

Enhancing Philippine Traditional Games on the Student Engagement and Performance

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Abstract

This research determined the relationship between Philippine traditional games and sports on the student's performance in recreational physical education. This study aimed to determine student performance, student participation, and the degree of resuscitation of traditional games and sports. The connection between student performance and engagement and the revival of classic games and sports.

This research used a descriptive design and utilized a quantitative method that used a purposive sampling technique. The respondents were 100 students from the City College of Tagaytay School year 2023-2024. A self-made survey questionnaire was used in this study. The following were the significant findings of the investigation:

Findings show that the level of revitalization of traditional games and sports in terms of history focus, cultural implication, unique characteristics, and social interaction appears to have a verbal interpretation of highly valid. Moreover, the level of students' engagement in terms of promotion of cultural pride, nurturing self-discipline, and growth mindset, appears to have a verbal interpretation of highly valid. Furthermore, the level of student's performance in terms of practical tests appears to have a verbal interpretation of highly valid. Last but not least, there is a substantial correlation between student achievement and the revival of traditional games and sports as well as between student engagement and these two factors.

Student involvement and the revival of classic games and sports are significantly correlated. The null is so rejected. This is due to the fact that traditional sports and games, which are frequently based in a community's or country's cultural heritage, can have a significant positive effect on student engagement by fostering a sense of cultural identity, community, and inclusivity. Additionally, traditional sports and games offer a special chance to get students involved in physical activities that are meaningful and closely related to their heritage. On the other hand, there is no significant relationship between revitalization of traditional games and sports and student performance. Thus, the null hypothesis is accepted. This is maybe because traditional games and sports often involve physical activity, which is known to improve overall health while academic performance is often measured by standardized tests, which may not capture the broader benefits of traditional games.

Based on the drawn conclusions resulted to the following recommendations: Student must embrace the traditional Pilipino games and sports because that is a reflection of our cultural heritage. For school administrator, physical education department and PE instructor, it is recommended to include the Filipino traditional games and sports as one of the elective recreational physical education subjects.

Keywords: Traditional games

1. Introduction

Philippine Traditional Games are recreational activities played by Filipino children that make extensive use of local resources and the environment. The Philippine traditional games and sports are games that Filipino kids play; because there aren't many toys available, they typically use local materials or instruments. Typically, they invented games with nothing more than the participants themselves required. The challenge and appeal of the game are increased by the fact that real people can think and react normally.

It is also well known that games have a significant role in a child's learning process. The reason why people in the nation still play and watch games is because of their educational impact on a child's moral,

mental, and physical development. In this regard, the family is crucial to the passing down of traditional games to the next generation. The child's learning process is reinforced by the family, especially by the parents. In terms of psychology, it aids the child in developing himself so that he can take advantage of every opportunity to become a normal adult. Lopez also noted that a typical child's innate interests draw him to various games at various times.

This is the reason why The Philippine Sports Commission (PSC) and the Department of Education (DepEd) started a campaign to encourage traditional Filipino games in public and private schools in an effort to counteract the detrimental impacts of computer and video games on students. (DepEd-YFD, 2019).

House Bill No. 8626, also known as the Philippine Indigenous Games Preservation Act of 2017, was introduced by a congressman in response to the lack of knowledge among contemporary youth regarding traditional Filipino games. The act mandates that these games be taught in school curricula, that documentaries or other beneficial means be used to preserve them, and that regular demonstrations of these games take place at appropriate school and national events (De La Cruz, 2018). Since playing traditional Filipino games is seen as the best way to "promote peace, harmony, goodwill and camaraderie" in many Filipino communities, children nowadays should engage in these activities (De La Cruz, 2018).

For this purpose, the researcher carried out a study to ascertain the extent to which traditional games and sports from the Philippines have been revitalized in relation to students' participation in and performance in physical education.

