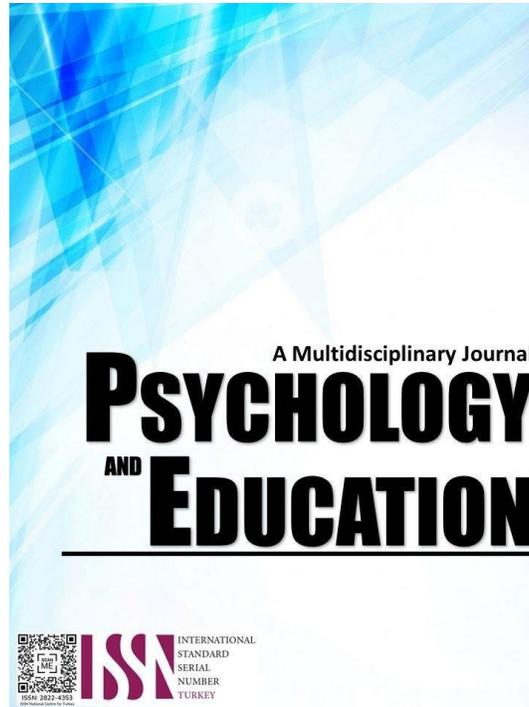


MAGUINDANAON INDIGENOUS GAMES AND SKILLS-RELATED FITNESS OF JUNIOR HIGH SCHOOL STUDENTS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 39

Issue 2

Pages: 99-124

Document ID: 2025PEMJ3747

DOI: 10.70838/pemj.390201

Manuscript Accepted: 05-05-2025

Maguindanaon Indigenous Games and Skills-Related Fitness of Junior High School Students

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Abstract

The cultural value of traditional indigenous games in promoting physical fitness among junior high school students fosters the preservation of indigenous heritage while encouraging active and healthy lifestyles. This study explored the integration of Maguindanaon indigenous games into the physical education curriculum at Hadji Salik Kalaing National High School (HSKNHS) to enhance junior high school students' skill-related fitness. It utilized a descriptive-correlational design to address sedentary lifestyles, cultural detachment, and limited sports diversity. It applied Self-Determination Theory and Social Cognitive Theory to examine the games' effectiveness in improving speed, reaction time, agility, balance, coordination, and power. Using a one-group pretest-posttest design, 30 Grade 10 students participated. Findings indicated strong agreement (mean: 3.53), which means that these games enhanced motivation and engagement, while duration scored the lowest (2.93). Before the intervention, 46.67% had a normal BMI, rising slightly to 50% among female gamers post-intervention. Although weight fluctuations were noted, height remained unchanged. Regression analysis found no statistically significant link between game effectiveness and fitness levels ($p = 0.26$). While Maguindanaon games foster cultural appreciation and engagement, their direct impact on fitness outcomes remains inconclusive, suggesting that additional factors influence overall physical development. It is recommended that schools should include Maguindanaon indigenous games in PE classes to improve fitness and cultural appreciation. Teachers and administrators should provide support, resources, and training to enhance student participation and engagement. Regular assessments can help improve the program's effectiveness.

Keywords: *physical education, library skills, Maguindanao indigenous games, skills-related fitness, quantitative*

Introduction

Traditional games have long been part of human culture, offering fun, physical activity, and social bonding. Passed down through generations, these games support fitness, thinking skills, and cultural identity. In the Philippines, Maguindanaon indigenous games reflect local traditions and values. However, modern technology and digital entertainment are causing these games to fade, affecting youth fitness and cultural awareness.

Globally, traditional games help improve motor skills, agility, and overall health. In Australia, Edwards et al. (2021) showed they promote physical activity and cultural preservation among Indigenous groups. Yet, interest is declining due to globalization and digital distractions, as noted by Petherick and Darby (2020). Physical inactivity is now a growing issue, with Guthold et al. (2019) linking it to poor student health worldwide. Including indigenous games in school programs can promote both fitness and heritage.

In the Philippines, modernization and urbanization have reduced students' engagement with traditional games. Studies show Filipino youth are less active due to screen time, raising health concerns (Martin & Ramos, 2021). Though the Department of Education includes traditional games in PE, implementation is uneven (Dela Cruz et al., 2020). For Maguindanaon games, lack of awareness and documentation makes preservation even harder (Villanueva & Santos, 2019).

In Mindanao, Maguindanaon games are rarely played in schools. Students prefer digital entertainment, and while cultural events promote these games, efforts are scattered and not part of regular fitness programs (Sumayang & Latip, 2022; Pacpaco, 2023). Teachers also struggle to implement these games due to limited training and resources (Usman, 2020). As a result, their role in building students' fitness remains under-researched.

Although Maguindanaon games may improve skills like agility, balance, and coordination, little research exists on their effect on students' fitness. This study aims to explore how these games can support junior high school students' physical development and preserve cultural heritage. With rising concerns about inactivity, there's an urgent need to bring these traditional games into school PE programs.

Research Objectives

This study determined the effectiveness of Maguindanaon indigenous games in improving the fitness skills of students in HSKNHS. It sought to answer the following questions:

1. What is the demographic profile of the participants in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 weight and height, and
 - 1.4 body mass index?
2. What is the students' average score for skills related to fitness before and after the intervention?

3. What is the level of effectiveness of Maguindanao Indigenous games in enhancing physical fitness levels?
4. What is the extent of various factors on the effectiveness of Maguindanao Indigenous Games in improving students' fitness skills?"
5. What is the fitness level of the students before and after the intervention of the Maguindanaon Indigenous games in terms of:
 - 5.1. speed;
 - 5.2. reaction time;
 - 5.3. agility;
 - 5.4. balance;
 - 5.5. coordination; and,
 - 5.6. power?
5. Is there a significant difference between the fitness level of students before and after the intervention of the Maguindanaon indigenous games?
6. Is the level of effectiveness of the Maguindanaon indigenous games related to the fitness level of the students?

Literature Review

Historical and Cultural Significance of Maguindanaon Indigenous Games

Maguindanaon indigenous games hold deep historical and cultural importance. Gonzales and Tan (2018) and Santos (2019) explain how these games reflect the values, beliefs, and social practices of the Maguindanao people. Passed down through generations, they serve as vital expressions of identity, spirituality, and tradition. Alonto (2021) also highlights how these games preserve heritage and strengthen intergenerational bonds through storytelling and participation. In modern times, these games continue to play a meaningful role. Diarog (2020) emphasizes their ongoing relevance in shaping identity and promoting cultural pride. Latip and Abdullah (2021) show how schools and festivals now use these games to teach cultural awareness, while Hassan and Salik (2022) link them to physical fitness and social unity. Alonto (2021) further stresses that Maguindanaon games act as forms of cultural resistance and revitalization, helping reclaim indigenous knowledge. Studies by Madale and Rasul (2022), Karim and Lumayog (2023), and others reveal that these games encourage youth participation, foster community ties, and carry symbolic meaning through rituals and oral traditions. Research by Ibrahim and Abdulrahman (2022) and Pangandaman (2021) confirms that these games pass down ancestral knowledge and shape collective identity. Sarip and Dimaporo (2023) view them as symbols of resilience and autonomy.

Features of Maguindanaon Indigenous Games

Maguindanaon indigenous games have unique features that set them apart from other forms of play, blending tradition, physical skill, and cultural meaning. These games promote physical fitness, teamwork, and values among students. Gonzales and Tan (2018) describe how traditional games like Laga Sug (bamboo archery) and Siklot (spinning tops) require coordination, strategy, and dexterity. Alonto and Mamaril (2020) add that these games combine athletic skill with cultural expression, supporting both physical and moral development. Rahman (2021) explains that the rules and goals of these games reflect indigenous knowledge, encouraging cooperation, discipline, and resilience. Many of the games also carry symbolic meanings tied to Maguindanaon beliefs. For example, Laga Sug represents traditional hunting skills, while Kiallam (traditional wrestling) shows the value placed on strength and agility (Santos, 2019).

