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Unity Foreseen: A Close Look at the Values Formation and Challenges Faced by Senior High School Students

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Abstract: *Background: Unity among people of different set values is a challenge to attain. STEM (Science, Technology, Engineering, and Mathematics), ABM (Accountancy, Business, and Management), HUMSS (Humanities and Social Sciences), and GAS (General Academic Strand) students have their different ideals, goals, and mindsets that can cause boundaries among themselves. Methods: Intending to gather sufficient data, this research upholds the phenomenological approach in the establishment of unity by the foreseen shared values of the Senior High School students. Findings: Many factors contribute to the students' journey towards oneness, as suggested by the values and perspectives that are present in the respondents' answers. Conclusions: Senior High School students have come from unique experiences and backgrounds. This proves to show that there is one thing that can establish unity and camaraderie among them: their shared values and goals. Recommendations: The accurateness of the data gathered by the researchers could be further established with a bigger population size of respondents to determine more of the factors that unify them.*

Keywords: *Academic Strand, STEM, ABM, HUMSS, GAS, unity, shared values, camaraderie.*

I. INTRODUCTION

Education has been a vital part of any society since the beginning of time. It paved the way for innovation and advancement with regards to cultural understanding, prevailing goals, and shared values. Today, just as economic development is an important goal, different countries seek to prioritize the enhancement of education. The Philippines is one of them.

In 2013, the Philippines adopted the K-12 program in hopes of becoming globally competitive. Section 10.1 of RA 10533 or "Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013" states that the DepEd (Department of Education) shall formulate the design and details of the enhanced primary education curriculum and focusing on Filipino graduates to be locally and globally competitive. Section 17 the DepEd, in coordination with the DOLE, TESDA, CHED, PRC, NYC, industry associations, professional associations, and other relevant stakeholders, shall pursue programs that expose students to the world and value of work, and develop the capability of career counselors and advocates to guide the students and equip them with the necessary life skills and values.

Students form friendship networks with significantly more co-national and multi-national individuals upon arrival, and through participation in extra-curricular activities and satisfaction with tutor programs, these networks transform with the inclusion of more host nationals. (Hendrickson, 2018)

A study entitled "Teamwork benefits in tertiary education. Education & Training" by Volkov, A., & Volkov, M. (2015) states that students realize that when performing a teamwork-based assessment object, they use an in-depth learning approach through a collaborative approach. Students perceive that, by exploring their expertise in the aspects of cooperation, team unity, and cultural diversity, teamwork at the undergraduate level directly contributes to their potential abilities in the field.

Senior High School curriculum in various parts of the world is offered to prepare students for work or university life. The World Education News and Reviews (2016) presented various primary education curricula in the world. Taiwan, for example, has three years of either senior vocational schools or senior high schools made mandatory in 2014. Indonesia also has three years of Upper Secondary Education (Senior High) with the first curriculum being more generalist, and the last two are either for a general academic or vocational stream (WENR, 2014).

The 12 years or more is following international practice as stipulated in the Washington Accord, Bologna Process, as well as in the ASEAN and APEC Mutual Recognition Projects and much more. The much-needed overhaul of the Philippine basic education system becomes a reality through the Republic Act 10533, also known as the Enhanced Basic Education Act, which was passed last May 2013, making the preuniversity and primary education from 10 to 13 years (Congress of the Philippines, 2011).

The Senior High School levels which offer a wide range of subjects from which students can choose a program leading to college or university entrance or a career in business or industry (DepEd, ND).

The education system of Philippine School Doha offers Organizational training programs that build and improve performance-related skills and help achieve critical functions such as maintenance, encouragement, and socialization. Successful training can result in positive results, such as increased productivity. (Ahuja et al., 2017). Many studies have included objective academic achievement (e.g., test scores, school grades) and students' self-perceived academic achievement (e.g., self-concept of academic performance, self-evaluated academic competence, academic self-efficacy) as a variable when investigating correlates or predictors of adolescents' life satisfaction.

Furthermore, the pressure to succeed academically is particularly evident during the senior year of high school, mainly due to increased competition for university entrance. In general, school-related problems are known to be among the most commonly reported sources of stress for adolescents (Kouzma, 2002).

