

Long Paper

***Namunganayan nga Ayayam* of Bago Tribe: Cultural Heritage Awareness**

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Abstract

This study aimed to examine the level of cultural heritage awareness of the *Namunganayan nga ayayam* of the Bago tribe among the Senior High School learners. The study revealed that the level of awareness and understanding of the respondents of their *Namunganayan nga ayayam* was moderate with an average weighted mean of 3.28. The respondents were highly agree that various cultural beliefs, values, and traditions play significant impact in shaping their awareness, understanding, and appreciation of the



Namunganayan nga ayayam. The participants' personal experiences have contributed to their appreciation and interest in playing the *Namunganayan nga ayayam* and provide an avenue towards the development of cultural identity. The *Namunganayan nga ayayam* is relevant as these promotes appreciation and understanding of cultural identity and heritage, foster preservation of culture, and develop unique values and skills. Lastly, the video presentation was created to promote cultural heritage awareness among the learners.

Keywords – cultural heritage awareness, *Namunganayan nga ayayam*, sequential explanatory design

INTRODUCTION

Cultural awareness and intercultural competence has become a forerunner educational goal (Olcoñ et al., 2020). The word “culture” refers to a wide range of various intangible forms of social life. Culture is discrete from, but connected to, social structure and economic angles of society. Culture continually persistent in educating them and being educated by them (N. L. Cole, 2019)

One aspect of culture is cultural heritage which comprises of various forms. Cultural heritage is best characterized as the transmission of cultural values (Srivastava, 2015; Shimray & Ramaiah, 2017). The UNESCO or United Nations Educational, Scientific and Cultural Organization characterizes cultural heritage as the effect of tangible artifacts and intangible assets of a particular group of people or communities that is being inherited and developed from generation to generation.

Cultural heritage awareness is an essential component in promoting cultural heritage preservation (Ramaiah et al., 2019). Young people have significant roles to play in protecting and advocating their culture and heritage for the next generation. (Hasan et al., 2023). Learners are likely to encounter people from different cultures, whether in their local communities or through international exchanges (Hartanto et al., 2021). Cultural awareness prepares people to act effectively in diverse cultural environments. Culture is not fixed but vital. Change is a hindrance and people must embrace change due to influences of foreign cultures. However, despite the dynamism of the culture, Filipinos must preserve and love their culture. It is important for Filipino youth to have a prominent awareness of their cultural heritage.

Cultural awareness is the basis of effective national communication. Filipinos are considered to be settlers who can easily adapt to different environments. These include a variety of traditional games that are important in teaching others what they need to know about our culture. However, for the younger generation, awareness of cultural heritage is especially important in order to protect their culture (Villa, 2023). The researchers aimed to examine the level of cultural heritage awareness and understanding

about the *namunganayan nga ayayam* (traditional games) of the Bago tribe among the Senior High School learners of Suyo National High School as basis in creating an output that can contribute in the promotion of cultural heritage awareness among the learners. While existing studies have explored the preservation and documentation of traditional sporting games as cultural heritage, there is a notable lack of empirical research addressing the active utilization of these games in the Senior High School context to enhance cultural understanding.

The proposed research focusing on the cultural heritage awareness of the *Namunganayan nga ayayam* (traditional games) of the Bago tribe among senior high school learners of Suyo National High School highlights a significant gap in the current academic landscape. Although prior studies have delved into the preservation and documentation of traditional sporting games as cultural heritage, there is a distinct absence of empirical research that delves into the practical application of these games within the specific context of senior high school education.

This gap highlights the necessity to move beyond mere documentation and towards actively engaging students with these traditional games to foster a deeper understanding and appreciation of their cultural significance.

LITERATURE REVIEW

Filipino Traditional Games

In this generation, there is a concerning issue surrounding the rise in children spending a significant amount of their playtime engrossed in online games. A study conducted by the Pew Research Center and referenced by Anderson (2018) has shed light on this trend. The data suggests a notable decline in the number of children engaging in traditional outdoor or physical games, marking a shift towards a digital-centric approach to recreation and entertainment. This transition has been acknowledged as a remarkable societal change, with traditional games becoming increasingly unfamiliar, as highlighted by De La Cruz (2018).