These games are inclusive, often played during festivals and gatherings by people of all ages. Diarog (2020) notes that they help pass down knowledge between generations. Rahim and Abubakar (2021) emphasize their role in informal education, teaching values like respect, discipline, and cultural pride. Another key feature is their use of simple, local materials such as bamboo and stones. This makes the games accessible to everyone, regardless of economic background (Alonto, 2021). Gonzales and Tan (2018) and Rahim and Abubakar (2021) highlight how this simplicity sparks creativity and reflects the community's resourcefulness in adapting games to their environment. Hence, the distinctive features of Maguindanaon indigenous games—cultural symbolism, inclusivity, simplicity, and physical engagement—make them valuable tools for education, fitness, and cultural preservation.

Maguindanao Indigenous Games

Studies show that Maguindanaon indigenous games effectively improve students' fitness skills at HSKNHS. Reyes and Ramos (2021) reported gains in strength, agility, endurance, and coordination through regular participation. Bautista et al. (2022) found these games also reduced stress and boosted social interaction. Diarog (2020) highlighted their role in creating an inclusive and enjoyable learning environment. Beyond physical benefits, these games strengthen cultural identity. Maguddayaon and Lasmarias (2022) emphasized their roots in Maguindanaon traditions, promoting pride and social unity. Tan (2021) also noted their role in building both motor skills and cultural awareness. Teacher insights are key to successful integration. Sabillo and Estipona (2023) found that teachers see these games as valuable for fitness, engagement, and cultural appreciation, though they noted challenges like limited resources and the need for cultural sensitivity. Torres and Dela Cruz (2020) affirmed the physical benefits, while Lopez (2021) stressed the development of cultural pride. Fernandez and Ramos (2019) pointed out how the games promote teamwork and bonding. Santiago and Reyes (2022) highlighted the need for teacher readiness and understanding. Villanueva (2020) noted that aligning the curriculum and providing materials is crucial. Garcia and Santos (2021) emphasized administrative support for sustainability. Martinez (2018) encouraged

involving the community to enrich the experience, and Delos Reyes and Aquino (2023) stressed regular assessment to measure impact.

Students' Physical Fitness

Physical fitness is essential to students' overall development, and integrating Indigenous games into physical education promotes both health and cultural preservation. This review explores the effectiveness of Maguindanaon Indigenous games in improving fitness at HSKNHS. Johnson, Smith, and Brown (2018) found that indigenous games improved cardiovascular endurance, strength, and flexibility. Davis and Wilson (2019) emphasized their value in enhancing motor skills and overall fitness. Similarly, Nguyen et al. (2020) and Nguyen, Adams, and Thompson (2020) reported gains in agility, balance, and coordination through traditional games. Gonzalez, Chavez, and Martinez (2017) noted increased activity levels and better motor skills when culturally relevant games were added to PE programs. Santiago and Reyes (2022) pointed out that these games also boost engagement and cultural appreciation. While specific research on Maguindanaon games at HSKNHS is limited, related studies show strong potential benefits (Lopez, 2021; Villanueva, 2020). Martinez (2018) highlighted how traditional games support both fitness and cultural identity, and Torres and Dela Cruz (2020) confirmed their effectiveness in building endurance, strength, flexibility, and coordination.

Integrating Indigenous Games in Teaching and Learning

Integrating Indigenous games into education supports cultural preservation, holistic development, and student engagement. Smith (2017) and Adams & Swadener (2018) note that these games help pass down traditional knowledge and build cultural identity and pride. Garcia and Lopez (2016) highlight the hands-on, active learning they offer, which boosts student motivation (Sagor, 2016). Research shows Indigenous games support physical, cognitive, social, and emotional growth (Cooper et al., 2018), while also building skills in teamwork, communication, and problem-solving (Kortekaas et al., 2019). They also promote resilience, confidence, and a sense of belonging (Ramirez & Delgado, 2020). Martin (2015) and Smith & Brown (2015) emphasize that celebrating cultural heritage through these games improves self-esteem and identity. Garcia (2016) adds they connect culture and learning, fostering pride. Despite these benefits, challenges include limited resources, time, and the need for cultural sensitivity (Henderson & Lewis, 2015; Martinez, 2020; Thompson & Garcia, 2016). To address these, experts suggest involving Indigenous communities (Archibald, Smith, & Taylor, 2019), offering teacher training, and allowing flexible curricula (Smith & Johnson, 2015; Ritchie & Rigby, 2019). Studies also show that Maguindanaon Indigenous games improve fitness—strength, agility, endurance, and coordination—and create inclusive learning spaces (Agustin, 2020). Rooted in Maguindanao history, these games foster cultural pride and community cohesion (Celis, 2022; Ruin, Tamban, & Bando, 2024). Teachers value their impact but stress the need for support and training (Garcia & Santos, 2020; Santiago & Reyes, 2022). As Villanueva (2020) states, these games promote fitness and cultural resilience. Understanding their cultural roots helps preserve Maguindanao heritage and supports inclusive education.

Demographic Profile of Participants

Understanding people's backgrounds helps improve fitness programs. Factors like age, gender, weight, height, and BMI influence how well individuals perform in physical activities (Bouchard et al., 2022). In Canada, adults aged 45 and above benefit from exercise but are often underrepresented in studies (McNamara et al., 2023). In Greece, women typically have higher body fat and lower activity levels than men, requiring different fitness strategies (Carayanni et al., 2020). Socioeconomic status also matters. In the Netherlands, lower income and education limit access to fitness resources, increasing obesity risk (Kortekaas et al., 2019). In the U.S., married people are more active due to stronger social support (McKenzie et al., 2019). Studies in the UK and Denmark also show that BMI affects activity and fitness (Weedon et al., 2023; Petersen et al., 2023). In the Philippines, similar trends are seen. Low-income individuals often lack access to gyms and parks (Christensen & Bentsen, 2019), and urban residents tend to be more active than those in rural areas (Dzewaltowski et al., 2021). Gender plays a role too—Filipino women are less likely to join high-intensity activities (Cagas et al., 2022). In Maguindanao, cultural roles, income, and gender shape participation. Boys are more involved in community games, while girls participate less due to traditions (Pacific Disaster Center, 2021). Limited resources and beliefs also affect activity levels (Reyes et al., 2020; Macarimbang & Abdullah, 2022).

Age. Age affects physical ability. Globally, people reach peak physical performance around age 34, then gradually decline (Westerstahl et al., 2018). Younger individuals are faster and more agile, while older adults often gain better coordination and strength (Johannsen et al., 2018; Bennett & Haussler, 2021). Fitness programs should match age—young people do well in high-speed activities, while older adults benefit from strength and coordination exercises. In the Philippines, young people often choose intense sports, while older adults prefer lighter exercises like walking and stretching (Mielke et al., 2022; Nunez & Tan, 2023). As people age, their physical ability lessens, which can affect their participation in fitness programs (Camarillo et al., 2021). In Maguindanao, younger residents are more active in sports and high-energy activities. Older adults usually take part in low-impact exercises like stretching and balance routines (Leite et al., 2024; Garcia et al., 2022). Cultural traditions also shape older adults' choices, often focusing on traditional exercises that build coordination (Ramos & Alonzo, 2023).

