



BREAKING DOWN THE SILENCE: UNITY AMIDST ACADEMIC DIVERSITY IN THE SENIOR HIGH SCHOOL DEPARTMENT OF PHILIPPINE SCHOOL DOHA, A PHENOMENOLOGY

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ABSTRACT

Background: Academic diversity has a huge impact on students. With the K-12 program creating changes in the Senior High Department, different strands were formed to address 21st-century learning. This phenomenological study aims to capture the lived experiences of students who experience academic inequality because of the strand where they belong to. **Method:** The present qualitative study uses an interview from the purposely-chosen participants to elucidate their perspectives given the phenomenon at hand. The themes created rely on the data obtained by the researchers from first-hand observation, interviews, questionnaires, recordings made in natural settings, and documents. **Findings:** Based on the verbalizations of the participants, 3 major themes were created. These are: (1) Morale with the subthemes self-confidence and self-esteem; (2) Struggles which include challenges and difficulties; and (3) Adaptation which incorporates management and adjustment. **Conclusion:** Academic diversity is the direct consequence of pluralism concerning student learning style and intelligence. The present research advocates against discrimination and strand shaming as all strands should be on equal footing. This is the reason why unity amidst academic diversity is crucial in creating safe campuses. Breaking down the silence for academic diversity can serve as a direct way to promote equality among students of different strands. It enables the students to feel safer in and out of school when they have a diverse education.

Keywords: Academic Diversity, Academic Equality, Strand Stigmatization, Struggle, Management, Adaptation

INTRODUCTION

The role of education is inevitable in producing a new generation that is ready to solve the real problems in our society. Since education is a human right, states and governments are enjoined to provide quality and accessible education to all. Hence, it is the responsibility of everyone to educate. Education is more than just reading and writing or solving mathematical equations, it provides the opportunity for all people to develop themselves as fully as possible. It is a means to empower children and adults alike to become active participants in the transformation of their societies. Learning should also focus on the values, attitudes, and behaviors which enable individuals to learn to live together in a world characterized by diversity and pluralism (Idris et al., 2012).

The Philippine educational system has undergone a significant overhaul in the last few years. In May 2013, President Benigno Aquino of the Philippines signed into law a basic education curriculum that will see a mandatory kindergarten year and two additional senior high school years added to what was a 10-year education curriculum to make basic education 12 years.

With the K-12 bill being enacted into law, the educational landscape has forever been changed. The program has been adopted not only in schools in the Philippines but also in Filipino schools abroad that follow the department's curriculum. The goal of the new curriculum is to give Filipino students enough time to master skills and concepts so that they are ready for tertiary education when the time comes (ICEF, 2013).

The K-12 implementation has become global, not only because of the numerous advantages that it has towards the overall education system, but it has also been proven to be useful in preparing the children before college, if not making them fit to work. Statistics have shown that students who went through the K-12 learning system land more jobs as compared to those countries that were using a different education system (Fioriello, 2018).

The K-12 Curriculum gives students a chance to master their proficiency through the different strands presented by the Department of Education, mainly the 4 Academic tracks: General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), Accounting and Business Management (ABM), and the Science, Technology, Engineering and Mathematics Strand (stem).

Each strand addresses a particular competency and has its objectives and rationale. Pitting one strand over another should be a futile exercise as each has its own merits. However, such unequal treatment does not cease to exist. While academic competition is a good practice as it encourages students to better in their studies, it causes discrimination and oppression. It sometimes causes an unwarranted rift between and among students. "Competition against each strand is not good because all strands put in the same effort in what we do" (Aguilar et al., 2020)

Strand stigmatization is a common problem a GAS student faces. In the PSD setting, GAS students feel left out. Strand stigmatization is not a new issue. It is mostly experienced by senior high school students. It is where students are making criticisms and degrade students from other strands. There are many insulting words or phrases tossed around when discussing academic strands.

There could be varied reasons for academic inequality. Hence, this research tries to explore the lived experiences of GAS students not only for their voices to be amplified but as a call towards academic equity. Those who have chosen GAS as their strand for senior high school should not be degraded. GAS students equally worked hard just like the students in other strands and probably they can also excel academically but in their fields (Paleza, 2018). The analysis of the responses, strengthened by secondary sources, unraveled their struggles and showed how they adapt to the circumstances.

