



Research Paper

Preservation, Utilization, and Promotion of Philippine Traditional Games of the Bachelor in Physical and Health Education Pre-Service Teachers

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**Abstract**  
The present generation's continuous advancement and use of technology encouraged the researcher to assess the preservation, utilization, and promotion of Philippine Traditional Games by the preservice teachers of Philippine Normal University Visayas, Philippines. Descriptive correlational research was conducted. 110 Bachelor's in Physical and Health Education respondents enrolled in Term 1 AY year 2024-2025 answered via Google form. Findings revealed a Very High level of preservation regarding the organization, relevance, and accessibility of games in the curriculum. The use of traditional games, when grouped with game execution and cultural celebrations, is very high. For competitions and tournaments, it is high. A Very High level of promotion when grouped with inclusion in the curriculum, student engagement and cultural competency training. High in material and resource use and partnerships with communities. Significant correlations highlighted the interdependence between preservation, utilization, and promotion. Documentation and facilitation of traditional games and integrating cultural activities in educational settings facilitate effective teaching practices. A Proposed plan encompasses workshops, quality assurance mechanisms, technology integration, event planning, community engagement, resource allocation and teacher training. It is recommended that higher education institutions that offer traditional games as part of the curriculum together with their adopted communities, Indigenous populations, researchers and future researchers may emphasize active student participation, ongoing teacher training and collaborative community engagement in fostering a more inclusive educational environment.

**Keywords:** *Philippine traditional games; preservation; promotion; use*

INTRODUCTION

With the continuous advancement and use of technology, the preservation, utilization, and promotion of Filipino traditional games have become a significant concern. Playing Philippine games has been a well-liked pastime and a leisure activity for generations. It has also served as a tool for establishing friendships, building meaningful relations, and strengthening family relations, especially in the past few decades. [Guadalquiver \(2024\)](#) stated that "delivering the value of sports through a genuine cause for the Indigenous People communities is among the top priorities of the Philippine Sports Commission". Traditional games are an important carrier of folk culture, and the spread of folk culture and participation in traditional games greatly affect the preservation, promotion, and propagation of Filipino traditional games. "Traditional Filipino Games" are transmitted from generation to generation ([Magna Kultura Foundation,2012](#)); some Filipino youth no longer know how to play traditional games. In the current digital era, students tend to be more engaged with online activities than traditional play forms. Their frequent internet use and involvement in online gaming through devices such as tablets, gaming consoles, laptops, computers, and smartphones has contributed to a decline in interest in traditional Filipino games. This shift in leisure preferences plays a role in the gradual erosion of cultural practices and social norms associated with these indigenous games.

The Bachelor’s in Physical and Health Education program students take a course focused on traditional games and sports. BPHE pre-service teachers play an important role in preserving their



culture through traditional games and sports, as well as developing various rules to form some habits of civilized life. However, under the onslaught of modernization, some traditional games are at risk of loss and decline (Xu, 2024). In addition, the law requires "integrating such games into the formal curriculum in the basic education system of the educational establishments, preserving such games either by documentary or other beneficial ways, and conducting regular performances of such games in national events and related school activities (Galvez, 2018). House Bill 8626, or the Preservation Act of 2017, aims to help promote and preserve the local games in the Philippines. Intangible cultural heritage (ICH) consists of traditional and ongoing cultural representations and practices, including oral traditions, social practices, rituals, festive events, knowledge of the environment, and the knowledge, skills, and social practices required to produce art and handicrafts (UNESCO, 2011).

Marasigan and Ferolino (2022) stressed that in the Philippines, 44.7 million individuals played video games in 2020. Most players were 25-34, and 18-24 was the second largest age group. Traditional Filipino games are vanishing because online games have gained popularity among the younger generation. In this context, the researcher was motivated to assess the preservation, utilization, and promotion of Philippine Traditional Games.