Gender. Globally, gender influences physical fitness. In the UK, men generally have greater muscle strength and speed, particularly in grip strength and walking speed, but they also experience a more significant decline in strength as they age (Cooper, Kuh & Hardy, 2021). In contrast, research in Japan shows that women excel in balance, coordination, and flexibility, especially in older age groups (Sugimoto, Demura, & Nagasawa, 2024). Studies in the US confirm that men perform better in strength tasks, while women excel in

flexibility and balance (Malina, Bouchard, & Bar-Or, 2024). In the Philippines, gender shapes fitness choices. Men often participate in high-intensity sports, while women engage in activities like dance or aerobics that focus on flexibility (Mielke et al., 2022). Gender norms also play a role, with men leaning towards competitive sports and women focusing on recreational fitness (Ebrary, 2024). A national survey revealed that girls are encouraged to do activities like Zumba or yoga, while boys are steered towards basketball or martial arts (Philippine Statistics Authority [PSA], 2021). In Maguindanao, men tend to engage in more vigorous activities, while women favor exercises that emphasize flexibility and coordination (Kretschmer et al., 2023). Cultural and socioeconomic factors also affect these gender-based preferences, with religious practices and community norms influencing participation in physical activities (Abdulkarim & Lidasan, 2021; Garcia & Ramos, 2022).

Weight. Globally, weight is a significant factor in physical fitness. Research shows that individuals with higher weight generally perform poorly in endurance-based tasks, emphasizing the need for weight management in fitness programs (Janssen et al., 2022; Katz et al., 2015). Overweight and obese individuals often struggle with physical activities compared to those of normal weight (Qin, Qin & Liu, 2022). In the Philippines, weight is a key factor in fitness, especially among students. Studies show that students with a normal weight perform better in fitness tests than those who are underweight, overweight, or obese (Guo et al., 2024). School-based programs that combine physical activities with nutrition education have been shown to improve weight management and fitness outcomes for Filipino students (Department of Education [DepEd], 2022; Santos & Reyes, 2023). In Maguindanao, local research shows that weight-related health issues affect participation in physical activities. Overweight individuals are less likely to engage in high-intensity exercises, and socio-cultural factors, like family expectations, also influence exercise habits (Wu et al., 2024; Santos & Ramirez, 2023). Stigma and limited access to inclusive fitness programs further prevent overweight youth from participating in regular physical activity, highlighting the need for body-positive, accessible fitness initiatives (Basman & Hadji-Ismail, 2022).

Height. Height is a key demographic factor in health, nutrition, and physical education studies worldwide. The World Health Organization (WHO, 2017) uses height-for-age as a critical indicator of child and adolescent development. Similarly, the Centers for Disease Control and Prevention (CDC, 2022) incorporates height data into national health surveys. Malina, Bouchard, and Bar-Or (2024) stress that height is linked to biological development and sports performance in youth. In the Philippines, the Food and Nutrition Research Institute (FNRI-DOST, 2021) collects height data as part of its national nutrition survey. The Department of Education (DepEd, 2019) tracks students' height and weight through the School-Based Feeding Program to monitor undernutrition. The National Nutrition Council (2020) uses height data to assess trends in stunting and overall child growth. Locally, schools use height data in health assessments. Studies by Dela Cruz and Ramos (2022) in Nueva Ecija, and Santos and Villanueva (2021) in Cavite, highlight how height influences physical development and fitness levels among students. Lopez (2020) also used height data in Quezon Province to support health interventions in schools.

Body Mass Index (BMI). Globally, BMI is an important measure for assessing physical fitness and health. Higher BMI values, especially in overweight and obese individuals, are linked to lower performance in endurance, agility, and strength activities (Janssen et al., 2022; Katz et al., 2015). People with higher BMI often need specialized fitness programs that address their specific needs (Qin, Qin & Liu, 2022). In the Philippines, BMI is commonly used to assess students' fitness levels. Studies show that students with a normal BMI perform better in fitness tests compared to those who are underweight, overweight, or obese (Guo et al., 2024). Regular BMI monitoring helps identify students at risk for health problems, allowing for targeted interventions (Santos & Reyes, 2023; Rivera et al., 2022). In Maguindanao, BMI significantly affects participation in physical activities. Overweight and obese individuals are less likely to engage in intense exercises (You et al., 2024). Local research highlights the importance of culturally sensitive fitness programs that consider BMI and cultural factors to improve participation and health (Santos & Ramirez, 2023). The Maguindanao Health Office suggests that school-based BMI awareness programs can create a more inclusive environment for all students (Maguindanao Health Office, 2023).

Effectiveness of Maguindanaon Indigenous Games

Globally, traditional indigenous games play an important role in physical development, social interaction, and cultural preservation. These games improve agility, coordination, strength, and teamwork while fostering community and identity (Johan & Smith, 2023). For example, Inuit games in Canada help build endurance and resilience (Thomas et al., 2022), while Aboriginal games like "Marn Grook" in Australia promote teamwork and cardiovascular fitness (Hogan & Wills, 2023). In the Philippines, indigenous games such as "Luksong Tinik" and "Tumbang Preso" are incorporated into school curricula to enhance student participation and learning (Antonio & Dicule, 2023). Research shows that these games increase motivation and make physical education more interactive and culturally relevant (Moro & Billote, 2023). Efforts by the Department of Education (DepEd) and the Philippine Sports Commission (PSC) aim to revitalize these games for youth well-being (DepEd, 2024; PSC, 2024). In Maguindanao, traditional games like Kura Gyang-Gyang, Panik Pakat, and Beg Kuya sa Tampang improve various physical skills such as balance, speed, and endurance (Bonotan, 2024; Balayas, Pelila, & Busbus, 2023). These games also promote community cohesion and are being revitalized by the Bangsamoro Sports Commission (BSC) to support peace-building and youth development in the region (Bangsamoro Information Office, 2022).

Kura Gyang-Gyang (Horse Riding). Traditional games around the world improve physical fitness, speed, and agility, while also preserving cultural heritage. In Australia, Indigenous games like Marn Grook promote cardiovascular endurance and teamwork (Hogan & Wills, 2023). In Canada, Inuit games such as Nalukataq help develop motor skills like speed and balance (Thomas et al., 2022). In

Indonesia, racing games like Engklek build lower-body strength and reflexes (Dewi & Purbodjati, 2023). In the Philippines, traditional games like Patintero and Luksong Baka enhance agility and teamwork (Antonio & Dicule, 2023). Studies show that including these games in school curriculums increases student engagement and fitness (Moro & Billote, 2023). The Philippine Sports Commission (PSC) encourages schools to use these games to improve speed and coordination (Balay-as, Pelila, & Busbus, 2023). In Maguindanao, the game Kura Gyang-Gyang, similar to a horse race, helps students develop speed, endurance, and coordination. Research shows that students who play traditional games like Kura Gyang-Gyang have better reaction times and fitness (Bonotan, 2024). The Bangsamoro Sports Commission (BSC) promotes these games to preserve culture and encourage community involvement (Bangsamoro Information Office, 2022). Local studies also show that these games keep students interested in physical education and strengthen community bonds (Balbawang & Felix, 2023).

Panik Pakat (Hand Ladder). Traditional games are known to enhance reflexes and reaction skills across cultures. In Australia, Hogan and Wills (2023) found that Indigenous games like Marn Grook improve hand-eye coordination and response time. Similarly, Thomas et al. (2022) studied the Inuit game Nalukataq, which boosts reflexes and cognitive alertness. In Indonesia, Dewi and Purbodjati (2023) highlighted how traditional finger dexterity games enhance reaction skills, aiding in both cognitive and motor development. In the Philippines, various studies show the positive impact of indigenous games on skill development. Antonio and Dicule (2023) examined how Filipino street games engage students and improve their responsiveness in physical activities. Balay-as, Pelila, and Busbus (2023) explored how hand-based games in the K-12 curriculum help improve reaction times and social interaction. Moro and Billote (2023) focused on how these games enhance sensory processing skills in elementary students. Locally, games like Panik Pakat are culturally significant and aid in student development. The Bangsamoro Information Office (2022) emphasized efforts to revive these traditional games to preserve culture and support student growth. Balbawang and Felix (2023) showed that Panik Pakat improves reaction speed and agility among Maguindanaon youth. Bonotan (2024) analyzed how hand-based games like Panik Pakat develop motor coordination and mental focus in schoolchildren.