The US famous psychologist J. W. Atkinson believes that achievement motivation has two factors, respectively, the motivation to pursue achievement and the motivation to avoid failure. What is more, the two motivations might be different in their force. Atkinson found that if an individual's motivation to pursue success is stronger than the motivation to avoid failure, the individual will have higher subjective probability estimation on success; similarly, if an individual's motivation to avoid failure is stronger than the motivation to pursue success, the individual will increase higher subjective probability estimation on failure. One's sense of efficacy is based on the belief that effort will lead to success or a sense of mastery (see Ames, 1992a, Ames & Archer, 1988). With a mastery goal, individuals are oriented toward developing new skills, trying to understand their work, improving their level of competence, or achieving a sense of mastery-based on self-referenced standards (Ames, 1992b; Brophy, 1983b; Meece, Blumenfeld, & Hoyle, 1988; Nicholls, 1989).

The researchers aim to determine the shared values that may be within the diversified Senior High School students. A study entitled "Teamwork benefits in tertiary education. Education & Training" by Volkov, A., & Volkov, M. (2015) states that students realize that when performing a teamwork-based assessment object, they use an in-depth learning approach through a collaborative approach. Students perceive that, by exploring their expertise in the aspects of cooperation, team unity, and cultural diversity, teamwork at the undergraduate level directly contributes to their potential abilities in the field. Students form friendship networks with significantly more co-national and multi-national individuals upon arrival, and through participation in extra-curricular activities and satisfaction with tutor programs, these networks transform with the inclusion of more host nationals. (Hendrickson, 2018).

II. METHOD

A. Research Design

This study is qualitative in orientation and categorically, a phenomenological research design. Qualitative tourism research takes its inspiration primarily from the cultural and social sciences such as anthropology and sociology (Vallesteros, 2015). The central aspect of this approach is to understand the essence of the experience that participants share within a common ground (Padilla-Diaz, 2015). As emphasized by Lester (1999), this is highly substantial in understanding subjective experiences and gaining insights about people's motivations and decisions. Here, the researchers aim to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts (Vallesteros, 2018).

The phenomenological approach is to engage in this study as it is designed to understand the experiences and perceptions of the participants, regarding The Shared Values of Senior High School Students of different strands.

B. Research Locus and Sample

This study is being conducted in Philippine School Doha (PSD), the leading learning institution in the State of Qatar. With its national and regional notorious accomplishments, PSD has always been recognized as an outstanding Philippine school in the Middle East — serving the Filipino community with excellence since October 1992. This was selected considering the accessibility of assistance and guidance of the researchers' adviser, Dr. Fredelito Don John A. Vallesteros.



Figure 1 Map of Qatar

The chosen participants of this study are students from Philippine School Doha, specifically the Senior High School, who are experiencing the shared values of different strands. The respondents were given a consent forms that they will be having an interview regarding the research topic. The chosen participants were all students of Philippine School Doha, two are from the Twelfth grade and five came from the Eleventh grade. This interview is to be conducted in different places, like Mcdonalds in Al-saad and Barwa City. Some Interview were to be conducted inside the newly PSD built in 2017.

C. Data Collection and Ethical Consideration

The data required in this study was attained through a semi-structured interview that included instruments such as the robotfoto and the interview questionnaire that contained the 25 developmental questions. The robotfoto comprises of information about the following: personal details, data of the respondents, as well as professional information. The twenty-five item semi-structured interview guide was also used in following up on specific ideas or issues to explore specific experiences ensuring that the sensitivity of subject being researched will float in participants’ consciousness (Vallesteros, 2018)

The data was transcribed in verbatim through the use of a mobile device. After which the collected data was kept confidential as agreed upon with the respondents in the consent letter.

Preceding data collection, an interview was conducted. This proved vital in the appropriate attainment of a phenomenological research study.

D. Data Analysis

To further gain understanding of the results of this paper, the researchers decided to utilize the following steps (Ryan, 2003; Vallesteros, 2018): 1) Transcribing the gathered responses taken from the audio recording; (2) Identifying the meaning units; (3) Changing the responses from the point of view of the respondents (emic) to that of that of the researchers (etic); (4) Collating the meanings and placing them under their proper thought units and their respective themes with the use of a dendogram; (5) Creating a simulacrum, to visually represent the findings.

