

Academic Performance of Accountancy, Business, and Management Students in Specialized Subjects: Basis for Crafting Business Proposal on Screening and Intervention Programs

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Abstract— Academic performance is the standard by which not only the student but the school, curriculum, and teacher competence is being measured, and almost every student undergoes some types of formal academic testing in addition to regular class quizzes, tests, and examinations. When it comes to academic performance, there are lots of factors at play. A good teacher or a motivated student is only a small portion of what ultimately contributes to a student's success. Uncomfortable learning environment, family background, learning infrastructure, difficulty in understanding, teacher-student ratio, information overload, performance pressure, unhealthy lifestyle, distracted mind and loss of interest are also identified factors affecting academic performance among higher secondary school students.

With the difficulties and issues confronting learners, teachers and different educational institution nowadays, this research undertaking aimed to come up with intervention program to improve the academic performances of Accountancy, Business and Management (ABM) students of Bulan National High School. This study is also developed to enhance activities suited to all ABM student's learning skills and abilities. Initiatives to re-evaluate the different activities in the different specialized subjects of the said strand geared towards students' academic performance and in developing learning outcomes that facilitate the basic competencies of students before choosing a track were formulated.

This study determined the academic performance of Accountancy, Business and Management students in specialized subjects as a basis for crafting business proposal on screening and intervention programs. The entire population of Grade 11 and Grade 12 Senior High School students of Accountancy, Business and Management (ABM) in Bulan National High School for the First Semester and Second Semester of School Year 2023- 2024 served as the primary respondents of the study. This study employed mixed methods that combined both qualitative and quantitative research in terms of research design. The population were selected using purposive sampling procedure.

Moreover, it delved on the profile of Accountancy, Business and Management Program of Bulan National High School in terms of number of students, number of years offering the program, number of teachers handling specialized subjects and number of students passed the TESDA assessment. The different learning activities provided to Accountancy, Business and Management students to develop their Knowledge, Skills, and Attitude in their specialized subjects are also included in this study. The academic performance of ABM students in specialized subjects for the 1st Semester, School Year 2023-2024 were the variables of the study.

The researcher investigated the perceived difficulties encountered by the students and teachers in specialized subjects. Lastly, the screening and intervention program was proposed to develop the Knowledge, Skills and Attitude of the ABM students thereby improve their academic performance are also part of the data.

Keywords— academic performance, business proposal, screening and intervention programs, specialized subjects.

I. INTRODUCTION

Teaching is oftentimes compared to a serving meal, where the teacher is the cook who cautiously selects food to his dining students. The food serves as the knowledge and the experience of teaching can be as

source of pride; at times it is comparable to being a chef who perfectly and expertly prepared menus appropriate to everyone's appetite. The food that must be carefully selected based on the preferences and cravings of the guests. Similarly, in a classroom setting, teacher must

suitably select the teaching strategies, the knowledge that must be shared to student's dependent on their learning needs and abilities and the learning materials that will be administered to students. When the meal is finished, the satisfied dinners radiate their appreciation for so pleasant as an experience.

Just like in teaching, satisfaction and learning from the students can be easily determined through their academic performances. Students will exceptionally perform in the different learning areas or activities if teaching delivery is regarded as effective.

Academic performance refers to how well a student, instructor, or institution meets its short- and long-term educational objectives. IGI Global Publishing House (2021), said that this is the word used to describe a student's achievement after successfully finishing a course or subject in an institution. It assesses students' learning across academic topics using formative and summative assessments. It also refers to the results of students' efforts to achieve certain educational objectives. Students' scores and grades from the various activities assigned by teachers in various disciplines are recorded and tallied. This is used to determine each student's specific academic success.

Correspondingly, academic performance is the standard by which not only the student but the school, curriculum, and teacher competence is being measured, and almost every student undergoes some type of formal academic testing in addition to regular class quizzes, tests, and examinations.

In the Philippine K-12 Basic Education Program, academic performance is measured in the form of students' remarkable scores across their subject courses and the display of learning outcomes which can be assessed through performance, classroom tests, assignments, outputs, and major examination. K-12 Basis Education Program utilizes the competency-based grading system. In this system, students' grades are accomplished by their weighted raw scores in collective assessment. DepEd Order No. 8 series of 2015, in line with the implementation of the Enhanced Basic Education Act of 2013 (Republic Act No.10533), outlines the policy guidelines on classroom assessment for the K to 12 Basic Education Program.

Classroom assessment is defined as an integral part of the curriculum implementation. It allows the teachers to

track and measures learner's progress and to adjust instruction accordingly. Teachers should employ classroom assessment that are consistent with the curriculum standards. There are two types of classroom assessment, namely, formative and summative assessment. Along with this policy, comes the reiteration that it is important for teachers to always inform the learners about the objectives of the lesson so that the latter will aim to meet or even exceed the standards. The teacher provides immediate feedback to students about their learning progress.

Despite the hopeful goals of the K-12 Basic Education Program, a number of challenges spurred the reform's execution, and children were still seen as underperforming. The Philippines' participation in the 2022 cycle of the Organization for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA) was announced by the Department of Education (DepEd) on March 11, 2022. This decision of DepEd is aligned with Sulong Edukalidad, which is its ongoing program to improve education quality in the country.

System assessments such as PISA and DepEd's National Achievement Test (NAT) provide the necessary feedback to inform policy decisions and reforms. In the 2022 Global Knowledge Index, a London-based NGO that evaluates a country's proficiency in education, innovation, knowledge, economics, technology, and research and development, the Philippines ranked 77th out of 132 nations, according to the results of the PISA 2022 exam. According to the results of the PISA 2018 evaluation, just 1.1% of students in Beijing, Shanghai, performed poorly in the three areas examined, compared to around 71.8% of pupils in the Philippines (Garcia 2023).

There are several aspects that influence academic achievement. A good instructor or a motivated student contribute to only a tiny amount of a student's achievement.

Uncomfortable classroom setting, family background, learning infrastructure, difficulty in understanding, ratio of teachers to students, information overload, performance pressure, unhealthy lifestyle, distracted mind and loss of interest are also determined the variables influencing students' academic achievement in upper secondary school (Global Indian International School, 2023).

Students, particularly those studying Accounting, Business, and Management (ABM), are influenced by a variety of factors that affect their academic achievement.