### Research Questions

The present study sought answers to the following research questions:

1. The status of the Preservation of Philippine traditional games by the BPHE pre-service teachers in terms of
  - a. Organization;
  - b. Relevance;
  - c. Accessibility;
2. The extent of usage of Philippine traditional games by the BPHE pre-service teachers in terms of
  - a. Game Execution;
  - b. Competitions/Tournaments;
  - c. Cultural Celebrations.
3. What is the level of Promotion of Philippine Traditional Games of the BPHE pre-service teachers in terms of
  - a. Inclusion of Curriculum;
  - b. Materials and Resources;
  - c. Partnership With the Communities;
  - d. Students' Engagement;
  - e. Cultural Competency Training;
4. Is there a significant relationship between the preservation status and the extent of the utilization of Philippine Traditional Games?
5. Is there a significant relationship between the status of preservation and the level of promotion of Philippine Traditional Games?
6. Is there a significant relationship between the status of the extent use and the level of promotion of Philippine Traditional Games?
7. Based on the findings, what Preservation, use, and promotion strategies can be proposed?

### LITERATURE REVIEW

Traditional games play a crucial role in cultural preservation by promoting social, cultural, and physical well-being across various communities. These games embody important cultural values and knowledge at risk of being lost in modern times. Madondo and Tsikira (2021)

highlighted the significance of traditional children's games in rural Zimbabwe, noting their effectiveness in holistic child development and cultural relevance. These studies underscore the necessity of revitalizing traditional games to foster community cohesion and cultural continuity. Explore innovative promotional strategies for traditional games using ambient media to engage modern children and raise awareness among older generations about the benefits of these games. [Bronikowska \(2022\)](#) discussed the importance of traditional sports in preserving national identity and cultural heritage, supported by global initiatives from organizations like UNESCO.

### **Preservation of Traditional Games**

Traditional games are valuable cultural assets that promote social, cognitive, and motor skills development while preserving cultural heritage. These games serve as educational tools, fostering values such as honesty, leadership, and environmental awareness ([Damayanti et al., 2019](#)). The Filipinos benefit from being aware of and knowledgeable about these "Mga Laro ng Lahi," also known as "Games of our Heritage" ([Magna Kultura Foundation, 2012](#); [Marasigan & Ferolino, 2022](#)). Community members commonly participate in Laro ng Lahi during fiestas and celebrations in the Philippines. Larong Pinoy, like Patintero, Luksong Baka, Luksong Tinik, Palosebo, and Sipa, are examples of traditional games played during fiestas. These games, commonly played in recreational settings, test individual or group abilities in various skills such as strength, endurance, and agility. People of strong character who do not let themselves be defeated in the face of adversity, and, above all, very cheerful, mentioning the latter brings to mind several festivities. Philippine culture fosters a sense of patriotism. Individual, multiplayer, and team games differ ([Alvarez et al., 2018](#)). Preserving these traditional games involves various strategies, including educational initiatives, festivals, and research ([Marin, 2022](#)).

Efforts to preserve and promote traditional games are ongoing worldwide, with organizations like the European Association of Traditional Sports and Games (AEJeST) working toward their recognition as Intangible Cultural Heritage ([Marin, 2022](#)). [Fitri et al. \(2024\)](#) stressed that traditional games in early childhood education institutions are rarely used in learning activities. Regular game competitions or implementations, documentation, and the creation of community libraries are priorities. Efforts to preserve traditional games include special events to introduce them to younger generations. Preserving and incorporating traditional games in educational settings can positively influence student engagement, cultural awareness, and academic performance while providing a joyful learning experience. [Widodo et al. \(2020\)](#) play a crucial role in encouraging and sustaining students' interest in participating in traditional games, contributing to a broader appreciation of cultural heritage. BPHE preservice students taking a course in Philippine traditional games have great opportunities to preserve Filipino culture through games and sports. These diverse approaches demonstrate the importance of preserving traditional games to safeguard cultural heritage. [Tupas and Palmares \(2018\)](#) stressed that Philippine traditional games can be used as instructional materials for teaching and learning science in the K-12 Basic Education Program in the Department of Education.

### **Use of Traditional Games**

Traditional games are being organized and studied globally, allowing for their experience and preservation as intangible cultural manifestations. By incorporating these games into educational activities, tourism, and community events, visitors can share their cultural heritage while providing them with engaging, character-building experiences. Furthermore, this multifaceted approach ensures the continuity of traditional games and their associated values for future generations ([Damayanti et al., 2019](#)). Innovative approaches can allow BPHE preservice teachers to create media designs to motivate their learners to be physically active. Introducing

traditional games to modern children, who are increasingly drawn to digital entertainment, can benefit student engagement and learning outcomes. Considering thousands of videogames and traditional games are known in the market, new products (especially videogames) continue to be released daily (Yilmaz and Griffiths, 2023). They enhance cultural pride, self-discipline, and social interaction (Rosanes, 2024). Implementing traditional game media in schools can increase student interest and preserve cultural heritage (Fitri et al., 2024). Community service activities such as camps and competitions can effectively promote traditional games and reduce addiction to online games (Widodo et al., 2020). Integrating traditional games into regular curricula can improve skills, including logical reasoning, expressive abilities, and social competencies. A personalized method in selection and game participation is crucial for optimal learning results because different games impact learner satisfaction differently. Xu (2024) revealed the success and positive impact of integrating Indigenous games into school competitions and tournaments.

