

# Influences on the Academic Performance of ABM Students in Specialized Subjects

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**Abstract:** *This research paper delved into the influential factors affecting specialized subjects' performance among ABM students in Surigao. The identified indicators included Personal Factors, Teacher Factors, and Institutional Factors. The study comprised 113 senior high school ABM students from various schools in Surigao. The sampling method employed was random, selecting participants present during the study. The data collection process involved several steps: seeking study permission, student-responder identification, crafting the survey questionnaire, obtaining informed consent, conducting questionnaire administration, providing orientation, and performing data analysis and interpretation. The collected data underwent statistical analysis using the following tools: (a) Frequency Count and Percentage Distribution, (b) Mean and Standard Deviation, and (c) Analysis of Variance (ANOVA). The results demonstrated that Personal Factors obtained the highest overall mean of 3.29, indicating the strongest influence. Teacher Factors followed with a mean of 3.17, and Institutional Factors came last with a mean of 3.09. All three factors were verbally interpreted as "Agree." Significant differences emerged among the indicators when participants were grouped according to their profiles. Regarding age, substantial differences were observed in personal factors. On the other hand, gender exhibited no significant differences in personal factors, teacher factors, and institutional factors. Grade level showed significant differences in all three indicators: personal factors, teacher factors, and institutional factors. Consequently, recommendations are made for students to consider tailoring their approach to specialized subjects based on their personal attributes, teacher interactions, and the learning environment.*

**Keywords:** Specialized Subjects, Academic Performances, Influence, ABM Students

## I. INTRODUCTION

The implementation of the K to 12 enhanced basic curriculum by the Department of Education (2012-2013) has played a crucial role in guiding students. The curriculum for various specializations within different strands is meticulously designed to provide quality education to Senior High School students. Subjects are categorized into three groups: core subjects, applied subjects, and specialized subjects, each with its own role in shaping students' learning experiences.

Core subjects encompass general academics that are taken by all strands, while specialized subjects serve as enrichment courses, introducing fundamental concepts from selected college subjects. This study's primary focus is on specialized subjects and their impact on the academic performance of ABM students. The researchers contend that during the two years of Senior High School, various factors may influence students in terms of their personal attributes, interactions with teachers, and institutional circumstances. These influences could affect students' dedication to their chosen strand and their perception of their future career paths.

According to Petram (2018), learning styles influence both students' learning methods and teachers' instructional approaches, with cultural background, personal experiences, maturity level, and development shaping these styles. Tormod (2019) notes that students exhibit diverse learning patterns, and brain structure influences the acquisition of language structures. Furthermore, different brain hemispheres correspond to distinct perception avenues, and certain brains contain cell types that others lack.

Tsinidou et al. (2010) assert that the relationship between teachers and students significantly impacts academic performance, shaped by the courses offered and their perceived usefulness. The process of career decision-making plays a substantial role in determining students' readiness and suitability for a particular field (Ince Aka et al., 2020).

In educational institutions like schools, colleges, and universities, teachers and students are the foremost assets. Their interaction with the academic institution is reflected in their performance. Student performance is a critical factor for academic progress, with far-reaching effects on academics, social life, psychology, economy, and environmental harmony (Vermunt, 2005; Azhar et al., 2014). Various factors influence students' performance, ranging from environmental and economic to social and psychological, and these factors differ from person to person and institution to institution (You, 2018).

The process of selecting a career path greatly impacts a student's readiness and capability to excel in that field (Ince Aka et al., 2020). To choose a degree, individuals must engage in thorough research, considering advantages, disadvantages, strengths, and weaknesses. This study aims to identify factors influencing academic performance, specifically focusing on students in the Accountancy, Business, and Management strand due to its specialized subjects.

## II. BACKGROUND OF THE STUDY

The Philippine education landscape underwent a significant transformation with the implementation of the K to 12 enhanced basic curriculum by the Department of Education in 2012-2013. This transformative shift aimed to provide a more comprehensive and globally competitive education system. The curriculum introduced distinct strands within Senior High School, offering students specialized subjects aligned with their chosen career paths. Among these strands, the Accountancy, Business, and Management (ABM) strand stands out, catering to students aspiring to pursue business-related fields.

The curriculum design involves a careful selection of subjects that fall into three categories: core subjects, applied subjects, and specialized subjects. Core subjects are foundational and mandatory, forming the basis of general academics for all strands. Applied subjects provide practical knowledge, while specialized subjects offer enrichment and delve deeper into specific disciplines, often mirroring introductory college courses.