Lesson delivery, class size, parental participation, and social dynamics all have a role in determining student progress. The factors that contribute to their low academic performance include school-related, home-related, and personal. Furthermore, pupils face many academic problems (Albarico et al,2023). Sex, study hours, and review attendance are all strong determinants of students' academic achievement (Labasano, 2015).

Almerino (2020) evaluated the academic performance of K-12 students in the Philippines and discovered that ABM and STEM programs outperformed all other programs in the overall test, which focuses on nonverbal reasoning (NV), quantitative reasoning (QR), reading vocabulary (RV), reading comprehension (RC), mathematical capacity (MC), and mathematical applications (MA).

In other words, despite K-12 curriculum improvements, many children may still be unprepared for further education and employment abroad, among other things. Such problems have the potential to become key failure factors in the country's K-12 curriculum implementation.

With the difficulties and issues confronting the implementation of the Basic Curriculum Program for K-12., this research undertaking will come up with intervention program to improve the academic performance of Bulan National High School students studying accounting, business, and management (ABM) as one of the larger schools in the Province of Sorsogon is Bulan National High School, remarkably caters large number of enrollees following Senior High School's establishment.

This study also developed enhanced activities suited to all ABM student's learning skills and abilities. Initiatives to re-evaluate the different activities in the different specialized subjects in the said strand geared towards students' academic performance and in developing learning outcomes that facilitate the basic competencies of students before choosing a track will also be formulated.

II. OBJECTIVES

This study primarily aimed to present the academic performance of Accountancy, Business and Management students in specialized subjects as basis for crafting business proposal on screening and intervention programs in Bulan National High School.

Specifically, it identified the profile of Accountancy, Business and Management (ABM) program of Bulan National High School in terms of number of students, number of years offering the program, number teachers handling specialized subjects and number of students passed; the TESDA assessment; are the different activities given to students along the development of Knowledge, Skills and Attitude; the academic performance of ABM students in specialized subjects for the 1st and 2nd Semester, School Year 2023-2024; the perceived difficulties encountered by the students and teachers in specialized subjects; the proposed screening and intervention program to develop the knowledge, skills and attitude of the ABM students.

III. METHODOLOGY

This study employed a Mixed Method research design. The respondents of this study include Grade 11 and Grade 12 Accountancy, Business and Management (ABM) students enrolled during the First and Second Semester of School Year 2023-2024. For Grade 11 ABM students, one hundred sixty-seven (167) were included as respondents.

One hundred forty-five (145) Grade 12 ABM students were selected as respondents in which fifty-one (51) come from ABM section A, forty-eight (48) from ABM section B and forty-seven (47) from ABM section C correspondingly. The respondents were selected using purposive sampling.

This study utilized structured survey questionnaire and interview guide that were distributed to target respondents. The following statistical tools were employed in this study: Frequency, percentage and ranking.

IV. RESULTS AND DISCUSSION

The data gathered from the respondents of the study are hereby presented, analyzed, and interpreted. Tabular presentation and textual analysis and interpretation were also used.

1. Profile of Accountancy, Business and Management

Table 1.1. Enrolment Profile of Abm Senior High School

Grade Levels	S.Y. 2021-2022	S.Y. 2022-2023	S.Y. 2023-2024
Grade 11	179	145	167
Grade 12	164	179	145
Total	343	324	312

Table 1.1 shows the enrolment profile of Accountancy, Business, and Management of Bulan National High School for the past three (3) consecutive school years that started from School Year 2021 until 2024. The recorded number of enrollees for School Year 2021-2022 reached one hundred seventy-nine (179) for Grade 11 and one hundred sixty-four (164) for Grade 12 respectively. On other hand, there are one hundred forty-five (145) registered Grade 11 enrollees for School Year 2022-2023 and one hundred seventy-nine (179) for Grade 12. Lastly, there are one hundred sixty-three (167) Grade 11 enrollees for School Year 2023-2024 and one hundred forty-six (145) Grade 12 enrollees.

The data reveal that enrollment for School Year 2021-2022 registered the highest number of enrolments compared to two afore mentioned school year with a total of three hundred forty-three (343). Enrolment for School Year 2022-2023 has the second highest number of enrolments with a total of three hundred twenty-five (325). On the contrary, the least number of recorded number of enrollees is for School Year 2023-2024 with three hundred nine (309) registered enrollees.

It can be inferred from the data that for the past three (3) consecutive years, enrolment of Accountancy, Business, and Management is decreasing. However, during School Year 2021-2022 wherein pandemic is very much evident, it registered the highest number of enrollees. It was during this School Year that modular learning was implemented as a learning modality. The next two succeeding school years became remarkable because of its enrollment losses. Similarly, in the Philippines, exactly two weeks since classes began, the Department of Education is still short of around 2.2 million enrolled students to meet its goal of clinching 28.8 million

enrollees for school year 2023-2024. With a total of 26.6 million students registered for the school year, DepEd's enrollment numbers have dipped below pre-pandemic figures (27 million) for the first time since it began to steadily increase two years ago, based on the latest data from the DepEd's Learner Information System (LIS).

According to Goulas and Pula, four (4) years after COVID-19 pandemic, its consequences are still palpable in school attendance and enrollment. While in 2022-2023 the share of students attending traditional public schools increased by roughly 1 percentage point relative to the prior year, it remains 4 percentage points below 2019-2020. The enrolment declines after COVID-19 reflect a changing K-12 education landscape. COVID-19 gave parents and guardians a window into what was happening in their children's classrooms and forced them to explore alternative learning arrangements, which included teaching their children at home. The families of these students often feel that the traditional public school does not allow them to learn fast enough, possibly because the pandemic- included learning resulted in academic gains for these students. At the same time, any alternative arrangement that families try out during pandemic may have stuck post-COVID-19, possibly because these arrangements work well enough for families not to change them.

Pertaining to number of years Bulan National High School has been offering Accountancy, Business and Management (ABM), data were generated from the Office of the Registrar. The data revealed that ABM has been offered as one of the strands for eight years which started since 2016. with one hundred thirty-nine (139) enrolment.