### **Promotion of Traditional Games**

Promoting these traditional games involves various strategies, including educational initiatives, festivals, and research (Marin, 2022). Community engagement activities such as service camps and competitions have been used to reintroduce traditional games to children and youth (Widodo et al., 2020). In the digital age, online platforms and websites offer opportunities for crowdsourcing information and documenting traditional games, making knowledge more accessible to the public. Special events and outing activities can also effectively introduce traditional games and highlight their cultural value, history, and benefits to raise awareness and promote preservation efforts. Filipino traditional games are an important element in Filipino culture. However, they are gradually diminishing as children increasingly choose to play with their pads, boxes, laptops, computers, and mobile phones rather than playing outside with other children (Tongco, 2019; Capinding, 2023). Traditional games can be practised and performed individually or in groups with little equipment required for specific environments and the needs of participants (Dube et al., 2025).

Traditional games offer many benefits for student engagement and learning outcomes. They enhance cultural pride, self-discipline, and social interaction (Rosanes, 2024). Implementing traditional game media in schools can increase student interest and preserve cultural heritage (Aprilia et al., 2024). Community service activities such as camps and competitions can effectively promote traditional games and reduce addiction to online games (Widodo et al., 2020). Integrating traditional games into regular curricula can improve skills, including logical reasoning, expressive abilities, and social competencies. A personalized selection method and game participation are crucial for optimal learning results because different games impact learner satisfaction differently. Preserving and incorporating traditional games in educational settings can positively influence student engagement, cultural awareness, and academic performance while providing a joyful learning experience (Rosanes, 2024; Aprilia et al., 2024; Widodo et al., 2020). School plays a crucial role in encouraging and sustaining students' interest in participating in traditional games, contributing to a broader appreciation of cultural heritage among BPHE preservice teachers.

Overall, preserving and promoting traditional games are essential for maintaining cultural diversity and addressing the challenges faced by Indigenous communities in the modern world. Traditional games play a crucial role in preserving cultural heritage and enhancing the experiences of indigenous populations. These games promote cultural pride, facilitate intergenerational interactions, and support connections among people.

### **RESEARCH METHOD**

This study used a descriptive correlational design. A questionnaire survey was used to collect

data (Anari et al. 2024). The aim of this study is to investigate variables within a single sample, systematically measuring, describing, and interpreting them. This research employed a questionnaire to investigate traditional Philippine games' preservation, utilization, and promotion. A total enumeration of 110 Bachelor's in Physical and Health Education students from 2nd, 3rd, and 4th-year levels enrolled during Term 1 AY 2024-2025. The questionnaire was based on the study of Xu (2024) on the Chinese Cultural Heritage and was revised to suit Philippine Traditional games. Five experts in Physical Education validated the instrument, with an average of 4.26, indicating high validity. It was pilot tested on 20 students who were enrolled in the Bachelor's in Physical Education program, but were not the actual respondents of the study. According to Odikpo (2022), a Cronbach's alpha coefficient of at least 0.70 is considered satisfactory by most researchers. A general rule of thumb is that .70-.80 is acceptable, .80-.90 scores are excellent, and .90 and above are excellent. The instrument was reliable. Patel and Joseph (2016) illustrated that questionnaires have many merits and demerits that go side by side: they are relatively economical and can be studied in a large population. Frequency, percentage, mean, standard deviation. A 4-point Likert scale was used. Pearson's product moment of correlation was used for research questions 4, 5, and 6.