III. FINDINGS

Unity is defined as a state of forming a complete and harmonious whole. This virtue has proven vital in the attainment of common objectives among different organizations, institutions, and societies. However, achieving oneness among an immense cluster of people can prove to be a challenge. With regard to the academic structure, students are coerced to engage and coexist with other students whose backgrounds, values, and principles differ from theirs. One of the objectives of the research on values among the university students is to determine the current values of the students and to reveal the relation between the values and the professional roles of the students (Mehmedog˘lu 2006).



Figure 1 Simulacrum on Values Adaptaion, Values Formation and Values Interaction
Figure 1 values formation, values interaction, values adaptation.

The attained maturity, developed mindset, and refined purpose of the senior high school students can contribute to the hindrance of establishing meaningful relations which in turn affect camaraderie and unity. As the academic strands of STEM, ABM, HUMSS, and GAS present specific subjects that cater to a particular group of future professional courses, it is justifiable to assume that the students of these strands possess contrasting priorities and interests that give rise to barriers in solidarity.

This phenomenological study aims to establish commonality among the Senior High School students of the different strands in Philippine School Doha, in terms of shared values, expectations, and goals. Figure 3 further discussed the three major themes: values formation, values interaction, and values adaptation. These emphasize the factors that greatly affect and contribute to the attainment of solidarity within the Senior High School batch. Moreover, the above-mentioned themes are interconnected and realized by the students.

A. Values Formation

Paramount to the success of an individual is the distinct set of values that manifests as one advances towards a goal. Conviction and determination prove to be a vital first step in achieving this. Often times, even those who are hesitant of their decisions, tend to make the most out of a situation when they are determined to succeed.

“Actually, I did not choose. I had no choice that’s why I took this strand and I see myself in the business industry.”(P5)

“I didn’t choose it, I was chosen by it. I didn’t actually choose STEM strand because I had an idea that it would be difficult and challenging but STEM has chosen me to test me and my capabilities.”(P6)

Many factors come in to play when deciding an academic strand. Some of which include: the familiarity of the student towards the system of senior high school, their decisiveness towards a future college course, and input from family members and peers. Nonetheless, the same principle remains; if an individual’s intent is geared towards success, he or she will succeed.

Personal interests of individuals are influential determinants to the choices they make. These interests may have originated as a hobby or an influence but has evolved and molded them into who they are today, affecting the series of life-altering decisions they set forth.

“I think this strand suits me because I love to write stories and poems.”(P1)

“Yes, I feel like it suits me well, because it’s my taste.”(P4)

“Yes, because my dad has his own business and I think I’ve learned a lot from him.”(P5)

A student’s personal preference is imperative in relation to future academic decisions. It is an important factor in the pursuit of success in the duration of one’s school life.

Entering the K-12 Program, students choose the academic strand that is related to their future college course. Envisioning themselves in the profession they have decided upon at a tender age lays a path of sound decision-making, devoid of the youth’s underlying problem today: Indecisiveness.

“It is related to my college course.”(P2)

“Because, like I said earlier, my course is information technology and it relates to my strand which is STEM.”(P6)

“My strand suits me because it’s the closest to what I will be taking in college.”(P7)

“Yes. I am taking up Business Management and ABM is for business.”(P2)

“Because I’m undecided and I don’t know what to get in college.”(P3)

“Yes, because I’m interested in nursing, law, and aviation so the three really suits me. I’ll just pick where it will be the best for me; where I really want to be.”(P3)

“Although I’m interested in engineering, I had thoughts on whether to take up engineering or medicine. That’s why STEM was more beneficial to me since I can learn both at the same time and finally get to decide on one.”(P4)

“Yes, unless I want to shift to architecture or aeronautics.”(P5)

“Somehow, it is connected to Computer Programming or Computer Engineering.”(P7)

Upon entering the phase wherein, one’s decisions can be life-changing, it is important that students deliberate on their options to the best of their ability before rushing through with their choices. Purposefulness in decision-making is essential in achieving a goal.

