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## Analysis of Spoken Poetry on Moral Values of Filipino Youth Using Literary Theories

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### Abstract

This study investigated the intensity and variation of moral values in 20 spoken poems created by contemporary Filipino youth by focusing on the relationship between literary theories and the depiction of these values. Using ANOVA and Scheffe's Test, the study reveals significant differences in the intensity of moral values based on literary theories. Realism, Romanticism, and Sociological perspectives literary theories dominate the poems, with values such as Truth and Nationalism being strongly and consistently emphasized, exhibiting social priorities of authenticity and patriotism. The comparison between Love and Social Responsibility highlights a significant variation, indicating that these values are portrayed with differing degrees of emphasis depending on the theoretical lens. The findings suggest pedagogical implications in using spoken poetry to foster critical discussions on underrepresented moral values, such as gender equality and familial bonds. Moreover, the study stresses the value of discovering diverse literary theories to deepen students' moral and intellectual growth through spoken word poetry.

**Keywords:** Spoken Poetry, Moral Values, Literary Theories, Nationalism, Youth Expression

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### Introduction

Poetry has been an important element of Filipino culture, with a deep tradition that mirrors the country's values, experiences, and social concerns. As time passes, this traditional form of expression has evolved, especially among the youth, who have embraced new styles and formats. An example of this innovation is spoken poetry, a dynamic field where poetic verses are executed together with instrumental harmony, creating an engaging and multi-sensory engagement (De Veyra, 2008). This contemporary adaptation has become popular with Filipino youth, offering a platform for individual expression and social commentary.

From the perspective of the Philippine educational system, there is a growing need to look at how contemporary forms of literature, such as spoken poetry, impact students' understanding and expression of moral values. Though traditional poetry has been greatly studied, the unique aspects of spoken poetry such as its performance element and its role in shaping ethical perspective remain relatively underexplored. This study aims to connect this gap by investigating how spoken poetry created by Filipino students signifies and communicates moral values.

The primary objective of this study is to examine the moral values embedded in 20 pieces of spoken poetry produced by college students at Southern Leyte State University enrolled in Filipino 101. By utilizing literary theories and symbolic interactionism, the study seeks to grasp how these poems communicate students' interpretations of social norms and ethical values. The analysis will support a wider understanding of how modern literary forms can influence and reflect moral education.

Understanding how students use spoken word poetry to convey moral values can help educators integrate this contemporary literary form into their curricula more effectively. Furthermore, the findings may offer additional outlooks on how spoken poetry can foster persona development and critical thinking among Filipino students.

The study is grounded in Symbolic Interactionism Theory, which postulates that individuals' actions are influenced by their interpretations of social interactions (Blumer, 1969). In spoken poetry, this theory helps explain in what way students use poetry to express and negotiate their understanding of moral and societal values. Using the moral dimensions of the students' spoken poetry, the study intends to reveal how these literary expressions are informed by and reveal their social and personal realities.

The study is also guided by the framework of educational policies and legal mandates in the Philippines. The 1987 Constitution of the Philippines highlights the importance of incorporating ethical and patriotic values into education, aligning with the objectives of this study (1987 Philippine Constitution). In addition, CMO No. 20 and CHED guidelines emphasize the inclusion of Filipino subjects in the general education curriculum, emphasizing the importance of studying contemporary literary forms (CHED, 2017).

### **Objectives**

The study aims to:

1. Analyze the intensity of moral values depicted in 20 spoken poems by contemporary Filipino youth
2. Examine the impact of various literary theories on the portrayal of moral values in spoken poetry.
3. Identify significant variations in the expression of moral values across different literary theories
4. Explore the pedagogical implications of integrating spoken poetry into literature education.