METHODS

A. Research Design

This study uses a qualitative method wherein it relies on data obtained by the researcher from first-hand observation, interviews, questionnaires, focus groups, participant-observation, recordings made in natural settings, documents, and artifacts. In this study, we used the mode of an interview to gather results. It aims to study the lived experiences and behaviors of the participants involved. Qualitative research seeks to study subjects in their natural setting and attempt to interpret the subject's phenomena at matter (Aspers, Corte, 2019). It is highly significant to know the detailed insights of the participants to form comprehensive descriptions needed. Phenomenological research accurately describes a phenomenon from individual variations with significant commonalities while staying true to the facts (Abakpa, et al., 2017).

B. Research locus and sample

The researchers chose to conduct the study in Philippine School Doha located at Al Messiah in Qatar.

Figure 1: Location of Philippine School Doha cc: Google Maps

The participants in this study are senior high school students from Philippine School Doha from the General Academic Strand, selected through their academic track and age.

In the selection of the participants, this set of criteria was considered: (1) age of the students ranging from 17-19 years old; (2) Students must belong to the academic track General Academic Strand (GAS) for at least 2 years; and (3) they must be bonafide students of Philippine School Doha's Senior High School department.

Since phenomenological research aims to understand individuals' lived experiences,

the researchers made sure to build a trusting relationship with the participants to ensure that they feel comfortable giving detailed insights about the phenomenon.

Qualitative samples are smaller because it focuses on an in-depth analysis of the phenomenon. All five (5) participants were interviewed at Philippine School Doha during their available timings.

C. Data Collection and Ethical Consideration

A semi-structured interview, composed of 25 questions, was utilized to obtain the study's necessary data.

Preliminarily, copies of the robotfoto (personal data sheets) were distributed to the five (5) participants personally. It contained crucial information from the participants needed for the study. The participants' demographic sketch was gathered, specifically, the participant's name, age, gender, and academic track.



The information accumulated was transcribed verbatim with the assistance of audio recording devices utilized during the meeting proper. The researchers guaranteed the participants that their personalities and reactions were kept confidential and may be known to the researchers in question and their research advisers.

Preceding the interview proper, the researchers gave consent forms to the participants to ensure that they are willing to be interviewed and are aware of the purpose of the study.

D. Data Analysis

The researchers have followed an inductive methodology in creating themes to have the assembled information dissected thoroughly by the researchers: (1) listening in and re-listening to the audio of the participants to comprehend the participants' perception further; (2) doing the emic record by deciphering the information acquired verbatim; (3) making the emic record to etic record which is the comprehension of the researchers dependent on the participants' response; (4) arranging detailed implications into classifications, setting thought units, and the group of topics through a dendrogram to show the likenesses of the information (5) producing a simulacrum that will fill in as the visual portrayal of the discoveries.

FINDINGS



Figure 2: Simulacrum on Morale, Struggle, Adaptation of Unity Amidst Academic Diversity in the Senior High School Department of Philippine School Doha

This phenomenological study aims to describe the lived experiences of students who experience academic inequality. The study focuses on the ways the students respond to the expectations towards them given the central question: "What are the apprehensions of Senior High School students to the idea of "Equality over Academic Diversity?" Furthermore, the study focused on the specific question: "How do the Senior High School students feel in breaking the silence for equality over academic diversity on their

academic performance?" Academic diversity has a direct impact on students' performance. Researchers would discuss the sources of these claims as to how individuals affect students, lowering their self-image, and deteriorate their dignity, among other factors.

As shown in Figure 2, the simulacrum focused on three major themes: (1) Morale which includes self-confidence and self-esteem; (2) Struggle which characterizes by difficulties and challenges, and (3) Adaptation along with resilience and adjustment. These themes highlight the factor that contributed to the inequality of academic diversity that Senior High School in Philippine School Doha experiences.

Self-esteem and self-confidence both deal with the student's attitude towards themselves and the things surrounding them—under Morale. Under Struggle, challenges and difficulties speak of academic and peer hardships that test the learner's resolve. Adaptation focuses on the management and adjustment of students; it shows the versatility of how they deal with various challenges.

