

Development of a Coffee Table Book on Kapampangan Games

Kelly Jabuen Semsem¹, Ian Christian Romero Castro² and Paul Oliver Gangcuangco Pili²

¹ *Porac Model Community High School, Porac, Pampanga, Philippines*

² *College of Arts Sciences and Education, Holy Angel University, Angeles City, Philippines*
icastro@hau.edu.ph

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Abstract: The research main purpose is to look for the definitive list of the games that are still being played by Kapampangan children in the street in the 21st century. Researchers discovered that Kapampangan games are oikotype where their names are unique and based on the materials and how they played. There are also numerous accounts that feature the games being played by Kapampangans but there not yet written accounts that show their target components in physical fitness. Therefore, the researchers sought to develop a coffee table book that contains the target components of each games with their procedure, materials and photographs of each games in a Kapampangan typology. The researchers employed a quanti-qualitative methods that utilized methodological research design which is concerned in developing of instrument like a manual or book. The result of the study shows that the book is relevance to the course needs and it is friendly to the users which could help to identify, promote and preserve our local culture and traditions. Therefore, the researchers concludes that Kapampangan games could be utilized in enhancing the teaching of Physical Education as a basis for alternative physical fitness test.

1 INTRODUCTION

For centuries, games played a significant role in the lives of every individual. A game serves as a pastime or recreational activity which provides unique opportunities for social development through working cooperatively and competitively with others, by showing self-control, unselfishness and developing a capacity and desire for fair play and good sporting attitudes. Games also form a longwinded and vibrant action among individuals through social interaction which is evident in all cultures. The Philippines, through its well diverse characteristics and rich environment, opportunities rich for Filipinos to develop their own games that are inexpensive and may improve the wellness of an individual. These games are enjoyed by everyone anytime, anywhere that are readily available wherein they can either serve as participants or as mere spectators. (Hall, 1998).

These different games could also contribute to the development of the children where they could release their conserved energy in a good way (Schiller, 1873) games could also contribute in dissipating the inhabitation of stress built into an individual which could also serves as an outlet for

the children (Hall, 1912). Hence, play releases tension it could also serves as a way to restore energy and provide more benefits like generating once body through physical activity. (Mitchell and Manson, 1948). Through games we could also enhance our abilities and refine our skills in a particular fields (Appleton, 1910). Play could also nurture not only the physical aspect but as well as the mental ability of an individual which help in completing the ego of an individual by means of play children are more exposed to the different situation which could lead to develop the cognitive skills and aid in the emergence of these situations (Lange, 1902).

Under infantile dynamic theory play occur because of the cognitive life space of the child which enable them to create another reality that cannot be distinguished between real and unreal world at their current state (Lewin, 1965). However because of this their imagination could also be developed. While other theory suggest that play immerged just to satisfy drive even though child doesn't meant to do it under Cathartic Theory (Freud, 1920). Play theory also suggested that by means of games mastery arises because of the repetition of the overwhelming

anxiety-provoking situations based on psychoanalytic theory (Anna Freud, 1996).

Thought that one of the most interesting features of games is that they are all competitive in nature, which develops socialization and oneness among children (Kichner, 1991). It shows that through games persons can develop their minds by thinking what skills are needed to accomplish the task, language to communicate with the teammates, critical thinking to solve the mystery and counter attack the opponents tactics. It also forms socialization and cooperation among the members of the team, sharing of ideas and friendship develop and sense of belongingness to a group is enhanced (Feldman, 1994), the emotional aspect of a person also develops through independence. To achieve the set goals, confidence in socializing with others and

self-esteem. Through games, physical activity is the number one aspect that is being developed because it gives a large development for motor activity which the body system needs. A study also shows that learning should not be confined to workbooks and the four walls of the classroom but should flow outside the playground and be integrated throughout the day.

1.2 Research Framework

The researchers utilized a bottom-up approach in creating the coffee table book. It start enumerating all the list of games to the actual creation of all the games with illustration.