## FINDINGS AND DISCUSSION

**Table 1.** Profile of The Respondents

BPHE Students		N	%
<b>Age</b>	18 and below	2	1.8
	18 and above	108	98.2
<b>Sex</b>	Male	40	36.34
	Female	70	63.66
<b>BPHE</b>	2 <sup>nd</sup> Year	37	33.63
	3 <sup>rd</sup> Year	37	33.63
	4 <sup>th</sup> Year	36	32.73
<b>TOTAL</b>		110	100%

Table 1 shows the total enumeration of 110 BPHE pre-service students who were officially enrolled as respondents. There were 2 or 1.8% belonging to 18 and below and 108 or 98.2% were above 18 years old. There were 40 (36.34%) males and 70 (63.66%) females. There were 37 or 33.63 % from the second year, 37 or 33.63 % from the Third year, and 36 or 32.73 % came from the fourth-year level.

**Table 2.** Summary of the Status of the Preservation of Philippine Traditional Games as Perceived by The BPHE Pre-Service Teachers in Terms of Organization, Relevance, and Acceptability

Variable	N	Mean	SD	VI
<b>Organization</b>	110	3.38	0.76	VH
<b>Relevance</b>	110	3.38	0.77	VH
<b>Accessibility</b>	110	3.31	0.78	VH
<b>As a whole,</b>	110	3.36	0.75	VH

Table 2 shows the summary, with mean values of 3.31 and 3.38 as the lowest and highest. The overall mean score in all categories was 3.36, which is considered very high. These results show that efforts to organize and make relevant information accessible to BPHE have been successful. These studies highlight the importance of maintaining the organization, relevance, and accessibility

of traditional games.

Bronikowska (2022) discussed the importance of traditional sports in preserving national identity and cultural heritage in an organization supported by global initiatives from organizations like UNESCO. These studies underscore the necessity of revitalizing traditional games to foster community cohesion and cultural continuity. Damayanti et al. (2019), Alvarez et al. (2018) and Bronikowska (2022) discussed the importance of traditional sports in preserving national identity and cultural heritage, supported by global initiatives from organizations like UNESCO. Fitri et al. (2024) stressed that traditional games in early childhood education institutions are rarely used in learning activities. Regarding relevance, a regular game competition or implementation, documentation and the creation of community libraries is a priority. Efforts to preserve traditional games include special events to introduce them to younger generations. According to Widodo et al. (2020), fostering and maintaining students' engagement with traditional games is instrumental in promoting a deeper appreciation for cultural heritage. Bachelor of Physical and Health Education (BPHE) pre-service teachers enrolled in courses on Philippine traditional games are uniquely positioned to contribute to the preservation of Filipino cultural identity through sports and games. These varied pedagogical strategies underscore the critical role of traditional games in safeguarding intangible cultural heritage. To enhance accessibility, libraries may serve as repositories for traditional games and related knowledge by adopting archival practices and incorporating human resource and organizational learning frameworks. Furthermore, Tupas and Palmares (2018) highlighted the pedagogical potential of Philippine traditional games as effective instructional tools in teaching science within the K-12 Basic Education curriculum implemented by the Department of Education. Consequently, BPHE pre-service educators are central figures in the ongoing effort to preserve and transmit traditional games in the Philippines.

**Table 3.** Summary of the Extent of Usage of Philippine Traditional Games as Perceived by BPHE Students in Terms of Game Execution, Competition, and Cultural Celebration

Variable	N	Mean	SD	VI
Game Execution	110	3.28	0.64	VH
Competitions/Tournaments	110	3.22	0.68	H
Cultural Celebration	110	3.36	0.65	VH
As a whole,	110	3.28	0.61	VH

VL 1.00-1.75 L 1.76-2.5 H 2.56-3.25 VH 3.26-4.00

Table 3 summarises the extent of utilization of Philippine traditional games when grouped into game execution, competitions, and Cultural Celebrations. Specifically, the mean for cultural celebrations was the highest, at 3.36. The lowest mean value was for the competitions/tournaments, with a 3.22 high. The overall mean score was 3.28, with an SD of 0.61. Very high. The findings underscore the potential for using traditional games to promote values such as fair play, sportsmanship, and unity, contributing to a holistic and culturally rich educational experience for pre-service teachers.

Using traditional games is an excellent part of cultural preservation and education. Traditional games are valuable cultural assets that promote social, cognitive, and motor skills development while preserving cultural heritage. For game execution, it serves as an educational tool, fostering values like honesty, leadership, and environmental awareness (Damayanti et al., 2019) (AEJeST), working toward their recognition as intangible cultural heritage (Marin, 2022).

