

Assessing the Significance of Social Values in Pre-Service Physical Education Teachers' Participation in Philippine Traditional Games

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Abstract

This study evaluates the perceived importance of social values among pre-service physical education teachers when engaging in Philippine traditional games at Batangas State University JPLPC-Malvar Campus during the academic year 2021-2022. Using a descriptive-correlation method, data were gathered from 50 respondents through a researcher-made questionnaire assessing their profile, social values, and perceived importance of these values. The theoretical framework is grounded in situated learning theory by Lave and Wenger and Vygotsky's sociocultural theory, emphasizing the role of social interaction in cognitive development. Results reveal that majority of respondents are female, aged 18-19, residing in urban areas, and belong to lower-income brackets. Community, diversity, well-being, and sustainability were rated as highly important social values. Significant relationships were found between respondents' sex, type of residence, socio-economic status, and their perceived importance of social values. The study highlights the potential of traditional games to foster essential social values and recommends activities such as seminars, team-building exercises, open forums, and sports festivals to enhance these values. These findings emphasize the need for integrating traditional games in physical education curricula to preserve cultural heritage and promote social development, particularly in a post-pandemic educational landscape.

Keywords: Social values, Pre-service teachers, Physical education, Philippine traditional games, Teacher participation, Cultural heritage

Introduction

Traditional Filipino games are integral to the social, emotional, mental, and physical development of children. These games, often played in groups, foster essential social skills and cultural values such as solidarity, diversity, fairness, inclusiveness, and cultural awareness. They also promote physical activity, creativity, imagination, competition, and camaraderie. However, with the rise of digital entertainment, these traditional games are at risk of being forgotten, leading to a potential loss of cultural heritage and the benefits these games provide (Rizzalyn & Edilberto, 2023).

Traditional games are part of the Filipino cultural tradition, yet modern lifestyles and growing alienation threaten their continuity. Many older games have persisted despite changes in people's lives, surviving in the memories of older generations even if they are not commonly played by children today. These games can contribute significantly to children's physical, social, mental, and emotional development, offering a more enriching alternative to digital games (Jem, 2023).

Incorporating traditional games in educational activities not only preserves cultural heritage but also meets the developmental needs of young children. These games promote cooperative activities, tolerance, understanding, and physical development. By integrating traditional games into teaching, educators can link the homeland's past and present, encouraging students to preserve their cultural heritage. Such activities enhance emotional intelligence and help children build better relationships within their peer groups (Yerner et al., 2023).

Despite the recognized benefits, there is a gap in understanding how pre-service physical education teachers perceive the importance of these social values when engaging in traditional games. This study aims to fill this gap by assessing the significance of social values in pre-service physical education teachers' participation in Philippine traditional games at Batangas State University JPLPC-Malvar Campus during the academic year 2021-2022. The research will provide insights into how these future educators value community, diversity, well-being, and sustainability through their engagement in traditional games. Additionally, it will offer recommendations to enhance the teaching of Physical Education by incorporating traditional games, thereby promoting cultural heritage and social values.

The COVID-19 pandemic has further emphasized the need for adaptable and culturally relevant teaching methods. As educational institutions worldwide have transitioned to remote teaching, assessing the effectiveness and satisfaction of faculty members has become crucial. This research seeks to understand how pre-service physical education teachers can leverage traditional games to foster social values, which is essential in shaping their future teaching practices in a post-pandemic educational landscape (Michelle et al., 2023).

Theoretical Framework

The study anchored on situated learning theory developed by Jean Lave and Etienne Wenger in the early 1990s and follows the work of Lev Vygotsky's sociocultural theory. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning." Sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society.

Situated learning theory is about knowledge embedded in the activity, context and culture (Brown et al. 1989). Furthermore, this theory has a notion that contextual learning

and skills are used in real life. That there is knowledge in the environment, which can acquire new ideas and their behaviors, will be applied (Lave & Wenger, 1991).

Objectives

The study determined the perceived of importance social values when engaging in Philippine Traditional Games among pre-service Physical Education teachers at Batangas State University JPLPC-Malvar Campus for the Academic year 2021-2022.