### **Theoretical Framework**

The study of spoken poetry among Filipino college students is anchored in Symbolic Interactionism and the context of Philippine educational and constitutional mandates. Symbolic Interactionism Theory, developed by George Herbert Mead and Herbert Blumer, serves as the primary theoretical framework for this study. This theory posits that individuals derive meanings and understandings from their social interactions and experiences. According to this perspective, human behavior is shaped by the meanings that people attach to social symbols, which are formed and reformed through interaction (Blumer, 1969). In the context of spoken poetry, students use poetry as a vehicle to interpret and communicate their perceptions of societal issues and personal values. The themes and moral values reflected in their poetry provide insights into how they interpret their social realities and express their understanding of cultural norms.

The study is also informed by the legal and educational context established by the 1987 Philippine Constitution and related educational policies. Article XIV, Section 1 of the Constitution emphasizes the state's responsibility to promote quality education and instill ethical and patriotic values (1987 Philippine Constitution). This legal mandate underscores the importance of incorporating moral and ethical education into the curriculum. Additionally, CMO No. 20, Section 3, and CHED's guidelines highlight the inclusion of Filipino subjects in the general education curriculum, reinforcing the relevance of cultural and literary studies, such as spoken poetry, in shaping students' moral and ethical understanding (CHED, 2017).

This theoretical framework guides the analysis of 20 pieces of spoken poetry created by first-year college students at Southern Leyte State University in their Filipino 101 course. By examining the moral values expressed in these poems, the study aims to reveal how students use spoken poetry to articulate their interpretations of societal norms and personal values. The findings will provide insights into how spoken poetry reflects students' understanding of their social and cultural environment, aligned with the principles of Symbolic Interactionism and educational mandates.

## **Research Design**

This study employed a descriptive-analytical design to explore the representation of moral values in Filipino spoken poetry by applying literary theories. The descriptive aspect focuses on identifying and categorizing moral values in poetry, while the analytical component examines how these values are expressed and framed using different literary theories.

## **Research Environment**

The study was conducted at the Southern Leyte State University-Main Campus, located in Sogod, Southern Leyte, Philippines.

## **Research Respondents and Sampling Procedure**

The primary respondents for the study included a Filipino language professor and an expert in the field. The expert identified and analyzed the moral values embedded in 20 spoken poetry pieces, using literary theories as a basis for evaluation. The poems were derived from the class outputs of Filipino students. Purposive sampling was employed to select spoken poetry from students in Filipino class. This approach ensured that the analysis was focused on how Filipino students express and convey moral values through their work in a classroom setting.

## **Research Instrument**

The study utilized three instruments. The study used 20 Filipino spoken poetry pieces. The study also used a checklist to evaluate literary theories and an index to assess the intensity of moral values.

## **Data Gathering Procedure**

Prior to the conduct of the study, the researcher wrote to the president of Southern Leyte State University to ask permission to use the students as part of the research study. After obtaining institutional approval, the researcher sought informed consent from the students, explaining the purpose of the study, how their spoken poetry would be used, and their rights as participants. The students then signed a written agreement, indicating their informed consent to allow their spoken poetry to be included in the research. A letter was then distributed to a Filipino professor, inviting him to serve as an expert to identify and analyze the content of the spoken poetry. The respondent used a checkmark system to recognize and analyze moral values, and literary ideas in the spoken poetry pieces. After evaluating, the researcher compiled the results in a table and sent the collected data to a statistician for further analysis.

## **Data Analysis**

A Frequency Count was employed to determine the number of occurrences of each literary theory within the poetry. The Rank test was used to identify the dominant literary theory. To evaluate the intensity of moral values, the Weighted Mean was calculated for the 20 pieces of spoken poetry. The Parameter Limits test quantified the intensity of these elements using a scale ranging from "Not Shown" (1.0 - 1.4) to "Extremely Shown" (4.5 - 5.0). Finally, ANOVA (Analysis of Variance) was conducted to determine if there were significant differences in moral values across different literary theories found in spoken poetry.

## **Ethical Considerations**

The researcher adhered to ethical procedures. An informed consent document was used that outlined the purpose of the study, the voluntary participation, and the right to withdraw at any time. It was highlighted that no harm would result from participating. The confidentiality and anonymity of the participants were also prioritized to safeguard their personal information. The researcher also guaranteed that the spoken poetry would only be used for academic purposes and that participants' identities would remain protected during the study. Responsible data collection and handling were also maintained at every stage of the study.