During the course of an academic year, students of the same strand develop oneness, as they are acquainted with one another and accustomed to the set culture. For this reason, the students of the strands STEM, ABM, HUMSS, and GAS carry with them specific goals and mindsets that are unique to their strand. On the grounds of this, each strand holds differing opinions of the other strands; putting into play feelings of superiority, inferiority, and even impartiality.

“I am feeling okay with other strands.”(P1)

“I am alright.”(P5)

“I feel that everything is okay. My strand and the other strands can get along together.”(P7)

“I do not mind other strands since I mind my own business.”(P2)

“They have their own business, and like us we have our own business.” (P3)

“Well, they’re okay. I’m glad they have other options, other strands that fit their own taste and preferences as I do.”(P4)

“I don’t really involve myself in the disturbances or discrimination that’s happening with our strands. I respect all strands since we have our own specialties.”(P6)

“There are no strands that are inferior to each other because all of them play an integral part in the future society.”(P1)

“Honestly, no. As I’ve said, every person has their own taste, their own likings. They choose what they want and it’s their choice. A hierarchy does not have to exist just because of strand preferences.”(P4)

“Every strand thinks highly of their own strand because it’s their own taste, their own preference. People like to say that what they like is better.”(P4)

“No, because like I said earlier our own strands have different specialties and it doesn’t really matter if you discriminate the other strands.”(P6)

“No, we don’t think highly of our strand because every strand has it own difficulties and own struggles”(P7)

“There are no strands that are inferior to each other because all of them play an integral part in the future society.”(P1)

“Honestly, no. As I’ve said, every person has their own taste, their own likings. They choose what they want and it’s their choice. A hierarchy does not have to exist just because of strand preferences.”(P4)

“No, because each strand has their own strengths and weaknesses.”(P2)

“No, we all have different skills, talents, and knowledge abilities.”(P5)

“No, each strand has its own difficulties and struggles. Some are difficult in science while some are difficult in math.”(P7)

“No, for me all of the strands are equal.”(P3)

“No, and I don’t see our strand as superior to other strands.”(P6)

Although the strands view each other differently, the mutual respect for their unique strengths must be realized. Involvement in fair discussions, friendly relations, and well-mannered encounters can positively address these differences.

While some students view their strand as a brand of exclusivity, others refuse to let differences affect their upbringing. They focus on the importance of strengthening ties to achieve their goals and the similarities that link them. Instead of focusing on their differences, they turn their attention towards similarities that positively affect their relationships.

“No because it doesn’t affect who I am as a person.”(P6)

“No, we are all united and we have no differences with other strands.”(P7)

“Not much, because we know that we are doing our best to strive as a strand and as a section.”(P3)

“As a STEM student, I have my own preferences. I joined STEM not because I felt like it was more superior. I chose it because I like it.”(P4)

B. Values Adaptation

Vital to the success of an individual is the skill it takes to adapt; to a new environment, set of rules, and culture. One traverses a path of differing challenges and inevitable changes. If there is one thing in life that is inevitable, it is the principle of change. In order to surpass these changes, individuals must adapt to the diverse norms to strengthen camaraderie and personal relations. Adaption is essential in life.

Effective adaption can be realized when one's values are intact. It is the values and culture that individuals receive at a tender age that strengthens their upbringing.

Values Adaption is a key factor in the unity among students, as those who experience the same changes tends to understand one another. Similar experiences can bridge the connectivity within the students, showing how they will respond to certain situations. Overall, the values acquired in the process of adaption include: responsibility, discipline, and sense of being.

Finding common ground among the Senior High School students can prove to be challenging, especially when their preferences or interests are unique to one another. It is already a challenge in itself when students of the same strand and interests are coerced to adjust to each other's values and upbringing. For this reason, unifying with other strands of differing preferences prove to be more challenging.