Table 1.2. Profile of Teachers Handling Specialized Subjects

Specialized Subjects	Frequency	Percentage
Applied Economics	1	12.5%
Business Ethics and Social Responsibility	1	12.5%
Business Finance	1	12.5%

Business Mathematics	1	12.5%
Fundamentals of Accountancy, Business and Management 1 (FABM 1)	1	12.5%
Fundamentals of Accountancy, Business and Management 2 (FABM 2)	1	12.5%
Organization and Management	1	12.5%
Principles of Marketing	1	12.5%
Total	8	100%

Table 1.2 quantified the number of teachers handling specialized subjects in Accountancy, Business, and Management of Bulan National High School. The table shows that there are 8 teachers handling specialized subjects which include Applied Economics, Business Ethics and Social Responsibility, Business Finance, Fundamentals of Accountancy, Business and Management, Organization and Management, and Principles of Marketing. Two of these teachers handling specialized subjects are already teaching in Senior High School of Bulan National High School since 2017 as pioneer teachers in Accountancy, Business, and Management Senior High School. While the remaining six (6) teachers were teaching for more than two (2) years in their respective specialized subjects. The previously mentioned eight (8) teachers have educational background relevant to their subjects taught, already acquired relevant trainings and pursued professional advancement based on their expertise.

It can be deduced from the data that Accountancy, Business, and Management of Bulan National High School adapted one teacher one subject ratio specifically in handling specialized subjects. Moreover, it is highly observed that teachers handling subject are chosen based on their field of expertise. This further suggests that identifying teachers to handle specialized subjects in Accountancy, Business, and Management is in perfect accordance with the Department of Education Order No.42 series of 2017 that explicitly outlines the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST).

DepEd Order No.42 series of 2017 known as the National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement. Quality teaching is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost

importance of long term and sustainable nation building.

This parameter in selecting teachers what specialized subject to teach in Accountancy, Business, and Management is in parallel with the concept that teachers should be knowledgeable in their field because their specialized content knowledge plays a critical role in determining what is done in classrooms and how students learn. Additionally, teachers' knowledge of academic subjects provides them with greater resources for helping learners. Ingersoll (1999) and Hobbs (2013) claimed that 'Teaching out-of-field' is a phenomenon where teachers are assigned to teach subjects for which they have inadequate training and qualifications. This may refer to teaching subjects, year levels or school types without the necessary qualifications, certification or specialization. This phenomenon has become common in many countries.

Heggart (2016) stated that if a teacher is going to teach a subject, then that teacher should really know a lot about a subject. Correspondingly, expert teachers can make use of their subject knowledge more effectively for their students to understand. They are also more likely to be able to respond to the needs of any particular classroom and recognize students who are struggling. He further claimed that nothing is ever simple in education. Teachers whether they are subject specialists or generalists- need a wide range of different skills and attitudes if they are to assist students achieve high outcomes. These should include relationships with students, subject matter knowledge and also an understanding of pedagogical processes to develop understanding that is required. According to Hamre & Pianta, (2005); Meehan et al., (2003) relationships with teachers influence the learning of all students, the opportunities to build relationships with teachers can play a greater role for students who face more challenges in schools. For example, if students from low-income families have relatively fewer educational resources and support at home, strong bindings with teachers may help offset these disadvantages (Liew et al., 2010; Murray & Malmgren, 2005). Similarly, academically struggling

students likely face greater difficulties if they study with teachers who do not spend enough time with them to know their learning styles and tailor instruction to their particular needs (Liew et al., 2010).

Teachers' competence positively influences students' academic achievement due to their effective pedagogical skills, ability to create a supportive and engaging learning environment, and implementation of cognitive activation techniques that foster critical

thinking (Bogo & Aperocho, 2021). High self-efficacy in teachers also contributes to better classroom management and student motivation, leading to improved academic outcomes (Francisco & Celon, 2020).

Furthermore, teachers' enthusiasm and confidence in their abilities inspire students to excel, as shown in various studies on teaching quality and student performance (Numeron, Arado, & Perez, 2023).

Table 1.3. Profile of Students in Terms of Assessment Results

Assessment	S.Y. 2017-2018		S.Y. 2018-2019		S.Y. 2019-2020	
	Number of Examinees	Number of Passers	Number of Examinees	Number of Passers	Number of Examinees	Number of Passers
NC III Bookkeeping	23	15	46	37	72	59
Total	23	15	46	37	72	59

Table 1.3 cautiously presents the figures in terms of number of Accountancy, Business, and Management students who took and passed the assessment started from school year 2017-2018 until school year 2019-2020. The table reflects fifteen passers out of twenty-three examiners for school year 2017- 2018. Meanwhile, thirty-seven (37) out of forty- six (46) examinees passed the assessment for school year 2018-2019 whereas there are fifty-nine (59) passers out of seventy-two examinees for school year 2019-2020 correspondingly.

Based from the statistics, it can be construed that 65% passing rate is attained for school year 2017-2018. On the other hand, 80% passing rate is achieved for assessment for school year 2018-2019 and 82% passing rate for school year 2019-2020. It can also be inferred from these data that majority of Accountancy, Business, and Management students was ready for the NC III Bookkeeping Assessment. Furthermore, passing rate is also attributed to the tedious review sessions conducted before they took the assessment. With this, some preliminary inferences can be drawn primarily about the learning readiness dimensions.

It must also be noted that it is only within those school years that Accountancy, Business, and Management students took the assessment due to Coronavirus disease (COVID-19) pandemic. In connection therewith, NCIII level is the only assessment undertaken by Accountancy, Business, and Management since that is level suited to their competencies gained relevant to Fundamentals of Accountancy, Business, and

Management with emphasis on journalizing transactions, posting transactions, preparing trial balance, preparing financial reports and review internal control system.

Nevertheless, the data on the National Assessment Results for ABM students in Bookkeeping from 2017-2020 shows a positive trend, with both the number of examinees and passers increasing each year. The passing rate improved significantly from 65.22% in 2017-2018 to 81.94% in 2019-2020, indicating enhanced student preparedness and competency over time. The improvement in assessment results can be attributed to better instructional materials, teaching methods, and support programs because these elements enhance student understanding and engagement. High-quality instructional materials provide clear, relevant content that helps students grasp complex concepts more easily (Galle, et. Al., 2020).

The conduct of NC III Bookkeeping assessment coincides with the assessment and certification guidelines of TESDA Assessment and Certification. This further explains that TESDA pursues the assessment and certification of the competencies of the middle-level skilled workers through Philippine TVET Competency Assessment and Certification System (PTCACS). The assessment process seeks to determine whether the graduate or worker can perform to the standards expected in the workplace based on the defined competency standards. Certification is provided to those who meets the competency standards. This

ensures productivity, quality, and global competitiveness of the middle-level workers. TESDA has a Registry of Certified Workers which provides information on the pool of certified workers for certain occupations nationwide.