## Results and Discussion

Table 1 shows the dominant literary theories present in 20 spoken poems. **Realism** ranks highest. It appears in 18 poems (90%), which indicates a strong focus on depicting life as it is, without idealization. **Romanticism** follows which is present in 15 poems (75%). This reflects themes of emotion, individualism, and nature. **Sociological Perspective is on the** third rank with 12 poems (60%), indicating an emphasis on societal structures and justice. **Humanism** appears in 8 poems (40%), directing to themes of human worth and personal agency. **Existentialism** is found in 6 poems (30%), discovering ideas of freedom, choice, and meaning. **Deconstructionism** features in 4 poems (20%), assessing language and societal narratives. Meanwhile, **Imagism, Feminism, Naturalism, Classicism, and Formalism**, each appear in 2 poems (10%). These showcase interests ranging from visual clarity to gender roles, human nature, and traditional literary structures. The result reports the dominance of Realism, Romanticism, and Sociological themes in the spoken poems.

The findings have various inferences for both literature education and cultural analysis. The prevalence of Realism (90%) and Romanticism (75%) in spoken poetry indicates a preference for expressing genuine human experiences and emotions. This tells that contemporary Filipino students value narratives that reflect real struggles and individual feelings. This could reflect a cultural shift towards a more personal and authentic form of artistic expression, particularly in response to societal challenges. The presence of a Sociological Perspective (60%) implies that youth are concerned with societal issues, placing spoken poetry as a tool for social commentary. The combination of these dominant theories shows a balance between personal introspection and a collective call for change, featuring the two-fold role of art in both self-expression and activism. The inclusion of Humanism (40%) and Existentialism (30%) indicates a deeper exploration of individual agency, meaning, and the human condition, which may point to a philosophical curiosity among students, particularly about questions of identity and purpose. The lower representation of Feminism (10%), Imagism (10%), and Deconstructionism (20%) could suggest areas for future exploration in curriculum development, offering educators a chance to broaden students' literary horizons by encouraging engagement with diverse perspectives, including gender studies, linguistic analysis, and more abstract or minimalist styles.

The dominance of Realism and Romanticism together with sociological concerns in spoken poetry highlights its capacity to link personal experiences with broader societal themes, offering insight into the values and concerns of contemporary youth. This suggests a rich opportunity for educators to harness spoken poetry to foster critical thinking, emotional engagement, and social awareness in literature classes. Spoken word poetry not only allows young people to engage in identity construction, resist oppression, and create counternarratives (Curwood & Jones, 2022) but also reflects their active participation in innovative literacy practices. From public-based to school, this genre has developed a powerful avenue for youth to make their voices heard and receive immediate response on their artistic work (Jones & Curwood, 2020).

By adding spoken poetry into literature curricula, educators can provide practical approaches to ethnically sustaining pedagogy, increasing students' critical literacy skills, and stimulating active engagement with societal issues. This is supported by Call-Cummings and Hauber-Özer's (2020) call for educators to apply spoken poetry as an instrument to strengthen youth knowledge, ensuring their calls for change are heard. In this context, spoken word poetry serves not only as a form of personal expression but also as a platform for social justice, empowering students to challenge societal norms, reflect on their identities, and advocate for change. Therefore, the incorporation of spoken poetry in education can bridge the gap between academic learning and real-world activism.