To effectively adapt to change, people often comfort themselves in rational reasoning. Practicality is a key factor in deciding for the long-term. As stated by the respondents:

"I decided to stay in PSD because I thought that it is more practical and beneficial for me as a Filipino."(P4)

"I chose this strand because this strand is aligned with what I want to take in college."(P1)

"As I've mentioned a while ago, I like sciences, mathematics, engineering, that's why I decided to go for the STEM strand."(P4)

"PSD is the only one that is offering Gas strand here in Qatar so my choice is really here" (P3)

Other than choosing a strand that will cater to their college courses, a motivator for choosing one is whether or not they will encounter a subject that they will find difficulty with. Students tend to think that they will find difficulty with the specialized subjects of the strands such as: Calculus and Biology for STEM, Accounting and Marketing for ABM, and Social Sciences for HUMMS. Unfortunately, different factors forced students to choose strands that differ from what they originally preferred. This has resulted in a mismatch, where the strand they are in, becomes irrelevant to the course they will take up in college. Studying without interest in the particular field is problematic for the student, as it does not give them any form of motivation. As they affirmed:

"It's all right, I guess you can say there are minor disturbances like discriminations, issues, and stuffs like that."(P6)

"It is very difficult since, I will be taken up math and science subjects."(P7)

"Actually, there are no other schools that I can go to, that's all." (P6)

However, students must not be bothered by their strand, as each of them have their unique qualities. Senior high school students adhere to one philosophy making them interrelated. As the students have their similarity with the other students of different strands, they can easily connect with each other. Regardless of strand, there is a connecting quality that students possess.

"It's not difficult because we formed relationships back then."(P4)

"It's not really that hard because I have friends from different strands."(P5)

"I guess, the ones that PSD really wants to strive in being the best in the Middle East especially with it being promoted to science school of Doha it would really improve a name to PSD."(P6)

"I guess in thriving for academic excellence and Servitium Exellentiam it's very common for a PSDian to know it, because it's been passed down from over the years and it's basically a sort of a way to say that PSD really strives for the best it's just wants best for the students."(P6)

C. Values Interaction

In this generation of education, it is important to be open, positive, and receptive to discussion and disagreements. Motivating students to develop critical thinking helps students to teach each other in a sense that they develop interaction and commitment to each other. Learning is the main motivator in choosing an academic strand. Each strand offers different subjects that cater to their majors. In terms of academic standing, it is not the strand that sets students apart, but their hard work, dedication and perseverance.

"Helping other students may really increase their confidence in a way where they can provide knowledge to help other specialties."(P6)

"It is the only way that we could get along and this is how we could go through our struggles" (P7)

"It is important for different strands to get along because even if strands are different, it doesn't mean we shouldn't get along." (P1)

"To learn and grow together as one not as rivals" (P5)

Academic competition is a good practice as it encourages students to better in their studies. It however must remain as it is, academic, it must not protrude their personal life and cause rifts and conflicts. As affirmed by the respondents:

“Competition against each strand is not good because of the fact that all strands put in the same effort in what we do.”(P1)

“There shouldn’t be any competition among the strands because we have different plans or dreams.”(P5)

As a student, I’ve realized that in Twitter especially, some does mocking and shaming of other strands because they generalize and were too proud of their own interest. It makes me feel bad. They generalize that STEM students are more empowered.”(P4)

“I do not mind it as long as it does not have negative effects.”(P2)

Treating every student as an equal rather than a competitor allows them to build a healthy relationship with one another. This relationship can then foster unity. Socializing is one of the important in connecting oneself to other people. This is the pathway to communicate and to create unity. Unity as a value is very important as it removes the differences among them and brings them together as one group. Unified strand could bring out the best in each other as claimed by the following responses:

“Since I am an open minded person, it is really easy for me to interact with them.”(P2)

“Yes, because I am an outgoing person.”(P6)

“I believe that PSD Senior High School Students are all friendly and open-minded.”(P1)

“Their value for friendships, for relationships and interaction. That’s the most effective value that actually unites everyone, social interaction.”(P4)

“Most of the PSD senior high school students are friendly and open which makes it easy to interact with them and unify with them.”(P7)

Every student’s goal is to be successful, to be closer in fulfilling their dreams. Determination is not something that comes east to the students. One must have a clear goal in mind, and be willing to do anything to achieve the said goal. Succeeding is one of the finish line of students, starting tasks together and ends together. With this, they unite to face extreme challenges given to them in order to graduate together and move to the next level.