As technology continues to advance and digital platforms become more accessible to younger generation, addressing the impact of excessive screen time on children's overall development and well-being remains an important concern for parents, educators, and policymakers alike. Efforts to strike a balance between online and offline activities, promote physical exercise, and nurture social interactions are crucial in ensuring a holistic approach to childhood growth and development in the digital age. Since traditional Filipino games are seen as the great way to "*promote peace, harmony, goodwill, and camaraderie*" in many Filipino communities, children today should engage in them (De La Cruz, 2018).

Cultural Awareness

Extensive research has been conducted on the topic of cultural sensitivity among college students in the Philippines, shedding light on the importance of understanding and appreciating diverse cultural aspects. Alipio's (2018) study delved into the level of cultural awareness among university students and highlighted the positive impact of cultural education in enhancing students' cultural awareness. Building upon this foundation, Santos et al. (2020) investigated the factors influencing college students' awareness of indigenous dances and their knowledge about the associated cultural significance. These studies collectively underscore the significance of promoting cultural education and fostering an environment that nurtures appreciation and respect for the rich cultural heritage of the Philippines among college students.

In a study conducted by Reyes et al. (2019), the cultural awareness of college students in the Philippines towards their traditional dances and music was investigated. The results of the study indicated that students demonstrated a moderate level of awareness, with noticeable differences noted depending on their academic disciplines. This research underscores the significance of considering academic specialization as a factor influencing cultural awareness levels, aligning with the current research emphasis on understanding the correlation between program enrollment and cultural consciousness (Reyes et al., 2019). By recognizing the impact of academic programs on cultural awareness, educators and policymakers can tailor strategies to enhance students' appreciation and understanding of their heritage, fostering a more inclusive and culturally sensitive learning environment.

Cultural Heritage

Cultural legacies play a crucial role in various aspects of society, as highlighted by Tang et al. (2019). They are essential for education, the arts, culture, and the economy, shaping our understanding of history and identity. Moreover, as noted by Alazaizeha et al. (2016), the cultural legacies embody authenticity, vitality, nationality, and inheritance, contributing to the richness and diversity of our global heritage. These legacies serve as a bridge between the past and the present, fostering a sense of continuity and connection within communities.

Tan et al. (2018) emphasize the significance of cultural legacy in fostering diversity and the sustained development of human civilization. They argue that cultural heritage serves as a repository of national memories and creative DNA, reflecting the unique identities and contributions of different societies. Furthermore, tourism plays a beneficial role in heritage preservation by providing financial resources for cultural conservation efforts and increasing global awareness of the area. By attracting visitors from around the world, tourism not only generates revenue but also highlights the importance of preserving cultural heritage for future generations.

In an ideal scenario, as suggested by Crossman (2018), cultural heritage has the potential to be a significant economic driver for host communities while also playing a crucial role in the preservation of their cultural heritage and traditions. By attracting visitors who are interested in exploring and immersing themselves in the unique cultural offerings of a destination, local businesses can thrive, leading to economic growth and sustainability within the community. Additionally, the tourist preference dimension considers various factors such as the physical location, available activities, cultural richness, infrastructure quality, and frequency of visits. These elements influence tourists' decisions when choosing a destination and their likelihood of returning. By understanding and catering to these preferences, destinations can enhance their appeal to visitors, ultimately fostering a positive and sustainable cultural heritage tourism experience.

METHODOLOGY

Research Design

Mixed methods design combines both post-positivism and interpretivism philosophical frameworks (Fetters, 2016) to link subjective and numerical information in ways that meaningfully address the research questions. It offers many advantages in approaching a wide range of research questions. A mixed-method plan can coordinate and synergize numerous information sources which can help to ponder complex issues (Poth & Munce, 2020).