A regular game competition or implementations, documentation, and the creation of community libraries are a priority that focuses on game execution, competition, and the application of learned skills. By incorporating these games into educational activities, tourism, and community



events, visitors can share their cultural heritage while providing them with engaging, character-building experiences. The positive outcomes observed in Game execution and cultural celebrations collectively indicated a successful effort to create an environment that values and incorporates traditional games as an integral part of the BPHE experience. Furthermore, this multifaceted approach to using traditional games ensures the continuity of traditional games and their associated values for future generations (Damayanti et al., 2019).

In terms of cultural celebration, these games contribute to learning processes, skill development, and personal well-being. They serve as tools for cultural preservation, enhancing motor, cognitive, and emotional skills while fostering creativity and imagination. However, the rapid advancement of technology has threatened the existence of traditional games, and many children and youth are unfamiliar with this cultural treasure. To address this issue, various initiatives have been implemented to celebrate fiestas, school programs, and special events to introduce traditional games.

**Table 4.** Summary on the Promotion of Philippine Traditional Games as Perceived by the BPHE Pre-Service Teachers in Terms of Inclusion of Curriculum; Materials and Resources; Partnership with Communities; Students' Engagement; Cultural Competency Training

	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>VI</b>
<b>Inclusion of Curriculum</b>	110	3.31	0.74	VH
<b>Materials</b>	110	3.19	0.72	H
<b>Partnership with the community</b>	110	3.24	0.72	H
<b>Students Engagement</b>	110	3.39	0.69	VH
<b>Cultural Competency</b>	110	3.36	0.70	VH
<b>As a whole,</b>	<b>110</b>	<b>3.30</b>	<b>0.67</b>	<b>VH</b>

Table 4 shows that the mean, taken as a whole, was 3.30, with an SD of 0.67, which is very High. Promotion of Philippine Traditional Games as Perceived by The BPHE Pre-Service Teachers in Terms of Inclusion of Curriculum, Student Engagement, and Cultural Competency Training was Very High. At the same time, Materials and Resources and partnerships with the Community were High. Promotion of these games involves various strategies for inclusion in the curriculum, including educational initiatives, festivals, and research (Marin, 2022). Efforts to preserve traditional games include special events to introduce them to younger generations and incorporating them into multicultural education courses to internalize conservation values. Libraries also preserve traditional games through various activities encompassing archival, human resource, and organizational learning perspectives (Putra, 2022). Research on specific games, such as Plinthengan, highlights the importance of proper techniques and strategies in gameplay, suggesting the potential for biomechanical analysis to improve performance and prevent injuries (Rahesti et al., 2023). Despite these obstacles, integrating traditional games into educational curricula offers potential cultural preservation and student development benefits. Putra (2022) adopted various approaches to safeguarding these games.

In partnership with communities, preserving traditional games is essential for maintaining cultural heritage, promoting multicultural understanding and fostering valuable skills and knowledge. The school provides professional development opportunities for educators to enhance their cultural competency, and it involves parents and the community in the education and promotion of traditional games, which has a high impact. At the same time, the remaining items are

very high. [Balay-as et al. \(2023\)](#) implement indigenous curriculum games that can foster cultural awareness, facilitate learning, and strengthen values, health, and socialization. Community service activities, such as camps and competitions, can effectively promote traditional games and reduce addiction to online games ([Widodo et al., 2020](#)). Regarding student engagement, [Xu \(2024\)](#) highlighted the positive impact of schools encouraging students to engage in cultural activities actively. Active student participation in cultural events suggested that schools contributed significantly to students' cultural development through their support for traditional games and related cultural competency training.

However, for cultural competency, these games embody important cultural values and knowledge that are at risk of being lost in modern times. [Madondo and Tsikira \(2021\)](#) highlighted the significance of traditional children's games in rural Zimbabwe and noted their effectiveness in holistic child development and cultural relevance.

**Table 5.** Relationship Between Preservation and The Extent of The Utilization of Philippine Traditional Games

	N	r	p-value	VI
<b>Preservation</b>				
Organization	110	.933**	.000	Significant
Relevance	110	.704**	.000	Significant
Accessibility	110	.694**	.000	Significant
<b>As a whole,</b>	<b>110</b>	<b>.926**</b>	<b>.000</b>	<b>Significant</b>
<b>Use</b>				
Game Execution	110	.950**	.000	Significant
Competition	110	.922**	.000	Significant
Cultural Celebration	110	.850**	.000	Significant
<b>As a whole,</b>	<b>110</b>	<b>.884**</b>	<b>.000</b>	<b>Significant</b>

\*\*, The correlation is significant at the 0.01 level (2-tailed).