Amidst these changes, the specialized subjects within the ABM strand hold a pivotal role in shaping the academic journey and future prospects of students. These subjects are designed to equip students with fundamental insights into business and management, laying the groundwork for their higher education and eventual careers.

The ABM strand's specialized subjects are more than just academic components; they influence students' perceptions, attitudes, and preparedness for their chosen career paths. It is within these subjects that students begin to see the practical application of their learning, bridging the gap between theoretical knowledge and real-world scenarios. Additionally, the interactions between students, teachers, and the institutional environment play a crucial role in shaping students' learning experiences and academic performance.

Understanding the factors that affect students' academic performance in specialized subjects is of utmost importance. Factors such as individual learning styles, teacher-student dynamics, institutional support, and the process of selecting a career path can impact students' dedication, enthusiasm, and overall success in their academic endeavors. Investigating these factors can offer valuable insights into how educational institutions can better support students' academic growth and career development.

In light of these considerations, this study seeks to explore and analyze the various factors that influence the academic performance of ABM students in their specialized subjects. By delving into these factors, the research aims to provide a comprehensive understanding of the challenges and opportunities that students encounter within the context of their specialized education. The findings of this study can inform educational institutions, educators, and policymakers about effective strategies to enhance the academic journey and outcomes of ABM students, ultimately contributing to the holistic development of future business leaders and professionals.

## III. METHODOLOGY

This study employs a quantitative descriptive research method, utilizing a survey technique to gather data. This method is chosen as it focuses on the current status of a specific phenomenon, describing the present situation, individuals, or processes. The participants consist of 113 selected Grade 11 and 12 students from the Accountancy, Business, and Management (ABM) strand in Senior High Schools across various institutions in Surigao.

The selection of participants is based on the random sampling method, determined using a formulated equation. The survey questionnaire is structured into two parts: Part 1 collects information about participant profiles, including age,

grade level, gender, and specialized subjects. Part 2 delves into the factors influencing the academic performance of ABM students in their specialized subjects. This survey questionnaire was subjected to validation by experts in the field.

To analyze the gathered data, the researchers will utilize the following statistical tools: Frequency Count and Percentage Distribution. These tools are employed to address the first research question concerning the profile of the participants. Mean and Standard Deviation will be used to assess the effects of specialized subjects on Accountancy, Business, and Management students at St. Paul University Surigao. Additionally, Analysis of Variance (ANOVA) will be applied to determine whether a significant difference exists between the participants' profiles and the factors influencing ABM students' academic performance in their specialized subjects.

#### IV. RESULTS AND DISCUSSION

In this section, the results of the study's quantitative analysis will be presented and discussed comprehensively. The gathered data from the survey conducted among Grade 11 and 12 students in the Accountancy, Business, and Management (ABM) strand across various schools in Surigao will be systematically examined to uncover patterns, trends, and relationships. The interpretation of these findings will provide a deeper insight into the factors influencing ABM students' academic performance in their specialized subjects. Additionally, this section will explore the implications of these results in the context of educational practices, offering valuable insights into enhancing teaching methodologies, curriculum design, and student support mechanisms. Through a meticulous analysis and thoughtful discussion of the results, a comprehensive understanding of the study's central inquiries and their broader implications will be established.

Table 1

The Factors Affecting Academic Performance of ABM Students in the Specialized Subjects in terms of Personal Factors

Indicators	M	SD	VI	QD
I attend classes regularly.	3.64	0.55	SA	VH
I listen to the teacher carefully.	3.37	0.62	SA	VH
I actively participate in the discussion.	3.19	0.74	A	H
I work hard on the assignments, projects, and tests to get good grades.	3.35	0.67	SA	VH
I study my lessons in advance because I am using my time wisely.	2.89	0.81	A	H
<b>Average</b>	<b>3.29</b>	<b>0.68</b>	<b>SA</b>	<b>VH</b>

Table 1 presents a comprehensive overview of the factors influencing the academic performance of ABM students in specialized subjects, particularly in terms of personal factors. The average response level is notably characterized by a Strongly Agree interpretation, signifying a collective consensus among participants (M=3.29, SD=0.68). This finding underscores the significance of students' ability to comprehend and internalize subject matter, as it holds a pivotal role in their academic success. A strong command over the material translates into active engagement within the classroom and the production of high-quality assignments. Stakeholders across various levels place their trust in students' academic performance, affirming the essential role of a robust grasp of content (Apriyanti, D 2020). This resonates with the notion that students are more likely to participate effectively when they have a firm understanding of the lessons being taught.