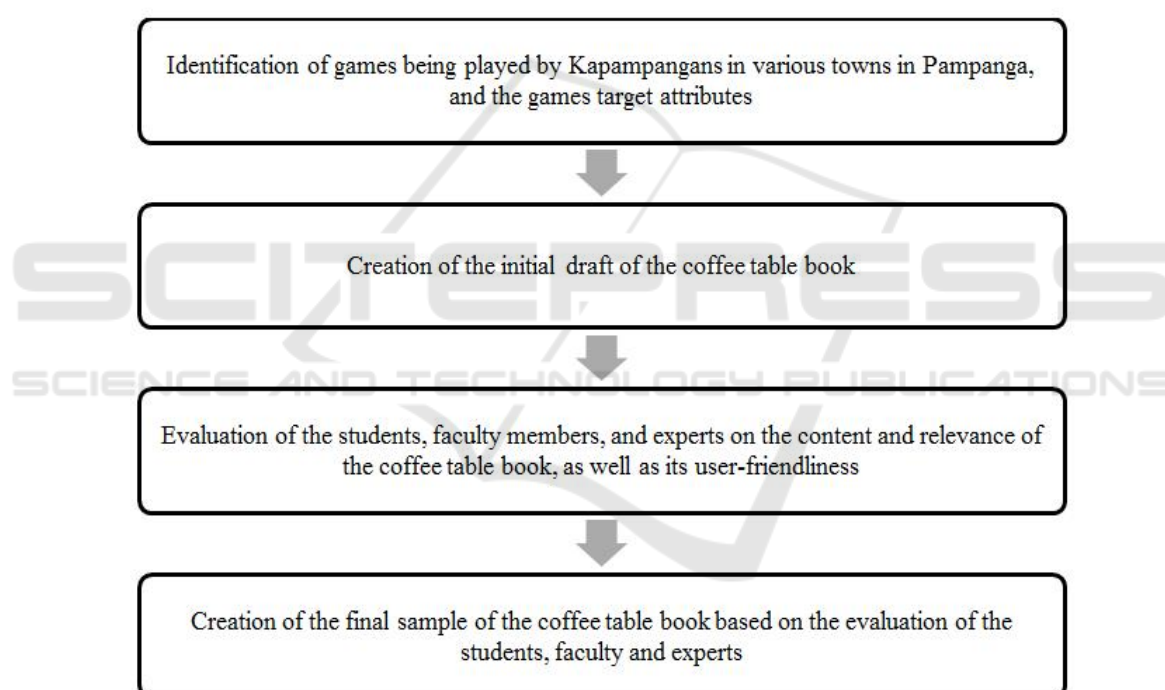


Figure 1: Research Framework

1.3 Statement of the Problems

The researchers aimed to developed a coffee table book showcasing the top most games played by Kapampangans. Specifically, the researchers sought to:

1. Identify the different games that commonly played by Kapampangans using the available literature.
2. Develop a pool of Kapampangan games that are usually played in the different towns of Pampanga;
3. Create a coffee table book on Kapampangan games with their target components; and evaluate the book's content, relevance and usefulness.

Materials used are found within the country that can adapt and suit to body composition of the Filipinos compared to the western people.

This study may also enrich the literature about the local games of Pampanga. Also, the findings then are valuable inputs in retrieving and preserving the culture. It will help the historians and curriculum developers to attain data that could be codified for the use in formulation of a curriculum relative to the physical education. The outcome of the study can also be used to determine the deficiencies of the students in physical fitness that needs further intervention.

2 METHODS

2.1 Research Design

The researchers utilized a methodological research design. This design is concerned with the development of instrument (in this case, a coffee table book) that will be used as a basis for alternative physical fitness test. Likewise, the researcher also incorporated qualitative analysis which the researchers utilized purposive sampling technique.

2.2 Participant of the Study

This study was confined base on the total number of population of each municipality from the different selected towns in Pampanga. Namely Arayat, Candaba, Guagua, Mabalacat City, Masantol, Sasmuan and Porac that in every town the researchers have asked the selected sample participants who are knowledgeable and already experienced the different games that usually played by Kapampangans in their respective towns. The researchers have asked the participants to simulate the actual games by four (4) to fourteen (14) years old. The researchers had documented the games that served as their basis and concrete evidence that the different games collected are played in Pampanga, Which was aligned to the current curriculum.

2.3 Sampling Technique

The researchers have used purposive technique where in the participants or informants were asked to demonstrate the actual simulations of the game while the researchers had documented the game. The researchers also had maximized and utilized the homogeneous sampling that addressed the specific characteristics of the particular group of people or interest that afterward the detail was examined thoroughly by the researchers and experts. The

interview with the use of guide questions was used to ensure the consistency of data or information about the games its mechanics or procedure. Documentation had been launched through the use of cameras and video recorder as ensured that the data were processed and verified by experts and the target attributes of each game were properly identified through the help of an expert or game scholar.

2.4 Research Instrument

Since the researchers conducted snow-ball technique in asking the participants the different games they being played in the street researchers did not used a separate list of games. Hence, they immediately recorded them and create a definitive list out of those records.