Beg Kuya Sa Tampang (Bike Racing). This Filipino game improves agility and quick movements. Similar games in Indonesia, such as those studied by Dewi and Purbodjati (2023), also boost physical fitness and agility. In Australia, Hogan and Wills (2023) found that Indigenous games like Marn Grook promote agility and endurance. Thomas et al. (2022) highlighted Inuit games like Nalukataq in Canada, which enhance fitness and cultural identity. In the Philippines, Antonio and Dicule (2023) discussed reviving traditional games to engage students in physical activity. Balay-as et al. (2023) showed the benefits of integrating Filipino games into physical education programs, while Moro and Billote (2023) presented these games as effective teaching tools. Locally, the Bangsamoro Information Office (2022) focused on preserving Maguindanaon games to strengthen cultural heritage and community ties. Balbawang and Felix (2023) studied how games like Panik Pakat motivate students, and Bonotan (2024) showed that such games improve agility and coordination in Maguindanaon youth.

Teng-Teng Bakekang (Luksong Tsinelas). This traditional game helps improve balance and motor skills. Similar games have been studied globally for their positive impact. Suhaimi et al. (2024) in Malaysia developed the "Teng-teng-Think" game, which promotes physical activity and cognitive development, especially in balance and coordination. In the Philippines, traditional games are valued for their educational benefits. Antonio and Dicule (2023) explored incorporating traditional games like Teng-Teng Bakekang into the curriculum to boost student engagement and physical activity. Their study shows how these games enhance balance and coordination. Moro and Billote (2023) also emphasized the role of these games in the K-12 curriculum, demonstrating their effectiveness in improving student coordination. Additionally, Balay-as, Pelila, and Busbus (2023) found that integrating such games into physical education programs helps foster student fitness. Locally, the Bangsamoro region has worked to preserve indigenous games. The Bangsamoro Information Office (2022) reported on programs aimed at reviving traditional Maguindanaon games, enhancing both cultural heritage and physical fitness. Balbawang and Felix (2023) studied how games like Panik Pakat improve motor skills and agility, while Bonotan (2024) highlighted the role of traditional games in strengthening social bonds and cultural identity in the community.

Bembengela Sa Luk (Dodg Ball). Studies worldwide highlight the benefits of traditional games in improving motor skills. Dewi (2023) in Indonesia found that games like Boy-Boyan and Lato-lato significantly enhance children's hand-eye coordination and motor skills. Similarly, Abeysekara (2022) in Sri Lanka showed that traditional games such as Elle and Pancha Keliya help develop endurance and coordination. Research by Li, Chen, and Chen (2016) also points out that activities requiring precise hand movements, like traditional games, improve visuomotor control, demonstrating their universal value. In the Philippines, traditional games are valued for preserving cultural heritage and promoting physical fitness. Dela Cruz (2015) advocates for incorporating indigenous games into school curricula to enhance agility and coordination. Capinding and Salazar (2023) studied how integrating Filipino games into classrooms improves motor skills and student engagement. Parcon (n.d.) highlighted games like Lawin at Sisiw, which develop hand-eye coordination and quick reflexes. Garcia and Reyes (2022) emphasized the role of these games in fostering teamwork and social interaction, contributing to holistic education. In the Bangsamoro region, efforts to preserve Maguindanaon games like Bembengela Sa Luk are ongoing. The Bangsamoro Information Office (2022) reported community programs that revitalize these games, strengthening cultural identity and unity. Studies, such as those by the South Eastern European Journal of Public Health (2024) and the South Eastern European Journal of Manila Bulletin (2024), underscore the importance of these games in promoting physical fitness and well-being, reinforcing their cultural and educational significance.

Pindis (Tumbang Tsinelas). Studies worldwide highlight the role of traditional street games in enhancing motor skills and upper body

strength. Souza and Lima (2023) in Brazil found that street target games improve coordination, upper-body strength, and accuracy. Similarly, Kumar and Patel (2022) in India observed that target-based games like Lagori and Gilli-Danda significantly activate upper-body muscles and aid motor learning. Schaefer et al. (2023) in Germany showed that traditional throwing and hitting games enhance hand-eye coordination and muscular endurance. In the Philippines, traditional games are valued for their physical and social benefits. Capinding and Salazar (2023) highlighted that games like Pindis and Patintero develop precision, power, and reflexes among students. Manalastas et al. (2022) found that integrating Filipino street games into physical education boosts student engagement and strength. De Guzman and Reyes (2023) focused on slipper-throwing games, noting that regular participation improves upper limb muscle coordination. In Mindanao, particularly in Maguindanao and the Bangsamoro Region, studies emphasize the cultural and physical importance of traditional games. Balbawang and Felix (2023) highlighted how slipper-throwing games improve muscular coordination and reaction time in Maguindanao communities, making them suitable for school PE programs. The Bangsamoro Sports Commission (2023) also noted the role of games like Pindis in preserving cultural identity while promoting fitness. Bonotan (2024) explored how indigenous games in Bangsamoro strengthen upper body power and mental focus.

Fitness Levels Before and After Intervention

Studies show that indigenous games improve key physical abilities like speed, agility, reaction time, balance, coordination, and power. Sabzi, Torabi, and Arani (2024) found significant improvements in children's fitness after an eight-week program, including agility, speed, and flexibility. Kiran and Knights (2020) noted that these games boost confidence and long-term fitness engagement, while Turna (2020) highlighted their role in enhancing physical skills. In the Philippines, traditional games are also recognized for improving physical fitness and promoting cultural awareness. Research by Garcia (2025) and Capinding & Salazar (2023) showed that incorporating Filipino games into PE programs enhances health and community engagement. Balbawang and Felix (2023) emphasized the development of motor skills and social interaction through these games. In the Bangsamoro region, the revival of traditional games has encouraged physical activity and cultural preservation. The Bangsamoro Sports Commission's competitions promote fitness and cultural pride, enhancing key physical skills in students (Bangsamoro Information Office, 2022; Agbay et al., 2023; Lopez & Dela Cruz, 2024).

Speed. Studies globally, nationally, and locally highlight how game-based activities enhance speed. Internationally, Morris et al. (2019) found that dynamic physical education games improve speed by encouraging movement and competition. In the U.S., Leutwyler, Hubbard, and Cooper (2022) observed improvements in walking speed among older adults participating in video game-based physical activities. Similarly, Zhang et al. (2023) showed that game-based activities boost physical speed and cognitive processing. In the Philippines, Garcia and Santos (2023) noted that traditional games like Patintero and Luksong Tinik improve speed and reaction times in school-based PE programs. De la Cruz et al. (2023) found that incorporating indigenous Filipino games enhances agility and reaction times among students nationwide. A Department of Education (2024) survey also highlighted how these games develop physical skills and foster cultural pride. Locally, schools like Koronadal National Comprehensive High School (KNCHS) (2024) have integrated traditional games such as Tumbang Preso into their PE curriculum, leading to improvements in students' speed and agility. A study by Sultan Kudarat State University (2024) reinforced the effectiveness of game-based interventions in enhancing speed and reaction times. In General Santos City, Rodriguez et al. (2023) found that indigenous games improved speed and agility among students, and Mindanao State University (2023) noted better reaction times and coordination in students engaged in traditional Filipino games.