2. Review of Related Literature

According to Bernstein (2022), mentioned that the term "student engagement" describes how a student approaches learning, interacts with others in the classroom, and feels about education. It manifests as a sense of community and participation in school activities. It is implied by student participation that students take part in both academic and extracurricular activities. The active commitment of students to pay attention, finish homework, and value their academic success in the classroom is known as student engagement.

According to Stefanek, (2015), Cultural pride is the center of identity and values. They take great pleasure in the traditions and cultures that their family and community have been preserving for hundreds of years. As they work to maintain the essential elements of their culture, they develop and learn to recognize and accept its imperfections.

According to Khatun (2018), The goal of self-discipline is to control conduct. It is the ability to uphold one's own or another's control under hard circumstances; it is the act of frank and rigorous adherence to laws, regulations, and cultural norms and ideals.

Discipline consists of teaching proper behavior, helping students unlearn maladaptive behavior, and offering guidance, support, and help with behavior management. It's about setting limits, outlining responsibilities and duties, defining shared expectations, and creating a safe, predictable life.

Furthermore, self-discipline is defined as a "trained condition of order and obedience, order kept among school learners, bring to a condition of order and obedience or bring under control" by Makwarela David (2020).

According to Dweck (2015), a growth mindset is the most fundamental skills that can be acquired with commitment and effort; intelligence and skill are only the beginning. This point of thinking fosters the resilience and passion of learning that are necessary for outstanding success.

According to Legault (2020), attaining a result that can be distinguished from the action itself is essentially necessary for performance. Extrinsic motivation refers to engaging in an activity or behavior in order to attain external rewards or avoid punishment, rather than for the inherent satisfaction or enjoyment of the activity itself. In other words, individuals are motivated by external factors such as rewards, praise, recognition, grades, or financial incentives.

Finally, Fraser-Thomas, et. al. (2015). performance of outstanding athletes may receive scholarships or financial support from organizations, sponsors, or educational institutions to support their training and development. The students' performance in playing the traditional games shows the awareness of the students in the "Laro ng Lahi". The more aware they are the more they show better performance in playing the games.

According to Bronikowska et. al., (2015), his work is especially intended for individuals who are interested in historical information and advancements in the study of traditional games and sports. From a historical perspective, the history focus of traditional games and sports is a significant aspect of identity.

In addition to their historical roots, traditional games also provide insight into the social and cultural values of the societies that created and played them. For example, games such as tug of war or jousting may have originated as a way to train soldiers for battle, while games like chess or go were often played by scholars and intellectuals. Overall, the history of traditional games provides a rich and fascinating glimpse into the cultural and social practices of different societies throughout history (Santos et al, 2019).

According to Soraya Dodoo (2021), Traditional games are a significant part of the global cultural history of leisure. Traditional games in the Philippines are integral to the country's cultural heritage, serving as more than just recreational activities, they are repositories of cultural knowledge, values, and traditions.

According to Mabborang et. al. (2022). Philippine traditional games possess unique characteristics like that exercises Filipino traits that set them apart from games found in other cultures. These characteristics reflect the diverse cultural heritage, values, and environment of the Philippines. Many traditional Filipino games showcase the ingenuity and resourcefulness of Filipinos in utilizing readily available materials to create entertainment. Games like sipa, which uses a rattan ball, or sungka, played with a wooden board and seeds, highlight the creativity in crafting simple yet engaging gaming equipment from natural or recycled resources.

According to Soraya Dodoo (2021), social interaction through games is a fundamental aspect of human culture, providing opportunities for individuals to connect, communicate, collaborate, and compete with others.

Similar to the study of Loan-Sabin, and Marcel (2015), Socialization can be improved through sports. Motor activities are a great way for young people to create and continue to develop since they are a great source of sociability, communication, and social integration.