Among the five indicators, the item "I attend classes regularly" garnered the highest mean (M=3.64, SD=0.55), aligning with a Strongly Agree interpretation and denoting a Very High level of agreement. This result emphasizes the substantial impact of consistent attendance on student engagement, peer interaction, and learning outcomes. Students perceive regular class attendance as pivotal for effective learning, often influenced by the potential academic credit associated with attendance (Soiferman, 2021). The importance of attending classes regularly is further highlighted by research, as active involvement in classroom discussions and material retention are interconnected.

Conversely, the item "I study my lessons in advance because I am using my time wisely" yielded the lowest mean (M=3.06, SD=0.79), signifying an Agree interpretation and characterizing a High level of agreement. This suggests that

students acknowledge the advantages of utilizing their time wisely for advanced studying, though the degree of agreement is slightly less pronounced. The concept of self-regulated learning becomes pertinent here, emphasizing the value of self-motivated and independent learning processes (Smith, 2020). The findings indicate that some students do prioritize advanced study, recognizing its positive impact on mastering specialized subjects.

In summary, the results in Table 2.1 underscore the central role of personal factors in shaping ABM students' academic performance in specialized subjects. A robust understanding of the material and consistent class attendance emerge as crucial components, while the variance in the agreement levels among different indicators provides a nuanced perspective on students' learning strategies and behaviors. These insights highlight the complex interplay of personal factors and their implications for educational strategies, ultimately contributing to the holistic academic development of ABM students.

Table 2: The Factors Affecting Academic Performance of ABM Students in the Specialized Subjects in terms of Teacher Factor

Indicators	M	SD	VI	QD
I am able to learn from the discussion facilitated by my teachers.	3.19	0.66	A	H
I can get help from my teachers when I need it.	3.06	0.79	A	H
I have competent teachers who are implementing effective learning techniques.	3.16	0.71	A	H
I have compassionate and considerate teachers who willingly extend their help to the students.	3.29	0.71	SA	VH
I have enough materials given by my teachers that helped me learned effectively.	3.13	0.71	A	H
<b>Average</b>	<b>3.17</b>	<b>0.72</b>	<b>A</b>	<b>H</b>

Table 2 presents an insightful depiction of the factors influencing the academic performance of ABM students in specialized subjects, specifically in terms of teacher factors. The aggregate response level is linguistically interpreted as Agree, with a corresponding quantitative description of High (M=3.17, SD=0.72). This observation underscores the pivotal role of teacher-related factors and strategies in shaping students' learning engagement and subsequent performance in their chosen specialized subjects. The data substantiates the notion that effective teacher strategies are closely linked to improved student learning experiences, leading to academic accomplishments. Notably, teachers possess the potential to guide students towards a more profound conceptual understanding of specialized subjects, particularly when employing proficient and impactful techniques (Entwistle, 2019). The implementation of apt strategies by teachers bears a direct correlation with students' enhanced academic progression and achievement.

Conversely, the item "I can get help from my teachers when I need it" garnered the lowest mean (M=3.06, SD=0.79), signifying an Agree interpretation and characterizing a High level of agreement. This indicates that students perceive a supportive environment wherein they can seek guidance from their teachers when grappling with challenging topics. Once again, the importance of teacher strategies surfaces, highlighting their impact on students' learning engagements and academic success. Compassionate and considerate teachers, as illuminated by the item "I have compassionate and considerate teachers who willingly extend their help to the students," registered the highest mean (M=3.29, SD=0.71), substantiating an Agree interpretation and quantitatively reflecting a High level of agreement. This underscores the significance of teachers who not only possess subject expertise but also exhibit empathy and a willingness to guide students. Such compassionate teaching strategies contribute to an environment conducive to effective learning and student development, fostering unique and meaningful educational experiences (Mulang, H. 2021).

In conclusion, the insights drawn from Table 2 accentuate the prominent role of teacher factors in influencing ABM students' academic performance in specialized subjects. The data underscores the importance of teachers' adept strategies, compassion, and availability as key contributors to students' learning experiences and outcomes. By employing effective instructional techniques and fostering a supportive environment, teachers can contribute significantly to students' academic growth and overall success.