In this study, the researchers have employed the mixed-method explanatory sequential design. In employing this method, it begins with quantitative research techniques with a large sample to allow the researcher to generalize the results to the population and then qualitative interviews for research purposes to explain the quantitative data. Sequential explanatory designs typically prioritize the quantitative phase. Researchers have collected and analyzed the quantitative data and then utilized the qualitative methods to obtain further explanation and interpretation of the quantitative results being obtained. Analysis of quantitative data is the main method of research.

Population and Locale of the study

This study was conducted in Suyo National High School, Suyo, Ilocos Sur. The participants were the Senior High School learners with a total population of 145; 70 males and 75 females. The researchers applied the total enumeration for the survey. Therefore, all the SHS learners were the respondents for the quantitative part of the study. However, the strategic purposive sampling has been utilized for the qualitative part of the study. The researchers have chosen ten (10) participants purposively among the SHS learners for the structured interview. This study was conducted during their last semester for the School Year 2023-2024. Other participants were the five (5) teachers, who are experienced in the field of the study for the validity of the survey questionnaire, and

fifteen (15) SHS learners from Baringcucurong National High School as the participants for the reliability of the survey questionnaire whose imparted contributions to the success of the study.

Research Instrument

In this study, the researchers have been utilized the survey questionnaire for the quantitative part of the study adopting Likert's five-point scale of measurement in terms of awareness and understanding to assess the level of cultural heritage awareness of the participants of their *Namunganayan nga ayayam*. The researcher utilized original structured interview questionnaire for the qualitative part of the study to gather the data from the learners.

Data Gathering Procedures

On Proposal of the Research Title

The researchers collected their observations and past experiences about the recent situation of the traditional games of the Bago tribe. They have observed that the *namunganayan nga ayayam* were not being played on the streets among the children and even youths in their community. These games are being being observed commonly only during the celebration of the *Namunganayan* festival of their municipality every December and barangay's fiesta.

In relation to these observations, a study conducted by the Pew Research Center and referenced by Anderson (2018), a notable decline in the number of children engaging in traditional outdoor or physical games, marking a shift towards a digital-centric approach to recreation and entertainment. This transition has been acknowledged as a notable societal change, with traditional games becoming increasingly rare, as highlighted by De La Cruz (2018). Moreover, the researchers have also observed that in Senior High School, these games are not being taught. Tan et al. (2022) have emphasized the importance of developing targeted programs to promote cultural awareness. Thereafter, the researchers have pursued to focus on the *Namunganayan nga ayayam* of the Bago tribe by examining the level of cultural heritage awareness of the Senior High School about these traditional games. They have met and conversed with their thesis adviser and instructor and they approved their research title and they modified their statement of the problem for their thesis. As noted by (Kamid et al., 2022), traditional sports hold a significant place in a nation's historical and cultural heritage, serving as a valuable repository of cultural knowledge, values, and practices. However, Dewi et al. (2020) explained that educational institutions and instructors often underutilize these traditional sports as tools for promoting cultural understanding and appreciation among students.

On Quantitative Data Collection and Analysis of the Study

When the title was approved, the researchers have conducted the collection and analysis of the quantitative data that provide significant inputs to the success of the study. The list of the *Namunganayan nga ayayam* was collected from the two expert teachers who are currently studying the different games.

The researchers have conducted the validity of the survey questionnaire. Three (3) expert teachers who are teaching Physical Education and two (2) experts about the *Namunganayan nga ayayam* were the validators who assessed the level of validity of the researchers' original structured survey questionnaire. The survey questionnaire was validated and resulted to have a weighted mean of 4.60 level of validity which indicated that it was very highly acceptable based from the responses of the expert teachers.

The researchers administered the reliability testing of the survey questionnaire and have been answered by the fifteen (15) random SHS learners of Baringcucurong National High School. The responses of the respondents from the survey questionnaire resulted to have a very high reliability with a weighted mean of 0.92.