Furthermore, Sharma (2018) examines how games and sports fit into the socialization process. "A social animal is man." He can't live by himself. God gave man the ability to interact socially, which allows him to mix with other people. Sports and games give people a tremendous opportunity by preparing them for the different problems that life will present to them later in life. This entails encouraging qualities like self-discipline, competitiveness, and self-control in addition to giving opportunities to face a range of challenges that will aid in achieving one's objectives in the future.

The related literature mentioned about revitalizing games in sports shed light on the development of the foregoing study. It is evident from the different authors that traditional games and sports are deeply rooted in our history. Traditional games and sports are indeed deeply rooted in the history and culture of many societies, including the Philippines. These games often reflect the social, economic, and geographic conditions of their time and can provide insights into the values, beliefs, and daily lives of the people who played them. These games are more than just pastimes; they embody Filipino values such as cooperation, resourcefulness, and respect for elders. They also reflect the Philippines' diverse cultural influences, including indigenous traditions, Spanish colonization, and interactions with neighboring Asian cultures. The Philippines, "Laro ng Lahi" or indigenous Filipino games are a part of the nation's rich cultural tapestry and have been passed down through generations.

3. Methodology

The research design used in this study is a descriptive method to gather information about the revitalizing the traditional games and sports through student engagement and performance. Descriptive research is a type of research design where qualitative data is gathered and quantitative methods are used for analysis (Nassaji, 2015). The scientific approach known as descriptive research involves observing the sampled population in its natural habitat. Determining "what" is related to a phenomenon is the aim of the descriptive research approach.

Quantitative methods Includes objective measurements and the statistical, mathematical, or numerical analysis of data gathered by surveys, questionnaires, and polls, as well as the use of computer techniques to manipulate statistical data that has already been collected. The goal of quantitative research is to collect numerical data, generalize it to other populations, or provide an explanation for a specific phenomenon (Wadsworth, 2017). The techniques used included surveys that outlined the current situation, correlation studies that looked into the link between variables, and developmental studies that looked for changes over time (Key, 2017).

The researcher utilized this method to produce numerical data that can be converted into useful statistics in order to quantify the issue. It is applied to generalize findings from a wider sample population and to quantify defined variables. The investigator intends to carry out a descriptive survey investigation by means of administering questionnaires to the students of the City College of Tagaytay.\

The respondents of the study were the one hundred (100) college students from the City College of Tagaytay School year 2023-2024, selected through purposive sampling technique.

The main instrument that was used in this study is the questionnaire to know the level of Performance in Filipino traditional games and sports as recreational physical education in the City College of Tagaytay. The self-made survey questionnaire was validated by the different physical education instructors in the tertiary level, this includes the department head and other physical education instructor handling supervisory position.

A self-made questionnaire was used as a research instrument in data gathering. The questionnaire is composed of two (2) parts corresponding to five (5) sets of criteria. Each question is answerable using the Likert scale.

Mean and standard deviation was used to determine the level of revitalizing traditional games and sports and Student engagement among college students of City College of Tagaytay. On the other hand, Pearson, product moment correlation coefficient was utilized to measure the relationship between the revitalizing traditional games and sports and Student engagement, and revitalizing traditional games and sports and Student performance.

4. Result and Discussion

Level of Revitalization of Traditional Games and Sports in terms of History Focus.

Table 1

Level of revitalization of traditional games and sports in terms of History focus.

STATEMENT	Mean	SD	REMARKS
<i>The Philippine traditional game and sports is...</i>			
A recreational game that been passed down to younger generation.	3.72	0.62	<i>Strongly Agree</i>
An active game that promotes health and wellness among school children.	3.61	0.58	<i>Strongly Agree</i>
A timeless game that can be played by Filipino children across generations.	3.60	0.71	<i>Strongly Agree</i>
A practical game played by Filipino children because it does not require any expensive materials.	3.62	0.63	<i>Strongly Agree</i>
A very good way to promote peace and camaraderie and to earn friends.	3.75	0.56	<i>Strongly Agree</i>
Weighted Mean	3.66		
SD	0.62		
Verbal Interpretation	Very High		

Student Strongly Agree that the history Philippine traditional games are a very good way to peace and camaraderie and to earn friends. ($M = 3.75$, $SD=0.56$). While, student Strongly Agree that it is timeless game that can be played by Filipino children across generations. ($M=3.60$, $SD=0.71$).

