

SKILL SETS IN MOTION: A COMPARATIVE LOOK AT SPORTS-RELATED ABILITIES OF TVL AND ACADEMIC STRAND STUDENTS

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Students from various academic streams frequently contribute special abilities to all learning experiences, including athletics, in the varied environment of senior high school education. The Academic strand concentrates on theoretical and analytical thinking, whereas the Technical-Vocational-Livelihood (TVL) strand stresses practical and hands-on training. Naturally, these curriculum variations have an impact on students' abilities, methods, and participation in sports and physical activities. Gaining knowledge about how these two groups acquire and use sports-related abilities might help educators better support holistic development across all subject areas.

Students in the TVL strand are engaged in learning environments that are focused on activity. Their education frequently calls for practical application of abilities, physical coordination, and hands-on activities. Industrial arts, agri-fishery, and cooking, for instance, include physical labor that calls for strength, dexterity, and fine motor control. Because TVL learners typically gain stronger kinesthetic intelligence and body awareness, these physical challenges frequently translate into sports preparation (Castro et al., 2021). These tracks tend to produce students who are more at ease with movement-based activities and who frequently exhibit rapid reflexes, endurance, and coordination – all of which are essential in both team and individual sports.

Additionally, TVL programs encourage useful teamwork. In outdoor projects, workshops, and food labs where timing, rhythm, and physical interaction are crucial, students receive collaboration training. In addition to developing physical abilities, this fosters synchronization and communication, two qualities that are essential in sports like

dance, basketball, and volleyball. Marquez et al. (2020) claim that the TVL curriculum's experiential learning paradigm fosters the growth of students' interpersonal and spatial intelligence, which enables them to perform well in physically taxing and time-sensitive tasks.

Students in the Academic strand, on the other hand, whether in STEM, HUMSS, or GAS, usually work on cognitive tasks like investigation, analysis, reasoning, and problem-solving. Though they might not always be as physically fit as their TVL peers, these children typically perform well in sports that call for patience, strategy, focus, and judgment. Academic students usually excel in analytical thinking and mental discipline, which are enhanced by sports like chess, table tennis, badminton, and even volleyball (Reyes & David, 2020). Their exposure to challenging academic assignments improves their capacity to strategize plays, predict results, and modify their approach throughout games.

Students in the academic strand are also strong because of their mental toughness and self-control. They develop their ability to take initiative, manage stress, and think critically under pressure through the drafting of theses, debates, and other organized academic activities. These abilities are frequently demonstrated in high-stakes situations in sports, including penalty shootouts or closely contested games, where composed judgment is just as important as athletic prowess. According to Villanueva (2019), academic students' ability to communicate, focus on goals, and self-assurance in addressing problems often lead them to take on leadership roles in extracurricular activities.

In sports, both groups exhibit useful and complementing strengths in spite of these broad distinctions. With their endurance, physical flexibility, and motor skills, TVL students contribute the body. Academic students contribute their intellect by providing structure, strategy, and analysis. Together, these skill sets can provide well-rounded results in a variety of settings, including classrooms, sports arenas, and real-world

teamwork. This highlights that each strand develops unique but equally significant competencies in students, and that no strand is better than any other.

Teachers and coaches should design inclusive sports programs that incorporate both cognitive and physical challenges in order to serve both kinds of learners. While providing more movement-based activities and skill drills may help TVL learners enhance their comprehension of strategic play, including game analysis, tactical planning, or reflection exercises into physical education classes may help academic students get more involved. According to Eime et al. (2019), a comprehensive physical education program should support not just athletic performance but also psychological, social, and cognitive development.

Additionally, schools should dispel the myth that TVL students are "doers" and academic students are "thinkers." In reality, both groups can acquire well-rounded skills in the correct setting. It is possible to dismantle apparent hierarchies and foster mutual acceptance of diverse intelligences and skills by fostering respect, cooperation, and inclusion across strands, particularly in sporting activities.

In conclusion, both TVL and Academic strand students have the capacity to succeed in physical activities in their own unique ways, even though their educational experiences have a different impact on how they develop their sports-related abilities. Academic students excel in sports that require strategy and mental acuity, while TVL kids thrive in manual labor and movement. Schools may develop more inclusive and successful physical education programs by identifying and utilizing these strengths, which will help all children develop into more capable, self-assured, and cooperative people in addition to being more athletic.

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