“I think the ultimate goal of all PSD Senior High School Students is to graduate as a whole batch.”(P1)

“The determination to succeed in one thing and to do it for the good of the school.”(P2)

“To graduate equally and at the same time.”(P3)

“Well, everyone in school wants to graduate, everyone wants to be successful. So, that’s the goal that every senior hopefully has right now that allows them to unify.”(P4)

“Friendliness and helpfulness and that sense of graduating together.”(P5)

“To be able to graduate together and finish our high school life and get to college.”(P7)

These responses emphasize how PSD Senior High School students are eager and determined to successfully graduate together. Through different activities, they were able to establish interaction within other strands and showing camaraderie in their tasks. Additionally, they were able to find a goal which lead them to unify one another.

IV. DISCUSSION

The primary purpose of this study is to know the shared values of every senior high school student in different strands and to establish camaraderie among strands, to set aside differences and create unity. Moreover to give solutions to the problems faced by the students that can eventually affect them emotionally and academically. However, they must be matured, determined, and a clear goal or purpose. Additionally, the students must have the free will to choose which strand he or she will take because a student's personal preferences are crucial concerning their future academic decisions.

A. Values Formation

Senior High School students are pressured in various aspects when it comes to academics, mainly for both personal and future means. The act of setting goals, decisiveness, self-assessment and evaluation are key components in self-determination, which may increase the possibility of a learner’s road to success. Students in Philippine School Doha has a huge range of different culture, foreign students are currently present in Senior High School, and thus culture is a major aspect to the values formation of the Senior High School Students. In the different kind of cultures, values are the bases of its identity (Dyczewski, 2016); which defines native values (Politeja, 2016) this shows that culture are inter related to the values of an individual. Majority of teenagers believed that a person who are taught family values (Rean, 2018) is easier to get along with. Family is an important factor in the formation of a teenager’s value (Rean, 2018). Family traditions shows that it balance the social relations; that essentially is a huge system that takes part in the socialization of the family (Valeeva, 2016).

In considering individual and ecological factors that could potentially impact self-determination, the functional theory of self-determination (Wehmeyer, 2018), suggests that both environmental and personal characteristics contribute to enhance self-determination. Thus, a SHS student's academic outcomes may be shaped within the performance of the class itself. Research on classroom management shows that effective management promotes cooperation among students, reduces discipline problems, and engages students in learning (Rahimi, 2015), and has a great influence on students' academic achievement, even more than intelligence (Pane, 2010).

Although SHS in Philippine School Doha is diversified into four tracks namely STEM (Science, Technology, Engineering & Mathematics), ABM (Accountancy, Business, Management), GAS (General Academic Strand), and HUMSS (Humanities and Social Sciences), while choosing the strand that is suited to their personal interest, SHS students are able to communicate and build oneness in numerous school activities. When learners are more engaged, they will perceive to have learned more (Abrantes et al, 2007) and this will reflect students' overall evaluation of their learning process. Hence, when students show a positive attitude towards each other casually and academically, it can lead to unity and openness among them.

B. Values Interaction

Other than talents and opportunities, what make some people more successful than others? One important determinant of success is self-control—the capacity to regulate attention, emotion, and behaviour in the presence of temptation. A second important determinant of success is grit—the tenacious pursuit of a dominant super-ordinate goal despite setbacks (Duckworth & Gross, 2014). Likewise, Senior High School students prioritize goals, leading them to ponder that success is a must. That may formulate discipline within oneself and develop self-control. Self-control, like the related constructs of ego strength, effortful control, and Big Five conscientiousness, is associated with positive life outcomes ("Self-control 'in the wild': Experience sampling study of trait and state self-regulation," 2018). Grit and related constructs are associated with lifetime educational attainment ("Development and Validation of the Short Grit Scale (Grit'S)", 2009, p. xx).