Table 5 presents the correlation analysis of the relationship between the preservation and use of the Philippine Traditional games. The results reveal significant positive correlations between the preservation and utilization of Philippine Traditional games when grouped according to organization, relevance, and accessibility and their utilization when grouped according to game execution, competition, and cultural celebration (all p-values < 0.000). The findings of this study align with those of [Xue et al. \(2019\)](#), who investigated the impact of documentation quality on integrating cultural activities in educational settings. They also highlighted the pivotal role of well-organized documentation in facilitating effective teaching practices. Meanwhile, the significant positive correlation observed in the present study between the relevance of documentation and the extent of usage of Indigenous games was supported by [Nan \(2018\)](#) who revealed a positive correlation between the organization of instructional materials and the successful implementation of cultural activities.



**Table 6.** Correlation Between Preservation and The Level of Promotion of Philippine Traditional Games.

	N	r	p-value	VI
<b>Preservation</b>				
Organization	110	.750**	.000	Significant
Relevance	110	.772**	.000	Significant
Accessibility	110	.781**	.000	Significant
<b>As a whole,</b>	110	.793**	.000	Significant
<b>Promotion</b>				
Inclusion into the Curriculum	110	.957**	.000	Significant
Materials	110	.944**	.000	Significant
Cultural Competency	110	.942**	.000	Significant
<b>As a whole,</b>	110	.942**	.000	Significant

\*\* . The correlation is significant at the 0.01 level (2-tailed).

Table 6 presents the correlation analysis of the relationship between preserving and promoting the Philippine Traditional games. The findings indicate strong positive correlations between the preservation and promotion of Philippine traditional games, when categorized by organization, relevance, and accessibility, and their promotion in terms of curriculum inclusion, availability of materials, and cultural competency (all p-values < 0.000). Notably, the correlation coefficients are consistently high, ranging from 0.750 to 0.957, indicating a strong positive relationship between these factors. The work of Li and Zhang (2022), who explored the cultural and economic dimensions of folk sports development in China's ethnic minority regions, is included in this paper. They discussed the challenges and hindrances in folk sports development and emphasized the significance of community involvement and infrastructure in successfully preserving and promoting folk sports. Niu's (2018) focus on community-based approaches to the protection of intangible cultural heritage, also resonates with the current study's emphasis on the active participation of residents in folk sports for the sustainable use of environmental resources.

**Table 7.** Correlation Between Utilization and Level of Promotion of Philippine Traditional Games.

	N	r	p-value	VI
<b>Use</b>				
Game Execution	110	.926**	.000	Significant
Competition	110	.820**	.000	Significant
Cultural Celebration	110	.922**	.000	Significant
<b>As a whole,</b>	110	.783**	.000	Significant
<b>Promotion</b>				
Inclusion into the Curriculum	110	.783**	.000	Significant
Materials	110	.904**	.000	Significant
Cultural Competency	110	.942**	.000	Significant
<b>As a whole,</b>	110	.783**	.000	Significant

\*\* . The correlation is significant at the 0.01 level (2-tailed).

Table 7 presents the correlation analysis of the relationship between the utilization and promotion of the Philippine Traditional games. The results reveal significant positive correlations between the preservation and promotion of Philippine Traditional games, their utilization when

grouped as game execution, competition, and cultural celebration and their promotion when grouped as inclusion in curriculum, materials, and cultural competency (all p-values < 0.000). Notably, the correlation coefficients are consistently high, ranging from 0.783 to 0.942, indicating a strong positive relationship between these factors.

The findings of this study align with the research conducted by Xu (2024), who investigated the relationship between the extent of use and level of school support in Indigenous games. The research highlighted the interconnectedness of these resources in contributing to the longevity and cultural significance of heritage practices, reinforcing the idea that a comprehensive and integrated approach is essential for the continued preservation of minority folk sports. Based on these findings, there were significant differences in the preservation, utilization, and promotion of Philippine Traditional games as perceived by the BPHE pre-service teachers. A comprehensive plan for its preservation, utilization, and promotion is proposed. The plan encompasses workshops, quality assurance mechanisms, technology integration, curriculum development, event planning, community engagement, resource allocation and teacher training. Budget considerations underscore the need for diverse funding sources.

