

A Content Analysis of Cultural and Context-Based Fairy Tales for Literary Appreciation and Understanding of Students

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Abstract

In education, there is a need for educational content to be culturally and contextually relevant to students. Exposing students to various cultures broadens their perspectives and nurtures cultural sensitivity for their growth, development, and empowerment. This study aims to compose cultural and context-based fairy tales for students' literary appreciation and understanding. The researcher composed cultural and context-based fairy tales that reflect the life, values, and culture of Sorsoganons. The fairy tales were meticulously reviewed for cultural appropriation. The composed fairy tales were subjected to qualitative content analysis. The analysis focused on four factors, namely, culture, context, appreciation, and understanding. The paper concludes with conclusions and recommendation to improve the composed cultural and context-based composed fairy tales.

Keywords: Content analysis; Cultural fairy tales; Context-based fairy tales; Literary appreciation; Literary understanding;

1. Introduction

In literary education, exposing students to various cultures broadens their perspectives and nurtures cultural sensitivity for their growth, development, and empowerment. While traditional literary texts remain foundational, there is increasing demand for imaginative approaches that align with the diverse experiences of today's students. Modernizing fairy tales to suit the needs of contemporary learners involves considering changes in social values, inclusiveness, and the present reality. A teacher's proactive approach involves conducting research that addresses this requirement and incorporates cultural and context-based elements into stories, particularly fairy tales.

Fairy tales, often perceived as simplistic narratives for children, are rich in cultural heritage and moral teachings (Bergum, 2022). Saxby (2022) purports the potential of fairy tales as an effective resource for teaching primary school students critically and inclusively. They provide a unique lens through which universal themes like the struggle between good and evil, resilience, and transformation can be explored. However, the traditional use of fairy tales in educational settings often lacks cultural inclusivity and contextual relevance (Liu, 2023). Reimagining these timeless stories within modern contexts, students can relate to their own lives would result in a more profound and intimate relationship with the literature (Soltau, 2021). Teachers can enhance the literary experience for high school students by curating and adapting fairy tales from various local cultures to reflect contemporary circumstances. Kong et al. (2022) believe culturally responsive teaching (CRT) can promote student engagement and enhance learning in the classroom. In this way, exposing students to diverse cultural and context-based fairy tales can enhance cultural awareness and sensitivity, preparing them to thrive in a multicultural community and equipping them to face the demands of an increasingly globalized world.

Interacting with culturally and contextually relevant content cultivates a richer understanding and appreciation for narrative techniques, structure, and themes. Approaching fairy tales through a modern, cultural lens not only promotes critical thinking but also enhances students' ability to analyze and interpret literary works. The emergence of fractured fairy tales, which distort conventional stories, develops critical thinking and interaction with current concerns. This makes the tales relevant to students' realities as they develop critical literacy skills.

Various national and international educational policies support the foundation for this strategy. In the Philippines, DepEd Order No. 42 (2016) and RA 10533 (The Enhanced Basic Education Act of 2013) highlight the need for educational content to be culturally and contextually relevant to students. This ensures the integration of local culture and heritage into the curriculum. Further supporting this, Article XIV, Section 14 of the Philippine Constitution advocates for the preservation and promotion of cultural identity through education. Internationally, UNESCO's Declaration on Cultural Diversity encourages the inclusion of culturally diverse perspectives in the classroom to promote global understanding. These legal and policy frameworks provide a robust legal basis for the study's focus on adapting traditional fairy tales to better suit today's learners, enriching their cultural and educational experience.

The background mentioned above reinforced the rationale for the current study. The objective of this is to compose cultural and context-based fairy tales as literary material in Grade 11 for students' literary appreciation and understanding. By doing so, it provides valuable insights into how teachers can adapt and reconstruct these classics fairy tales and narratives to enrich students' learning experiences for cultural sensitivity and critical literacy skills development.

2. Methods

To achieve the objective of this study, the researcher composed five cultural and context-based fairy tales that reflect the life, values, and culture of Sorsoganons, specifically the locales of Gubat and Prieto Diaz. The researcher meticulously reviewed these fairy tales for cultural appropriation. The fairy tales were purposefully curated to promote student engagement and cultivate a deeper appreciation of cultural contexts. Each of the fairy tales was subjected to a qualitative content analysis involving both narrative and discourse analysis. A narrative analysis was employed for the structure of the story and character roles. A discourse analysis was applied to analyze the language and how it helped build meaning and overall appeal. The study focused on four factors, namely: culture, context, appreciation, and understanding.