Moreover, Education is one of the strongest indicators of social status ("Signs of Social Class: The Experience of Economic Inequality in Everyday Life - Michael W. Kraus, Jun Won Park, Jacinth J. X. Tan, 2017," 2017), the level of education of a nation's population is seen as a key indicator of national development (United Nations Development Programme, 2013). For individuals, education is a strong indicator of social class ("Education Effect: Higher Educational Qualifications are Robustly Associated with Beneficial Personal and Socio-political Outcomes," 2016), and higher levels of education are positively associated with a range of valued outcomes, such as political interest and engagement trust and health (York et al, 2015). Higher levels of education are also negatively associated with outcomes such as anti-immigration attitudes and nationalism. Additionally, Competition is evident in children from an early ("Social Class and (Un)Ethical Behavior: A Framework, With Evidence From a Large Population Sample," 2012). Competitiveness towards each other also indicated unity among them, because Academic competition can create positive outcomes, including motivation, healthy self-perceptions, and can encourage learning (Kuech & Sanford, 2014).

Lastly, One of the most consistent influences of attitudes is on attraction to others with similar attitudes (Byrne, 1997), people generally like and prefer to interact with others who agree rather than disagree with them ("Two-Dimensional Model for the Study of Interpersonal Attraction - R. Matthew Montoya, Robert S. Horton, 2014," 2013) people with opinion uncertainty are most likely to choose information that supports rather than opposes their attitude (Sawicki et al., 2011). Similarly, message recipients with doubt process information that agrees with their attitude more than information that disagrees with their attitude.

C. Values Adaptation

Since Senior High School students are pressured to tackle the upcoming future, often they would visit and collect information about the school(s) they would like to study in. Those who interact with college students can ask them what they value. It is important to demonstrate values in mentoring and role model relationships. Educating students on character is still an important part of the college education. (Fritz, 2015) Learning is a complex, holistic, multi-centric activity that occurs throughout the school years. Student development, in general, and the adaptation of learning to students' lives and needs, is fundamental parts of engaged learning and liberal education wherein a student's approach is necessary. True liberal education requires the engagement of the whole student – and the deployment of every resource in higher education. (Fritz, 2015)

Something that SHS students have in common is also where they strive to upgrade their resumes and CV for college purposes. Co-curricular experiences that create opportunities for students to become engaged on and off-campus are particularly efficacious in helping students navigate these developmental challenges; such experiences contribute to students' well-being, supportive relationships, sense of belonging, positive self-concept, leadership skills, and persistence (Waterman et al, 2016)

V. CONCLUSION

This qualitative study implies the relation between Senior High School students' ability to develop a firm set of values that will effectively help them in obtaining camaraderie and oneness throughout their scholastic journey. Whenever students are in learning environments, they are believed to have certain goals towards learning, referred to as achievement goals (SA Coutinho - Educate~, 2007). Likewise, Senior High School students prioritize goals, leading them to ponder that success is a must. A systematic phenomenological approach was utilized in this study which revealed students' determination to unite, adapt, and showcase their unique abilities with the academic strands of different specialties. According to the analysis of the interviews conducted, it could be concluded that the Senior High School students could get along as long as they are helping each other to stand, the value of friendships and supporting social groups.

These findings give emphasize on the Senior High School student's passion to fulfill their goals and social relationship with their fellow students. Particularly, students that determine to fulfill their goals by supporting each other strands and it is the key factor to unify them. Besides, social relationship also aims to help the students to know their uniqueness and the value of self-discipline.

Additionally, competition among strands helps the students encourage them to be better in their studies. These are the values that will unify others strands and to maintain their good relationship with each other. The Senior High School student of different strands manages to build up the difficulties that will help them strengthen their foundation in the future. Determination and Camaraderie are the important values that will help them unite and it will teach them a different strategy. This research reveals that social relationships and studies are equally significant and should be in equilibrium. Additionally, these important traits should be applied to students, to further solidarity in their school.

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BIOGRAPHICAL SKETCH



Prince Aguilar was born on May 14, 2001. He graduated in Malabon Elementary School, finished Junior High School in Philippine School Doha. Currently, he is in the 12th grade level of Senior High in Accountancy and Business Management (ABM) in Philippine School Doha. He is a member and a part of various clubs and organizations in his school, like Senior Scouts of Philippine School Doha functioning as its Crew Leader he is also a safety officer within the organization known as Disaster Risk Reduction Management. He plans on finishing his studies in the year 2020 to pursue his major studies on becoming a Radiologic Technologist someday. He is already a scout continuing his passion until now, served many times already and participated in local and regional events.