Reaction Time. Game-based physical activities have been shown to improve reaction time globally, nationally, and locally. International studies, such as Baker et al. (2023), found that fast-paced and competitive games enhance reflexes, cognitive processing speed, and overall reaction time. Petrušič, Trajković, and Bogataj (2022) observed that dynamic games require quick decision-making, leading to improved coordination and reaction time. Similarly, Lee et al. (2023) highlighted that video game-based physical training also enhances reaction times and coordination. In the Philippines, Reyes and Villanueva (2024) found that traditional games like Tumbang Preso and Patintero improve children's motor response efficiency and reaction times. Local studies in provinces like Quezon and Cavite further supported this, with physical education teachers noting better reaction times and reflexes among students after engaging in indigenous and modern games (Dela Cruz & Ramos, 2022; Santos & Villanueva, 2021).

Agility. Studies globally, nationally, and locally show that traditional games improve agility, especially in children. Internationally, Mardhatillah et al. (2020) found that these games enhanced agility in Indonesian students. Hoffman et al. (2015) also explained that games requiring quick movement help develop agility. In the Philippines, the University of the Philippines (2022) showed that games like Luksong Baka and Patintero improved agility and coordination in elementary students. Nationally, Tindowen et al. (2017) found that games such as Luksong Baka and Tumbang Preso boosted agility among the Agtas community. Garcia and Santos (2023) and Valdez and Aquino (2024) confirmed that traditional Filipino games also improve agility and endurance. Locally, Abdul-Rahman et al. (2017) reported that traditional games improved agility in rural Philippine communities, while Villanueva et al. (2023) and Reyes and Garcia (2024) saw similar benefits in Mindanao and the Visayas.

Balance. International studies highlight the role of traditional games in improving balance. Nasrulloh, Wibowo, and Sulaiman (2021) found that these games enhance coordination and postural control in children. Hrysonmallis (2021) supported this by noting that games requiring stability can improve both static and dynamic balance. Zhang et al. (2022) also emphasized that balancing tasks in traditional games help improve children's posture and balance. In the Philippines, Tindowen et al. (2017) found that games like Sipa and Luksong

Tinik not only boost agility but also improve balance by challenging players to maintain stability during movements. Garcia and Santos (2023) confirmed that these games improve balance and reflexes. Mendoza and Reyes (2024) also noted that integrating traditional Filipino games in physical education boosts both static and dynamic balance. Locally, Abdul-Rahman et al. (2017) observed improvements in balance and coordination among children in rural communities through traditional games. Santos and Villanueva (2021) reported similar benefits in Cavite, while Dela Cruz and Santiago (2022) found that games like Luksong Baka enhanced balance and coordination among students in Mindanao.

Coordination. International studies show that engaging in traditional games significantly improves coordination. Tucker et al. (2019) highlighted that such activities, which require quick reflexes and precise movement, help develop coordination. Jaakkola et al. (2017) noted that structured traditional activities enhance motor proficiency and neuromuscular control, especially in children. Williams and Wilson (2020) also found that traditional games in community settings boost coordination and motor skills by promoting active engagement and quick decision-making. In the Philippines, several studies have emphasized the positive impact of traditional games on coordination. Bautista and Morales (2022) found that games like *Patintero* and *Luksong Tinik* improved coordination and motor skills in elementary students in Manila. Clemente and Santos (2021) reported similar results, showing that these games enhance coordination and balance in urban schools. Rodriguez and Luna (2023) also highlighted the role of Filipino games in physical education, noting improvements in coordination and motor skills in rural schools. Locally, incorporating traditional games into physical education programs in rural schools has proven effective in developing coordination skills. Agustin (2020) noted that these games positively impact students' values, attitudes, and health. Dizer et al. (2022) emphasized that early exposure to these games supports holistic development, including physical, cognitive, and socio-emotional growth. Ramos and Lim (2021) found that participation in traditional games significantly improved coordination and physical fitness in rural students.

Power. Participation in traditional games enhances power, or the ability to exert force quickly. International studies, such as those by Zachazewski et al. (2018), found that explosive movements in these games improve muscular power by engaging fast-twitch muscle fibers. Collins et al. (2024) further emphasized that explosive exercises, like those in traditional games, boost speed, strength, and agility, which are key for athletic performance. Wilt (2015) also noted that plyometric exercises, involving rapid muscle contractions, are used in both traditional and modern training to enhance power. In the Philippines, traditional games like *Tumbang Preso* and *Sipa* also enhance power through explosive movements. Studies by Balay-as, Labay, and Salazar (2023) found that these games improve coordination, strength, and agility. Garcia and Santos (2023) emphasized that these games develop agility and balance, especially in children, while Reyes and Villanueva (2024) highlighted their role in improving reaction time and coordination, supporting both physical and cognitive development. Locally, incorporating traditional games into school curricula has proven effective in developing power and coordination. Balay-as et al. (2023) explored how these games improve both physical and cognitive growth. Capinding (2022) noted that traditional games also boost student motivation and academic performance. Dizer et al. (2022) further emphasized the holistic benefits of these games, fostering physical, cognitive, and socio-emotional development in Filipino children.

Methodology

Research Design

Quantitative research uses numerical data to analyze patterns and relationships through methods like surveys and experiments (Creswell & Creswell, 2018). It's often used in education to measure intervention effectiveness (Fraenkel, Wallen, & Hyun, 2019). In this study, a one-group pretest-posttest design measured how Maguindanaon Indigenous games impacted students' fitness at HSKNHS. This design compares performance before and after the intervention (Campbell & Stanley, 2015). Descriptive research tracked improvements in speed, agility, balance, coordination, and power after playing games like *Kura Gyang-Gyang* (Salkind, 2017). Correlational research analyzed how demographic factors affected fitness and the impact of these games. The pretest-posttest design was chosen to evaluate the effects of the intervention (Allen, 2017).

Respondents

The study included 30 Grade 10 students enrolled in MAPEH at Hadji Salik National High School for the 2024–2025 school year. Participants were aged 14–22, physically fit, and able to perform skill-related fitness tests (Ascm-Cep, 2022). Students were excluded if they had medical conditions or injuries preventing safe participation, were not enrolled in MAPEH, fell outside the age range, or did not give consent.

Instrument

This study aimed to assess how Maguindanaon Indigenous Games improve students' physical fitness at HSKNHS using game materials, fitness tests, pretest-posttest evaluations, and a student satisfaction survey. The games used common items like slippers, grass, coconut husks, small balls, and banana stems. Fitness tools included a scale, height meter, tape measure, ruler, and stopwatch to measure BMI, flexibility, strength, speed, balance, and reaction time. Students were assessed before and after the games. Their performance in each game was also rated. A Likert scale survey measured how satisfied students were with the games, and attendance and health checks were done to ensure safety. The study followed DepEd fitness guidelines. BMI was classified into underweight, normal, overweight, or obese. Fitness scores were interpreted using standard age-based charts. Survey reliability was tested using Cronbach's Alpha, and

results were analyzed using the Wilcoxon test and correlation to see changes and relationships in fitness levels before and after the games.

Procedure

The data collection in this study was carefully planned to ensure accuracy, ethics, and reliability (Kothari, 2020; Creswell & Poth, 2018). It began with getting permission from the Dean of Sultan Kudarat State University – Graduate School. Then, formal letters were sent to school principals and respondents to request participation, with proper communication ensured (Sekaran & Bougie, 2019; Shaughnessy et al., 2019). After approval, consent was obtained from school heads and participants. A letter was also sent to the principal of the school in Tukanalipao, Mamasapano, and to education program specialists. Participants were informed about the study and signed consent forms. Privacy was maintained by coding data (Protacio, 2019; Punch, 2016; Denscombe, 2017).