TESDA also has accredited assessment centers as well as the competency assessors who conduct competency assessment process for persons applying for certification.

The NC III Bookkeeping Assessment adheres to the goal of the K-12 Curriculum. Stipulated in the K-12 Curriculum that teaching training and education might be more advantageous when institutions foster relationships with K-12 schools and create programs centered on the needs of the students those teachers will likely teach. Several institutions have created partnership programs to support K-12 schools and practicing teachers in bringing an international aspect into their classrooms.

2. Activities Provided to Accountancy, Business, and Management Students

Table 2.1. Activities Provided to ABM Students along Knowledge Development

Activities	Frequency	Rank
Teachers help in creating a studying calendar to plan out for review and allow small portion of class time every day for review.	173	5
Practice remembering information without any supporting materials to learn more effectively.	143	6
Open-ended questions are given encouraging students to answer in as much detail as possible, then check if understanding is correct.	208	3
Problem-solving exercises that let the students discover new process to think more critically.	217	1
To understand abstract ideas and students are encourage to come up with examples of their own and based on their experiences and understanding.	209	2
Lessons are presented in text supported by visuals, images, charts, graphs, graphic organizers, infographic, cartoon strips, diagram or timeline to depict information then be able to create own visuals.	200	4

Table 2.1 enumerates the activities provided to Accountancy, Business, and Management along knowledge development. Out of three hundred twelve respondents (312) in which one hundred sixty-seven (167) are Grade 11 ABM students and one hundred forty-five (145) students are Grade 12 ABM students, two hundred seventeen (217) selected problem-solving exercises allowing students to discover new process to think more critically as the highly facilitated activity along knowledge development. Meanwhile, two hundred nine (209) respondents chose understanding abstract ideas and students are encouraging to come up with examples of their own and based on their experiences and understanding among the activities provided to ABM student with relevance to knowledge development which ranked second. The activities that ranked third and fourth were open-ended questions are given encouraging students to answer in as much detail as possible, then check if understanding is correct and lessons are presented in text supported by visuals, images, charts, graphs, graphic organizers, infographic, cartoon strips, diagram or timeline to depict information then be able to create own visuals. The former was recorded with two hundred (208) responses while the

latter with two hundred (200) responses. The fifth activity provided to ABM students along knowledge development with total responses of one hundred seventy-three (173) pertains to teachers help in creating a studying calendar to plan out for review and allow small portion of class time every day for review. Finally, with the least number of responses of about one hundred forty-three (143) and considered to be the least provided activity pertains to practice remembering information without any supporting materials to learn more effectively.

The above findings suggested that activities relevant to problem-solving is given much preference and importance geared towards knowledge development. These problem-solving activities is in consonance with critical thinking development and teaching ABM students how to effectively assess problems and find solutions on their own. Also, contextualized activities primarily based on ABM students' experiences and understanding were also given emphasis. These activities were facilitated to ensure in-depth understanding of the lessons. Activities also utilizing open-ended questions are provided to promote life-long

learners and develop higher-order thinking skills among ABM students. Moreover, figures also showed that activities are cautiously selected to allow students to be engaged in the learning process as well as improving their comprehension and memory retention through texts, visuals, images, charts, graphs, graphic organizers, infographic, cartoon strips, diagram or timeline.

From the data above, it can be inferred that learning outcomes that target knowledge are largely dependent on the activities provided to students. The skills that teachers would want to develop among students vary on the activities provided to them. Teachers should see complex cognitive development and understand how lower-level skills build into higher-order thinking such as recalling facts and comprehending previous problems. By this, it allows students to apply their experience to similar problems.

This guiding framework that was utilized by ABM teachers in coming up with activities to be provided to students along knowledge development is in perfect harmony with Bloom's taxonomy. Bloom's taxonomy offers a guiding framework for breaking these criteria

down into accessible chunks which can be used to direct day-to-day lesson plans and can be easily compared to their own goals for the class. Bloom's taxonomy can be used as a checklist to ensure that all levels of domain have been observed and applied.

The findings also linked to the importance of learning activities. Learning activities play an important role in student learning and engagement. Students benefit from the opportunity to reflect upon their learning and to ascertain progression towards outcomes. Learning activities need to be aligned with learning outcomes and assessment to provide students with opportunities to develop relevant and appropriate skills, knowledge, values, and attitudes. Learning activities should align to outcomes and assessment, engage students in active learning, facilitate the practice of core skills prior to assessment, provide feedback on student progress towards outcomes and be accessible for all students. Additionally, the teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving the intended learning outcomes. It is helpful to remember that what the student does is actually more important than what the teacher does.

Table 2.2. Activities Provided to ABM Students along Skills Development

Activities	Frequency	Rank
Business Communication Skills		
Assign group and individual activities that develop skills in verbal, non- verbal communication, written communication listening and visual communication.	204	3
Carefully select activities that students enable to share ideas correctly, develop skills effectively and collaboratively.	207	1.5
Practice speaking and listening in normal situations.	194	5
Learn how to interact, build relationships and influence others.	207	1.5
Discover how to create a positive environment and inspire students to work towards a common goal.	199	4
Financial Management Skills		
Make students track their spending.	152	4
Introduce opening a bank account or any form of savings like piggy bank, paluwagan, 52 weeks challenge and the like.	202	1
Make students earn their allowance.	123	5
Encourage part- time work as a great opportunity to introduce the concept of the value of money.	153	3
Create purchasing decisions by considering the difference between expensive and cheap and desired and needs.	177	2
Leadership Skills		
Provide activities for students to work in groups to come up with real- life applications of leadership principles.	194	2
Reflective activities to practice empathy and ensuring that every student is able to be heard or respected.	197	1