3. Results and Discussions

The tables in this section, show the results of the qualitative content analysis. It illustrates how culture, context literary understanding, and literary appreciation were embedded within the story to provide valuable insights for teachers seeking to deepen students' engagement with the text.

Table 1. Content Analysis of the fairy tale: "Bol-pen"

Culture	Context	Literary Appreciation	Literary Understanding		
			Summary	Themes	Character Analysis
The tale incorporates Filipino values such as family loyalty, determination, and the belief in supernatural beings (e.g., the guardian Mishka).	The story is set in Brgy. Calao, a rural area where Jim's family lives in poverty, reflecting common socio-economic conditions in rural Filipino communities.	The inclusion of supernatural elements (the magical pen) engages readers with fantasy and hope, inspiring an emotional connection to Jim's journey.	The story follows Jim, a determined high school student from a poor family, who struggles with reading. One day, he encounters a magical pen named MBP, which helps him improve his literacy skills through interactive learning. Eventually, MBP must leave, but Jim learns to believe in his own abilities.	<ul style="list-style-type: none"> • Perseverance Jim's determination to succeed despite challenges. • Magic and Learning The role of magical elements in facilitating education. • Cultural Identity Reflection of local customs and values in the narrative. 	<ul style="list-style-type: none"> • Jim A hardworking yet initially insecure student who evolves into a confident learner, emphasizing effort and belief in oneself. • MBP (the pen) Represents guidance and mentorship in education.
The belief in enchanted objects and guardian spirits is typical in many Filipino folklore stories, reflecting a deep connection with nature and the supernatural.	Poverty plays a significant role in Jim's motivation to study and improve his family's situation, a typical theme in many Filipino stories.	The story's emotional tone resonates with readers as they relate to Jim's struggle, perseverance, and ultimate success through			

		supernatural intervention.
The role of mentors (represented by the pen, MBP) highlights the Filipino sense of bayanihan (community spirit) even through supernatural aid.	Jim's decision to stay after school and practice reading alone reflects personal determination and self-sacrifice, an important theme in Filipino stories of success.	The resolution of Jim's journey and his bond with the magical pen provide readers with a sense of fulfillment and inspiration to work toward their goals.

The story provides a rich platform for contextualized learning. Teachers can use the context of the rural Filipino setting to engage students in discussions about poverty, work ethics, and family dynamics in real-life Filipino communities. The cultural aspects, including Filipino values such as loyalty and sacrifice, are key to understanding the motivations behind the characters' actions. Teachers can deepen students' appreciation of Filipino folklore by exploring the significance of supernatural elements in literature.

In terms of literary understanding, the magical realism in the story provides an opportunity to discuss the structure of the narrative, focusing on character development and symbolism. Students can learn how characters evolve through adversity and external help by analyzing how Jim changes throughout the story. The enchanted pen can be used as a symbol to explore how fantasy elements can be used to reflect emotional truths about human experience.

The literary appreciation can be enhanced by engaging students in discussions about how the story's magical elements serve a symbolic function. Discussions could focus on how fantasy can be used to convey deep emotional truths about personal empowerment and human resilience. Students could also explore the role of fantasy in literature and compare how other cultures use magical elements to reflect on real-world issues.

Table 2. Content Analysis of the fairy tale: "Bu-ay"