The social validation theory of Action Living Theory by Jack Whitehead (2018) and Jean McNiff (2006) is being employed. Social validation usually takes in the form of meetings with critical companions or validation groups. Social proof is an important element of implementing a landing page strategy. Social proof has been proven to have absolute value, and social proof is extremely important to support the quality of the output being assessed. Using social proof in the form of testimonials, reviews, and symbols of trust can help validators make decisions and feel confident in their choices, improving respondents' understanding. When the survey questionnaire was approved by the validators, the researchers have undergone a survey to the SHS learners of Suyo National High School. After the survey, the quantitative data have been examined as inputs for the findings of the quantitative results.

On Qualitative Data Collection and Analysis of the Study

The researchers have conducted interviews to the chosen ten (10) participants to gather the needed data for the statement of the problem numbers 3 and 4 of the study. Purposive Sampling was used in selecting the participants. Pannakisarsarita is a method used by Tejano (2022) cited by Gandeza (2023); Lacondazo et. Al (2024) where he defined as "Pannakisarsarita-identifying the focus on the contextual life of language and language (language use, that is, communication, daily conversation, spoken and written literature), pannakisarsarita refers to active dialogue of research participants to understand local communication practices. They were chosen due to their exposure to *Namunganayan nga Ayayam*, as recommended by their advisers. Then the researchers have analyzed the responses of the participants. They applied the thematic approach in interpreting the qualitative results of the study.

On Construction of the Potential Strategy

The researchers have constructed the video presentation as a way of promoting the *namunganayan nga ayayam* of the Bago tribe among the SHS learners. This video was constructed with the alignment to the findings and results from the SOP numbers 1-4 of the study. Hence, this video portrays the relevance and significance of the *Namunganayan nga ayayam* among the Bago tribe and other information that will help shape the understanding and awareness of the various traditional games.

RESULTS, DISCUSSIONS, AND IMPLICATIONS

Analysis of the Level of Awareness and Understanding of the Respondents

The table 1 shows the level of awareness among the *Namunganayan nga ayayam* of the respondents. It illustrates the varying degrees of awareness among the respondents regarding the *Namunganayan nga Ayayam*. Among the thirteen (13) *Namunganayan nga ayayam* of the Bago tribe, the top three games were kadang-kadang kawayan with a weighted mean of 4.33, kadang-kadang sabot with a weighted mean of 4.31 which both have a “Very High” level of understanding, and sunay spin with a weighted mean of 3.94 with a “High” level of understanding among the respondents. While the bottom three (3) are the bekang with a weighted mean of 2.07, binnurang-itan with a weighted mean of 2.29, and sinnangduan-pusa with a weighted mean of 2.34 which all have a “Slight” level of awareness among the respondents. The average weighted mean of the *Namunganayan nga ayayam* was 3.28 with a “Moderate” overall level of awareness among the respondents, indicating room for improvement in preserving and promoting traditional games within the community.

Table 1. Level of Awareness of the Respondents of their *Namunganayan nga Ayayam*

<i>Namunganayan nga ayayam</i>	Weighted Mean	DE
1. banga relay	3.34	MA
2. sunay spin	3.94	HA
3. gabbo	3.77	HA
4. sinnangduan pusa	2.34	SA
5. binnurang-itan	2.29	MA
6. pika	2.97	MA
7. bekang	2.07	SA
8. patalunton	3.70	HA
9. kadang-kadang kawayan	4.33	VHA
10. kadang-kadang sabot	4.31	VHA
11. lippay battle	2.91	MA
12. buwwabo	3.07	MA
13. sigking	3.59	HA
Average Weighted Mean	3.28	MA

Norm: 4.21-5.00-Very High (VH), 3.41-4.20-High (H), 2.61-3.40-Moderate, 1.81-2.60-Slight (S), 1.00-1.80-No (N)

Legend: - top three games - bottom three games

The findings align with previous studies by by Aguado (2011), traditional games are rarely played these days due to the advancement of modern technology. This is supported by Ismail (2016) who states that traditional games are almost forgotten these days and young generations are no longer playing these games due to rapid technological development. Additionally, traditional games due to the type of housing they lived in and the number of devices they owned. Instead, Gowman (2019) presumed that one of the reasons was that society is increasingly trying to compartmentalize play and push it to the side. This implies that traditional games are perceived at a moderate level of awareness among respondents. Consequently, there is a pressing need for concerted efforts to revitalize interest and enhance understanding in lesser-known games, thereby safeguarding cultural heritage for future generations.