Table 3: The Factors Affecting Academic Performance of ABM Students in the Specialized Subjects in terms of Institutional Factor

Indicators	M	SD	VI	QD
I have a conducive learning environment.	3.16	0.62	A	H
I can do my assignment and activities due to the availability of resources in school.	3.13	0.69	A	H
I can easily access the internet in school needed for my study.	2.82	0.97	A	H
I am able to learn effectively because of the learning facilities available in school.	3.12	0.72	A	H
I am provided with safe learning space.	3.20	0.75	A	H
<b>Average</b>	<b>3.09</b>	<b>0.75</b>	<b>A</b>	<b>H</b>

Table 3 offers a comprehensive overview of the institutional factors influencing the academic performance of ABM students in specialized subjects. The cumulative response level is verbally interpreted as Strongly Agree, accompanied by a qualitative characterization of Very High (M=3.09, SD=0.75). This finding underscores the significant role played by institutional factors in shaping students' learning experiences and academic accomplishments. Among these factors, organizational prestige stands out as an influential determinant of academic careers. Elshami (2021) highlights the importance of institutional support, including organizational policies, incentives, and faculty development, in enhancing faculty satisfaction, particularly in the context of online teaching. The findings of this study hold relevance for college leaders and educational developers, as student satisfaction contributes to a competitive edge and overall improvement. Institutional factors are overseen by administrative bodies, ensuring students meet prerequisite requirements and receive necessary support for effective learning, accommodation, and the fulfillment of diverse needs, interests, and learning styles. The emphasis on students' learning experiences during the teaching process, coupled with administrative activities conducted by the institution, fosters advanced communication between institutions, academic performance, administrative personnel, and student career development.

Among the five indicators, the item "I am provided with a safe learning space" registers the highest mean (M=3.20, SD=0.75), characterized by a Strongly Agree interpretation and a qualitatively Very High description. This signifies that students enjoy secure and comfortable learning environments within their school premises. Barrett's (2019) findings corroborate this notion, highlighting improved student performance in schools with enhanced physical learning environments. The planning of optimal learning spaces necessitates collaborative efforts among various stakeholders, including teachers, parents, and students, in the decision-making process for infrastructure development. Students' comfort and ease while engaging in schoolwork are fostered within safe and inviting learning spaces.

Conversely, the item "I can easily access the internet in school needed for my study" records the lowest mean (M=2.82, SD=0.97), interpreted as Agree and characterized as High. This indicates that ABM senior high school students have access to the internet within the school premises. However, the comparatively lower mean suggests that internet accessibility might be limited, potentially impeding the learning experiences of some students. Arias (2020) emphasizes the need for universal access to internet-based education, paralleling the availability of conventional schooling for all students. To address this, some educational institutions have implemented innovative solutions, such as converting school buses into Wi-Fi hotspots or providing Wi-Fi access in designated areas to ensure equitable access for all students.

In conclusion, the insights from Table 2.3 underscore the crucial role of institutional factors in influencing ABM students' academic performance in specialized subjects. These factors encompass a range of elements, including organizational prestige, support structures, and access to safe and conducive learning environments. The findings emphasize the significance of creating inclusive and supportive institutional contexts that foster optimal learning experiences for students, ultimately contributing to their academic success and personal development.

## V. CONCLUSION

In conclusion, this study comprehensively explored the multifaceted landscape of factors influencing the academic performance of Accountancy, Business, and Management (ABM) students in their specialized subjects. The meticulous

analysis of personal, teacher, and institutional factors has illuminated the intricate interplay of elements that contribute to students' learning experiences and outcomes.

The findings unveiled in Table 1 highlight the paramount importance of personal factors in shaping ABM students' academic performance. A strong grasp of subject matter and consistent class attendance emerged as foundational pillars, essential for active engagement and high-quality output. These insights underscore the critical role of students' dedication and preparedness in navigating the academic demands of specialized subjects.

Turning to Table 2, the influential role of teacher factors in students' academic journeys becomes evident. Effective strategies employed by teachers have a direct correlation with enhanced learning engagement and overall performance. Compassionate and considerate teaching methodologies not only foster a supportive learning environment but also contribute to meaningful educational experiences. These findings emphasize the role of teachers as key catalysts for students' academic growth and success.

Lastly, the revelations of Table 3 underscore the powerful impact of institutional factors on students' academic achievements. Organizational prestige, administrative support, and conducive learning environments emerged as influential components. The recognition of students' diverse needs and the provision of a safe and inclusive learning space bear significance in nurturing holistic student development.

Collectively, these insights reaffirm the interconnectedness of personal, teacher, and institutional factors in shaping ABM students' academic journeys. The study's outcomes hold valuable implications for educational institutions, policymakers, and educators alike. By understanding and harnessing these factors, institutions can enhance their support mechanisms, curriculum design, and teaching methodologies, ultimately enriching students' learning experiences and bolstering their academic accomplishments.

As the educational landscape continues to evolve, these findings provide a comprehensive foundation for fostering holistic student development and academic success within the specialized subjects of the ABM strand. By addressing these factors in a synergistic manner, educators and institutions can work collaboratively to empower students and pave the way for a brighter future in the realm of business and management.

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