An evaluation tool was employed by the researchers as it established the validity of the research and had determined each attribute that shown by each game which are validated by the experts. A semi-structured interview utilizing open-ended questions was used in the data gathering procedure in interviewing experts. This design was used to establish a conversation with the participant whether in a form of group or individualized interview. Open-ended questions did not limit the researchers in eliciting more information and experiences from the respondents. An open-ended interview by the way of contrast, allowed the participants to describe what is the meaning and salient features without being pigeon hold into standardized categories as stated by Patton (2002). The semi-structured interview guided consisting of open-ended questions provided more data base are not possible with pure interviews because of unforeseen events. Nonetheless, the written responses supported the data collected from in-depth interviews.

2.5 Data Gathering Procedure

The researcher had begun the data gathering by searching all the definitive list of Kapampangan games through different literatures. The games where pre-selected by the researchers where the researchers eliminated all the games that have gender sensitivity, those who can promote misdirection that resulted to unacceptable values to the society like gambling which the researchers did not tolerate. Researchers also eliminated those games that do not suit the age of the respondents which vary from four (4) to fourteen (14) years old

who do not have any relevance to the study. The researchers also eliminated those indigenous games that are unfamiliar and cannot be simulate anymore, which could not add anything valuable or new knowledge about the study. The researchers also made two sets of survey questionnaires which are separately intended for each sexual preference. But because there is lacked of time for the researchers to wait for the response of the respondents and some of the respondents having a hard time to read. The researchers asked the participants to form a group and as the participants directly what are the common games that usually played in their area to maximize the time. So, that the participant can demonstrate or simulate the different games that commonly played to their community. Wherein the researchers documented the simulation of the games using cameras which the photographs serves as a data for the development of the coffee table books. To highlight each games and their procedure on how they are played together with the culture of Kapampangans on how this games affects their lives specially the children.

The researchers also employed on the spot questions to the experts that elicited more information and gathered more data that made the research clear, reliable and valid. Most of experts agreed that the researcher must used new Kapampangan orthography so that the reader can easily grasp and understand each games especially the procedure part. One of the expert Magkalis (2014) stated that *“Malayari ulang dyanang bilang ding balang steps nung makananu la pamyalungan ding balang pialung bang ding mamasa sagli deng aytinjan”* But according to Tubera (2014) stated that *“It is better to deliver the steps and procedure in a paragraph form because if you are going to use step by step procedure it makes the book much scholarly and academic in nature where the friendliness and entertainment value of the book sacrifice.”* But in the end both experts agreed that in the end it is on the researchers’ decision on what format they were going to employ for the coffee table book. Another, aside from featuring the games experts also suggested that the researchers could incorporate the different traditions and beliefs of Kapampangans, when it comes to games where the Kapampangan beliefs, tradition and culture could be features like during holy week and sunset. It that way the book makes more appealing, entertaining and informative for the readers. Experts also suggested that most researchers could also incorporate trivia about the origin of the different games their etymology or even the origin of the materials used for each games.

Lastly, to established reliability and validity, triangulation for the target components of each games, the researcher asked an expert regarding the evaluation of each games wherein Tubera (2014) stated that *“Actually you do not necessary need an expert to evaluate the games based on their target component because you yourself could determine their target components of each games provided that the games showcase and highlight the necessary component.”* From that suggestion of an expert the researcher pre-determined the target component of each games. But the book where also examine by the experts in the field of physical education to ensure the validity of evaluation done by the researchers.

Data were gathered from participants of different towns of Pampanga. Interviews, surveys and evaluation tools were utilized and served as a way for cross-checking that determined the target component to the frequent games played by Kapampangans that produced a coffee table book as a basis for alternative physical fitness test or as a reference for the researchers, teachers and historians.

2.5 Data Analysis

All statistical tests were run using the Statistical Package for Social Sciences (SPSS) version 20. Frequency and percentage distributions, means, and standard deviations were used for description purposes

3 RESULTS

Table 1 presents the demographic profile of the study participants (experts). A total of nine (9) experts in the field of history, field research and physical education participants were conveniently included in this study. From this batch, they vary in their age. Most from the respondents from this batch are male (67%). Most of the respondents are married (55.6%). It is very evident that only 1 (11.1%) of the respondents from this batch did not yet obtain a master’s degree.

Table 1: Demographic profile of the study participants (expert).