**Table 8.** Proposed Preservation, Utilization, and Promotional Strategies

Objectives	Strategies	Actions	Persons Involved	Resources / Time	Output
<b>The preservation of the traditional Games of the Philippines</b>	Awareness campaigns	Conduct an assessment of the existing	BPHE students	Human resources,	Creation of a dedicated team to
	Implement policies that provide effective support for the preservation of the traditional games in the Philippines	program in Promoting Philippine Traditional Games Reach out to local schools and colleges to propose joint awareness campaigns.	Team formation and training	Financial resource, Site resources 3 months	promote traditional Philippine games
<b>To increase community engagement in the use of the Philippine traditional games</b>	Establish collaborative initiatives with educational institutions on the use of Traditional games in community extension programs	Designing educational materials and presentations for school outreach programs. -Organize school visits and interactive sessions to engage students in Philippine Traditional Games. Engage with local policymakers to make recommendation	School representatives, Education specialist, Community coordinators.	Human resources, Site resources. Materials resources. 3 months Stakeholder consultations	Developed partnerships with local sports associations for enhanced training programs, established collaborative initiatives with educational institutions, and created volunteer programs actively

Objectives	Strategies	Actions	Persons Involved	Resources / Time	Output
		s for regulatory enhancements.			involving the community
<b>Strengthen systematic support for the Promotion of the Philippine Traditional Games</b>	Advocates for clearer government regulations to protect cultural integrity.  Create mentorship programs that connect experienced individuals with aspiring practitioners.	-Identifying experienced individuals willing to serve as mentors. -Developing a mentorship framework that highlights the roles, expectations, and commitments. -Facilitate introductions and ongoing communication between mentors and mentees.	Legal experts, Community leader, community representatives  Mentorship program coordinators Experienced practitioners,	Program setup: 4 months.  Equipment resources, Site resources, Materials resources.  Ongoing mentorship	Training programs focusing on practical skill development and hands-on experiences, launched awareness campaigns generating interest among younger generations in traditional skills, and created mentorship programs connecting experienced individuals with aspiring practitioners.

## CONCLUSIONS

Based on the study's findings, the status of preserving the Philippine traditional games as perceived by the BPHE students when grouped in terms of organization, relevance, and accessibility when taken as a whole was very high. The extent of utilization of Philippine Traditional Games as perceived by the BPHE students in terms of game execution and cultural celebration was Very High. Competition/tournaments were high, showing that traditional games can be integrated into school programs so preservice teachers can be equipped with traditional Philippine games and cultural practices. The level of promotion of the Philippine traditional games regarding curriculum inclusion, student engagement, and cultural competency training was very high. At the same time, materials resources and partnerships with indigenous communities were high. Traditional games can be uploaded for youth access via online portals. A significant relationship was noted between the status of preservation and the extent of utilization, preservation, and the level of promotion, use, and the level of promotion of the Philippine traditional games. The participation of institutions that offer the BPHE/BPE/BPEd program can promote it to their adopted communities. An active engagement with educational institutions is recommended for local communities, stakeholders, and cultural organisations. Sharing knowledge and supporting schools and teachers in organizing cultural events centred around traditional games and sports can contribute to their preservation. A promotional strategy was proposed to sustain the preservation, use, and promotion of the Philippine Traditional games to the community and the next generation of Filipino learners.

## LIMITATION AND FURTHER RESEARCH

This study mainly considered the BPHE pre-service teachers of the Philippine Normal

University Visayas, Philippines, enrolled in Term 1 AY 2024-2025. This study adhered to all ethical standards when conducting the research. Before data collection from BPHE respondents, permission was obtained to ensure the research was conducted in a supportive and authorized environment. All participants will be fully informed of the objectives, procedures, and their rights to withdraw from participation at any time without consequence. Confidentiality was strictly maintained, with the respondents' profiles kept anonymous and used solely for the study. The researcher has no financial or personal conflicts of interest that may affect the objectivity of the results during the study. Furthermore, the research duration may constrain the depth of the analysis because specific trends or changes may require more extended observation periods. Despite these limitations, the study remains a valuable endeavour to shed light on the current status of Philippine Traditional game preservation, utilization, and promotion within the specified area.

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