The level of revitalization of traditional games and sports in terms of history focus. attained a weighted mean score of 3.66 and a standard deviation of 0.62 and was verbally interpreted as very high among the respondents.

This implies that history is very important in revitalizing Philippine traditional games and sports, it is important to know the origin of these sports and how it begins. Knowing the history will self as a reference of the importance of the game. Traditional games are an integral part of the national identity. Understanding their historical roots helps reinforce a sense of pride and belonging among Filipinos. It highlights the uniqueness of the Filipino culture in a globalized world, fostering national unity.

Table 2

Level of Revitalization of Traditional Games and Sports in Terms of Cultural Implication

STATEMENT	Mean	SD	REMARKS
<i>The Philippine traditional game and sports is...</i>			
<i>A reflection of our rich cultural heritage</i>	3.67	0.62	<i>Strongly Agree</i>
<i>A way of showing the ingenuity and creativity of Filipino Children</i>	3.67	0.60	<i>Strongly Agree</i>
<i>A means of showcasing Filipino talent in playing using indigenous materials</i>	3.66	0.64	<i>Strongly Agree</i>
<i>To incorporate values in the game like camaraderie and sportsmanship.</i>	3.72	0.53	<i>Strongly Agree</i>
<i>To develop a deep appreciation on the game as a way of culture preservation</i>	3.78	0.50	<i>Strongly Agree</i>
Weighted Mean	3.70		
SD	0.58		
Verbal Interpretation	Very High		

Student Strongly Agree that cultural implication of Philippine traditional games and sports helped them to develop a deep appreciation on the game as a way of culture preservation. ($M = 3.78$, $SD=0.50$). In addition, traditional games and sports are means of showcasing Filipino talent in playing using indigenous materials. ($M=3.66$ $SD=0.64$). The level of revitalization of traditional games and sports in terms of cultural implication. attained a weighted mean score of 3.70 with a 0.58 standard deviation, which the respondents vocally perceived as being quite high. This implies that in revitalizing Philippine traditional games and sports, we are also preserving our rich cultural heritage by showcasing the ingenuity of the Filipino youth in using indigenous materials and most importantly imparting the values of camaraderie and teamwork.

Level of Revitalization of Traditional Games and Sports in terms of Unique Characteristics.

Table 3

Level of Revitalization of Traditional Games and Sports in Terms of Unique Characteristics

STATEMENT	Mean	SD	REMARKS
<i>The Philippine traditional game and sports is...</i>			
<i>An indigenous game that builds characters among children</i>	3.70	0.58	<i>Strongly Agree</i>
<i>A way of incorporating values and sense of accountability.</i>	3.63	0.65	<i>Strongly Agree</i>
<i>A means of identifying the different desirable and undesirable traits of the children</i>	3.63	0.66	<i>Strongly Agree</i>
<i>A Showcase of Filipino children's creativity and resourcefulness</i>	3.70	0.59	<i>Strongly Agree</i>
<i>A way of imparting to the succeeding generation the importance of Filipino traditional games.</i>	3.64	0.66	<i>Strongly Agree</i>
Weighted Mean	3.66		
SD	0.63		
Verbal Interpretation	Very High		

Student Strongly Agree that there is a unique characteristic in Philippine traditional game and sports as an indigenous game that builds characters among children, and a showcase of Filipino children's creativity and resourcefulness. (M=3.70, SD=0.58; SD=0.59) respectively. Likewise, student Strongly Agree that Philippine traditional game and sports is a way of incorporating values and sense of accountability and a means of identifying the different desirable and undesirable traits of the children. (M=3.63, SD=0.65; SD=0.66) respectively.