**Table 1.** *Literary Theories Dominating in the 20 Spoken Poems*

Literary Theories	Frequency	Percentage	Rank
Humanism	8	40.00	4
Imagism	2	10.00	9
Romanticism	15	75.00	2
Extentialism	6	30.00	5
Deconstructionism	4	20.00	6
Feminism	2	10.00	9

Naturalism	2	10.00	9
Realism	18	90.00	1
Sociological Perspective	12	60.00	3
Classicism	2	10.00	9
Formalism	2	10.00	9

Table 2 presents the intensity of various moral values in 20 spoken poems, with **Truth** ranking highest, having a weighted mean of 3.85, indicating that it is "Strongly Shown" throughout the poems. Nationalism follows closely with a weighted mean of 3.75, also "Strongly Shown," highlighting themes of patriotism. Patience ranks third with a mean of 3.6, reflecting its strong presence. Meanwhile, values such as **Love** (3.45), Social Responsibility (3.40), Health (2.62), and Spirituality (2.57) are "Moderately Shown," suggesting they are present but less prominent. In contrast, Valuing Women (2.33), Family Values (2.38), and Economic Adequacy (2.25) are only "Slightly Shown." The overall Composite of 3.02 indicates that, on average, the moral values in these poems are "Moderately Shown," with Truth, Nationalism, and Patience standing out most, while themes like Economic Adequacy and Family Values appear less frequently.

The prioritization of Truth, Nationalism, and Patience in spoken poetry suggests that these values resonate strongly with contemporary Filipino youth, potentially reflecting societal conditions where authenticity, national identity, and resilience are perceived as vital. This aligns with studies on Generation Z, which highlight their pragmatic outlook on life. For instance, Madrona, Empuerto, and Cabahug (2023) note that Zoomers acknowledge the likelihood of failure but see it as an opportunity to try again, reflecting a strong sense of persistence and realism, qualities that also surface in the prominence of Patience and Truth in the poems. Similarly, Merriman (2015) characterizes Gen Z as self-aware, persistent, and entrepreneurial, all traits that suggest a deep engagement with authentic, real-world challenges, as seen in the focus on Truth in these creative expressions. The high emphasis on Nationalism reflects findings by Ildefonso et al. (2024), who observed that Filipino students possess a strong sense of pride in their cultural heritage and a desire to support the country's aspirations. This strong nationalistic sentiment is echoed in the spoken poems, where Nationalism ranks as the second most dominant value.

However, the lower emphasis on Family Values, Valuing Women, and Economic Adequacy in the spoken poems reflects gaps in the current discourse among youth, signaling areas for further development. This trend may be influenced by modern societal changes, such as the impact of technology on family dynamics. Gonzales and Vargas (2021) observed that increased internet usage has reduced face-to-face communication within families, as people prioritize digital devices over meaningful conversations. This shift may explain why Family Values are less prominent in the poems. Similarly, Gozum (2020) points to modernization's broader effects, such as rising divorce rates and the increasing prevalence of broken families, which could further contribute to the diminished focus on familial bonds in youth discourse. Furthermore, Generation Z's shifting family dynamics, as noted by Lopez and Abadiano (2023), are influencing changes at the household level. As families move away from traditional two-parent households to more diverse family structures, youth may feel a growing disconnect from conventional family values, leading to a decreased focus on these themes in their creative expressions. These evolving structures, combined with the broader societal pressures and technological influences, are reshaping the way youth relate to family, economic issues, and women's roles in society.

Economic concerns also play a role in shaping the themes present in these poems. Financial stability is a crucial factor for Generation Z, with many delaying long-term commitments like marriage in favor of achieving financial independence first (Lopez & Abadiano, 2023). Despite this, Generation Z tends to be less financially motivated than previous generations, exhibiting a more entrepreneurial spirit and a focus on trustworthiness and tolerance over material wealth (Lopez & Abadiano, 2023). This perspective on economic adequacy, while important, may not be as emotionally charged as themes like Love or Truth, which could explain its relative underrepresentation in the poetry. By focusing on these less-discussed themes, educators have an opportunity to foster critical discussions on gender equality, familial relationships, and economic stability, extending the scope of moral education in literature. This

would align with efforts to incorporate critical thinking and social responsibility in the classroom, encouraging students to engage more deeply with these important but underrepresented issues.