Culture	Context	Literary Appreciation	Literary Understanding		
			Summary	Themes	Character Analysis
Filipino values such as family solidarity, self-sacrifice, and determination to improve one's situation are central to the story. The magical elements are rooted in Filipino folklore.	The story is set in a rural Filipino environment, where Aida's family lives and works on a coconut plantation, highlighting the challenges of rural life.	The magical realism in the story adds a layer of fantasy that enhances emotional engagement, particularly when the family experiences success through mystical intervention (the glowing coconuts).	"Bu-ay" tells the story of Aida, a young maiden living with her father and siblings in a coconut plantation. After her aunt sells the plantation, Aida experiences heartache but ultimately finds glowing objects that lead to a prosperous life for her family, demonstrating resilience and hope.	<ul style="list-style-type: none"> • Resilience Aida's determination to improve her family's situation despite hardships. • Family and Sacrifice The importance of familial bonds and selflessness in helping others. • Fortune and Destiny The role of magical elements in changing one's fate. 	<ul style="list-style-type: none"> • Aida Represents hope and perseverance; her character evolves from despair to empowerment. • Tiya Concing Symbolizes greed and betrayal, contrasting with Aida's integrity. • Mokong (Aida's father) Embodies support and traditional values within the family.
The story reflects the Filipino belief in supernatural forces (e.g., Mishka, the enchanted guardian), where nature is seen as connected to the divine and magical.	Social class disparity is depicted, with Aida's family living in poverty and her aunt, Tiya Concing, embodying wealth and selfishness, thus creating conflict.	The moral lesson about helping others and generosity resonates emotionally, particularly with Aida's selflessness and the family's eventual prosperity.			
The cultural significance of coconut as a staple in Filipino life (e.g., bu-ay, coconut embryo) and its association with Filipino labor practices are central to the story's plot and resolution.	The setting involves familiar elements of Filipino life—coconut plantations, local food, and simple rural life—creating a relatable backdrop for the story.	Symbolism of the coconut's glow represents hope and opportunity, enhancing the thematic richness and cultural relevance of the tale.			

The theme of family loyalty is depicted when Aida and her father work together to buy back the plantation, highlighting the importance of family unity in Filipino culture.	Poverty and family struggles serve as the story's context, providing a clear backdrop for Aida's desire to improve her family's circumstances.	The story's conclusion, where Aida's selfless act is rewarded, gives readers a sense of fulfillment and hope, resonating with the universal appeal of good triumphing over adversity.
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Bu-ay presents an excellent opportunity for contextual learning. Teachers can use the setting of the Filipino village to explore poverty, family dynamics, and the role of community in rural Filipino life. Additionally, the cultural elements, including Filipino folklore and supernatural beliefs, can be discussed in the classroom to deepen students' understanding of the richness of Filipino myths and the cultural significance of these elements.

In terms of literary understanding, Bu-ay provides a clear example of how magical realism is used to symbolize internal and external transformation. Teachers can encourage students to analyze how character development works through magical elements, such as the mermaid's gift, and how this gift reflects the moral teachings of the story. This can also lead to discussions on the symbolism of supernatural gifts and how they help the protagonist evolve, which enhances students' ability to analyze the use of symbolism in literature.

For literary appreciation, the story's emotional and moral lessons about generosity, selflessness, and hope create opportunities for deep reflection. Teachers can guide students in exploring how the story's moral message applies to their own lives and encourage them to think about real-life applications of these values. The magical realism can also be explored to understand how fantasy elements serve as metaphors for emotional and spiritual growth, making the story both enjoyable and educational.

Table 3. Content Analysis of the fairy tale: "Hikot"

Culture	Context	Literary Appreciation	Literary Understanding		
			Summary	Themes	Character Analysis
Filipino cultural values such as family unity, sacrifice, and faith in divine providence are central.	The story is set in a coastal Filipino village (Gubat), where the main characters, Ali and Riz, are fisherfolk, depicting rural Filipino life.	The magical realism of the mermaid and the gift she bestows represents hope and divine intervention, leading to emotional fulfillment and connection.	"Hikot" follows the story of Riz and Ali, an old couple who work as fisherfolk on the coast of Gubat. Despite their long marriage, they struggle with childlessness. One night, they rescue a mermaid trapped in a fishing net, leading to magical rewards that fulfill their deepest desires.	<ul style="list-style-type: none"> • Hope and Despair The couple's longing for a child and their struggles highlight the emotional journey of hope. • Kindness and Reciprocity Their decision to help the mermaid leads to unexpected rewards, emphasizing the importance of compassion. • Destiny and Transformation The role of magical elements in altering their fate. 	<ul style="list-style-type: none"> • Riz Represents nurturing and emotional strength; her desire for family drives the narrative. • Ali Embodies resilience and support for Riz; he struggles with feelings of inadequacy but remains devoted. • The Mermaid Symbolizes transformation and the consequences of kindness.
Belief in supernatural beings such as sirena (mermaids) reflects the mystical aspects of Filipino folklore.	The couple, Riz and Ali, have been childless for many years, reflecting a common societal concern in rural Filipino settings about family and lineage.	The mermaid's gift of granting a wish resonates emotionally, symbolizing the fulfillment of life's desires and family completion.			
The importance of community and family in Filipino culture is depicted, especially in Ali and Riz's relationship.	The story deals with themes of poverty and the struggle for survival, with Riz and Ali working hard to sustain their family and fulfill their dreams.	The resolution of the family's struggle and the birth of a child brings an overwhelming sense of satisfaction and joy, deepening the reader's emotional engagement.			
The symbolism of the sea and the mermaid ties into Filipino beliefs in nature's power and its mystical influences.	The mermaid's appearance acts as a catalyst, triggering the couple's fortunes to change, reflecting the	The moral lesson of the story, where generosity and selflessness lead to rewards, is an uplifting and timeless			