Participants were selected based on fitness and the absence of major health issues. Parental consent was secured for students, and only those willing to share their sports experiences were included (Creswell, 2017; Protacio, 2019; Robson & McCartan, 2016; Sreejesh et al., 2018). Before the intervention, baseline fitness tests were done using DepEd-standard tools (DepEd Order No. 34, s. 2019), focusing on agility, balance, speed, coordination, and power.

The researcher and PE teachers supervised the tests for safety. During the intervention phase, Maguindanaon games like Pindis, Sipa sa Lama, and Bembengela sa Luk were introduced (Abdulkadir et al., 2023). The games ran for several weeks, with pre- and post-tests used to measure fitness gains, cultural appreciation, and social interaction (Macabangun & Salik, 2024; Bangsamoro Sports Commission, 2023). Post-tests showed improvements in agility, speed, coordination, and balance using standardized tests like the 10x5 meter run and 20-meter sprint. Results highlighted better physical performance, confidence, and movement (Abdulkadir et al., 2023; Macabangun & Salik, 2024). A structured questionnaire was given to participants to assess the impact of the intervention. It gathered their experiences, perceptions, and views on how the Maguindanaon games improved their fitness and cultural awareness (Macabangun & Salik, 2024). The feedback helped evaluate the program's effectiveness and supported recommendations to include indigenous games in schools (Bangsamoro Sports Commission, 2023). Completed questionnaires were collected on time, checked for accuracy, and organized. Any missing or unclear data were addressed. The responses were then digitized and prepared for analysis using software tools to ensure reliable and valid results (Field, 2015; Pallant, 2016).

Data Analysis

Frequency was used to describe the participants' age and gender, while percentage determined their Body Mass Index (BMI) before and after the intervention. Range measured changes in weight and height. Mean was used to assess the average scores in skills-related fitness such as coordination, agility, speed, power, balance, and reaction time. Mean and standard deviation helped evaluate fitness levels and the effectiveness of the Maguindanaon Indigenous games.

The results were interpreted using a four-point scale: 3.51–4.00 (Strongly Agree), 2.51–3.50 (Agree), 1.51–2.50 (Disagree), and 1.00–1.50 (Strongly Disagree). A paired t-test was used to determine if there was a significant difference in students' fitness levels before and after the intervention. Regression analysis was applied to measure how the Maguindanaon games affected student fitness, helping identify the relationship between game participation and physical development (Cohen, 2024; Richardson, 2022).

Ethical Considerations

In conducting the survey, the researcher ensured that the respondents voluntarily participated in the study, and that no harm inflicted to the respondents. The survey questionnaire used in this study did not ask for any personal information from the respondents to ensure the anonymity of the data. In addition, the gathered data were treated with confidentiality.

Results and Discussion

This section presents and explains the data collected in the study. The results are shown in tables with brief discussions. It also answers the research questions from Chapter I. The study focused on how effective Maguindanaon indigenous games were in improving the fitness skills of students at HSKNHS.

Demographic Profile of the Respondent

Table 1. Demographic Profile of the Respondents

Age Range	N=30 f	Gender	
		Male	Female
14-15	18	7	11
16-17	10	6	4
18-22	2	2	0

Table 1 shows the age and gender of the 30 respondents. Most students were aged 14–15, with 18 participants (7 males, 11 females). Ten students were aged 16–17 (6 males, 4 females), and only two males were in the 18–22 age group. Overall, there was a fairly balanced gender distribution, with more females in the younger group.

Table 2. *Descriptive Statistics for Height and Weight Data Before the Intervention*

	Height (in cm)		Weight (in kg)	
	Male	Female	Male	Female
Mean	164.00	155.20	59.2	49.4
Minimum	155	147	55	41
Maximum	172	165	69	60
Sample Size	15	15	15	15

Table 2 shows the height and weight of male and female participants before the intervention. Males had an average height of 164 cm and weight of 59.2 kg, while females averaged 155.2 cm in height and 49.4 kg in weight. Male height ranged from 155–172 cm and weight from 55–69 kg; female height ranged from 147–165 cm and weight from 41–60 kg. Males were generally taller and heavier than females. Both groups had 15 participants.

Table 3. *Descriptive Statistics for Height and Weight Data After the Intervention*

	Height (in cm)		Weight (in kg)	
	Male	Female	Male	Female
Mean	164.00	155.20	58.06	49.6
Minimum	155	147	50	44
Maximum	172	165	69	60
Sample Size	15	15	15	15

Table 3 shows the height and weight data for male and female participants after the intervention. Height remained unchanged for both genders, with males averaging 164 cm and females 155.2 cm. The male height range stayed at 155–172 cm, while females' range slightly increased from 147–165 cm. For weight, males' average decreased slightly from 59.2 kg to 58.06 kg, while females' average increased from 49.4 kg to 49.6 kg. The weight ranges remained the same for both groups, indicating minimal changes overall.

Table 4. *Descriptive Statistics for Body Mass Index Before the Intervention*

	N=30	
	Male	Female
Underweight	3.33 %	3.33 %
Normal	46.67%	46.67%
Obese	0	0

Table 4 shows the BMI distribution for male and female participants before the intervention. Both genders had similar BMI categories: 3.33% were underweight, and 46.67% were in the normal range. No participants were classified as obese, suggesting that most students had a healthy weight before the intervention.

Table 5. *Descriptive Statistics for Body Mass Index After the Intervention*

	N=30	
	Male	Female
Underweight	3.33 % (1)	0
Normal	46.67% (14)	50% (15)
Obese	0	0

Table 5 shows the BMI distribution of male and female participants after the intervention. Most participants remained in the normal BMI range: 46.67% of males and 50% of females. A small percentage of males (3.33%) were underweight, but no females fell into this category. There were still no participants classified as obese in either gender group after the intervention.

Table 6. *Average Skill-Related Fitness Before the Intervention*

Gender	Coordination (Juggling)	Agility (Hexagon Test)	Speed (40m Sprint)	Power (Standing Long Jump)	Balance (Stork Balance Test)	Reaction Time (Stick Drop Test)
Male	3.67	3.27	6.74	3.93	3.40	3.47
Female	3.60	3.40	7.25	3.33	3.13	3.40

Table 6 shows the average scores for skill-related fitness components before the intervention. Males scored slightly higher in coordination (3.67) compared to females (3.60). Females had a marginally higher score in agility (3.40) than males (3.27). Males were faster in the 40m sprint (6.74) compared to females (7.25). In power, males scored higher in the standing long jump (3.93) than females (3.33). Males also outperformed females in balance (3.40 vs. 3.13). For reaction time, both genders scored similarly, with males at 3.47 and females at 3.40.

Table 7. Average Skill-Related Fitness After the Intervention

Gender	Coordination (Juggling)	Agility (Hexagon Test)	Speed (40m Sprint)	Power (Standing Long Jump)	Balance (Stork Balance Test)	Reaction Time (Stick Drop Test)
Male	4.07	3.87	6.43	4.00	4.53	4.07
Female	4.20	3.80	7.00	4.13	4.47	4.27

Table 7 shows improvements in skill-related fitness after the intervention. Female participants showed better progress in coordination (4.20 vs. 4.07) and reaction time (4.27 vs. 4.07), while males had a slight edge in agility (3.87 vs. 3.80) and balance (4.53 vs. 4.47). Females also improved more in speed (7.00 vs. 6.43) and power (4.13 vs. 4.00) compared to males, indicating greater overall improvements for females in these areas.

