

Chapter 2

[Education](#), [Curriculum](#)



Chapter 2 Review of Related Literature and Studies Introduction In today's modern times, computer technology has become a vital part of our life. It helps us to have an easier life. In this competing world, the students should have to learn a lot when it comes to education. Everything cannot be taught by a teacher or in school. To face big challenges in life, students take up extra learning which can be done through computers. These computers can be used for their personal or recreational activities like listening to music, watching movies or videos, chatting, browsing, playing games and etc. We can express our feelings through it. The work of the students became easier in searching information they want to learn. Technology has been part of our life like language, ritual values, arts and more. It also affects our ways of thinking that can contribute to a more progressive country. The computer technology provides an opportunity for students with the physical, emotional, and mental disabilities to acquire universal access to tools and opportunities for learning. Effects of Being Varsity on the academic performance of the students in N. U 6. Foreign Studies Current scholarly knowledge about the relationship between sports and academic performance derives from and is based upon a long-term, multifaceted body of research and writing. Much of the inspiration for this work came from James Coleman's classic *The Adolescent Society* (1961) which posited the powerful impact of interscholastic athletics in general and athletes in particular on American high school culture. Though focused on peer group dynamics and institutional effects and somewhat critical of the status of sport as related to the academic mission of schools, Coleman's work gave rise to numerous academic studies of the relationship between athletic participation and

education for individual students and student-athletes (Cf. Rehberg and Schaefer 1968; Spady 1970; Hanks and Eckland 1976; Otto and Alwin 1977; Landers and Landers 1978). The basic result of this work was to establish a strong and positive baseline correlation between high school sports participation and academic achievement. Students who participate in high school sports tend, on average or in general, to perform better academically than their non-athletic peers. Effects of Being Varsity on the academic performance of the students in N. U 7. Foreign Literature Scholars have taken many different approaches to the challenge of analyzing and unpacking the basic, positive correlation between interscholastic sports participation and individual educational outcomes. For some, the primary objective is to try to estimate or determine the magnitude of sport's impact on academic achievement. In a recent econometric analysis, for example, Lipscomb (2006) found that high school sports participation resulted in a two percent (2%) increase in standardized math and science test scores on a national survey sample, net of other background factors and social variables. Moreover, student-athletes were five percent (5%) more likely to aspire to college attendance than their non-athletic peers (a number that doubled to 10% if sports participation was paired with some other form or forms of extracurricular participation). For others, the approach is more comparative, situating the academic impact of sport in relation to other school activities and pursuits. Such analyses, as mentioned above (see, once again, Barber, Eccles, and Stone 2001; Eccles and Barber 1999; and March 1992), have yielded results that are encouraging for sports advocates and practitioners eager to tout the educational potential of sports; however, these studies also

tend, perhaps appropriately, to be somewhat less precise and definitive in their claims and conclusions. Such assessments of magnitude and significance assume, almost by definition a direct, causal link between sport participation and educational attainment. Effects of Being Varsity on the academic performance of the students in N. U 8. Athletic involvement, in other words, is believed to directly produce academic success that can be measured and assessed accordingly. However, many experts and scholars are unwilling to grant this assumption automatically or without qualification. There are several reasons for the skepticism surrounding causal claims. Part of the problem is the implication or outright assertion that all sports participation has the same effects for all social groups even under different conditions. Researchers have long called such generalizations into question on both methodological (McCormack and Chalip 1988; Chalip 1980) and empirical (Chalip et al. 1984) grounds. It is “ increasingly apparent, ” as Miller and colleagues (2005) summarize, that “ the protective effects of sports with respect to academic outcomes is neither universal nor indisputably causal in nature”. Another issue has to do with mechanisms. Even assuming that athletic participation directly produces academic achievement, what is it that actually brings about a positive, significant effect? The answer to this question is crucial not only for scholarly or theoretical reasons but also for practical ones. If we are to create and sustain programs and policies that utilize sport to promote academic achievement, policy makers, program designers, and practitioners have to understand what it is about sports participation that is positive and beneficial in the first place. For these reasons (and others), the bulk of research and writing in the field over the