Table 2: Level of Understanding of the Respondents of their *Namunganayan nga Ayayam*

<i>Namunganayan nga ayayam</i>	Weighted Mean	DE
1. banga relay	3.71	HA
2. patalunton	3.39	MA
3. kadang-kadang kawayan	3.91	HA
4. lippay battle	2.90	MA
5. sunay spin	3.77	HA
6. gabbo	3.68	HA
7. sinnangduan pusa	3.00	MA
8. binnurang-itan	2.86	MA
9. bekang	2.77	MA
10. sigking	3.32	MA
11. kadang-kadang sabot	3.90	HA
12. buwwabo	3.62	HA
13. pika	3.28	MA
Average Weighted Mean	3.39	MA

Norm: 4.21-5.00-Very High (VH), 3.41-4.20-High (H), 2.61-3.40 -Moderate, 1.8-2.6-Slight (S), 1.00-1.80-No (N)

Legend:  - top three games  - bottom three games

The table 2 shows the level of understanding of *Namunganayan nga ayayam* of the respondents. Among the thirteen (13) *Namunganayan nga ayayam* of the Bago tribe, the top three games were kadang-kadang kawayan, with a weighted mean of 3.91, kadang-kadang sabot with a weighted mean of of 3.90, and sunay spin with a weighted mean of 3.77 which both have a moderate level of understanding. While the bottom three were the bekang with a weighted mean of 2.77, binnurang-itan with a weighted mean of 2.86, and lippay battle with a weighted mean of 2.90 which all have a moderate level of understanding. The average weighted mean of the *Namunganayan nga ayayam* is 3.39, indicating a moderate level of understanding among the respondents. Since the understanding is generally moderate, this means the chance for more community engagement and educational initiatives to promote awareness and appreciation of all *Namunganayan nga ayayam*. The community and school will be the driving force in organizing cultural events, workshops, or educational programs focused on traditional games.

In the study of Wanderi (2005), traditional games cleared the way for ability acquisition in keeping up a holistic state of mind toward life for everybody, and it is as it were through advancing our local games that ready to anticipate more young individuals to appreciate the benefits. According to Horlings, (2015) and Nyota et. al (2008), games improved the acquisition and practice of abilities required for the continuous development to adult life. As claimed advance by Montecalbo-Ignacio et al. (2017), locks in in sports for the term of time had an impact on a player's cognitive process. Generally, it is important to point out that these findings can be of great benefit in terms of conserving and promoting traditional games as a core part of cultural heritage. As a result of promoting mutual understanding and cherishing *Namunganayan nga ayayam*, there is a guarantee that societies will continue passing their cultural identity and values to the next generations.

Table 3: Extent of Various Cultural Beliefs, Values, and Traditions in Shaping the Awareness and Understanding of the Respondents of their *Namunganayan nga Ayayam*

Indicators	Weighted Mean	DE
1. Cultural beliefs influence awareness and understanding of the NA.	4.34	SA
2. Traditional values play a role in shaping awareness and understanding of the NA.	4.27	SA
3. Cultural traditions affect the perception and understanding of the NA.	4.15	A
4. Cultural beliefs, values, and traditions collectively shape the awareness and understanding of the NA.	4.23	SA
5. Do you personally observe the influence of cultural beliefs, values, and traditions in your understanding of the NA?	4.03	A
6. Education and exposure to cultural practices contribute to a deeper understanding of the NA.	4.26	SA
7. Modernization has influenced the awareness and understanding of the NA.	4.10	A
8. Preservation of cultural beliefs and traditions is important in maintaining the understanding of the NA.	4.22	SA
9. Your own cultural background influences your understanding of the NA.	4.16	A
10. Cultural diversity enhances the understanding and appreciation of the NA.	4.24	SA
Average Weighted Mean	4.20	A

Norm: 4.21-5.00-Strongly Agree (SA), 3.41-4.20-Agree (A), 2.61-3.40-Neither Agree or Disagree (NAD), 1.81-2.60-Disagree (D), 1.00-1.80-Strongly Disagree (SD)

The table 3 highlights the extent of various cultural beliefs, values, and traditions in shaping the awareness and understanding of the respondents of their *Namunganayan nga ayayam*. In order to study the extent of the various cultural beliefs, values, and traditions in shaping the awareness and understanding of the respondents of their *Namunganayan nga ayayam*, the five-point Likert's scale were listed and utilized for in-depth analysis. The top three indicators were chosen from the ten indicators above.