**Table 2.** The Intensity of Moral Values Contained in 20 Spoken Poetry

Table 3 highlights the differences in the intensity of moral values in 20 spoken poems, showing variations in their average intensity and consistency. Truth appears with the highest average intensity of 3.85, with low variance, suggesting it is strongly and constantly emphasized. Nationalism follows with an average of 3.75, though its higher variance implies it is less frequently mentioned but strongly emphasized when it appears. Patience (3.60) and Love (3.45) also show strong intensity, though with moderate variation. Social Responsibility (3.40) has a high variance, indicating inconsistency in its portrayal, while Health (2.62) and Spirituality (2.57) are shown with moderate intensity.

<i>Moral Values</i>	<i>Sum</i>	<i>F</i>	<i>wm</i>	<i>Interpretation</i>	<i>Rank</i>
1. Truth	77	20	3.85	Strongly Shown	1
2. Health	34	13	2.62	Moderately Shown	6
3. Love	69	20	3.45	Moderately Shown	4
4. Spirituality	36	14	2.57	Moderately Shown	7
5. Social Responsibility	68	20	3.40	Moderately Shown	5
6. Valuing Women	21	9	2.33	Slightly Shown	9
7. Patience	72	20	3.6	Strongly Shown	3
8. Family Values	31	13	2.38	Slightly Shown	8
9. Economic Adequacy	27	12	2.25	Slightly Shown	10
10. Nationalism	15	4	3.75	Strongly Shown	2
<b>Composite Mean</b>			<b>3.02</b>	<b>Moderately Shown</b>	

Lower average intensities are seen for Valuing Women (2.33) and Family Values (2.38), with Valuing Women exhibiting the greatest variation. Economic Adequacy ranks lowest in average intensity (2.25) and has the least variance, suggesting it is consistently less emphasized across the poems.

Table 3 underscores the varying intensity and consistency of moral values in spoken poetry, with Truth (3.85) and Nationalism (3.75) being the most consistently strong values, while others, like Social Responsibility and Valuing Women, show greater variation in their portrayal. The strong emphasis on Truth, with low variance, suggests that authenticity and honesty are universally important to the poets, reflecting the pragmatic and realist attitudes commonly attributed to Generation Z. As noted by Madrona, Empuerto, and Cabahug (2023), this generation views life with realism and persistence, which could explain the consistent prominence of values like Truth and Patience (3.60).

The high intensity of Nationalism, despite its variance, highlights the significance of patriotic themes among Filipino youth, aligning with Ildefonso et al. (2024), who found high levels of nationalism and patriotic sentiment among students. The fluctuation in the portrayal of Nationalism may reflect differing levels of engagement with national issues, possibly influenced by external factors like social media trends, as noted by Nair et al. (2017). This suggests that while the desire for national pride is strong, its expression can be influenced by various cultural or social contexts.

The moderate but inconsistent portrayal of Social Responsibility (3.40), alongside the lower intensity of Valuing Women (2.33) and Family Values (2.38), points to a gap in youth discourse around gender equality, familial bonds, and community accountability. This variance could suggest that while these values are acknowledged, they are not central concerns for all poets. The low variance in Economic Adequacy (2.25) suggests that issues related to economic stability are consistently underexplored.

The variation in the intensity of moral values in these spoken poems presents both opportunities and challenges for educators. The strong and consistent emphasis on Truth and Nationalism provides a foundation for fostering

discussions around authenticity, resilience, and patriotism. However, the inconsistent portrayal of Social Responsibility and Valuing Women reveals areas where educators can introduce more focused discourse. By encouraging students to explore these underrepresented values, teachers can broaden the scope of moral development, ensuring a more inclusive discussion on critical societal issues.