Generally, results revealed that the participants answered strongly agree to all indicators reported with a general weighted mean of 3.66 and 0.63 standard deviation with a verbal interpretation of Very High.

This implies that in revitalizing Philippine traditional games and sports, we are also showcasing the unique characteristics and ingenuity of the Filipino youth in using indigenous games and sports to build character and incorporate values among Filipino children. In addition, as unique characteristics, Filipino children exhibit their resourcefulness and creativity by playing our traditional games and imparting the game to the next generation.

Table 4

Level of revitalization of traditional games and sports in terms of Social Interaction

STATEMENT	Mean	SD	REmarks
<i>The Philippine traditional game and sports is...</i>			
<i>A way of promoting spirit of sportsmanship among the competing teams</i>	3.72	0.59	<i>Strongly Agree</i>
<i>A good way of knowing different people</i>	3.64	0.63	<i>Strongly Agree</i>
<i>A way for me to develop my self-esteem and shyness</i>	3.76	0.59	<i>Strongly Agree</i>
<i>A way of improving my interpersonal skills</i>	3.73	0.57	<i>Strongly Agree</i>
<i>A good practice of developing other skills</i>	3.76	0.57	<i>Strongly Agree</i>
Weighted Mean	3.72		
SD	0.59		
Verbal Interpretation	Very High		

Student Strongly Agree that the Philippine traditional game and sports is way to develop self-esteem and shyness, and a good practice of developing other skills. (M=3.76, SD=0.59; SD=0.57) respectively. While, student Strongly Agree that the Philippine traditional game and sports is a good way of knowing different people. (M=3.64, SD=0.64).

Generally, results revealed that the participants answered strongly agree to all indicators presented with a general weighted mean of 3.72 and 0.59 standard deviation with a verbal interpretation of Very High.

This implies that in revitalizing Philippine traditional games and sports, we also promote social interaction among the Filipino children.

Level of Students' Engagement

The data gathered for the level of students' engagement refers to promoting cultural pride, nurturing self-discipline, and growth mindset. The accompanying tables, which display the specific statement, mean, standard deviation, and verbal interpretation, demonstrate the degree of student engagement.

Table 5 shows that student Strongly Agree that Philippine traditional game and sports is best way to transmit culture to the younger generation, and a way of helping to preserve the cultural norms and ethical principles of a community. (M= 3.57, SD= 0.79). While, student Strongly Agree that Philippine traditional game and sports is a valuable and effective way to maintain and transmit cultural

heritage across generations. (M=3.51, SD=0.80).

Table 5

Level of Students' Engagement in terms of Promoting Cultural Pride

STATEMENT	Mean	SD	REmarks
<i>The Philippine traditional game and sports is...</i>			
<i>A best way to transmit culture to the younger generation</i>	3.57	0.79	<i>Strongly Agree</i>
<i>A game that fosters a sense of cultural identity and pride.</i>	3.53	0.80	<i>Strongly Agree</i>
<i>A valuable and effective way to maintain and transmit cultural heritage across generations</i>	3.51	0.80	<i>Strongly Agree</i>
<i>A way of helping to preserve the cultural norms and ethical principles of a community.</i>	3.57	0.79	<i>Strongly Agree</i>
<i>A way to develop a sense of connection to their cultural heritage.</i>	3.54	0.80	<i>Strongly Agree</i>
Weighted Mean	3.54		
SD	0.79		
Verbal Interpretation	Very High		

Generally, results revealed that the participants answered strongly agree to all indicators presented with a general weighted mean of 3.54 and 0.79 standard deviation with a verbal interpretation of Very High.

This implies that students are engaged in promoting Philippine traditional games and sports. By playing and promoting traditional games, students help to preserve the cultural heritage of the Philippines, maintaining knowledge and practice of these games for future generations.