The top three among the indicators were: (1) "Cultural beliefs influence awareness and understanding of the NA." with a weighted mean of 4.34, (2) "Traditional values play a role in shaping awareness and understanding of the NA." with a weighted mean of 4.27, (3) "Education and exposure to cultural practices contribute to a deeper understanding of the NA." with a weighted mean of 4.26, (4) "Cultural diversity enhances the understanding and appreciation of the NA." with a weighted mean of 4.24, and (5) "Cultural beliefs, values, and traditions collectively shape the awareness and understanding of the NA." with a weighted mean of 4.23. All of these indicators were resulted to have a "strongly agree" of extent based from the responses of the respondents. The average weighted mean of the extent of various cultural beliefs, values, and traditions in shaping the awareness and understanding of the respondents of their *Namunganayan nga ayayam* was 4.20 with a descriptive equivalent of "Agree". These results show that cultural beliefs, values, and traditions are important in creating awareness and understanding of traditional games like *Namunganayan nga ayayam*. By acknowledging and embracing these, one can establish a stronger tie to cultural heritage, and this will, in turn, aid in its preservation in the days to come.

According to the study of Lopez et. al (2020), traditional games have a positive effect on the learning growth of the learners, nourishing the cultural identity of their ancestral knowledge as a legacy of their ancestors. In addition to that, the study of Romo et. al (2016), traditional games are concluded to be playful activities that have major characteristics as conditioned by social, economic, geographical, religious, historical factors, which are part of a culture.

Contributions of Personal Experiences to the Perceptions and Attitudes towards the Namunganayan nga Ayayam

Traditional Game Fascination

The cause of Filipino's lifelong love for common traditional or related entertainments, hobbies and sports, exists within the records of families that bond them to their homelands thus breeding pride in their own origin. These cherished moments create nostalgia and deep connections to their heritage, resulting in a deep traditional game fascination in the various "*Namunganayan nga ayayam*". This means there is a deep appreciation and interest of the young people of Suyo. Furthermore, they learn the value of these games as something beyond just playing but as a tradition to be kept for

generations. Those who have experienced these events feel proud knowing that there is a lot of culture and tradition behind every game they play or watch.

According to Nurfazar et al. (2016) appreciation and interest with learning activities become the driving force which contributes to achieve the desired goals of the traditional game. Appreciation and interest toward traditional games are often influenced by personal experiences, particularly those rooted in one's family background. The exposure to these games within the family setting plays a significant role in shaping an individual's perception of them as valuable components of their cultural heritage.

As the participants generally answered that, *“Namunganayan nga ayayam changed my perspective on the importance of these games in strengthening the association and passing the culture to the next generation.”* As to the learners, the memories associated with playing traditional games with family members create a sense of nostalgia and connection to their roots. These experiences instill a deep appreciation for the games and reinforce their significance as more than just forms of entertainment, but as inheritances to be cherished and preserved. As such, individuals who have had positive experiences with traditional games within their family are more likely to view them with a sense of pride, tradition, and cultural identity, fostering a continued interest and passion for these activities throughout their lives.

Empowering Cultural Identity

When students engage in the exercise of historical consciousness, it becomes evident that individuals are shaped by their historical past, which is passed down as a legacy defining the cultural identity of a people. It should be noted that, when performing the exercise of historical consciousness, it is recognized that the individual is the fruit of a historical past, received as a legacy, which defines the cultural identity of a people. *“In the end, we are not only what we inherit nor only what we acquire, but the dynamic and procedural relationship of what we inherit and what we acquire”* as it is said by (Calabor et al., 2018).