Morale

Morale is a certainty of one's self and discipline at a specific time. It is related to one's esteem and regard and it is just about as significant as ethics and culture. Morale is unforeseen to different factors like discrimination. Discrimination, for example, being treated with less regard or being undermined can meddle in one's day-by-day endeavors and obstructs students from developing their morale and having the option to carry on with a full and beneficial life because of its emotional impacts.

Self-confidence is the attitude about one's abilities and capacities. It implies that the students acknowledge and confide in themselves and have a feeling of control in their lives. The students must know their qualities and shortcoming admirably and have a positive perspective on themselves. The students must

set realistic expectations and objectives, communicate assertively, and can deal with criticism.

In this study, the researchers have learned that depending on how a person chooses to react to the situation, he/she may have a positive or negative outlook. On one hand, students felt small of themselves which led to their self-degradation and inferiority complex. Their perceptions of what other people would say to them gave them the dilemma to trust themselves and hide their desires to express themselves and participate in school activities. Participants expressed that:

"It makes you feel small like you are degrading yourself [P2]."

"It makes me sad because maybe in the future teachers will view the strand as a bad strand [P2]."

On the other hand, some students view this matter positively. They were able to use these experiences to boost their morale and prove themselves about their capability among other groups of students. These refueled their self-confidence and discovered more areas to improve themselves.

"My strand boosts my self-ego through the mistakes that I have made. From failing through realizing. I have to grow up and learn from it [P5]."

"I try to use it as a way for me to engage more on areas to improve myself [P2]."

"I was still adjusting during my first days in school. During the first semester up until now, the faculty has always compared us to other strands and it makes me feel that as a GAS student, I have to work twice as hard to be perceived as smart [P1]."

The term self-esteem is used to portray an individual's generally speaking emotional feeling of individual worth or self-worth. As

such, how much the students appreciate and like as one's self. It includes an assortment of convictions about one's self, for example, the evaluation of your appearance, convictions, feelings, and practices.

Participants expressed that the number one factor that affects them is the environment where stigmatization is frequently observed. Because of this, it affects their perspective towards themselves. Negative remarks engage avoidance. They tend to lose their self-respect and trusting their capability in doing something. As participants continued:

"I feel like I am less than the average person. I cannot do better simply because I am a GAS student [P1]."

"It makes me feel less because of what they are saying about us [P3]."

At some point, however, some participants viewed this experience as a game changer because it made them more confident in doing their tasks. They gained more ideas and made themselves prepared for college life. The school environment, according to the participant, gave them self-respect by forcing themselves to grow up and be smarter in their strand. As the participants discussed:

"It makes me confident to be independent because I gain ideas about different colleges. [P4]."

"I feel like I become smarter. Smarter and hard-working not because I am a GAS student but since I am in Philippines School Doha environment, I have to force myself to grow up [P1]."

What resulted in the student coming into realization was their mistakes, goals, and ideals. Participants have come to dawn in a reality that they have to face. They decided to approach the situation with a positive outlook.

Struggle

Struggles can be faced with perseverance and persistence. The participants stated that being a GAS student is very challenging at times because it requires them to study all subjects that every strand has. Although it is claimed to be a very challenging strand the participants said that they should be hardworking and maintain the balance of their grades. Faced with all the challenges and struggles, the participants managed to face the stigmatization on their strand. As participants elaborated:

"To be a GAS student you have to hard-working and keep all your grade on track because the burden we face as a student is really hard [P1]."

"There was news about our class so it affected everyone in the class [P2]."

"The challenging part as a GAS student, you would have to go through all types of classes and subjects that are from all strands. Then from college, you would have to take required tests before entering [P5]."

"For me, it is challenging because it is like composed of all the strands that's why you need to adjust for yourself [P4]."

"My insights on being a part of GAS is you have to overcome the challenges you have to face, whether you like it or not, whether you're lazy or serious about it. You have to face it all [P5]."