	mystical connection between humans and nature.	theme appreciated by readers of all ages.
The couple's sacrifice and humility in helping others (the mermaid) before thinking of themselves reflects Filipino values of altruism.	Ali's frustration with not catching fish and Riz's yearning for a child exemplify the emotional tension driving the plot, which is resolved through magic.	The uplifting tone of hope and transformation resonates with readers, especially those familiar with the Filipino struggle for betterment through community and belief.

The setting in Hikot, located in a Filipino coastal village, provides rich opportunities for discussing real-life issues like poverty, family dynamics, and community support. Teachers can use this context to introduce students to the economic struggles faced by rural Filipino families and highlight the importance of family in Filipino society. By comparing Ali and Riz's struggles to real-world examples, students can gain a deeper understanding of how socio-economic conditions shape the lives of people in rural areas.

The cultural aspects of the story, including the supernatural elements, allow students to explore Filipino folklore and myths. Teachers can delve into how supernatural beliefs continue to influence Filipino storytelling and the ways in which these stories are passed down through generations. The mermaid's reward can be used to highlight the cultural significance of divine intervention and spirituality in Filipino life, encouraging students to reflect on how these elements are present in modern Filipino culture.

In terms of literary understanding, the story's use of magical realism to convey themes of hope and personal transformation offers a valuable teaching opportunity. Teachers can use the rags-to-riches narrative to teach students about story structure, character development, and symbolism. Students can explore how magical elements are used to represent emotional growth and positive change in the characters' lives by analyzing the mermaid's role in the story.

The literary appreciation of Hikot comes from the moral message it imparts: selflessness and kindness are rewarded, even if the reward comes in unexpected forms. Teachers can engage students in discussions about the importance of compassion and the impact of good deeds in real life. The story also provides an opportunity to discuss how fantasy elements can serve as metaphors for personal growth, encouraging students to think critically about how stories reflect both real-world struggles and the human desire for transformation.

Table 4. Content Analysis of the fairy tale: "Kaligay"

Culture	Context	Literary Appreciation	Literary Understanding		
			Summary	Themes	Character Analysis
The story reflects Filipino values such as selflessness, family unity, and the importance of helping others, central to the Filipino culture.	The story is set in a coastal Filipino village, where Utoy and his grandmother live a humble life. Their primary source of income is selling sinapot (a local snack).	The moral lesson of helping others and receiving unexpected rewards is emotionally resonant, emphasizing the value of kindness and generosity.	"Kaligay" tells the story of Utoy, a young boy living with his sickly grandmother, Melda. Struggling to sell his mother's fried snacks to support her, Utoy encounters an elderly woman who offers him magical cowrie shells in exchange for his kindness, leading to unexpected wealth and joy.	<ul style="list-style-type: none"> • Selflessness Utoy's decision to help the elderly woman despite his own needs highlights the theme of altruism. • Magic and Transformation The cowrie shells symbolize the transformative power of kindness and the fulfillment of desires. • Family and Support The bond between Utoy and his grandmother illustrates the importance of family in 	<ul style="list-style-type: none"> • Utoy Represents innocence and compassion; his character evolves through acts of kindness. • Melda (Grandmother): Embodies love and resilience, showcasing the sacrifices made for family. • The Elderly Woman Serves as a catalyst for change, representing mystery and magic.
The belief in supernatural elements, such as witches and magical objects like the kaligay shells, is embedded in Filipino folklore. The kaligay is a symbol of good fortune and divine intervention.	Utoy's struggle to sell the sinapot to make money for his grandmother's medicine highlights poverty and the everyday struggles of rural Filipino life.	The use of magic (kaligay shells granting wishes) adds a fantastical element, which enhances the moral impact and emotional depth of the story.			
The story underscores the Filipino belief in divine intervention	Utoy's emotional journey of frustration and sadness when he cannot sell his	The shift from sadness to joy (Utoy's discovery of the gold coins)			