The participants generally said, *“my personal experiences in traditional culture like Namunganayan nga ayayam strengthens my identity and sharedness. It gives me a sense of identity and importance in my community and makes me appreciate my own cultural identity.”* In line with this, by understanding and reflecting on their historical roots and cultural heritage, students can gain insight into the factors that have contributed to shaping their identities and beliefs. This process allows students to appreciate the interconnectedness between their past and present experiences, enabling them to develop a deeper sense of cultural identity.

Perception of the Learners to the Significance and Relevance of the Namunganayan nga Ayayam in their Cultural Identity and Heritage

Embracing Heritage Insights

Traditional games, passed down through generations, offers captivating window into the diverse worldviews and traditions of different cultural groups. As such, they present an untapped resource for educators and institutions seeking to enrich their students' cultural understanding and appreciation (Dewi et al., 2020).

Cultures and traditions give the learners appreciation and understanding as individuals and as a group. The general responses of the participants are, *“appreciating and maintaining it strengthens our identity as a community because our tradition also contains the histories and stories of our ancestors. By reserving it we pass on the experiences of those before us to the next generation.”* This statement given only implies the significance of *Namunganayan nga Ayayam*, as it gives them an understanding and appreciation of their history and origins. It also provides an opportunity for learners to unite and get to know each other, appreciating and understanding ones' cultural identity and heritage.

Cultural Legacy Preservation

Studies conducted by Rahayu & Fasikhah (2021) concluded that traditional games can not only be utilized as a means for physical fitness and wellbeing but also for the purpose of developing socio-emotional competence, cultural preservation and strengthening diversity values

One of the answer among the participants is, *“ti panagay-ayam ko ti naduma-duma a Namunganayan nga ayayam ket maysa a wagas nga nangpatibker, haan laing ti pisikal ko a bagi, pati pay ti gagarko a mangpreserba kadagitoy nga ayayam, tapno iti kasta ket maisurok payti daduma a kaputusan.”* This implies the significance of playing *Namunganayan nga Ayayam* as way of preserving the culture for future generations. Participating in traditional games can serve as a way for SNHS learners to honor their ancestors and preserve their cultural traditions, reinforcing the importance of these games in their heritage.

Cultural Values and Skills Cultivation

In the study of Ernita (2012), proves that the traditional game can be effectively used to build the character of honesty in early childhood. Furthermore, research of Haerani (2013) indicates that the traditional game can stimulate children in developing cooperation, help the child adjust to, interact in a positive, can condition the child in self-control, develop empathy towards friends, obey the law, and respect for others.

One participant perceives the significance and relevance of the *Namunganayan nga ayayam* in their cultural identity and heritage by reecognizing the unique values and skills

that traditional games promotes, such as teamwork, strategy, and physical fitness, can enhance our appreciation of our cultural significance and relevance in our lives. *Namunganayan nga ayayam* play a crucial role in stimulating children's development in various aspects, including fostering cooperation, positive interactions, self-control, empathy, obedience to rules, and respect for others. Through engaging in traditional games that require teamwork and collaboration, children learn the importance of working together towards a common goal, thereby developing their cooperative skills. These games also provide a platform for children to adjust to social settings and interact positively with their peers, enhancing their social skills and communication abilities