Specifically, it will seek answers to the following:

1. What is the profile of respondents in terms of:
 - 1.1 sex;
 - 1.2 age;
 - 1.3 type of residence; and
 - 1.4 socio-economic status?
2. How may the respondents' perceived importance of social values when engaging in Philippine traditional games be described along the following dimensions:
 - 2.1 Community;
 - 2.2 Diversity;
 - 2.3 Well-being; and
 - 2.4 Sustainability?
3. Is there a significant relationship between the respondents' profile and their perceived importance of social values when engaging in Philippine Traditional Games?
4. What activities can be suggested to strengthen the respondents' social values through promotions of Philippine Traditional Games?

Methodology

Research Design

This research utilized the descriptive-correlation method. The descriptive aspect involved observing and describing events to develop theories that could explain these observations. The correlation aspect measured the relationship between two or more variables, indicating how one variable may predict another. This approach was appropriate for assessing the significance of social values in pre-service physical education teachers' participation in Philippine traditional games, as it allowed for an exploration of both the descriptive and relational aspects of the study variables.

The study was anchored on the situated learning theory by Jean Lave and Etienne Wenger, which posits that knowledge is embedded in the context, activity, and culture in which it is learned. This theory, influenced by Lev Vygotsky's sociocultural theory, emphasizes the role of social interaction in cognitive development. Vygotsky argued that community plays a central role in the process of "making meaning," and sociocultural theory views human development as a socially mediated process. Children acquire cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society (Vygotsky, 1978). Situated learning theory suggests that learning occurs in real-life contexts, making it relevant to this study, which examines how traditional games, rooted in Filipino culture, can influence the social values of pre-service physical education teachers.

Respondents

The subjects of this research comprised 50 students enrolled in the Bachelor of Physical Education program at Batangas State University JPLPC-Malvar Campus for the academic year 2021-2022. These students served as the respondents of the study. The total population of the program was 65 students, and the sample size of 50 respondents was determined using the Raosoft Digital Calculator, with a five percent margin of error.

Data Gathering Tool

The researchers formulated a questionnaire to serve as the study's main instrument. This researcher-made questionnaire was divided into three parts:

Profile of Respondents: This section collected data on the respondents' sex, age, type of residence, and socio-economic status. The socio-economic status was categorized using the 2012 Family Income and Expenditure Survey (FIES) bracketing by the Philippine Statistics Authority.

Social Values: The second part assessed the social values of the respondents using dimensions of community, well-being, sustainability, and diversity, based on Schwartz's (2018) Values and Subjective Well-Being framework. The reliability and validity of the instrument were tested prior to administration.

Perceived Importance of Social Values: This section evaluated how respondents perceived the importance of social values when engaging in Philippine traditional games, using a Likert scale with the following interpretations:

3.25 - 4.00: Strongly Agree/Highly Important

2.50 - 3.24: Agree/Important

1.75 - 2.49: Disagree/Not Important

1.00 - 1.74: Strongly Disagree/Not Important

Data Collection Procedure and Treatment

Following the approval of the research title, the researchers gathered related literature to conceptualize, analyze, and formulate their ideas for the study. The questionnaire was developed with the assistance of an adviser and was reviewed for validity and reliability by consulting English language instructors for grammar and mathematics professors for statistical considerations.

The researchers sought permission from the Program Chairperson of Batangas State University JPLPC- Malvar to collect data from the respondents. The questionnaire was personally distributed and retrieved by the researchers, ensuring confidentiality of responses. After data collection, the responses were tallied, tabulated, analyzed, and interpreted to arrive at the study's results and recommendations.

Results

This structured approach, grounded in robust theoretical frameworks and meticulous methodological rigor, aimed to provide valuable insights into the role of Philippine traditional games in fostering social values among pre-service physical education teachers.

This chapter primarily deals with the research problems and covers the presentation, analysis and interpretation of the quantitative data gathered in the investigation. To give an in-depth analysis and interpretation, the data are arranged thematically and sequentially resembling the presentation of specific problems posed at the beginning of the study.

1. Profile

In line with the statement of the problem specified in the study, the researchers first sought the respondents' profile. It includes sex, type of residence and socio-economic status which would serve as the groundwork of the succeeding undertakings.

1.1. Sex

The first variable under the respondents' profile is sex. Looking after this variable was deemed significant for this would serve as an input for the correlation analysis. This variable is presented through frequency and percentage distribution revealed at Table 1.