Challenges in life are guaranteed, and they can be utilized for an individual's potential benefit. Each difficulty is a chance for self-awareness and personal growth. At last, the objective is to use what one realizes as they grow to turn into the best form of themselves. GAS students take up classes and subjects that are from other strands, hence, they have more subjects that are aligned to different careers. However, GAS students do not have a certain

focus in terms of specialty. In case that the students would like to have higher education, they must have additional subjects to acquire their desired course. As clarified by the participants:

"For me, it is challenging because it is composed of all the strands that's why you need to adjust for yourself [P4]."

"In my opinion, there is superiority, not to be referred as a meme but I feel like some STEM students think highly of themselves and it posted as a challenge on my part to do better in my classes [P1]."

"From the start, I knew it would be difficult since you are going to study different subjects for the other strands such as ABM and HUMSS [P4]."

"My first impression was it was going to be difficult compared to the other strand since you are going to study all the subjects all the strands have [P2]."

"My impression was it will be hard because you are learning every subject that every strand had [P3]."

Difficulties are significant pieces of life that give an individual different encounters, cause one to learn, and assists an individual with getting wiser and more grounded. GAS students are particularly flexible to face difficulties. The participants displayed their daily undertakings as they are faced with critical comments. As participants elaborated:

"The pressure that I face as a GAS student comes from the faculty. No offense to the faculty but sometimes they can be mean even though they do not mean it in a bad way, but sometimes it comes across and they constantly compare GAS to STEM and say that we are not intelligent... [P1]."

"The causes would be the behaviors of the students in how they act toward the teachers and what are they doing in school. But if we

are downgraded and we do not well deserve, it would make things more complicated [P2]."

"Since the school is supposed to be a science school at first, most of the teachers give more importance to STEM students that is why they are more focused on them but not that they are undeserving since STEM students are hard-working but that cast a whole shadow on GAS since per section, we do not perform that well based on standards. Superiority for me affects my study especially in the first semester because there is that one teacher that compares us to STEM. So, for a while, I lost my motivation to study since I felt like I would not be as good as them [P3]."

The struggle is a part of student life and as hardships arise now and then, GAS students are particularly flexible to face it. Participants went through vulnerability, especially as they received self-deprecating comments.

Adaptation

Adaptation is familiarizing oneself self towards a particular situation. GAS students are particularly challenged subject-wise; hence, they are expected to learn subjects meant for other strands. Through adapting to the challenges of growing up, pressure and academics, GAS students must find balance.

Adjustments are the procedures that individuals regularly use despite pressure and trauma to help oversee agonizing or troublesome feelings. Adjustments used by GAS students assist them with upsetting events while helping them maintain their emotional health and well-being, such as sleeping, performing their hobbies, and crying to relieve their overwhelming feelings. Added to these factors, other strands feel a sense of superiority towards GAS students which causes conflict. In this study, the researchers have learned how GAS students strive to cope through academic and personal challenges. As the participants asserted:

"I cope and adjust with these by sleeping, crying, then after that, I try to study again. That is the cycle of student's life [P1]."

"Emotional and academic pressures, in my opinion, are the types of pressures that we could face and need to be adjusted [P3]."

"It makes me feel scared but I can handle it. I can adjust to the different situation [P5]."

"The pressures that I face as a GAS student, are emotional or bland. I take it as gratitude no matter what kind of feelings it would give me. Some insights are more on advice [P5]."

"Talking about it to my friends and to think of better ways on how we could improve our strands overall [P2]."

"We just ignore the fact that they accuse us of such allegations [P3]."

The participants have different means of management in terms of their mental, physical, and emotional well-being. The students managed to overcome scholastic and personal pressures through various means of managing and adjusting to their circumstances. The students tried to ignore harsh comments from their peers by striving harder to perform well academically. As the participants claimed,

"I feel relieved because as time goes by, in the end, I managed to cope with the expectations from me and we are united [P3]."

"For me, it is challenging because it is composed of all the strands that's why you need to adjust for yourself [P4]."

"At first it was hard because I thought that we will need to learn every subject all strands have [P3]."

"It is actually how a person manages his/her thoughts of the people. Not everyone thinks of the superiority of other strands. Every strand is equal. Everyone has their struggles and manages

these to uphold their self-worth [P1].”