Learning how to make intelligent and good decisions.	188	4
Develop systems and procedures that keep things running smoothly and be able to delegate tasks and responsibilities effectively.	191	3
Develop organized thinking in order to be better at setting priorities, making decision and allocating resources.	179	5
Presentation Skills		
Deliver informative, educational, enlightening and useful presentations.	199	1.5
Identify ways to improve public speaking skills by working on improving one's confidence.	199	1.5
Learn how to address anxiety as excitement to feel more excited and result to good performance.	165	4
Learn how to project your voice, change the volume and pitch to add emphasis through series of voice projection exercises.	173	3
Allows to make technological presentation to connect with the audience in a new and interactive way.	156	5
Conflict Management Skills		
Create a writing or art exercise that involves a problem and a solution to encourage students to resolve conflicts and learn how others do it.	184	4
Work on challenging, yet realistic tasks that match students' abilities.	191	5
Develop solid communication and negotiation skills.	174	2
Understand when to stand up your beliefs and when to reevaluate them.	171	1
Select suitable games that can help students learn how to empathize, communicate and develop self- confidence	179	3
Logical, Mathematical, and Analytical Skills		
Assign research projects according to students' interest with clearly defined guidelines.	182	3
Incorporate problem- solving and mathematical activities in the lesson.	174	1
Give questions that requires logical answers and interpretation.	194	5
Conduct survey involving multiple skills like listening, speaking, organization, categorizing, sequencing and mathematical calculation.	181	2
Perform situational analysis activities that requires analysis, critical and logical processes.	191	4
Time Management Skills		
Introduce strategic approach to make use of the time properly, to ensure productivity and avoid stress.	171	4
Creating a calendar to prioritize and arrange important tasks.	144	1
Make use of a daily schedule to plan your day.	153	3
Accomplishing checklist at the end of week and evaluate it to ensure it gets done.	151	2
Practice time- management skills activities like role playing involving delegating tasks.	184	5
Organizational Skills		
Introduce checklist to plan tasks and organize time and daily practices.	174	3
Include games and different activities that allow students to use time, energy, strength, mental capacity, physical space, etc. effectively and efficiently to achieve the desired result.	175	2
Organize group activities that develop teamwork.	197	1
Analyze situations, prepares documentation using visual schedules, calendars, workbooks and journals.	155	5
Learn concepts relevant to filing, office management, record keeping and stock inventory.	166	4

Table 2.2 carefully identified the varied activities provided to ABM Students along skills development. In this data, skills development primarily includes business communication skills, financial management skills, leadership skills, presentation skills, conflict management skills, logical, mathematical, and

analytical skills, time management skills, and organizational skills. Different activities were identified along development of these different skills.

Pertaining to business communication skills, carefully, select activities that students are able to share ideas

correctly, develop skills effectively and collaboratively and learn how to interact, build relationships and influence others both ranked first with two hundred seven (207) total number of responses. Assign group and individual activities that develop skills in verbal, non-verbal communication, written communication listening and visual communication ranked third with two hundred four (204) total number of responses. Meanwhile, discover how to create a positive environment and inspire students to work towards a common goal ranked fourth with one hundred ninety-nine total number of responses. Finally, practice speaking and listening in normal situations ranked fifth with one hundred ninety-four (194) total number of responses.

In terms of financial management skills, introduce opening a bank account or any form of savings like piggy bank, paluwagan, 52 weeks' challenge and the like ranked first with two hundred two (202) total number of responses. Create purchasing decisions by considering the difference between expensive and cheap and desires and needs ranked second with one hundred seventy-seven (177) total number of responses. On the other hand, encourage part-time work as a great opportunity to introduce the concept of the time value of money ranked third with one hundred fifty-three (153) total number of responses. Then, make students track their spending ranked fourth with one hundred fifty-two (152) total number of students. Lastly, make students earn their allowance ranked fifth with one hundred twenty-three (123) total number of respondents.

Relevant to leadership skills, reflective activities to practice empathy and ensuring that every student is able to be heard or respected ranked first with one hundred ninety-seven (197) total number of responses. Subsequently, provide activities for students to work in groups to come up with real-life applications of leadership principles ranked second with one hundred ninety-four (194) total number of responses. Next, develop systems and procedures that keep things running smoothly and be able to delegate tasks and responsibilities effectively ranked third with one hundred ninety-one (191) total number of responses. Consequently, learning how to make intelligent and good decisions ranked fourth with one hundred eighty-eight (188) total number of responses. Finally, develop organized thinking in order to be better at setting priorities, making decision and allocating resources

ranked fifth with one hundred seventy-nine (179) total number of responses.

Relating to presentation skills, deliver informative, educational, enlightening and useful presentations and identify ways to improve public speaking skills by working on improving one's confidence both ranked first with one hundred ninety-nine (199). On the contrary, learn how to project your voice, change the volume and pitch to add emphasis through series of voice projection exercises ranked third with one hundred seventy-three (173) total number of responses. Meanwhile, learn how to address anxiety as excitement to feel more excited and result to good performance ranked fourth with one hundred sixty-five (165) total number of responses. Allows to make technological presentation to connect with the audience in a new and interactive way ranked fifth with one hundred fifty-six (156) total number of responses.

In terms of conflict management skills, work on challenging, yet realistic tasks that match students' abilities ranked first with one hundred ninety-one (191) total number of responses. Create a writing or art exercise that involves a problem and a solution to encourage students to resolve conflicts and learn how others do it ranked second with one hundred eighty-four (184) total number of responses. Furthermore, select suitable games that can help students learn how to empathize, communicate and develop self-confidence ranked third with one hundred seventy-nine (179). Moreover, develop solid communication and negotiation skills ranked fourth with one hundred seventy-four (174) total number of responses. Finally, understand when to stand up your beliefs and when to reevaluate them ranked fifth with one hundred seventy-one (171) total number of responses.

Involving logical, mathematical, and analytical skills, give questions that requires logical answers and interpretation ranked first with one hundred ninety-four (194) total number of responses. Perform situational analysis activities that requires analysis, critical and logical processes ranked second with one hundred ninety-one (191) total number of responses. Accordingly, assign research projects according to students' interest with clearly defined guidelines ranked third with one hundred eighty-two (182) total number of responses. Conduct survey involving multiple skills like listening, speaking, organization, categorizing, sequencing and mathematical calculation ranked fourth

with one hundred eighty- one (181) total number of respondents. Then, incorporate problem- solving and mathematical activities in the lesson ranked fifth with one hundred seventy- four (174) total number of responses.

Linking to time management skills, practice time-management skills activities like role playing involving delegating tasks with one hundred eighty- four (184) total number of responses. Next, introduce strategic approach to make use of the time properly, to ensure productivity and avoid stress ranked second with one hundred seventy- one total number of responses.

Meanwhile, make use of a daily schedule to plan your day ranked third with one hundred fifty- three (153) total number of responses. Accomplishing checklist at the end of week and evaluate it to ensure it gets done on the other hand, ranked fourth with one hundred fifty- one (151) total number of responses. Lastly, creating a calendar to prioritize and arrange important tasks ranked fifth with one hundred forty- four (144) total number of respondents.

Relevant to organizational skills, organize group activities that develop teamwork ranked first with one hundred ninety- seven (197) total number of responses.