Table 1 Distribution of the Respondents' Profile in Terms of Sex

Sex	Frequency	Percentage
Male	14	28
Female	36	72
Total	50	100

The table exposes that majority of the respondents were female. Out of the total sample of 50, there were 14 or 28% male and 36 or 72% female. Greater number of female respondents is revealed. This numerical disparity can be attributed to the fact that females tend to engage themselves more in Philippine traditional games.

1.2. Age

The second profile variable sought is age which is categorized as to ages 18 to 19 and 20 to 21. The profile of the respondents in terms of age was determined and interpreted using frequency and percentage revealed at Table 2.

Table 2 Distribution of the Respondents' Profile in Terms of Age

Age	Frequency	Percentage
18 – 19	26	52
20 – 21	24	48
Total	50	100

This tables indicates the respondent's age between 18- 19 and 20-21. Age between 18-19 has 26 with a 52 %, while 20-21 has 24 with a 48 % with the total number of 50 respondents.

1.3. Type of Residence

The third profile variable sought is type of residence which is categorized as to rural and urban. The profile of the respondents in terms of type of residence was determined and interpreted using frequency and percentage revealed at Table 3.

Table 3 Distribution of the Respondents' Profile in Terms of Type of Residence

Type of Residence	Frequency	Percentage
Rural	17	34
Urban	33	66
Total	50	100

This table shows that the respondent's type of residence in rural has a 17 frequency with a percentage of 34% while the urban has 33 frequencies with a percentage of 66% with a total of 50. Most of the respondents reside in urban area.

1.4. Socio-economic Status

The fourth profile variable determined is socio-economic status which is categorized as to middle, lower middle, lower middle but not poor and poor. The profile of the respondents in terms of socio-economic status was determined and interpreted using frequency and percentage revealed at Table 4.

Table 4 Distribution of the Respondents' Profile in Terms of Socio-economic Status

Socio-economic Status	Frequency	Percentage
Middle	12	24
Lower Middle	5	10
Lower Middle but not Poor	14	28
Poor	19	38

This table categorizes the respondent's profile in terms of socio-economic status with the highest frequency of 19 having a percentage of 38% is the poor, the second to the highest with a 14-frequency having a percentage of 28 % is the lower but not poor, next is with a frequency of 12 having a 24% is the middle, lastly having the lowest frequency of 5 having a percentage of 10% is the lower middle.

2. Social Values

This part of the study determined the respondents' social values in terms of community, well-being, sustainability and diversity. These are found on the succeeding tables.

2.1 Community

Table 5 presents the respondents' perceived importance of social values in terms of community. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

Table 5 Community

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. I keep my word and actuate all my promises	3.70	0.46	Highly Important
2. I respect all people that surrounds me	3.90	0.30	Highly Important
3. I respect the rights of other people	3.96	0.18	Highly Important
4. I listen to any concerns	3.85	0.36	Highly Important
5. I can make up things easily and think of new things	3.61	0.49	Highly Important
Overall	3.81	0.36	Highly Important

As the result from the analysis indicates that the highest mean of 3.96 collected from the respondents is "I respect the rights of the other people" while the lowest mean of 3.61 is "I can make up things easily and think of new things."

2.2 Well-being

Table 6 presents the respondents' perceived importance of social values in terms of well-being. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

Table 6 Well-being

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. I am doing good or giving aid to others, rather than making profit	3.70	0.48	Highly Important
2. I promote self-confidence, initiative, perseverance and life satisfaction	3.64	0.52	Highly Important
3. I maintain a happy and healthy family life as well as a career	3.76	0.47	Highly Important
4. I get over the idea that everyone needs to like you	3.61	0.70	Highly Important
5. I managed to change in belief or behavior in order to fit in with a group	3.54	0.77	Highly Important
Overall	3.65	0.59	Highly Important

The result of the research represents that the highest mean of 3.76 gathered from the respondents is “I maintain a happy and healthy family life as well as a career while the lowest mean of 3.54 is “I managed to change in belief or behavior in order to fit in with a group.”

2.3 Sustainability

Table 7 presents the respondents' perceived importance of social values in terms of sustainability. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

Table 7 Sustainability

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. I think of other people before taking actions	3.80	0.42	Highly Important
2. I care more about my welfare than other people	3.32	0.87	Important
3. I become independent and confident	3.55	0.60	Highly Important
4. I think first of the things I will do to not hurt other people	3.75	0.45	Highly Important
5. I always believe in myself that I could do something successfully	3.76	0.43	Highly Important
Overall	3.64	0.55	Highly Important

Table 7 presents the respondents social values in terms of sustainability. This shows that the statement “I think of other people before taking actions.” received the highest mean of 3.80 with a descriptive interpretation of highly manifested and the lowest standard deviation of 0.42.