Popeska (2017), agree on the findings of the researcher, as promoting cultural pride through traditional games in the Philippines is an effective strategy to honor and protect the rich cultural legacy of the nation. Integrate traditional games into educational curricula at schools and universities to educate students about their cultural significance, history, and regional variations. Teach students not only how to play the games but also the stories, values, and traditions associated with them.

This is also true in the findings of the study of Putra (2018) that traditional games promote cultural pride. Whether it's mastering the technique of kicking a sipa or honing one's aim in games like luksong tinik or tumbang preso, players must practice diligently and persist despite challenges or setbacks.

Through repeated effort and practice, individuals develop the discipline to persevere in the face of adversity, a valuable skill applicable in various aspects of life.

Level of Students' Engagement in terms of Nurturing Self-Discipline.

Student Strongly Agree that Philippine traditional game and sports *embody and promote cultural values such as teamwork, respect, discipline, and sportsmanship*. (M=3.82, SD=0.48). While student Strongly Agree that Philippine traditional game and sports is *a way of adhering to rules fosters a sense of order, fairness, and respect for authority*. (M=3.72, SD=0.55).

Generally, results revealed that the participants answered strongly agree to all indicators presented with a general weighted mean of 3.54 and 0.79 standard deviation with a verbal interpretation of Very High.

This implies that traditional games, with their deep-rooted cultural significance and community-based nature, offer unique opportunities to instill and reinforce self-discipline among players.

Table 6
Level of Students' Engagement in terms of Nurturing Self-Discipline.

STATEMENT	Mean	SD	REMARKS
<i>The Philippine traditional game and sports is... Embody and promote cultural values such as teamwork, respect, discipline, and sportsmanship</i>	3.82	0.48	<i>Strongly Agree</i>
<i>Adhering to rules fosters a sense of order, fairness, and respect for authority.</i>	3.72	0.55	<i>Strongly Agree</i>
<i>A way to adherence to established guidelines contributes to the development of self-discipline.</i>	3.79	0.52	<i>Strongly Agree</i>
<i>A way to encourage individuals to contribute their best efforts for the collective benefit</i>	3.78	0.54	<i>Strongly Agree</i>
<i>A way to foster discipline as athletes learn to prioritize the team's goals over personal desires and work together harmoniously</i>	3.80	0.49	<i>Strongly Agree</i>
Weighted Mean	3.78		
SD	0.52		
Verbal Interpretation	Very High		

Foerch (2023), agree to the findings stated above, as traditional games can indeed nurture self-discipline among individuals, particularly in the context of the Philippines where these games often carry cultural values and norms. Traditional Filipino games typically come with a set of rules and etiquette that players are expected to follow.

The findings of Foerch are similar to the study of Putra (2018) said that traditional games require self-discipline. Whether it's mastering the technique of kicking a sipa or honing one's aim in games like luksong tinik or tumbang preso, players must practice diligently and persist despite challenges or setbacks. Through repeated effort and practice, individuals develop the discipline to persevere in the face of adversity, a valuable skill in various aspects of life.

Table 7
Level of Students' Engagement in terms of Growth Mindset.

STATEMENT	Mean	SD	REMARKS
<i>The Philippine traditional game and sports is... A powerful vehicle for developing and fostering a growth mindset</i>	3.70	0.58	<i>Strongly Agree</i>
<i>A way of improving skills, overcoming opponents, or pushing personal limits.</i>	3.67	0.59	<i>Strongly Agree</i>
<i>An avenue to encourage individuals to see challenges as opportunities for growth rather than insurmountable obstacles.</i>	3.69	0.60	<i>Strongly Agree</i>
<i>A way an athlete learns to embrace difficulties and view them as a pathway to improvement.</i>	3.76	0.55	<i>Strongly Agree</i>
<i>A growth mindset emphasizes the importance of the learning process over immediate outcomes.</i>	3.79	0.52	<i>Strongly Agree</i>
Weighted Mean	3.72		

SD	0.57
Verbal Interpretation	Very High

Student Strongly Agree that Philippine traditional game and sports is a *growth mindset emphasizes the importance of the learning process over immediate outcomes*. (M=3.79, SD= 0.52). While student Strongly Agree that Philippine traditional game and sports is a *way of improving skills, overcoming opponents, or pushing personal limits*. (M=3.67, SD= 0.59).

