

The Perceptiveness of ABM Students for their Academic Performance in Fundamentals of Accounting, Business Management, and Marketing Subjects.

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ABSTRACT

Socrates himself admits that he's ignorant, and yet he became the wisest of all men through this self-knowledge. Like an empty cup, Socrates is receptive to receiving the waters of data wherever he may find them. (Socrates)

Learning and knowledge of the principle of the topic in high school for the ABM strand in K-12 was the muse of the mindset of the scholars. The behavior and attitude that will affect the decision-making of the scholar after high school to the varsity level have an enormous impact that leads to their course and career in the future. This study aims to supply a case study that will help the reader to acknowledge their passion and their instinct in terms of developing and improving their inherent knowledge. The case study can gain a motivation that learning the basic subject can build a regular in their intellectual aspect and make effective with efficient skills in their career.

The roadmap that each individual build for his or her success is going to be seen within the high school level, the topic within the ABM strand can initiate an awfully satisfactory result for the assessment of the struck. the basics of accounting, the principle of management, and therefore the basic marketing subject are those subjects that enhance the capabilities and suppleness of these future entrepreneurs.

The response of Grade 11 and 12 ABM students to the difficult tasks in Fundamentals of Accounting and Business Management will be tormented by positive emotion, engagement, relationships, meaning, and accomplishment. These five elements shape the well-being of the scholars as they study. The ways these elements move within their lives affect their thoughts, motivation, and preferences. This suggests that how the scholars react to the topic or lesson is principally caused by the series of events from their environment, relationships, and accomplishments and the way the scholars took the experiences including the challenges and failures.

To improve well-being, people must first believe that they will make a change. Psychologists have found that the beliefs we hold about our abilities and potential are predictive of future outcomes, including wellbeing. it's said that "people with growth mindsets believe that their basic qualities are malleable and may be cultivated through effort and learning." (Dweck 2006) it's the type of mindset during which we see that we've got the capacity to alter. We may, as an example, believe that well-being may be achieved through increased effort and skill development. This way, an individual develops the next level of well-being.

Keywords: ABM, mindset, senior high school

INTRODUCTION

Having or showing a capability to grasp or notice something easily or quickly is a capability of a person that may help to enhance and develop the mindset of someone. The researcher will get the perceptiveness of the ABM student in their major subjects. The main target of the researcher is to make control the perception of the scholars.

Mindset is the person's collection of thoughts and beliefs that shape thought habits. The thought habits affect how you're thinking you're feeling, and what you are doing. Your mindset impacts how you create sense of the planet, and the way you create a sense of yourself. This includes how people consider their intelligence, capabilities, and skills.

When students adopt a growth mindset, they view challenges as ways of progressing toward their desired outcomes. Students who believe they'll develop their talents and skills see roadblocks and demanding feedback as methods to collect the data they might use to assist themselves learn.

Dweck (2006) classified mindset into two types; the fixed mindset and therefore the growth mindset. during a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits; while during a growth mindset, people believe that their most elementary abilities may be developed through dedication and hard work-brains and talent is simply the start line.

According to researcher Carol Dweck, the attitude and belief that you simply can't learn something is an element of a mindset, and it's something that we are able to change. When it involves our mindset, people represent one in every of two predicted patterns: they learn to adopt either a growth mindset or a hard and fast mindset. the great news? These basic beliefs are learned, and we can change people who believed that their intelligence was something that they may develop or increase and also held many other positive attitudes. Believing that their ability may well be increased, they valued learning as a goal, even when it involved diligence or initial errors. This philosophy will activate their will to stay learning, instead of handing over when faced with failure handingr challenges. (Dweck, et. al)

Besides their enthusiasm, the scholars' flexibility in tasks also can be affected since the willingness of the students to find out is interconnected to their perspective about failures and challenges. the scholars with a growth mindset that were placed outside their comfort zones tend to think about the unfamiliar tasks as challenges, while students with a set mindset ran off from the tasks because they feel that their intelligence is proscribed therein field, and that they fear the prospect of failure present within the task. this implies that an individual who believes that their intelligence may be improved, more capabilities and abilities will arise from themselves (Devers, 2014).

On the opposite hand, Accounting and Business Management (ABM) introduce basic accounting principles, accounting concepts, accounting terminology, the principle of management, basic marketing, and business mathematics. This subject teaches the fundamental knowledge rules, which permit student performance in bookkeeping and business-related subject done successfully.

Recently, the teacher in Accounting and Business Management (ABM) has observed that the majority of the scholars are difficulties understanding the teachings. Thus, the researchers came up with a study about how mindset affects the interests and academic performances of the scholars in this subject to point out how important it's to develop the sort of mindset a student possesses.

