Integration of Indigenous Filipino Games into the Physical Education Curriculum of Junior High School Students of Bolbok Integrated National High School Towards the Development of a Learning Module

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Abstract

This phenomenological qualitative study endeavored to investigate the perceptions and experiences of Physical Education (PE) teachers on incorporating Indigenous Filipino Games into Junior High School students' PE curriculum at Bolbok Integrated National High School. It questioned: How do the PE teachers perceive the importance and appropriateness of Indigenous Filipino Games in enhancing physical fitness and cultural sensitivity? What are the issues faced in the integration of such games with the present PE curriculum? How does incorporation of these games affect student participation and learning outcomes? Through the thematic analysis, three main themes arose out of the participants lived experiences: Cultural Appreciation through Sports, Relevance of Indigenous Games in Contemporary Learning, and Curriculum Flexibility. Challenges enumerated were Lack of Instructional Materials, Limited Training among Teachers, and Time Constraints. In addition, the incorporation of Indigenous Games was found to increase student participation, enhance cultural identity, and facilitate holistic development. The research results were used as the foundation for creating a culturally responsive learning module to enrich the PE curriculum while keeping Filipino heritage alive through indigenous games.

Keywords: Indigenous Filipino Games, Physical Education, Curriculum Integration, Cultural Identity, Learning Module Challenges