Characteristics	Frequency	Percentage
Age		
26	1	11.1
32	1	11.1
37	1	11.1
38	1	11.1
40	2	22.2
42	1	11.1

46	1	11.1
Total	8	88.9
Missing	1	11.1
Total	100.0	
Sex		
Male	6	66.7
Female	2	22.2
Total	8	88.9
Missing	1	11.1
Marital Status		
Single	4	44.4
Married	5	55.6
Total	9	100.0
Educational Background		
Bachelor's Degree	1	11.1
Master's Degree		
Doctorate Degree	6	66.7
Total	2	22.2
	9	100.0

are visually appealing.			
8. The font style and font size used in the book are readable	4.75	.463	Strongly Agree
9. The illustrations are clear and easy to follow.	4.67	.500	Strongly Agree
10. The procedures are logically sequenced.	4.50	.756	Strongly Agree
11. The topics are well-structured and easy to locate.	4.67	.500	Strongly Agree
12. The language, vocabulary and writing styles used in the book are simple and appropriate.	4.78	.441	Strongly Agree

Table 2. Content and Relevance Result

Questions	Mean	Std. Dev	Verbal Inter
Content and Relevance			
1. The content of the book are relevant to the course needs (Kapampangan Culture and PE subject).	4.78	.441	Strongly Agree
2. The preliminary section and Kapampangan games are presented in a systematic approach.	4.22	.833	Strongly Agree
3. The level of the approach is suitable for the intended user.	4.67	.707	Strongly Agree
4. The instructions for each activity are comprehensible and are straightforward	4.71	.488	Strongly Agree
5. The 'Attribute or Component' section help the readers gain important knowledge and skills about Kapampangan games.	4.67	.500	Strongly Agree
6. The appendix provides additional vital information	4.13	.835	Agree
User-Friendliness			
7. The structure and format of the book	4.89	.333	Strongly Agree

4 DISCUSSION

The researchers aimed to develop a Kapampangan coffee table book's with the target components of each games. After the researchers read numerous account of literature the researchers used them as their spring board to produce the coffee table book. Where they eliminated some of the games especially those with ethical consideration and those which could not simulate anymore and already passed by the time. As the previous studies also suggested that there is a need to describe thoroughly the Kapampangan games which served as one of the basis of the researcher that sought their problems. Where the researchers presented each games with procedure and photograph for better understanding together some of the trivia and more importantly with the target components of each games.

Where the reader could assimilate or relate their experiences especially those days that they are young. The researchers also used another way of organized system which is not only focusing on the interactive part of the games rather to the totally of the games that include culture, values and socialization part compare from the different books which already published by some of the game folklorist.

Such as the book of Lopez (2001) wherein she classified the different games based on their materials and pre-games. Moreover the own research of Tubera (2008) where he classified the games based on materials focusing to the used of rubber. Both researcher never classified and input the target

component of each games to physical education. The researchers have developed a coffee table book that covers a wide variety of context. While coffee table book allows readers examine each subject matter in an easy way, it also showcases an interesting graphical representation of the verbal text inputted through pictures which can be easily understood by the reader (Tubera, 2014).

“your coffee table book is much more appropriate to your study because it is much easier to develop within a limited time rather than a manual because when you make a manual you need to prove and simulate the games repeatedly to test the attribute or target components that it offers to the player but through a coffee table book you can showcase the tradition and culture of Kapampangan you could also inform your target reader about the benefits of each games to body and it is good because it is the first time to have a coffee table book that focus on games that Kapampangan used to play”.

The researchers also observed and analyze that the different games are oikotypes that is local versions with nothing like them elsewhere that the names are unique and based on the materials that used by the gamer. Names of the different games also varies depends on the geographical location. Based also on the result and response of the participants it shows that most of the experts strongly agree about the content and relevance of the book except for the appendix section and procedure. Because during the time when the coffee table book was evaluated the appendix section was not provided. It was only in the latter part when the researchers presented to them the appendix section. The participants also had a hard time to read the text in Kapampangan especially the students because the texts that have been used were old Kapampangan orthography. According to Alley and Bacon from National Reading Panel of United State of America (2000). Text structure is one of the factors that affects reading where the reader can easily recognize the important thought and ideas more easily when they understand the pattern that the writer used to organize the text and reader can also easily understand when the format of text is appropriate to their age or level (Lopez, 2001). In terms of user-friendliness of the book experts strongly agree that the book is friendly for the intended users. The pictures are appealing and the procedures are easy to follow and comprehend.

5 CONCLUSIONS

The researchers conclude that the book is suitable in incorporating it as an instructional materials in a classroom setting. The study is able to produce a collection of games that could be browse by researchers and next generation about the different games that are being played by Kapampangans in the 21st century. The book is also suitable in preserving the Kapampanga culture especially in the field of games and followed the new Kapampangan typology which make the books easier to read and understand by the current and next generation. Which create a significant impact in the Kapampangan language and literature. Moreover, the coffee table book is friendly and informative for the user or readers as it highlight and gives trivia to Kapampangan culture and tradition. Where it also uncovers on how Kapampangans or Filipinos lived in the past just what Tubera (2008) and Lopez (2001) stated that games are reflectors how peoples lived in the past.

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