LITERATURE REVIEW:

Sarah Peck stated that "Those with a growth mindset found success in doing their best, in learning, and improving." People with a growth mindset derive just as much happiness from the process as the results. They look for challenges and opportunities to engage with the material, rather than deriving all of their

satisfaction from mastery. (Peck 2021)

Gladwell notes this is what Robert Merton has called "The Matthew Effect." From Matthew 25:29 "For unto everyone hath shall be given, and he shall have abundance. But from him, that hath not shall be taken away even that which he hath." This means we shower the successful with more opportunities as they climb the ladder while the deck of cards has fewer odds for others. Their success is something sociologists have coined as "accumulative advantage, which leads to labels and stereotypes that can profoundly affect the mindsets and motivations of the successful and unsuccessful. (Caluori 2014)

Fixed and growth mindsets also affect our perspectives. Even worse is when labels and stereotypes affect the perspectives of teachers. Dr. Dweck summarizes the dangers of their incorporation in the classrooms: In a fixed mindset, students believe their basic abilities, their intelligence, and their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset, students understand that their talents and abilities can be developed through effort, good teaching, and persistence. They don't necessarily think everyone's the same or anyone could be Einstein, but they believe everyone can get smarter if they work at it. (Dweck 2006)

Socrates himself admits that he is ignorant, and yet he became the wisest of all men through this self knowledge. Like an empty cup, Socrates is open to receiving the waters of knowledge wherever he may find them. (Socrates)

The optimization of the students' welfare is generated by the achievements of the students in the activities. This is usually shown through praises from teachers, and praises affect the development of mindsets of the students which also contributes to making a higher level of wellbeing. Praise is an opportunity to show a child why you think s/he succeeded. And getting praised for ability tells children that what's valued is a fixed trait or talent. You either have it or you don't. It highlights the fact that children are being judged or evaluated. This can make children feel helpless if they feel like they're being judged based on something they have "no control over. Process praise ("You worked hard and did a good job drawing!") sends the message that adults value the effort or process. When students succeed, these types of praise teach students different reasons for their success. (Master, 2015)

Well-being has many facets. One theory of well-being – (Seligman 2012) identified five key elements which underpin people's happiness and life satisfaction. These are positive emotion, engagement, relationships, meaning, and accomplishment, or PERMA for short. Psychologists have since built on this, adding a plus – healthy behaviors – which also contribute to wellbeing.

Self-efficacy in the academic realm is the belief and confidence that one has regarding his or her capacity to accomplish meaningful learning tasks and produce the desired results (Brozo & Flynn, 2008). Perseverance refers to the tendency to pursue long-term goals with sustained effort and hard work. It has been shown to predict achievement in academic and vocational domains (Duckworth, Quinn, & Seligman, 2009).

Executive function describes students' ability to control their cognitive processes including planning, organizing, reasoning, and working memory. Students with strong executive function abilities can control the many different processes that lead to successful reading comprehension. Measures of executive function are highly correlated to measures of growth mindset, self-efficacy, and reading achievement (Miller et al., 2014).

MATERIALS AND METHODS:

The survey and descriptive-comparative methods of research were used in this study. The survey research design was used to gather data such as the students' beliefs about their level of intelligence, their perspective on the challenging lessons, and how they look at their scores in written exams and worksheets in

Fundamentals of Accounting, Business, and Management.

The said methods were utilized to arrive at the study. The locale of the study is Laguna State Polytechnic University Sta. Cruz Main Campus. It is located in Brgy. Bubucal Sta. Cruz Laguna. This was considered one of the largest high schools in District 4A in Laguna.

The researcher use a psychological questionnaire named The Mindset Assessment. This is a quick diagnostic tool drawn from research-validated measures for people age 16 and over to use to assess their mindsets. The questionnaire contains eight (8) questions in the Likert response scale type of question. These questions would provide information about the behavior of the students towards learning. Each question will be used to compare the beliefs of the growth and fixed mindset groups and to determine its relationship to the academic performance of the respondents on the said subject.

RESULT AND DISCUSSION:

1.1. Tables

Table 1. Level of perceptiveness in fixed mindset in ABM subject

Number of questions Means SD 1. No matter how much intelligence you have, you can always change it a good deal 3.97 1.019556 2. You can learn new things, but you cannot really change your basic level of intelligence. 4.02 0.920913 3. I like my work best when it makes me think hard. 4.01 0.915578 4. I like my work best when I can do it really well without too much trouble. 3.95 1.048086 5. I like work that I'll learn from even if I make a lot of mistakes. 3.90 1.010051 6. I like my work best when I can do it perfectly without any mistakes. 3.96 0.983911 7. When something is hard, it just makes me want to work more on it, not less. 4.10 0.771984 8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart. 4.21 0.728843

1.2. Construction references

Students with a fixed mindset create an atmosphere of judging. These students look at the teacher's perspective' beginning performance and decide who's smart and who's dumb. These students don't believe in improvement, so they don't try to create it. This is how stereotypes work. Stereotypes tell students which groups are bright and which groups are not. So, students with fixed mindsets know which to give up on before they've even met them.