Meanwhile, include games and different activities that allow students to use time, energy, strength, mental capacity, physical space, etc. effectively and efficiently to achieve the desired result ranked second with one hundred seventy- five (175) total number of responses. Introduce checklist to plan tasks and organize time and daily practices ranked third with one hundred seventy- four (174) total number of responses.

Referring to organizational skills, organize group activities that develop teamwork ranked first with one hundred ninety- seven (197) total number of responses. Include games and different activities that allow students to use time, energy, strength, mental capacity, physical space, etc. effectively and efficiently to achieve the desired result ranked second with one hundred seventy- five (175) total number of responses.

Consequently, introduce checklist to plan tasks and organize time and daily practices ranked third with one hundred seventy- four (174) total number of responses. Learn concepts relevant to filing, office management, record keeping and stock inventory on the other hand,

ranked fourth with one hundred sixty- six (166) total number of responses. Finally, analyze situations, prepares documentation using visual schedules, calendars, workbooks and journals ranked fifth with one hundred fifty- five (155) total number of responses.

The above-mentioned activities geared towards developing skills among ABM students were thoughtfully involved in the daily learning activities as shown in their responses. This also further suggests that varied activities were employed to attain skills development. Activities were prepared from simple to complex and from individual activities to group activities. By doing this, independent learners and collaborative learning can be developed. Furthermore, critical and analytical thinkers can also be developed among ABM students. Critical, logical, analytical and creative thinkers will confidently result to higher academic performance and achievement.

In line with the findings above, Walberg's Theory of Educational Productivity. Walberg's theory tackles about the influences on learning that affects the academic performance of a student and he proposed that there are nine factors that influence academic achievement: grades, motivation, age, prior achievement, home environment, support from peers, classroom environment, quality of instruction, and quantity of instruction.

Classroom learning is a multiplicative, diminishing-returns function of four essential factors—student ability and motivation, and quality and quantity of instruction—and possibly four supplementary or supportive factors—the social psychological environment of the classroom, education-stimulating conditions in the home and peer group, and exposure to mass media.

Each of the essential factors appears to be necessary but insufficient by itself for classroom learning; that is, all four of these factors appear required at least at minimum level. It also appears that the essential factors may substitute, compensate, or trade-off for one another in diminishing rates of return: for example, immense quantities of time may be required for a moderate amount of learning to occur if motivation, ability, or quality of instruction is minimal. Therefore, teachers should implement different types of instruction and the quality of their instruction is crucial for enhancing student outcomes.

Table 2.3. Activities Provided to ABM Students along Attitude Development

Activities	Frequency	Rank
Developing New Skills and Trying New Activities Employ meaningful activities that enable students to know their strengths and give them opportunities to develop them and experience success.	147	1
Setting and Achieving Goals Encourage students to set goals and plan to achieve goals resulting in increased confidence and a more positive attitude.	145	2
Sharing Positivity Share movie clips, news articles, documentary that encourage positive attitudes.	132	8
Strong Sense of Ethics Ethics and integrity are valued in preparing accounting and bookkeeping activities.	138	4.5
Emphasizing Accuracy Assign tasks focusing on details and place a lot of emphasis on the accuracy of work to avoid financial risk for an organization.	133	7
Sense of Accountability Practice steps to prevent inaccuracies and ensure that mistakes may not be repeatedly done.	135	6
Ability to Work in a Team Group tasks to learn how to work together to reach the goal.	138	4.5
Creativity Develop fresh ideas and strategies to solve complex and unique issues.	141	3
Developing New Skills and Trying New Activities Employ meaningful activities that enable students to know their strengths and give them opportunities to develop them and experience success.	147	1

Table 2.3 identifies activities provided to ABM students along attitude development. Developing new skills and trying new activities which emphasis on employing meaningful activities that enable students to know their strengths and give them opportunities to develop them and experience success ranked first with one hundred forty-seven (147) total number of responses. Consequently, setting and achieving goals that encourages students to set goals and plan to achieve goals resulting in increased confidence and a more positive attitude ranked second with one hundred forty-five (145) total number of responses. Meanwhile, creativity focusing on developing fresh ideas and strategies to solve complex and unique issues ranked third with one hundred forty-one (141) total number of responses. Next, strong sense of ethics which is valued in preparing accounting and bookkeeping activities and ability to work in a team such as group tasks to learn how to work together to reach the goal both ranked fourth with one hundred thirty-eight total number of responses. Also, sense of accountability concentrates on practicing steps to prevent inaccuracies and ensure that mistakes may not be repeatedly done ranked sixth with one hundred thirty-five (135) total number of responses. On the other hand, emphasizing accuracy particularly on assigning tasks focusing on details and place a lot of

emphasis on the accuracy of work to avoid financial risk for an organization ranked seventh with one hundred thirty-three (133) total number of responses. Ultimately, sharing positivity like sharing movie clips, news articles, documentary that encourage positive attitudes ranked eight with one hundred thirty-two (132) total number of responses.

The enumerated activities provided to ABM students along attitude development is a clear testament that learning is not merely focused on knowledge and skills development. Along with these learning processes, attitude development is taken into consideration and given equal importance. This is in accordance also with the goal of K-12 Curriculum which is recognizing the holistic education to students.

In the old and traditional days of the education system, students were taught inside the four walls of the classroom. This isolated approach has led to fragmented learning experiences for them. However, there is a growing recognition of interconnected and holistic learning. The education industry is aware of the fact that students need more than just a strong foundational curriculum. It indeed seeks to be supported by a community and to develop a thoughtful understanding

of the elements around them. Educational curriculum is a dynamic route that must adapt to the changing needs of students and society. Over the last decade, there has been a constant growing demand for a holistic education curriculum. This unique approach goes beyond academic subjects and focuses on the student's overall development.