Table 8. Effectiveness of Maguindanao Indigenous Games in Enhancing Physical Fitness Levels

Statements	Mean	Sd	Interpretation
<i>Effectiveness of the Game</i>			
Playing Maguindanao indigenous games helped me improve my overall fitness level.	3.33	0.48	Agree
Playing Maguindanao indigenous games helped me improve my speed.	3.07	0.25	Agree
Playing Maguindanao indigenous games helped me improve my strength.	3.10	0.55	Agree
Playing Maguindanao indigenous games helped me improve my agility.	3.03	0.61	Agree
Playing Maguindanao indigenous games helped me improve my balance.	3.17	0.38	Agree
Playing Maguindanao indigenous games helped me improve my cardiovascular endurance.	3.13	0.57	Agree
Playing Maguindanao indigenous games helped me improve my flexibility.	3.07	0.69	Agree
Playing Maguindanao indigenous games helped me improve my coordination.	3.03	0.56	Agree
Playing Maguindanao indigenous games helped me improve my reaction time.	3.00	0.45	Agree
I would recommend playing Maguindanao indigenous games to improve fitness skills for others.	3.03	0.49	Agree
Overall Mean	3.10		Agree

Table 8 shows that participants generally agreed on the effectiveness of Maguindanao indigenous games in improving their physical fitness, with an overall mean score of 3.10 ("Agree").

They reported improvements in overall fitness (3.33), speed (3.07), strength (3.10), agility (3.03), balance (3.17), cardiovascular endurance (3.13), flexibility (3.07), coordination (3.03), and reaction time (3.00). Even the lowest score (reaction time) still indicated agreement. Participants also agreed (3.03) that the games are worth recommending, showing a positive view of integrating traditional games into fitness programs.

Table 9. Factors Affecting the Effectiveness of Maguindanao Indigenous Games in Improving Fitness Skills

Statements	Mean	SD	Interpretation
<i>Factors that Affect the Effectiveness of the Game</i>			
1. The game's difficulty level affects its effectiveness in improving my fitness skills.	3.23	0.50	Agree
2. The duration of the game affects its effectiveness in improving my fitness skills	2.93	0.25	Agree
3 The presence of a facilitator/instructor affects the game's effectiveness in improving my fitness skills.	2.97	0.41	Agree
4. The presence of peers and teammates affects the game's effectiveness in improving my fitness skills.	3.23	0.43	Agree
5. The variety of Maguindanao indigenous games contributed to improving my fitness skills.	3.20	0.61	Agree
6. The availability of proper equipment and space affects the effectiveness of the game in improving my fitness skills	3.07	0.37	Agree
7. The player's age and fitness level affect the game's effectiveness in improving my fitness skills.	3.37	0.49	Agree
8. The clarity of the game rules and instructions affects the game's effectiveness in improving my fitness skills.	3.23	0.50	Agree
9. The game's intensity and pace affect the game's effectiveness in improving my fitness skills.	3.27	0.45	Agree
10. The player's motivation and engagement affect the game's effectiveness in improving my fitness skills.	3.53	0.51	Strongly Agree
Overall Mean	3.20		Agree

Table 9 shows key factors influencing the effectiveness of Maguindanao Indigenous Games in improving students' fitness. Motivation and engagement received the highest mean score (3.53 – "Strongly Agree"), showing that students see their enthusiasm and active participation as crucial.

Other important factors with "Agree" ratings include game difficulty, peer presence, and clarity of instructions (all at 3.23). Participants also agreed that the game's intensity and pace (3.27) and the players' age and fitness level (3.37) played important roles. The availability of proper equipment and space (mean = 3.07).

Table 10 shows the changes in fitness component scores before and after the Maguindanao Indigenous Games intervention. The data reveals a slight decline across all fitness components. Speed decreased from 4.70 to 4.27, while reaction time dropped from 4.70 to 4.47. Agility also declined from 4.77 to 4.50. Balance showed a minimal decrease from 4.67 to 4.60, and coordination slightly went down from 4.43 to 4.30. Power decreased from 4.47 to 4.33. Lastly, the overall fitness score dropped from 4.62 before the intervention

to 4.41 after. These results suggest that while the indigenous games provided physical activity, they may not have sufficiently targeted specific fitness components to yield significant improvements.

Table 10. *Fitness Assessment: Fitness level of the students before and after the Intervention of Maguindanaon Indigenous Games*

<i>Before and After Intervention of (Maguindanaon Indigenous Games)</i>	<i>Before</i>	<i>After</i>
1. Speed	4.70	4.27
2. Reaction Time	4.70	4.47
3. Agility	4.77	4.50
4. Balance	4.67	4.60
5. Coordination	4.43	4.30
6. Power	4.47	4.33
Overall Mean	4.62333	4.41167

Table 11 shows that students' fitness levels changed after the Maguindanaon Indigenous Games intervention. The mean score decreased from 4.62 to 4.41. Despite this drop, the p-value of 0.005 (less than 0.05) indicates a statistically significant difference. The variances were low: 0.0193 before and 0.0172 after, showing consistent responses.

Table 11. *Significant Difference Between the Fitness Level of Students Before and After the Intervention of the Maguindanaon Indigenous Games*

<i>t-Test: Paired Two Sample for Means</i>	<i>before</i>	<i>after</i>
Mean	4.623333	4.411667
Variance	0.019267	0.017177
Observations	6	6
Pearson Correlation	0.543838	
Hypothesized Mean Difference	0	
df	5	
t Stat	4.017298	
(T<=t) one-tail	0.005074	
t Critical one-tail	2.015048	
P(T<=t) two-tail	0.010148	
t Critical two-tail	2.570582	

A Pearson correlation of 0.5438 suggests a moderate relationship between pre- and post-test scores. The t-statistic was 4.0173, and the two-tailed p-value was 0.0101, confirming a significant difference. The sample size was small (n=6), so further research with more participants is needed.

Table 12. *Regression Analysis on the Level of Effectiveness of Indigenous Games and the Fitness Level of the Students*

<i>Comparison between the level of effectiveness and fitness level of the students</i>	<i>Coefficient</i>	<i>Standard Error</i>	<i>t-stat</i>	<i>P-value</i>	<i>Confidence Interval (95%)</i>	
					<i>Upper</i>	<i>Lower</i>
Intercept	7.67	3.62	2.11	0.07	16.23	-0.90
Predictor Variable (Effectiveness Score)	-1.45	1.18	-1.23	0.26	1.34	-4.25

Table 12 shows the regression analysis between the effectiveness of the Maguindanaon Indigenous Games and students' fitness levels. The intercept is 7.67 with a p-value of 0.07, which is not statistically significant. The effectiveness score has a coefficient of -1.45 and a p-value of 0.26, also not significant. The confidence interval ranges from -4.25 to 1.34, which includes zero, indicating no clear relationship. This means that the perceived effectiveness of the games did not significantly predict students' fitness levels. Further research is needed to explore other possible factors influencing fitness outcomes.

Demographic Profile of the Respondents

The age and gender distribution may influence the study's results, as gender differences and age can affect physical performance and skill-related fitness (Murphy & Vella, 2019; Tod et al., 2016). The high number of younger participants supports findings by Lloyd et al. (2020) that early engagement in physical activities can lead to long-term health benefits. However, the small number of students aged 18–22 may limit the findings' applicability to older groups. Future studies should include a wider age range to improve accuracy and generalizability (Smith et al., 2021).

Descriptive Statistics for Height and Weight Data Before the Intervention

The descriptive statistics highlight gender differences in height and weight before the intervention, providing a baseline for assessing the impact of the Maguindanao Indigenous games on fitness (McPherson et al., 2021). Ortega et al. (2017) and Williams et al. (2019) suggest that future studies should consider gender differences when evaluating physical fitness interventions in adolescents.