Pacey O. Algado is currently a Senior High School student under ABM strand (Accountancy, Business & Management). He joined the robotics club in grade 6 as well as getting an honor award. He finished his elementary in AIS (Asian Integrated School) in Qatar. He started in 7th grade and up to the present he is finishing his Senior High School in Philippine School Doha. Under the banner of Philippine School Doha he entered in the WRO (World Robotics Olympiad) in 2013. He joined in the intramurals on the chess completion and was awarded 1st runner up in grade 9. He is currently an active member of the Senior Safety Squad that is assigned to check for the safety of the students and the guest in such events that is happening in the campus. He is in Batch Cavalier in Philippine School Doha.



Angelie Jodie D. Asuncion was born on the 20th of July, 2002 in the Philippines. She is currently a Grade 12 Accountancy, Business, and Management (ABM) student in Philippine School Doha. She has grown a passion for sports and has competed in her school's sport and game events. She has been a member of her schools' volleyball varsity teams since grade 9 and has received awards like being part of the Mythical Six. On her previous high school years, she has achieved the championship award in table tennis (doubles) back in 9th grade. She is currently a president in her TLE specialization and is a member of the Senior Safety Squad Organization in her school.

With the lessons and recognition earned from her previous achievements, she plans to use her grown passion towards a business oriented angle; she plans to open up her own business in the future which is why she chose to be in the ABM strand.



Aaron Antonio L. Buensalida is currently a senior high school 12th grade under the strand of ABM Accountancy and business management of Philippines school Doha Qatar. He will be graduating along with his batch the cavaliers this April of 2020. He has achieve perfect attendance since his 7th grade and one of the most active students in his room. He has joined multiple scouting organizations and has participated in community service events since his junior high school years. He has been also participating in school intramurals since his 7th grade and has played in multiple team and has won two championships. He is also a member of the senior safety squad since his 11th grade and has served countless people in his school and outside the campus. After his graduation he will be taking Occupational therapist at De La Salle Health and Science Institute in the Philippines for 4 years and take masters in New Zealand.



Fershadar I. Hoe is an 18-year-old Filipino student currently living in Doha, Qatar. She is studying in the ABM (Accountancy, Business, and Management) strand at the Philippine School Doha. Born in Zamboanga City, Philippines on February 14, 2002. She is participating in Senior Guides, she was a Young Rhetorician in 2017, and also won a few art competitions at her school. Studying on the ABM strand, she is an experienced clerk in the PSD accounting office for Work Immersion, also known as OJT (On the Job Training). After graduating from Senior High School on April 2020, she would like to pursue Nursing at University of Calgary Qatar.



Beatrice Ysabela S. Hubalde is currently in her 12th grade in PSD (Philippine School Doha) under the ABM (Accountancy, Business, and Management) strand. She is a consistent honor student since her elementary years in her previous school and a Laureola Awardee since the 11th grade in PSD. She served in her previous school as an SSG (Supreme Student Government) Batch Representative, Vice President, and President from the years 2015-2018, and received the Leadership and Service Award with regard to this. At present, she extends her service in PSD as a member and Public Information Officer of the Senior Safety Squad. She also serves as her batch's Treasurer. Additionally, her fifth grade essay on life as an OFW's child was included in the coffee book Art as a Reality, published in Oman. She was also a player for her school's volleyball varsity in the 11th grade, receiving recognition in their intramurals as part of the Mythical Six.



Russel M. Reyes is currently in his 12th grade in Philippine School Doha, under the strand of ABM (Accountancy, Business, and Management). He was a recipient of the distinctive Scout of the year twice and attended various national Jamboree in the Philippines since 2014. He is a member and a part of various clubs and organizations in his school, a Senior Assistant Crew Leader in both Philippine and Qatar Scouts of PSD, as well as a safety officer within the organization arranged by the same school known as Disaster Risk Reduction Management (DRRM), ensuring the safety of students during events and gatherings. He participated in the school intramurals once, playing patintero in his 12th grade for the White Hawks where he was able to be named as the Most Valuable Player and earning a gold medal with it. He will finish his high school education by April of 2020, he will be pursuing the study of Diplomacy and Foreign Services in Ateneo De Manila University (ADMU).



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