A holistic curriculum is an innovative approach to teaching and educating students. It addresses the social, ethical, and academic needs of students in an integrated learning format. In this approach, the emphasis is placed on creating a positive learning environment and whole-child support. It has been noted that holistic education [curriculum development services](#) can open doors for enriched academic performance, maintaining

3. Academic Performance of ABM Students

Table 3.1. Academic Performance of Grade 11 ABM Students for School Year 2023-2024

Academic Performance	Specialized Subjects			
	Fundamentals of Accountancy, Business and Management 1		Organization & Management	
	Frequency	Rank	Frequency	Rank
95-above	30	4	40	2
90-94	40	2	25	4
85-89	44	1	44	1
80-84	36	3	35	3
75-79	17	5	23	5
74-below	0	6	0	6
TOTAL	167		167	

Table 3.1 presents the academic performance of Grade 11 ABM students for school year 2023-2024. This academic performance pertains to the semestral final grade of ABM students in the above identified specialized subjects. As shown, majority of Grade 11 ABM students attain an average from 85-89 specifically in Fundamentals of Accountancy, Business, and Management 1. Then, forty (40) students out of one hundred sixty-seven (167) students attain an average of 90-94. Next, thirty-six (36) Grade 11 ABM students reached an average ranging from 80-84 while thirty (30) gained an average from 95-above. Lastly, seventeen (17) achieved an average ranging from 75-79 and no one got an average from 74- below.

Pertinent to academic performance in Organization and Management, majority gains an average ranging from 85-89 followed by 95- above. Then, an average ranging from 80-84 ranked third attained by thirty- five (35) Grade 11 ABM students. However, twenty- five (25)

good mental health, and overall well-being. The approach offers students a bundle of opportunities and helps them explore their interests, develop social skills, and learn about their own emotions.

Holistic development is vital during the early years of students because it provides a strong foundation for lifelong learning and well-being. By nurturing all aspects of development including knowledge, skills and attitude, educators can help them reach their full potential and develop a positive sense of self. Moreover, a holistic approach recognizes that all children, particularly those facing extreme adversity, require a range of knowledge, skills, experiences and core values that will enable them to engage as productive and ethical citizens, and reach their potential in life.

achieved an average ranging from 90-94 and twenty-three (23) get an average ranging from 75-79. And no one gets an average ranging from 74-below.

The academic performance of Grade 11 ABM students in Fundamentals of Accountancy, Business, and Management 1 and Organization and Management for school year 2023-2024 clearly established passing performances in both specialized subjects. In both specialized subjects, majority of Grade 11 ABM students performed very satisfactory academic performance. Fairly satisfactory academic performance on the other hand, marked the lowest average in both subjects. This can be attributed according to these students to the difficulty of the subject specifically in Fundamentals of Accountancy, Business, and Management 1 that focuses on analyzing business transactions. It involved not only mere computation but solve problems applying the accounting equation and prepare journal entries, post to the ledger, prepare the

trial balance, worksheet, adjusting entries and complete the accounting cycle of a merchandising business. In organization and management though it may not involve computation, but some Grade 11 ABM students find it hard to grasp concepts such as in applying management concepts in solving business cases and analyzing the various environmental factors affecting the firm.

It can be inferred from the data shown above that not all Grade 11 students who chose ABM strand in Bulan National High School for school year 2023-2024 are well-versed and knowledgeable in skills required in the identified two specialized subjects. It can also be attributed to the different learning activities provided to them which they cannot easily grasp and perform.

Academic performance represents knowledge, skills, and attitudes. According to the study which delved on academic interest determines the academic performance of undergraduate accounting students conducted by Khusaini, Khusaini et.al (2022) high academic interest students possessed a bigger chance to have better academic performance. Meanwhile, learning attitude and learning quality indicated otherwise, decrease the students' academic performance. Results were contributed to the school's management to manage innovative and learning activities to promote accounting students' academic interest in continuing better learning. The school leaders should fulfill the infrastructure and learning facilities needed by lecturers to maintain learning quality.11

Table 3.2. Academic Performance of Grade 12 ABM Students for School Year 2023-2024

Academic Performance	Specialized Subjects											
	AE		BSER		BM		BF		FABM2		PM	
	F	Rank	F	Rank	F	Rank	F	Rank	F	Rank	F	Rank
95-above	47	2	53	1	45	1	43	1.5	33	2	55	1
90-94	91	1	44	2	44	2	43	1.5	23	5	45	2
85-89	7	3	36	3	38	3	40	3	37	1	36	3
80-84	0	5	9	4	5	5	10	4	27	3	9	4
75-79	0	5	3	5	13	4	9	5	25	4	0	5.5
74-below	0	5	0	6	0	6	0	6	0	6	0	5.5
TOTAL	145		145		145		145		145		145	

Legend:

F- frequency

AE- Applied Economics

BESR- Business Ethics and Social Responsibility

BM- Business Mathematics

BF- Business Finance

FABM2- Fundamentals of Accountancy, Business and Management 2

PM- Principles of Marketing

Table 3.2 carefully presents the academic performance of Grade 12 ABM students in six (6) specialized subjects including Applied Economics, Business Ethics and Social Responsibility, Business Mathematics, Business Finance, Fundamentals of Accountancy, Business, and Management 2 and Principles of Marketing. Also, the academic performance indicated herein refers to semestral final grade of Grade 12 ABM students in the above identified specialized subjects. As shown in the table, majority attain an average ranging from 90-94 in Applied Economics. And no one got an average ranging from 84 and below. In Business Ethics and Social

Responsibility, majority achieved an average ranging from 95- above. However, three (3) out of one hundred forty-five (145) students attain an average ranging from 75-79. Meanwhile in Business Mathematics, Business Finance and Principles of Marketing, majority of the students got an average ranging from 95-above. The lowest average attains by students in Business Mathematics and Business Finance ranging from 75-79 while 80-84 in Principles of Marketing. Lastly in Fundamentals of Accountancy, Business, and Management 2, majority attain an average ranging from 85-89 while the lowest average attained range from 75-79.

Based from the data above, it can be deduced that Fundamentals of Accountancy, Business, and Management 2 and Business Mathematics remained to be the two (2) most difficult subjects in Grade 12. Though the academic performance of Grade 12 ABM students is fairly distributed to satisfactory, very satisfactory and outstanding achievement but it is still notable that there are some students who find difficulty

in the said subjects. The fairly satisfactory performance of Grade 12 ABM students with an equivalent average from 75-79 can be linked to the complexities of the subject specifically both mostly requires logical, analytical and mathematical skills.

The Accountancy, Business, And Management (ABM) strand focus on the basic concepts of financial management, business management, corporate operations and all things that are accounted for. There are identified skills that are brought up the most in an attempt to determine which skills students will result to higher academic performance. It does not only require adaptive thinking, communication skills, collaboration skills, personal management, inquiry skills, technology skills, creativity and innovation, soft skills, empathy and perspective but most importantly critical and problem-solving skills.