**Table 3. The Difference in Intensity of Moral Values Contained in 20 Spoken Poetry**

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
1. Truth	20	77	3.85	0.87105
2. Health	13	34	2.62	1.08974
3. Love	20	69	3.45	1.52368
4. Spirituality	14	36	2.57	1.34066
5. Social Responsibility	20	68	3.40	2.25263
6. Valuing Women	9	21	2.33	2.75000
7. Patience	20	72	3.60	1.93684
8. Family Value	13	31	2.38	1.08974
9. Economic Adequacy	12	27	2.25	0.38636
10. Nationalism	4	15	3.75	1.58333

Table 4 reveals that the intensity of moral values in the spoken poems varies significantly based on the literary theories employed, as indicated by the ANOVA results. With a P-value of 0.00032 and an F-value of 3.73838, which exceeds the critical value of 1.94988, the analysis rejects the null hypothesis, confirming that different literary theories influence the emphasis on various moral values. This statistical significance points to the critical role that literary perspectives play in shaping the moral messages conveyed by youth through spoken poetry.

The finding that moral values vary across literary theories suggests an important implication for educators and curriculum developers. By recognizing how certain literary frameworks—such as Realism, Romanticism, or Sociological perspectives—affect the expression of moral values, educators can more effectively guide students in exploring diverse viewpoints. For instance, the dominance of Realism in reflecting themes like Truth and Nationalism could be used to engage students in critical discussions about authenticity and patriotism, aligning with Generation Z’s focus on realism, as noted by Madrona, Empuerto, and Cabahug (2023).

Furthermore, the significant variance in values like Family, Valuing Women, and Social Responsibility across different theories presents opportunities for educators to introduce literary perspectives that emphasize these underrepresented themes. As highlighted by Gonzales and Vargas (2021), the decline in family interaction and the effects of modernization on family structures suggest that these values require more attention in youth discourse. By encouraging students to use theories that highlight gender equality and familial bonds, educators can foster more balanced moral development in literature classes.

**Table 4. Difference in the intensity of Moral Values based on Literary Theories**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit (0.05)</i>
Between Groups	49.7659	9	5.52954	3.73838	0.00032	1.94988
Within Groups	199.6824	135	1.47913			
Summary	249.4483	144				

Result: Significance  
Ho: Rejected

Table 5 presents the results of a Multiple Comparison using Scheffe's Test to analyze differences in the intensity of moral values across 20 spoken poems. The results reveal that for most pairs, including Truth vs. Health, Truth vs. Love, Truth vs. Social Responsibility, the differences are statistically insignificant. This means that the intensity of these values is relatively consistent across the poems. However, the comparison between Love and Social Responsibility shows a significant variation, suggesting that these two moral values are portrayed with differing levels of prominence in the poems. All other comparisons, including those involving values like Patience, Family, Value, Economic Adequacy, and Nationalism, also show no significant differences in intensity. The overall analysis suggests that most moral values in the poems are consistently expressed with only Love and Social Responsibility as the only pair with notable differences. This proposes that, although many moral values receive relatively equal emphasis, Love and Social Responsibility are treated differently in the poets' narratives. The significant difference between these two values points to a deeper reflection of how young people navigate personal and communal responsibilities, potentially reflecting their priorities or societal influences.

The variation between Love and Social Responsibility suggests that youth may be grappling with the balance between personal emotions and obligations to the broader community. As noted by Curwood and Jones (2022), spoken poetry offers youth a platform for constructing their identity and resisting oppression. The stronger focus on Love in some poems may reflect a desire for emotional exploration, while the emphasis on Social Responsibility in others aligns with the call to address broader societal challenges, which Merriman (2015) identifies as characteristic of Generation Z's pragmatic and socially conscious outlook. Research indicates that young people tend to express strong emotions about love in their creative works, as seen in the scholarship slams conducted by Power Poetry, where love-related themes often dominate due to their personal relevance to youth. However, social responsibility tends to receive less emphasis in their creative expressions, possibly because of its broader and more abstract nature, which may not feel as immediately relatable or urgent in their daily lives (Weiner, 2019). Additionally, studies on youth cultural identity highlight that modern trends and popular culture significantly shape young people's focus on individual experiences and emotional connections, rather than on collective social issues (Singh, 2022). This may explain why social responsibility appears less intensely in comparison to love in the analysis of spoken poetry. While Generation Z shows a high sense of responsibility towards environmental issues, such as water shortages and natural resources (Singh & Dangmei, 2016), they appear less inclined toward active social and political participation (Lopez & Abadiano, 2023). Nealon (2019) further explains that Gen Z often avoids deeper romantic involvement, preferring superficial connections facilitated by online communication. This trend has led to a collective fear of attachment, exacerbated by concerns about jealousy, community pressure, and the unreliability of online interactions (Isaf, 2020). These dynamics around relationships may help explain the frequent expression of themes like Love in spoken poetry, where emotional exploration often takes precedence over the more abstract notion of social responsibility.