Generally, results revealed that the participants answered strongly agree to all indicators presented with a general weighted mean of 3.54 and 0.79 standard deviation with a verbal interpretation of Very High.

This implies that a growth mindset can significantly enhance the learning and developmental benefits associated with promoting Philippine traditional games. Integrating a growth mindset into the promotion and practice of traditional Filipino games can foster not only skill improvement but also deeper cultural appreciation and personal growth among participants.

The result of the study is similar to the study of Dweck (2015), as growth mindset emphasizes the importance of the learning process over immediate outcomes. This way of thinking fosters the resilience and passion of learning that are necessary for high success.

Also, In a related finding, Lee et al. (2013) noted that playing traditional games in the Philippines can help people build a growth mindset, especially in terms of how they handle obstacles and their own personal development. Playing traditional games reinforces the idea that effort and practice are essential for improvement and mastery.

By participating in traditional Filipino games and embracing the lessons they offer, individuals can cultivate an approach to life that values and seeks out personal development and learning opportunities.

Level of Student Performance

Table 8
Level of Student Performance in terms of Practical Test

Students' Performance in terms of Practical Test (CRITERIA)	MEAN	Standard Deviation	Verbal Interpretation
<i>Understanding the Rules</i>	3.70	0.58	Excellent
<i>Skill and Technique</i>	3.25	0.59	Very Satisfactory
<i>Teamwork and Communication</i>	3.69	0.60	Excellent
<i>Sportsmanship and Attitude</i>	3.76	0.55	Excellent
<i>Cultural Knowledge and Appreciation</i>	3.79	0.52	Excellent
<i>Creativity and Strategy</i>	3.24	0.58	Very Satisfactory
Weighted Mean		3.72	
SD		0.57	
Remarks		Excellent	

Table 8 shows that level of student performance in terms of practical test, in the criteria of cultural knowledge and the greatest mean was for appreciation (M=3.79, SD=0.52). Similarly, the lowest mean of (M=3.24, SD=0.58) was obtained for the originality and strategy criteria.

The level of student performance in terms of practical test was rated as Excellent by the respondents, with a weighted mean score of 3.72 and a standard deviation of 0.57.

This implies that Cultural knowledge and appreciation are vital for the successful revitalization of

Philippine traditional games. By understanding the historical and cultural context, fostering cultural identity and pride, promoting appreciation among youth, integrating traditional games into modern education, and supporting cultural sustainability, these games can be preserved and celebrated as an integral part of Philippine heritage. This revitalization not only enriches the cultural landscape but also strengthens community bonds and national identity.

This finding is supported by the study of Tupas (2016), introducing traditional games to younger generations ensures that these cultural practices are not forgotten. It helps youth develop an appreciation for their cultural heritage. Traditional Philippine games have been shown to naturally include scientific ideas and concepts, making them excellent instructional tools for the Department of Education's K–12 Basic Education Program, which focuses on teaching and studying science. For young people, traditional games provide an interesting and entertaining opportunity to learn about culture through interaction.