2.4 Diversity

Table 8 presents the respondents' perceived importance of social values in terms of diversity. It reveals the computed mean and standard deviation for each indicator with its corresponding interpretation.

Table 8 Diversity

Indicators	Mean	Standard Deviation	Descriptive Interpretation
1. I do not depend on other people	3.43	0.68	Important
2. I am responsible in every action that I take	3.79	0.41	Highly Important
3. I always follow every rule and regulation	3.68	0.47	Highly Important
4. I have self-control in doing other things	3.71	0.46	Highly Important
5. I love the things I enjoyed doing	3.88	0.33	Highly Important
Overall	3.70	0.47	Highly Important

Table 8 reveals the respondents' social values in terms of diversity. This shows that the statement "I loved the things I enjoyed doing." received the highest mean of 3.88 with a descriptive interpretation of highly manifested and the lowest standard deviation of 0.33.

3. Relationship between the Respondents' Profile and their Perceived Importance of Social Values

Table 9 presents the relationship between the respondents' profile and their perceived importance of social values when engaging in Philippine Traditional games. The correlation of the variables was tested using the Chi-square formula.

Table 9 Relationship between Profile and Perceived Importance of Social Values

Variables	Computed χ^2	p Value	Decision (H_0)	Verbal Interpretation
Sex and Perceived Importance of Social Values	19.387	0.000	Reject	Significant
Age and Perceived Importance of Social Values	0.723	0.868	Fail to Reject	Not Significant
Type of Residence and Perceived Importance of Social Values	8.924	0.030	Reject	Significant
Socio-economic Status and Perceived Importance of Social Values	96.915	0.000	Reject	Significant

The table shows that when the profile of the respondents in terms of sex was correlated to the perceived importance of social values, the computed Chi-Square value is 19.387. Since the associated p value is very small 0.000, the null hypothesis is rejected therefore confirming that significant relationship exists between sex and the perceived importance of social values.

The second variable correlated with perceived importance of social values is the respondents' age. The computed Chi-Square value is 0.723 with its p value of 0.868. The null

hypothesis is failed to reject confirming that there exists no significant relationship between respondents' age and perceived importance of social values.

The third variable correlated with perceived importance of social values is the respondents' type of residences. The computed Chi-Square value is 8.924 with its p value of 0.030. The null hypothesis is rejected confirming that there exists significant relationship between respondents' type of residences and perceived importance of social values.

The last variable correlated with perceived importance of social values is the respondents' socio-economic status. The computed Chi-Square value is 96.915 with its very small p value of 0.000 which rejects null hypothesis. This confirms that significant relationship exists between the respondents' socioeconomic status and the perceived importance of social values.

4. Activities that may be suggested to strengthen the respondents' social values through promotions of Philippine Traditional Games

To further reinforce and nurture the social values of Community, Diversity, Well-being, and Sustainability among the respondents, several initiatives are recommended, each aiming to promote Philippine traditional games.

Seminars are designed to allow students to explore and reconnect with Philippine traditional games, highlighting their critical role in fostering sustainability and peace. These seminars will debate predetermined topics, emphasizing the importance of traditional games. By understanding the seminar's target audience and objectives, organizers can create an agenda that maximizes the benefits for participants. The primary goal is to improve knowledge and forge meaningful links between the games and the students' everyday lives.

Team-building activities are more than just routine intramurals or lectures. These activities encourage students to step out of their comfort zones, enhance morale, and develop communication, leadership, and teamwork skills. Utilizing "Larong Pinoy," a platform that engages students through traditional Filipino games, these activities create a fun, community-driven atmosphere. By participating in these games, students share personal experiences and insights, fostering intimate bonds and enhancing their overall engagement.

Open forums aim to bring young people together to discuss real-world challenges they face in their communities. These forums provide a secure and open space for adolescents to reflect on and share their daily life issues. While observing the decision-making process and participating in discussions, participants are encouraged to express their views. Properly conducted, open forums can be a powerful tool for community engagement, though it is essential to manage them effectively to avoid disorder.