Culture	Context	Literary Appreciation	Literary Understanding		
			Summary	Themes	Character Analysis
and how people express gratitude for blessings, invoking a deep spiritual connection with Bathala (the Filipino God).	sinapot, and the subsequent gratitude and joy when his wishes are fulfilled, resonates with universal human experiences.	creates a sense of resolution that satisfies both the characters and readers.		overcoming hardships.	
Cultural symbols such as sinapot (a Filipino snack) and nigo (a basket) highlight the everyday life of Filipino families, while also illustrating the struggle to make ends meet.	The setting of a beachside town reflects the coastal livelihood typical in many parts of the Philippines, where fishing and selling local products are common occupations.	The inclusion of Filipino traditions and the focus on family unity deepen the emotional engagement, as readers see themselves in the struggles and triumphs of Utoy and Melda.			
The elderly woman who appears to Utoy embodies a Filipino mythological figure or a magical being that helps those in need, reinforcing themes of divine favor.	Utoy's emotional conflict of wanting to help his grandmother, yet needing to sell the sinapot for survival, illustrates the tension between selfishness and selflessness.	The story's uplifting tone, as Utoy and Melda prosper from the mermaid's gift, conveys a positive, moralistic message, promoting good deeds and the eventual reward for kindness.			

Kaligay provides a rich context for contextualized learning. Teachers can use the story's setting to discuss the realities of poverty and family life in rural Filipino communities, connecting the narrative to students' own experiences or societal issues they may encounter. Additionally, Filipino culture plays a significant role in the story's themes. The mermaid, a creature from Filipino folklore, can serve as an entry point to discuss the importance of mythology in understanding Filipino identity. Teachers can expand on this by introducing Filipino myths, exploring their cultural significance, and analyzing how they are reflected in modern Filipino literature.

In terms of literary understanding, the magical realism in Kaligay allows teachers to explore how fantasy elements are used to enhance the narrative. The kaligay represents hope and change, and its role in the plot serves as a metaphor for how external forces—whether magical or real—can bring about personal transformation. Teachers can guide students in analyzing how symbols like the kaligay can be used in literature to express deeper themes of personal empowerment and social mobility.

For literary appreciation, the story's moral—that kindness and selflessness lead to reward—provides an uplifting and positive message. Teachers can encourage students to reflect on how these values manifest in their own lives and how the supernatural intervention in the story can be interpreted as a metaphor for personal growth. The fantasy elements in the story offer a chance for students to appreciate how magic can be used to address real-world challenges, making the story both relatable and imaginative.

Table 5. Content Analysis of the fairy tale: "Pressed Powder"

Culture	Context	Literary Appreciation	Literary Understanding		
			Summary	Themes	Character Analysis
The Filipino family structure is highlighted, where the grandmother plays a significant role in providing emotional support and guidance.	The story is set in a modern-day Filipino household, where Ella lives with her grandparents. The social context reflects issues of self-esteem and body image.	The emotional transformation of Ella, from insecurity to self-confidence, resonates with readers, especially in the context of contemporary beauty standards.	"Pressed Powder" follows Ella, a 16-year-old girl who struggles with self-esteem and confidence. Living with her grandparents, she receives a magical pressed powder from her grandmother that boosts her self-image and helps her face challenges, particularly during a crucial speech at school.	<ul style="list-style-type: none"> • Self-Acceptance The journey towards embracing one's true self and overcoming insecurities. • Empowerment The transformative power of confidence in 	<ul style="list-style-type: none"> • Ella Represents the struggle with self-image; her growth reflects the importance of inner strength. • Grandmother Serves as a source of wisdom and encouragement, symbolizing unconditional love
The belief in supernatural assistance, as represented by It (the magical powder), is a	Ella's initial insecurities about her appearance and lack of confidence reflect common struggles	The theme of self-love and acceptance is empowering, as Ella learns to rely on herself, making the			