last two decades has been devoted analyzing and explicating the causes or actual mechanisms behind the sports/education correlation as well as assessing the limitations, constraints or variations on this general, positive pattern. Effects of Being Varsity on the academic performance of the students in N. U 9. Local Studies Governance of the four-year high school education falls under the jurisdiction of the Bureau of Secondary Education (BSE) of DECS. Although secondary education is provided free in public schools, participation rate has been inferior in comparison to primary education. In 1965-1966, there were 1, 173, 000 students in secondary education, a majority of which was in private schools (731, 000 or 62. 3 percent). In 1987-1988, there were 3, 494, 460 students with 1, 404, 387 or 40. 8 percent in private schools. In 1992-1993, participation rate was 56. 76 percent, with 5, 757 total schools (2, 285 private) and the total enrollment was 4, 450, 000 students (1, 520, 000 in private schools). There were 125, 142 teachers (39, 822 private). The gross teacher-student ratio was 1: 36. The dropout rate was 7 percent. In 1993-1994, 75 municipalities had no high school facilities available. By 1999-2000, there were 5, 160, 000 students with 1, 240, 000 being in private schools. The teacher-student ratio was 1: 35. By this time, only five municipalities did not have high school facilities. The National Secondary Aptitude test was first implemented in 1994-1995, where the passing rate was 77. 32 percent. By 1998-1999, a total of 94. 76 percent passed. BSE has a Curriculum Development Division which coordinates and implements research projects on curriculum changes and innovations. There is also the Staff Development Division for the training and development of teachers, administrators, and staff of the bureau. Effects of

Being Varsity on the academic performance of the students in N. U 10. The Population Education Unit is geared to provide high school students a better grasp of population related issues to enable them to make sound and responsible decisions. In 1993, DECS formulated a Manual of Information on Secondary Education of the Philippines where it specifies its missions, goals, and functions. The secondary education mission statement was: " to determine a complete, adequate and integrated system of education, both formal and nonformal; to supervise and regulate appropriately all educational institutions; and to develop and promote culture and sports in order to prepare the present and the next generation for life." Briefly stated, it is four specific goals covering the areas of broad general education, training in middle level skills, developing for improving the quality of human life, and responding to the changing needs and conditions of the nation. The manual lists the functions of secondary education in three major aspects which are: formulation of policies, plans, and projects; the supervision of all public and private institutions; and the maintenance of a complete, adequate, and integrated system of education relevant to the goals of national development

Effects of Being Varsity on the academic performance of the students in N. U 11. Local Literature AMID calls that sports should be incorporated in the school curriculum, the House of Representatives recently approved the establishment of a Philippine High School for Sports which will serve as a breeding ground of talents for the national team. Aurora Rep. Juan Edgardo “ Sonny” Angara said the passage of House Bill No. 3825, an Act creating the PHSS, would finally open the door for student-athletes to avail themselves of specialized education and training geared toward the

continuing search for the country's first Olympic gold medal. Angara said the bill on PHSS, which he authored together with 28 other congressmen, would address the clamor of sports leaders that sports should be given priority in schools following the country's latest disastrous Olympic campaign in London. " Other countries have their own version of a sports high school, " said Angara. " We have lagged behind for decades in this area. "For the fourth straight Olympics, the Philippines came home without a medal. Boxer Mansueto Velasco was the last to bag one, a silver, in the 1996 Atlanta Games. " The PHSS will provide the opportunity for student-athletes to become great athletes in the future and a better chance for us to win a medal in the Olympics, " said Angara. A parallel bill in the Senate designed to create a PHSS has not been approved yet. Effects of Being Varsity on the academic performance of the students in N. U 12. Once the bill is approved by both houses of Congress, the school will be provided with a seed fund of P50 million to be drawn from the annual earnings of the Philippine Amusement and Gaming Corp. It will be supplemented by 10 percent of proceeds from all unclaimed and forfeited sweepstakes and lotto prizes of the Philippine Charity Sweepstakes Office. Angara said the PHSS, which will be supervised by a board of trustees formed by the Department of Education, should be able to produce homegrown talents capable of conquering the world stage. During the term of former Philippine Sports Commission chair William Ramirez, the sports agency formed the Philippine Sports Institute (PSI) where grassroots talents were nurtured to supply athletes for the national team. Ramirez stepped down after the 2008 Beijing Olympics. The PSI has since been shelved by the present PSC board.

Relevance of the Study The researcher will know the essence of being a varsity player. This study will be a significant endeavour in promoting hard work and motivation in every varsity or athletic player in the school. The teacher will know the things that are experienced by their student that are varsity/athletic player. The teachers will also know why their students that are participating in their class. The students that are varsity/athletic player will also know why they are having low grade. Effects of Being Varsity on the academic performance of the students in N. U 13.