The fact that most other moral values, including Truth, Nationalism, and Family Values, do not show significant differences in intensity highlights a shared understanding or acceptance of these values across the youth poets. This consistency may indicate that while youth are united in their perspectives on themes like authenticity, patriotism, and family, the divide between Love and Social Responsibility points to an area where more complex negotiations are taking place. Educators can use the significant difference between Love and Social Responsibility to foster critical discussions on the tension between individual emotions and collective duties. By encouraging this exploration, educators can enhance students' moral and social awareness, aligning with efforts to integrate critical thinking and social responsibility into literature classes.

**Table 5.** Multiple Comparison Using Scheffe's Test

Between Dimensions			Mean 1	Mean2	D	n1	n2	F'	F*K-1	Interpretation
1. Truth	v s	2. Health	3.85	2.62	1.23	20	13	8.12	17.55	Insignificant
1. Truth	v s	3. Love	3.85	3.45	0.40	20	20	1.08	17.55	Insignificant



1. Truth	v	4. Spirituality	3.85	2.57	1.28	20	14	9.10	17.55	Insignificant
1. Truth	v	5. Social Responsibility	3.85	3.40	0.45	20	20	1.37	17.55	Insignificant
1. Truth	v	6. Valuing Women	3.85	2.33	1.52	20	9	9.65	17.55	Insignificant
1. Truth	v	7. Patience	3.85	3.60	0.25	20	20	0.42	17.55	Insignificant
1. Truth	v	8. Family Value	3.85	2.38	1.47	20	13	11.44	17.55	Insignificant
1. Truth	v	9. Economic Adequacy	3.85	2.25	1.60	20	12	12.98	17.55	Insignificant
1. Truth	v	10. Nationalism	3.85	3.75	0.10	20	4	0.02	17.55	Insignificant
2. Health	v	3. Love	2.62	3.45	-0.83	13	20	3.71	17.55	Insignificant
2. Health	v	4. Spirituality	2.62	2.57	0.04	13	14	0.01	17.55	Insignificant
2. Health	v	5. Social Responsibility	2.62	3.40	-0.78	13	20	3.28	17.55	Insignificant
2. Health	v	6. Valuing Women	2.62	2.33	0.28	13	9	0.29	17.55	Insignificant
2. Health	v	7. Patience	2.62	3.60	-0.98	13	20	5.16	17.55	Insignificant
2. Health	v	8. Family Value	2.62	2.38	0.23	13	13	0.23	17.55	Insignificant
2. Health	v	9. Economic Adequacy	2.62	2.25	0.37	13	12	0.56	17.55	Insignificant
2. Health	v	10. Nationalism	2.62	3.75	-1.13	13	4	2.66	17.55	Insignificant
3. Love	v	4. Spirituality	3.45	2.57	0.88	20	14	4.30	17.55	Insignificant
3. Love	v	5. Social Responsibility	3.45	3.40	0.05	20	20	0.02	17.55	Significant
3. Love	v	6. Valuing Women	3.45	2.33	1.12	20	9	5.23	17.55	Insignificant
3. Love	v	7. Patience	3.45	3.60	-0.15	20	20	0.15	17.55	Insignificant
3. Love	v	8. Family Value	3.45	2.38	1.07	20	13	6.05	17.55	Insignificant
3. Love	v	9. Economic Adequacy	3.45	2.25	1.20	20	12	7.30	17.55	Insignificant
3. Love	v	10. Nationalism	3.45	3.75	-0.30	20	4	0.20	17.55	Insignificant
4. Spirituality	v	5. Social Responsibility	2.57	3.40	-0.83	14	20	3.82	17.55	Insignificant
4. Spirituality	v	6. Valuing Women	2.57	2.33	0.24	14	9	0.21	17.55	Insignificant
4. Spirituality	v	7. Patience	2.57	3.60	-1.03	14	20	5.89	17.55	Insignificant