Sports festivals (Sportsfest) are another initiative designed to get students talking about and engaging with traditional games. By reminiscing about their childhood and interacting with one another, students bring a youthful energy to the campus. These events encourage individual exploration and the seeking of advice from elders familiar with the games. Unlike conventional sports like basketball or track racing, "Larong Pinoy" offers a unique and enjoyable experience. These child-like fun activities foster teamwork, cooperation, and discipline without the risk of bodily harm or emotional distress. The Sportsfest will not only provide entertainment but also promote the rich cultural heritage of Philippine traditional games among the students.

These activities collectively aim to promote the rich heritage of Philippine traditional games, thereby enhancing students' social values and fostering a deeper connection with their cultural roots.

Discussions

Based on the study's findings, several significant conclusions can be drawn, supported by the analysis and interpretation of the quantitative data and related literature. The study reveals that the majority of respondents are female, with a preponderance of individuals aged 18-19. Additionally, most respondents reside in urban areas and belong to lower-income brackets. These demographic insights provide a foundational context for understanding the respondents' perceptions of social values.

The research indicates that the four dimensions of social values—Community, Diversity, Well-being, and Sustainability—are highly important to the respondents. For instance, in terms of community values, respondents rated statements like "I respect the rights of other people" (mean = 3.96) and "I listen to any concerns" (mean = 3.85) as highly important, reflecting the significance of respect and active listening in their social interactions (Table 5). This aligns with Vygotsky's sociocultural theory, which emphasizes the critical role of social interaction in cognitive development and the shaping of cultural values (Vygotsky, 1978).

In the realm of well-being, respondents highly valued maintaining a happy and healthy family life (mean = 3.76) and promoting self-confidence and life satisfaction (mean = 3.64) (Table 6). This underscores the importance of emotional and psychological well-being in their lives, consistent with literature suggesting that well-being is integral to holistic health and productivity (Dhanabhakya, 2023).

Regarding sustainability, the study highlights those respondents consider it highly important to think of others before taking actions (mean = 3.80) and believe in their ability to succeed (mean = 3.76) (Table 7). These findings are supported by Lave and Wenger's situated learning theory, which posits that knowledge and skills are most effectively acquired within meaningful contexts (Lave & Wenger, 1991).

In terms of diversity, respondents expressed strong self-reliance and responsibility (mean = 3.79) and a high degree of self-control (mean = 3.71) (Table 8). This reflects a commitment to personal integrity and discipline, which are crucial for navigating diverse social environments (Nozomu, 2022).

The study also examined the relationship between respondents' demographic profiles and their perceived importance of social values. Significant relationships were found between sex ($\chi^2 = 19.387$, $p = 0.000$), type of residence ($\chi^2 = 8.924$, $p = 0.030$), socio-economic status ($\chi^2 = 96.915$, $p = 0.000$), and the perceived importance of social values (Table 9). These findings suggest that demographic factors influence how individuals value social concepts, highlighting the need for culturally and contextually relevant educational initiatives.

To reinforce and nurture these social values, the study recommends initiatives such as seminars, team-building activities, open forums, and sports festivals centered around Philippine traditional games. These activities provide practical, contextually rich environments for respondents to engage with and embody social values, enhancing their social and cognitive development in alignment with the theoretical framework (Lave & Wenger, 1991; Vygotsky, 1978).

The study contributes valuable new knowledge to the field of physical education and cultural preservation, particularly regarding the role of Philippine traditional games in fostering social values. By promoting these games, educational curricula and community activities can help preserve cultural heritage, enhance social cohesion, and promote holistic education. These initiatives can be particularly beneficial in urban areas, where rapid modernization and diverse populations often lead to social fragmentation (Joseph, 2023).

Moreover, the research highlights those traditional games are effective in promoting physical activity, essential for maintaining health and well-being. This aligns with the literature

suggesting that physical activity is crucial for overall health and reduces stress levels (Dennys et al., 2023).

In conclusion, this study provides a compelling case for the continued promotion and integration of Philippine traditional games into various aspects of societal development. By recognizing and harnessing their value, educators, policymakers, and community leaders can foster more inclusive, healthy, and culturally rich communities, ensuring that these valuable cultural practices are preserved and appreciated by future generations (Dhani et al., 2022).