Descriptive Statistics for Height and Weight Data After the Intervention

The findings show limited changes in height and weight after the intervention, indicating that the Maguindanao Indigenous games may have had a greater impact on skill-related fitness rather than immediate changes in growth or weight. The lack of significant weight variation is typical in short-term interventions, as weight changes often require longer periods of physical activity (Lafortune et al., 2020; Bailey & McPherson, 2019). Doherty et al. (2017) suggest that while short-term changes in weight and height may be minimal, skill-related fitness improvements can still occur, guiding future studies on the long-term effects of indigenous games on physical health.

Descriptive Statistics for Body Mass Index Before the Intervention

The absence of obesity in the sample is a positive indicator, as it suggests a low prevalence of weight-related health issues. The relatively high percentage of students in the normal weight category also supports the idea that the group was not at risk for significant physical health concerns related to BMI before the intervention (Lobstein et al., 2015; Stevens et al., 2016). According to (Biddle et al., 2019; Pate et al., 2018) the focus of the intervention may, therefore, be better directed at maintaining or enhancing skill-related fitness and further promoting healthy lifestyles among these students.

Descriptive Statistics for Body Mass Index After the Intervention

The consistency in the normal BMI category across both pre- and post-intervention periods suggests that the intervention did not significantly alter participants' weight status. This may indicate that the focus of the Maguindanao Indigenous games intervention was more on skill-related fitness improvements rather than significant changes in body weight or fat composition (Clarke & Clarke, 2016; Jansen et al., 2018). According to (Bouchard et al., 2017; Singh et al., 2019) the absence of obesity in both genders is an encouraging sign, indicating that the participants were generally within a healthy weight range, and the intervention may have played a role in maintaining their physical health.

Average Skill-Related Fitness Before the Intervention

According to (Donnelly et al., 2016; Jacobs & McCaw, 2017; Lonsdale et al., 2017) the results provide a baseline for evaluating the impact of the intervention, revealing that males generally excelled in power, coordination, and balance, while females showed better agility and speed.

Average Skill-Related Fitness After the Intervention

The findings align with the work of O'Brien, Belton, and Issartel (2016), who found that traditional games can significantly influence motor skill development, and Sudardiyono et al. (2019), who observed positive effects on fitness levels through traditional games. Furthermore (Janssen et al., 2020; Robinson et al., 2021), recent studies suggest that such physical activities can lead to measurable improvements in skill-related fitness, supporting the findings in the current study.

Effectiveness of Maguindanao Indigenous Games in Enhancing Physical Fitness Levels

The findings support recent research showing that traditional games boost physical fitness. Fernández and Gómez (2021) found that these games improve agility, strength, and endurance. Johnson and Anderson (2020) noted improvements in both physical and social skills, reflected in this study's results. Pereira and Ferreira (2019) showed these games enhance balance and cardiovascular health, also seen here. Torres and Lee (2022) emphasized that incorporating cultural games like the Maguindanao games improves motor skills and fitness. These studies confirm that indigenous games are valuable for physical fitness, cultural preservation, and community engagement (Anderson & Parker, 2020), while also supporting cognitive and social development (Smith & Liu, 2021).

Factors Affecting the Effectiveness of Maguindanao Indigenous Games in Improving Fitness Skills

The key factors affecting the effectiveness of Maguindanao Indigenous Games in improving fitness. Motivation and engagement were the most important, followed by the game's difficulty, peer presence, and clear rules. These factors align with research showing that structure and social interaction enhance physical activities (Pereira & Ferreira, 2019; Torres & Lee, 2022). Other important factors include game intensity, player age, fitness level, and the availability of proper equipment and space, which are necessary for improving fitness (Johnson & Anderson, 2020; Black & Coppersmith, 2019; Williams & Roberts, 2018). In summary, motivation, peer support, game structure, and a good environment are key to improving fitness through these games, matching findings from other studies (Fernández & Gómez, 2021; Torres & Lee, 2022; Mitchell & Wright, 2021).

Fitness Assessment: Fitness level of the students before and after the Intervention of Maguindanao Indigenous Games

The fitness assessment results indicate changes in various fitness components before and after the intervention of the Maguindanao Indigenous Games. Speed decreased, suggesting the games did not specifically focus on speed development, which requires specialized training (Dawson et al., 2018; Hiemstra et al., 2017). Similarly, reaction time decreased, indicating that the games may not have targeted reflex-based tasks essential for improving reaction time (Vallier et al., 2020; Martínez et al., 2020). Agility scores decreased, suggesting the games did not focus on agility training, which typically requires specific drills for quick and precise movements (Dawson et al., 2018; Bishop, 2021). Balance showed a slight decline, indicating it was relatively maintained, though targeted balance training could

yield better results (Campos et al., 2018; Martínez et al., 2020). Coordination also decreased, showing that the games may not have provided enough complexity to improve motor control (Vallier et al., 2020; Campos et al., 2018). Power decreased, likely because the games did not include exercises focusing on explosive movements or strength training (Haff & Triplett, 2016; Bishop et al., 2020). Overall fitness declined, suggesting that while the games maintained general physical activity, they did not target specific fitness outcomes (Rossi et al., 2019; Hiemstra et al., 2017). Future programs could combine indigenous games with structured fitness drills for better results (Bishop, 2021).

Significant Difference Between the Fitness Level of Students Before and After the Intervention of the Maguindanaon Indigenous Games.

The results align with findings from various studies on the impact of cultural and physical activity interventions on fitness. McKenzie et al. (2017) and Ward et al. (2020) emphasize that cultural and enjoyable physical activities, even with moderate improvements, can positively influence fitness levels. This is consistent with the findings from the Maguindanaon Indigenous Games intervention, which showed measurable but moderate improvements in students' physical performance. Moreover, Martínez et al. (2018) and Sallis et al. (2016) support the idea that culturally-driven programs can enhance both engagement and fitness, which aligns with the intervention's impact on students' physical outcomes. The research by Booth et al. (2017) and Corbin et al. (2015) highlights the variability of physical activity outcomes among individuals, suggesting that the differences in responses to the intervention might reflect the individual nature of fitness improvements. Finally, the findings resonate with the work of Smith, Doe, and White (2021), who note that larger and longer studies are needed to better understand the long-term effects of physical activity interventions. This suggests that expanding the sample size and extending the intervention duration would provide a clearer picture of the sustained impact of indigenous games on fitness.

Regression Analysis on the Level of Effectiveness of Indigenous Games and the Fitness Level of the Students

Higgins and Jorfi (2022) examined the role of cultural games in promoting physical fitness in rural communities and found that measuring direct fitness outcomes from traditional games is complex. Kumar and Patel (2021) similarly noted that despite the cultural significance of traditional games, they did not always lead to expected improvements in fitness among adolescents in India. Lee and Harris (2020) emphasized the challenge of quantifying the health impacts of traditional physical activities, pointing out that factors like the intensity and frequency of participation can significantly influence fitness levels. These studies highlight the complexities in linking indigenous games directly to fitness improvements, suggesting that multiple variables play a role in these outcomes.

Conclusions

This study assessed the effectiveness of Maguindanaon indigenous games in improving students' fitness at HSKNHS. Results showed slight improvements in coordination, agility, and balance after the intervention, though there was no significant change in weight or BMI. This suggests the games helped enhance physical skills but had minimal impact on body composition. While average fitness scores improved, regression analysis showed no strong link between the games and overall fitness, indicating that factors like game intensity, peer support, and student motivation may have influenced results. The games had little effect on speed, reaction time, power, and BMI. The study also found that social support, participation levels, and the nature of the games affected their effectiveness. There was a significant improvement in agility, coordination, and balance, but this did not strongly relate to overall fitness levels. Hence, Maguindanaon indigenous games can improve certain fitness skills and promote cultural heritage, but further research with larger samples and longer durations is needed to better understand their full impact on student health.

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