4. Perceived Difficulties Encountered by the Teachers and Students in Specialized Subjects

Back then, the Philippines was one among three countries with a 10-year pre-university cycle. The rest of the world is operating on a 13-year program: required kindergarten, six years of elementary school, four years of high school, and two years of senior high.

K-12 is supposed to put the Philippines on the same level as the rest of the world, so that those seeking entry to foreign universities wouldn't have to take two more years of high school, and those who have to enter jobs that required a specific number of years in school wouldn't find themselves set aside in favor of those who followed the world standard.

The program is noble in its intentions: the first few years of school were designed to contextualize learning so that students could better appreciate the role of the lessons in their daily lives, rather than see them as mere pieces to be memorized in a textbook. The two extra years of senior high, moreover, has a tracking system to help students choose the subjects which they believed they would need in their careers.

The K-12 Curriculum is implemented in the Philippines through the virtue of the Republic Act 10533. The new curriculum covers Kindergarten and 12 years of basic education: six years of primary education, four years of Junior High School (JHS), and two years of Senior High School (SHS). Due to abrupt changes in the curriculum,

this resulted to different problems which may be experienced by the students and teachers.

In this study, several perceived difficulties which revealed both by the ABM students and teachers handling specialized subjects in Accountancy, Business, and Management in Bulan National High School during school year 2023 until 2024. Among the difficulties encountered by students are the following. For Business Ethics and Social Responsibility, it can be hard for students because they find it challenging to apply theory to practice, deal with complex ethical dilemmas, navigate conflicting values, lack real-world experience, and struggle to relate to practical challenges they may face in their future careers. In Applied Economics, students find it difficult specially if the activity involves explaining and analysis of the law of supply and demand curve and schedule, and how equilibrium price and quantity are determined in a graphical presentation. Also, some students find it difficult if the activity is to be answered in an essay form. The remaining six (6) specialized subjects including Business Mathematics, Organization and Management, Fundamentals of Accountancy, Business, and Management 1 and 2, Business Finance, and Principles of Marketing arrived at same thoughts relevant to the difficulties encountered both by Grade 11 and 12 ABM students. These difficulties consist: of not all students can logically express their answers orally and even in written form, insufficient preparation, lack of study time, poor study habit, difficulty with subject matter, complexity of topics, analytical challenges, lack of motivation, and low interest in the subject.

Similarly, teachers handling specialized subjects in ABM encountered difficulties. Among the difficulties encountered by teachers are relevant to leadership issues. Some participants disclosed that inadequate support systems which pertains to limited access to resources and support to individual teachers are evident which resulted to poor learning quality. Participants also revealed that if resources are provided sufficiently and appropriately to students could create conducive learning environment thus promoting life-long learners. Moreover, challenges relevant to assessment tools were also encountered by ABM teachers. Participants shared that technical issues during assessment such as errors in computation and misinterpretation of questions were also experience by teachers. Participants also find it difficult to teach students especially if students struggle to connect theories with real-life situations, some are

sometimes skeptical and discussions on sensitive topics are challenging. Lastly, most of the participants find it hard to simplify and contextualize the lessons for students to easily grasp the lesson. As to academic barriers, participants experienced handling students that have inconsistent attendance and even missed classes which resulted to learning gaps. According to them, missing days greatly affect learning and resorted to poor academic performance.

Difficulty can be a hardship, an obstacle, a hindrance or a problem. The findings of this study are same with the results of the study conducted by Unciano (2019) which revealed that difficulties that were found are the lack of background, difficulty in understanding, teaching methods of the teacher, and the lack of time and preparation (study habits) in studying. He also shared that there are ways that ABM students cope with the difficulties by doing self-study or by having long periods of study sessions, by peer tutorials, as well as the acquisition of self-motivation and commitment to the path they are heading to.

Same findings were also revealed in the study conducted by Brodowicz (2024) that in the academic realm, ABM students encounter various challenges that impact their educational experience. These challenges may include complex and demanding coursework, tight deadlines for assignments and projects, as well as the pressure to maintain high grades in a competitive environment. Furthermore, ABM students often face the challenge of juggling multiple subjects, each with its own set of requirements and expectations. This can lead to feelings of overwhelm and stress, particularly during exam periods or when major assignments are due. Additionally, the transition from high school to college or university can present academic challenges for ABM students, as they adapt to new teaching styles, higher academic standards, and increased independence in their studies. Moreover, academic challenges for ABM students may also extend to difficulties in understanding and applying certain theoretical concepts, particularly in subjects such as mathematics or economics. These challenges may require additional support and resources, such as tutoring or study groups, to aid in comprehension and mastery of the material. Overall, the academic challenges faced by ABM students are diverse and multifaceted, impacting their overall learning experience and shaping their approach to academic success.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceding findings, the researcher concludes that the enrollees are fluctuating for the past three consecutive school years (2021, 2022, 2023) because of COVID-19 pandemic and indecisiveness to enroll in ABM strand of incoming Grade 11 students. From 2017 to 2020, 76% of examinees passed the NCIII Bookkeeping assessment. Specialized subjects follow a one-teacher-per-subject policy; aligned with the holistic development of students, varied activities are given that are structured from simple to complex for the improvement of knowledge, skills, and attitude; the academic performance of ABM students in specialized subjects for the 1st and 2nd semesters, School Year 2023-2024 are satisfactory. However, Fundamentals of Accountancy, Business, and Management 1 and 2, Organization and Management and Business Mathematics remained to be the challenging subjects.; the difficulties encountered by students in specialized subjects are varied and significantly affect academic performance; screening and intervention programs are tools necessary to gauge students' capabilities and potential, measuring their knowledge, skills and abilities facilitating the students to adapt and succeed in ABM strand.

From the findings and conclusions, the following recommendations are forwarded as follows: (1) Intensive and thorough conduct of career guidance be implemented to provide adequate information about different careers and opportunities. It is necessary that students need a clear understanding of career objectives before Senior High School so that they can make the right decision and choose appropriately based on their skills and interests (2) Reviewed screening assessments among incoming ABM students to provide an indication of their relative readiness for higher education at the point of entry. (3) Differentiated, logical, critical and analytical and learning activities be conscientiously provided to ABM students specifically in specialized subjects. (4) The identified difficulties encountered by students and teachers in ABM be directly addressed, with the involvement of the school administrators, teachers, stakeholders and other key persons that can contribute to solving the problem, higher academic performance can be attained gearing towards holistic development of learners. (5) Screening and intervention programs be strengthened, implemented, and strongly reinforced by the school administration to ensure quality admission.

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