Significant Relationship between the Revitalization of Traditional Games and Sports and Students' Engagement

Table 9

Revitalization of Traditional Games and Sports		Students' Engagement		
		Promoting Cultural Pride	Nurturing Self-discipline	Growth mind-set
History Focus	Pearson Correlation Sig. (2-tailed) N	0.274 .000 100	0.571 .000 100	0.751 .000 100
Cultural Implication	Pearson Correlation Sig. (2-tailed) N	0.300 .000 100	0.657 .000 100	0.724 .000 100
Unique Characteristics	Pearson Correlation Sig. (2-tailed) N	0.316 .000 100	0.580 .000 100	0.792 .000 100
Social Interaction	Pearson Correlation Sig. (2-tailed) N	0.282 .000 100	0.736 .000 100	0.696 .000 100

Table 9, shows the significant relationship between the revitalization of traditional games and sports and students' engagement which, at the 0.05 level of significance, predicts considerably as seen by lower probability values in its indicator. Additionally, a direct relationship is indicated by the positive values for r .

It shows that their significant relationship between the revitalization of traditional games and sports and students' students' engagement and the overall r -value indicates negligible to moderate relationship between revitalization of traditional games and sports and students' students' engagement. The p -value also

shows that, although it is less than the level of significance value of 0.05, there is a significant relationship between student engagement in terms of fostering self-discipline, encouraging cultural pride, and encouraging a growth mindset and the revitalization of traditional games in terms of history focus, cultural implications, unique characteristics, and social interaction.

The result of the discussion implies that the relationship between the revitalization of traditional games and sports and students' engagement are significant, this may also imply that traditional games connect students with their cultural heritage. It fosters a sense of pride and belonging, making students more interested in learning about their history and traditions. Participating in traditional games helps students develop a stronger sense of identity and community. This connection can increase their overall engagement in school activities.

Table 10

Significant Relationship between Revitalization of Traditional games and Sports and Students' Performance.

Revitalization of Traditional Games and Sports		Students' Performance
		Promoting Cultural Pride
History Focus	Pearson Correlation Sig. (2-tailed) N	0.876 .000 100
Cultural Implication	Pearson Correlation Sig. (2-tailed) N	0.833 .000 100
Unique Characteristics	Pearson Correlation Sig. (2-tailed) N	0.638 .000 100
Social Interaction	Pearson Correlation Sig. (2-tailed) N	0.774 .000 100

Table 10, demonstrates the substantial correlation between student performance and the revival of traditional games and sports, which does not significantly predict the former as indicated by greater probability values in its indicator at the 0.05 level of significance. Additionally, a direct association is shown by positive values for r .

Table shows that there is no significant relationship between student participation and the revival of classic games and sports. This may suggest that classic activities and sports frequently cause kids to become excited, which boosts their motivation and participation in the classroom. Through the integration of these activities into curricula, educational institutions can foster a more engaging and joyful learning atmosphere that encourages student engagement and enthusiasm.

5. Conclusion

The results led to the following deductions being made.

1. There is an important connection between the revival of traditional games and history focus, cultural implication, unique characteristics, and social interaction and student engagement in terms of promotion of cultural pride, nurturing self-discipline, and growth mindset. Therefore, the null hypothesis is rejected. This suggests that traditional sports and games can have a significant effect on student participation by promoting a feeling of cultural identity, community, and inclusivity. In addition, since traditional sports and games are frequently ingrained in a community's or country's cultural heritage, they offer a special chance to get students involved in physical activities that are significant and closely related to their heritage.

2. There is no significant relationship between the revitalization of traditional games in terms of history focus, cultural implication, unique characteristics, and social interaction and student performance. Therefore, the null hypothesis is accepted. This implies that traditional games and sports often involve physical activity, which is known to improve overall health while academic performance is often measured by standardized tests, which may not capture the broader benefits of traditional games.

6. Recommendations

The recommendations that follow were made in light of the conclusion.

1. Student must embrace the traditional Filipino games and sports because that is a reflection of our cultural heritage.
2. For school administrator, physical education department and PE instructor, it is recommended to include the Filipino traditional games and sports as one of the elective recreational physical education subjects.
3. For Sports directors, they should include the laro ng lahi in the schools intramural program.
4. For future researcher, it is suggested to include other variable and to conduct this study in a broader scale.

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