Conclusion and suggestions

Conclusion reveal that majority of respondents are residing in urban areas, and belong to lower-income brackets. Community, diversity, well-being, and sustainability were rated as highly important social values. Significant relationships were found between respondents' sex, type of residence, socio-economic status, and their perceived importance of social values. The study highlights the potential of traditional games to foster essential social values and recommends activities such as seminars, team-building exercises, open forums, and sports festivals to enhance these values. These findings emphasize the need for integrating traditional games in physical education curricula to preserve cultural heritage and promote social development, particularly in a post-pandemic educational landscape.

The suggestions for study contributes valuable new knowledge to the field of physical education and cultural preservation, particularly regarding the role of Philippine traditional games in fostering social values. By promoting these games, educational curricula and community activities can help preserve cultural heritage, enhance social cohesion, and promote holistic education. These initiatives can be particularly beneficial in urban areas. Moreover games are effective in promoting physical activity, essential for maintaining health and well-being. In conclusion, this study provides a compelling case for the continued promotion and integration of Philippine traditional games into various aspects of societal development. By recognizing and harnessing their value, educators, policymakers, and community leaders can foster more inclusive, healthy.

New knowledge and the effects on society and communities

The findings from this study contribute valuable new knowledge to the field of physical education and cultural preservation, particularly concerning the role of Philippine traditional games in fostering social values. This new understanding can significantly influence society and communities in several ways. Firstly, the study underscores the importance of Philippine traditional games in promoting cultural heritage. By highlighting the critical role these games play in fostering social values, the research provides a strong argument for their integration into educational curricula and community activities. This increased awareness can lead to more concerted efforts to preserve and revive traditional games, ensuring that they remain a vibrant part of the cultural landscape for future generations.

Secondly, the research reveals that traditional games are effective in promoting values such as community, well-being, sustainability, and diversity. These values are crucial for fostering social cohesion and harmony. By engaging in traditional games, individuals can develop a stronger sense of belonging and mutual respect, which can help bridge social divides and build more inclusive communities. This can be particularly beneficial in urban areas, where rapid modernization and diverse populations often lead to social fragmentation.

Thirdly, the study's findings align with the theoretical frameworks of Vygotsky's sociocultural theory and Lave and Wenger's situated learning theory, which emphasize the importance of social interaction and contextual learning. By incorporating traditional games into the educational system, educators can provide a more holistic approach to learning that

integrates physical, cognitive, and social development. This approach can enhance students' overall educational experience, making learning more engaging and relevant to their cultural context.

Furthermore, the research highlights that a significant proportion of the respondents come from lower-income brackets and urban areas. By promoting traditional games, which are often low-cost and easily accessible, communities can provide meaningful recreational activities for marginalized groups. This can help level the playing field, offering opportunities for all individuals, regardless of their socio-economic status, to participate in and benefit from these cultural practices.

Engagement in traditional games promotes physical activity, which is essential for maintaining health and well-being. The study's findings that well-being is a highly valued social aspect among respondents indicate that traditional games can be an effective tool for promoting healthy lifestyles. Communities that actively engage in traditional games can experience improved physical health outcomes, reduced stress levels, and enhanced mental health, contributing to overall community well-being.

Additionally, traditional games often require participants to develop various skills, including teamwork, strategic thinking, and problem-solving. By engaging in these activities, individuals can cultivate these skills in a natural and enjoyable context. These skills are not only beneficial for personal development but also valuable in professional and social settings, thus contributing to the overall development of individuals within the community.

The study provides empirical evidence that can be used to advocate for policy changes that support the inclusion of traditional games in educational and community programs. Policymakers can leverage these findings to develop initiatives that promote cultural heritage and social values. This can lead to the creation of policies that support cultural education, funding for traditional game events, and the integration of these activities into public health and community development programs.

In conclusion, the new knowledge gained from this study has the potential to significantly impact society and communities by enhancing cultural awareness, strengthening social cohesion, promoting holistic education, empowering marginalized groups, improving community health and well-being, and developing lifelong skills. By recognizing and harnessing the value of Philippine traditional games, educators, policymakers, and community leaders can foster more inclusive, healthy, and culturally rich communities. The study's findings provide a compelling case for the continued promotion and integration of traditional games into various aspects of societal development, ensuring that these valuable cultural practices are preserved and appreciated by future generations.

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