Thematic Diagram of the Participants' Responses in Interview

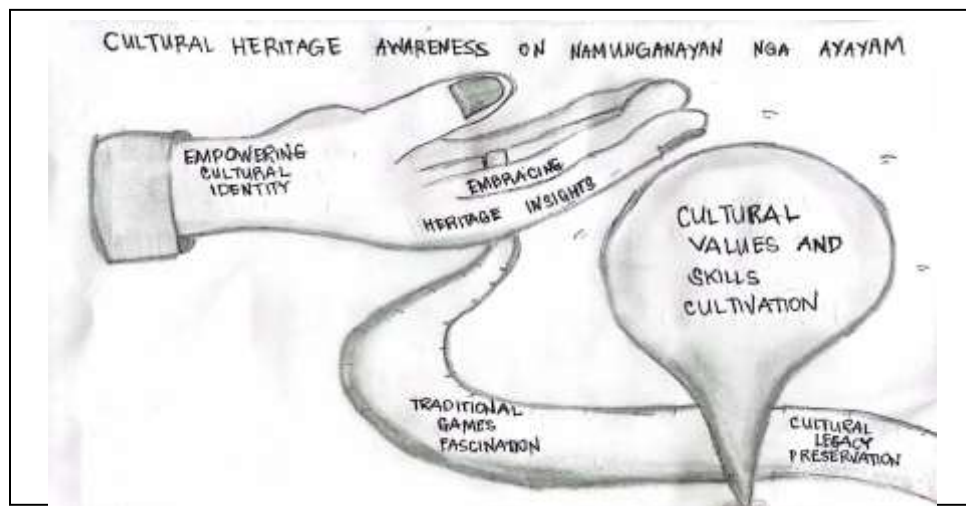


Figure 1. Attitudes and Cultural Identity on *Namunganayan nga Ayayam*

The figure 1 shows the thematic diagram of the cultural heritage awareness of the participants based from their collective responses.

Potential Strategy in Promoting the Awareness and Understanding of the Learners of their *Namunganayan nga Ayayam*

Video Presentation in Promoting the *Namunganayan nga Ayayam*

Based from the overall results of the study, the researchers constructed the video presentation that can foster awareness and understanding of the *Namunganayan nga ayayam* among the learners. The overall results imply that video presentation as a strategy would be beneficial in enhancing the cultural heritage awareness of the learners as this is easy to access and utilize. According to the study of Psomadaki et. al (2019), learning about cultural heritage and passing on the data is vital for cultural heritage preservation and sustainability. In addition to that, [Oliveira et. al \(2007\)](#) stated that Educational Heritage should be solved at the context of basic education in providing the knowledge and meanings to learners related to tangible and intangible resources in

historical, cultural or natural context, through the strategies and experiences that arouse curiosity, interest and works for advocating the awareness about local, regional and national identity.

CONCLUSIONS AND RECOMMENDATIONS

After a thorough analysis of the data gathered in this study, the researchers came up with the following findings. Both popular and less known games are featured in *Namunganayan nga ayayam* indicating the noticeable or perceivable measure of understanding or knowledge among the respondents. Participants' involvement is shaped by their personal experiences as well as cultural beliefs, and values notwithstanding the variance.

Namunganayan nga ayayam still ensures that cultural appreciation is encouraged, heritage is preserved, and unique talents are nurtured in the community. It is common knowledge among those who took part in the survey that their *Namunganayan nga ayayam* is greatly impacted by numerous cultural beliefs, values, and customs. The participants' personal experiences have contributed to the development of appreciation and interest in playing the *Namunganayan nga ayayam* and provide an avenue towards the development of cultural identity.

The *Namunganayan nga ayayam* is relevant and significant as these promotes appreciation and understanding of cultural identity and heritage, foster preservation of culture, and develop unique values and skills.

From these conclusions, it is recommended that a comprehensive research would be conducted on a larger group and across varying ages of the people of Suyu, Ilocos Sur. More empirical studies should be conducted to examine the challenges in preserving and promoting traditional games as well as factors affecting the condition of different traditional games in the local communities. The youth should maintain the preservation of *Namunganayan nga ayayam* by engaging to these games and by fostering the value and significance of the games to the younger generations. The school may adopt and conduct the developed video presentation that fosters cultural heritage awareness among the learners.

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DECLARATIONS

Conflict of Interest

The researcher declares that there are no conflicts of interest related to the conduct of this study. The design, implementation, and reporting of the findings presented in this study were not influenced by any affiliations, financial interests, or personal relationships.

Informed Consent

All participants were thoroughly informed about the study and voluntarily provided their full consent before participating in the research.

Ethics Approval

Approval to conduct the study was granted by the relevant ethics committee or institutional review board.

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