The table shows that the level of a fixed mindset to tell the truth when working hard makes one feel as though one is not very smart was the highest mean of 4.21 which is verbally interpreted as very satisfactory and with a standard deviation of 0.728843 respectfully very much Agree on a lot. The lowest mean was the doing the work they will learn even they make lots of mistakes with a total of 3.90 and with a standard deviation of 1.010051 which has a verbal interpretation of satisfactory and somewhat respectfully in the level of a fixed mindset in the performance of the ABM students.

Table II. Level of perceptiveness in growth mindset in ABM subject

Number of questions Means SD 1. No matter how much intelligence you have, you can always change it a good deal 3.99 0.9691713 2. You can learn new things, but you cannot really change your basic level of intelligence. 4.11 0.8151966 3. I like my work best when it makes me think hard. 4.00 0.8528029 4. I like my work best when I can do it really well without too much trouble. 3.96 0.9311663 5. I like work that I'll learn from even if I make a lot of mistakes. 4.07 0.8905225 6. I like my work best when I can do it perfectly without any mistakes. 4.11 0.8274947 7. When something is hard, it just makes me want to work more on it, not less. 4.20 0.840875 8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart. 4.10 0.7719842

According to Dweck (2015), People believe that their most basic abilities can be developed through dedication and hard work. The brain and talent are just starting points. This view creates a love of learning and resilience that is essential for great accomplishment.

The ABM student initially understands that learning the subject for their track can rewire the brain and increase their intelligence, they often become more interested in the learning and less afraid to do things that might make them look dumb. They acknowledge and embrace imperfections in their high school day experiences. They can rephrase the word failing with the word learning which negative and doubts were erased from their mind and lastly cultivate a sense of purpose.

The table shows that in the level of perceptiveness in growth mindset the highest level in mean was question number seven which when something is hard, it just makes them want to work more on it, not less total of 4.20 which has a verbal interpretation of very satisfactory and with a standard deviation of 0.840874 respectfully Very Much Agree on a Lot.

Table III. Relationship of fixed mindset and growth mindset in perceptiveness of the ABM students in their subject

Indicator Means SD Fixed Mindset 4.02 0.629568 Growth Mindset 4.07 0.626493

The table shows that in terms of the relationship between the fixed mindset and growth mindset the total means of both indicators were relatively the same with the verbal interpretation of satisfactory and with remarks of somewhat agree respectfully.

The optimization of the students' welfare is generated by the achievements of the students in the activities. This is usually shown through praises from teachers, and praises affect the development of mindsets of the students which also contributes to making a higher level of wellbeing. Praise is an opportunity to show a child why you think s/he succeeded. And getting praised for ability tells children that what's valued is a fixed trait or talent. You either have it or you don't. It highlights the fact that children are being judged or evaluated. This can make children feel helpless if they feel like they're being judged based on something they have "no control over. Process praise ("You worked hard and did a good job drawing!") sends the message that adults value the effort or process. When students succeed, these types of praise teach students different reasons for their success. (Master, 2015)

CONCLUSION AND RECOMMENDATION:

Conclusion

The perceptiveness of the students was sometimes misunderstood and had a hard time improving and developing. The data was gathered and interpreted with open-end interviews for clear understanding and to create a satisfactory result. I, therefore, conclude that the study of the perceptiveness of ABM students for their Academic Performance in Fundamentals of Accounting, Business Management, and Marketing subject was emphasizing the scope and limitation of the subject in terms of definition, focus, specification, and objectives.

1. This output of the study in terms of the mindset of the person was total can control the action they do in times of decision making, assessment of the situation, and understanding the priority of the person.
2. The study can be a basis of the needs for the unmet satisfaction of those students that experiencing doubts and rusty feelings which they cannot think and thought of some good ways to decide on their needs and wants.

3. This case study for the ABM students will give better learning about the subjects of the principle of that management, fundamentals of accounting, and basic marketing that was hard to adopt as the foundation of their future career. They can set their mindset to absorb the importance of the subject it is either a fixed mindset or a growth mindset.

Recommendation

The researcher recommended the below:

1. The ABM students must establish their mindset in terms of cultural adaptability and focus on the attitude and beliefs of the students for the development of their skills in cultivating their knowledge in the field of business industry and the business career.
2. Boost the capability of the mindset in the way the student creates a pathway to be more efficient and effective in their course. In line with this set, a strategical instrument such as instructional materials can help the ABM student enlarge the learning and skills of the student in different subjects of the ABM track.
3. The researcher recommends emphasizing the connectivity of the fixed and growth mindset into one set for the improvement and development of the behavior and attitude of the ABM student in absorbing the terminology and uses of the words in the business course for an easy and clear understanding of the subject.
4. Lastly, put up a topic for every subject of the ABM track that can be remembered easily such as trending topics, issues, and cases study, a PowerPoint presentation for the visualization of the subject, and an implementation study as a personal experience of the student in the subject.

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