4. Spirituality	v	8. Family Value	2.57	2.38	0.19	14	13	0.16	17.55	Insignificant
4. Spirituality	s	9. Economic Adequacy	2.57	2.25	0.32	14	12	0.45	17.55	Insignificant
4. Spirituality	s	10. Nationalism	2.57	3.75	-1.18	14	4	2.92	17.55	Insignificant
5. Social Responsibility	v	6. Valuing Women	3.40	2.33	1.07	20	9	4.77	17.55	Insignificant
5. Social Responsibility	s	7. Patience	3.40	3.60	-0.20	20	20	0.27	17.55	Insignificant
5. Social Responsibility	v	8. Family Value	3.40	2.38	1.02	20	13	5.49	17.55	Insignificant
5. Social Responsibility	s	9. Economic Adequacy	3.40	2.25	1.15	20	12	6.71	17.55	Insignificant
5. Social Responsibility	s	10. Nationalism	3.40	3.75	-0.35	20	4	0.28	17.55	Insignificant
6. Valuing Women	v	7. Patience	2.33	3.60	-1.27	9	20	6.73	17.55	Insignificant
6. Valuing Women	s	8. Family Value	2.33	2.38	-0.05	9	13	0.01	17.55	Insignificant
6. Valuing Women	s	9. Economic Adequacy	2.33	2.25	0.08	9	12	0.02	17.55	Insignificant
6. Valuing Women	s	10. Nationalism	2.33	3.75	-1.42	9	4	3.76	17.55	Insignificant
7. Patience	v	8. Family Value	3.60	2.38	1.22	20	13	7.87	17.55	Insignificant
7. Patience	s	9. Economic Adequacy	3.60	2.25	1.35	20	12	9.24	17.55	Insignificant
7. Patience	s	10. Nationalism	3.60	3.75	-0.15	20	4	0.05	17.55	Insignificant
8. Family Value	v	9. Economic Adequacy	2.38	2.25	0.13	13	12	0.08	17.55	Insignificant
8. Family Value	s	10. Nationalism	2.38	3.75	-1.37	13	4	3.86	17.55	Insignificant
9. Economic Adequacy	s	10. Nationalism	2.25	3.75	-1.50	12	4	4.56	17.55	Insignificant

## Conclusion

The analysis of spoken poems exposes that the intensity of moral values varies significantly across different literary theories. The dominance of Realism, Romanticism, and Sociological perspectives in the poems suggests that contemporary Filipino youth use these frameworks to express authentic experiences, emotions, and societal concerns. The strong emphasis on Truth and Nationalism reflects a realist tendency to portray life as it is, highlighting themes of honesty and patriotism, while Romanticism brings forth personal emotions and individualism. The presence of Sociological perspectives underscores a collective focus on societal structures and justice, revealing how the youth grapple with broader social issues through their creative expressions. Moreover, the significant variation between Love and Social Responsibility as depicted in the poems underscores the way different literary theories influence the portrayal of personal versus communal values. Theories like Romanticism may amplify the expression of love and individual feelings, while the Sociological lens emphasizes collective responsibility and societal engagement. This suggests that the choice of literary theory deeply impacts how moral values are portrayed, offering educators a rich opportunity to explore these differences in literature classes. Spoken poetry, as shown in this study, serves as a

powerful medium for youth to express both personal and societal concerns, while the varied use of literary theories opens avenues for broader discussions on how we understand and engage with morality in literature.

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