hope they will prosper). It shows that the writer strongly believes that the province of Southern Leyte has provided a good life to the people. Where citizens do not have to worry about their lifestyle.

Tolibas (2014), asserts that practically everyone in the globe enjoys listening to music. Many people would rather listen than read, therefore instead of reading news and articles, many would rather listen to music or the radio.

Core-Values #4: Loving, Caring and Humane

*"Yuta namong minahal.
Sa Ginoo sa langit, ikaw panggaon
Sa imong pangulo, mahalon ka
Sa mga mulopyo, ampingan ka.
Sa gugma, halok hatagi."*

The hymn of Southern Leyte depicts the notion of love and humanity, which is why these lyrics are based on feedback from students, teachers, provincial councils, SB members, and barangay authorities. These lyrics show love and give hope that people will care about and cherish the province of Southern Leyte, according to their explanation.

The Southern Leyte Hymn also outlines the cultures and traditions of the people of Southern Leyte. Like the line "*Sa mga mulopyo, ampingan ka,*" and "*Sa imong pangulo, mahalon ka*" (To your leader, you will be loved, To those who live or live you will be kept). It demonstrates a positive Southern Leyte culture of which neighboring provinces might be proud. The gratitude, caring, and respect culture is apparent. It exudes opulence. You will always appreciate something and be proud of it to others if you love and care for it. As a result of the analysis, the song also depicts the lifestyle of Southern Leyte. For instance, the line *Tanang yuta'y bulahan, Sa adunahan, ani'g bunga, Mga kangitngit niya'y lamdagi* (All the land is blessed, To the rich, he reaps the fruit, his darkness is light) describes the province's abundant land, marine resources, and ongoing development. This indicates that the major sources of income for the local population are farming, fishing, and commerce.

The table shows that the Senior High School students' responses were restricted to the questions and the topics found in each hymn verse. Just 50% of the participants gave complete answers or added topics to each stanza, according to the examination of their responses. Several of the verses didn't exactly understand the content of the song, according to the student participants' probing questions. The statements made by the students are related to the claim made by Inguito, et al. (2016) that many students merely sing along without understanding the song's message.

According to Yamson, et al. (2016), many students said in the results of their study that the tone and hymn served as their initial criteria for selecting a song as their favorite. Their second criterion is the singer or singers, and their third criterion is the song's message. The researchers' findings only serve as further evidence that every teacher should explain to their students the textual content of literary works, particularly the Southern Leyte Hymn, which, in addition to being sung every week, also helps students understand the identity of Southern Leyteos in terms of their Core Values.

This finding among the Out of School Youth participants demonstrates unequivocally that the participants did not fully grasp the song's intended meaning. Songs in particular can be easily marketed to young people to promote good manners. This supports the claims made by Yamson, et al. (2017) and Tolibas (2014) that songs help young people develop into values-oriented individuals and make it simple for them to communicate their attitudes toward basic necessities. According to Molino's (2007) perspective, songs represent a whole social reality with varying meanings based on age and culture. If readers take each of these works' messages to heart, their personalities will be molded by them.

This merely indicates that educators and local government units (LGUs) should concentrate on teaching the people about the Southern Leyte song. This is a significant task for a teacher who must impart knowledge to the children, since everyone is aware

of how challenging it is to win the hearts and minds of the young due to their particular interests in the tune Southern Leyte Hymn. Every Southern Leyte resident needs to be sufficiently knowledgeable about their own contribution to society or hymn, according to the researcher. The K to 12 curriculum aims to help students develop and recognize their own literature.

It is obvious from the unemployed participants' answers that they did not provide clear solutions. In other words, they didn't fully grasp the Southern Leyte Hymn's meaning. According to the participants' interviews, many of them were not familiar with the song; in fact, despite the researcher playing the hymn video, many of them claimed to have never heard of the Southern Leyte hymn. This simply serves to highlight the need to spread the Southern Leyte Hymn, especially among the unemployed. According to the study, it is important for the general public to understand the hymn well enough to assist in teaching it to their children. Everyone is aware that a child's parents serve as their first teachers.

The instructor, Sangguniang Panlalawigan, SB, and barangay officials all have a lot to say regarding the topics and content of the Southern Leyte Hymn, as shown in Table 1. According to the findings of the focus group discussion, many of them claimed that it is important to remember the hymn when singing it because it describes the province of Southern Leyte and its residents. Because of this, the crew always sings the song with a serious demeanor. Due to the fact that many of their kids did not take the hymn seriously, this teacher discussed one of their issues with one of the attendees.

The researcher came to the conclusion that the reason why pupils do not take the hymn seriously each time it is sung is because they do not comprehend it. Retome (2008) asserts that one of the issues with young people's behavior today is the lack of morality and appropriate value direction, which ought to endure forever. Now, the morality that our forefathers once fought to protect and did not want to be polluted has slowly disappeared and been replaced by practices that have been shaped by outsiders. Decency, proper behavior, household damage, and youth loss disappear.

This study can be used to support Tolibas' (2014) claim that young people's interest in and enthusiasm for various musical genres will continue to grow, and as a result, patriotic songs would gradually fade from their hearts. According to Tolibas (2014), it is the responsibility of every instructor to instill in each student a desire to learn about their own literature and an understanding of the text's contents. The same may be stated for Ocampo's (2015) assertion that introducing your students to literary works in your own environment early on helps to mold each person's personality. According to Vitor (2007), it is sad and unpleasant to assume that the moral and cultural values ingrained in printed literary works have no significance in the modern Filipino's period since they are not viewed through the colonial lens of science, technology, and industry.

5. Conclusion and Recommendations

An effective, efficient, and objective technique to determine the real, appropriate theme and content of certain information to the readers in the scenario in the past is through the

analysis of literary works. The researcher suggested that supervisors and local governments promote such studies and that there should be a greater investigation of Southern Leyte's own literature.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Andrian P. Dayuha is a high school teacher. She currently holds a position as Teacher III.

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