Culture	Context	Literary Appreciation	Literary Understanding		
			Summary	Themes	Character Analysis
nod to Filipino folk beliefs in magic and spiritual aid.	faced by young people in the modern world, especially in terms of social acceptance.	story a journey of personal discovery that appeals to young readers.		achieving personal goals. • Family Support The role of familial love and encouragement in building self-esteem.	and support. • The magical powder Represents the external influences that can boost confidence.
The grandmother's wisdom reinforces the Filipino value of respect for elders and how their guidance helps younger generations navigate life challenges.	Ella's struggles with self-worth and her relationship with her grandmother form the emotional core of the story, demonstrating a support system within the family.	The symbolism of the powder (representing external help and internal strength) enhances the depth of the story and the emotional payoff when Ella gains true confidence.			
The story critiques the global beauty standard and its influence on personal identity while promoting the value of inner beauty and self-worth over external appearance.	The setting is urban yet grounded in Filipino realities, with Ella facing challenges in a high school setting and dealing with the pressures of appearance in society.	The uplifting tone and message of empowerment encourage readers to embrace their true selves, making the story emotionally uplifting and inspiring.			

The context of Pressed Powder, focusing on self-esteem and the pressures of societal beauty standards, offers ample material for classroom discussions on body image, mental health, and adolescent challenges. Teachers can facilitate discussions about the external influences (media, society) that shape students' perceptions of themselves. By connecting the narrative to real-life struggles with self-image, students can relate more deeply to the protagonist's emotional journey and understand the psychological aspects of personal growth.

In terms of culture, the story provides an excellent opportunity to explore Filipino beliefs in supernatural forces and the cultural importance of family support. The grandmother's role in the story is emblematic of the Filipino respect for elders, who often serve as guides and sources of wisdom for the younger generation. Teachers can use this to discuss Filipino values such as generational connections and respect, as well as how traditional beliefs about magic and the supernatural influence Filipino storytelling.

The literary understanding of Pressed Powder can be enhanced by exploring the use of magical realism as a narrative tool. The magical pressed powder is not just a plot device but a symbol for self-discovery and the external validation that many individuals seek in their lives. Teachers can use this story to analyze how literary elements like symbolism and motivation are used to express personal transformation. Students can also examine how magical realism helps communicate emotional change, allowing them to engage critically with fantasy elements in literature.

For literary appreciation, the theme of self-love and the personal empowerment Ella experiences resonates with readers who have dealt with insecurities or social pressures. Teachers can encourage students to reflect on how the story's magical and emotional aspects mirror real-life situations and how fantasy elements can enhance the meaning of the narrative. This also provides an opportunity to discuss the role of fantasy in literature, focusing on how it can express emotional truths and transformational themes that might be difficult to address directly.

The process of evaluating fairy tales through the lenses of cultural authenticity and contextual appropriateness is important. Beskempirova (2023) and Kazanzhy (2019) discuss the necessity of integrating these narratives thoughtfully into educational settings. Selecting culturally relevant and contextually appropriate fairy tales can enable teachers to embrace intercultural competence and enhance students' literary appreciation. This holistic approach enriches students' understanding of cultural narratives. It also encourages them to critically analyze and appreciate the complexities of their own identities within a multicultural society. In consequence, culturally-based and contextually-based fairy tales emerge as enabling tools for education in their intent of promoting deeper insights into cultural heritage and moral lessons that resonate with students' lives.

4. Conclusions and Recommendations

The findings for the composed literary materials, based on the variables of context, culture, literary understanding, and literary appreciation, indicate the following:

- Bolpen presents a rural Filipino setting that emphasizes family loyalty and perseverance, engaging students in magical realism while fostering emotional resonance through the protagonist's transformation.
- Bu-ay highlights selflessness and personal growth set against the backdrop of Filipino family values, with a strong connection to Filipino folklore, enhancing both literary understanding and cultural appreciation.
- Hikot features a coastal Filipino village, where the themes of hope and family support are explored through magical realism, offering rich cultural themes that students can relate to, fostering both personal and cultural growth.
- Kaligay presents supernatural intervention in overcoming poverty, illustrating the value of generosity and hope, while also incorporating Filipino mythological elements to create deep cultural connections.
- Pressed Powder focuses on self-esteem and personal transformation, engaging students with a modern psychological journey while incorporating Filipino family values and magical realism, making it relevant for contemporary learners.

The composed literary materials effectively integrate Filipino cultural values and universal themes, fostering both literary appreciation and cultural understanding, making them suitable for educational use in Senior High School classrooms. It is therefore recommended for teachers and curriculum developers to compose more cultural and context-based stories and literary material that incorporate interactive activities and 21st century skill development, allowing students to explore real-world applications of the moral lessons and cultural values.

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