DISCUSSION

The primary purpose of this study is to celebrate unity in the context of strand diversity. It centers on the students of the General Academic Strand (GAS) who are often at the receiving end of ridicule or discrimination. GAS is perfect for students who are still thinking about what they will take in college. Because GAS students are required to pick electives from other academic strands, they are expected to be skilled in different subjects. Usually, these students must be a “jack of all trades” type of individual or simply those who can do virtually everything. This means that they should possess the strengths of the STEM, HUMSS, and ABM students in their respective areas of expertise (Biliran, 2018).

In every environment, every human being needs to cope and adjust to their surroundings. Being a Senior High School, it is a huge adjustment to fit into every situation. GAS students are labeled with comments that are not proven. The researchers determined the ways how GAS students respond and manage the way they are being stigmatized.

As one of the reasons why strand stigmatization is occurring is because of stereotyping. Stereotyping is a mixed-up thought or conviction numerous individuals have about a thing or gathering that depends on what they look like outwardly, which might be false or just somewhat evident. These stereotypes could be very unhealthy for an individual. For it discloses wrong information about them. Not knowing who or what they are capable of.

As part of today's generation, this study aims to end this kind of stigmatization and start giving importance to each other's skills and talents as well as their plans for their future because no dream should be humiliated and belittle for it might change one's life forever.

Morale

Morale is one's confidence and discipline at a certain time. It is associated with one's conduct and esteem and it is as important as ethics and culture. Morale is contingent on other factors such as discrimination. Discrimination such as being treated with less respect or being threatened can interfere in one's daily undertakings and hinders students from growing their morale and being able to live a full and productive life due to its emotional effects.

Self-esteem refers to one's perception of their self-respect, and self-worth. It is an assessment of value. It holds both positive and negative appraisals about one's self. K-12 school personnel appear to have an impact on student self-esteem. Besides, most self-esteem programs used in the schools have historically consisted of superficial activities; thus, self-esteem is seldom addressed at a conceptual level. To do so, school personnel need to understand their attitudes about self-esteem (Scott et al., 2010). Student's self-esteem has a large effect on students' academic performances and study habits. It can affect their confidence, desire to learn, ability to focus, and willingness taking risks. Furthermore, it is important to identify the relationship of coping strategies that students use to self-esteem, to understand the potential benefits of these strategies on the well-being of adolescents. (Edwards & Romero, 2008)

The purpose of self-esteem is to feel that people nurtured in themselves and mind over time, this perception and evaluation can be positive or negative. Children with high self-esteem, usually feel good about themselves and better able to resolve their conflicts with other children and are resistant to deal with problems (Noronha et al., 2018). Students feel unsteady when segregated with others it affects their studies and academic performance, it loosens their capability and courage to learn.

The central concern of this theme is that

self-confidence is vital for a student's success. As mentioned by Stankov (2013), confidence is a general predictor of academic performance analogous to general intelligence. According to Seiler (1998) self-confidence is an individual's characteristic (a self-construct) which enables a person to have a positive or realistic view of themselves or situations that they are in. It refers to a students' expectation of his or her ability to achieve a goal in a given situation and is a very influential factor in ensuring a student's potential is realized (Stevens, 2005).

In other words, a person with a high self-confidence has a realistic view of themselves and their capability which makes them persistent in their endeavors. According to Neill (2005), self-esteem and self-efficacy in combination are what constitute self-confidence.

Self-confidence is one's ability to judge his own social and personal standing concerning his environment. The amount of self-confidence a student possesses will affect a student's educational goals. They may feel that they are unworthy of obtaining their goals or it is impossible to achieve them. Confidence is a tool that helps the student to manage their problems, challenges, fears, and maintains a positive attitude. According to Head (2017), once the learning process is negatively affected, the student loses interest in acquiring new knowledge and experiences, thereby affecting students' academic performance. Self-confidence directly selection, motivation, persistence, vulnerability, and the pattern of subjective expectations and ambition gives influence; so, students with high self-confidence, positive and successful results, and usually students with low self-confidence, low negative performance, and results, along with the situation.

This study is important for students to understand themselves better, which can be found in one's actions and behavior. Based on the participants, constructive criticism works best in preserving the self-image and the self-

esteem of the student, thus enhancing their self-confidence. According to Absassian (2013) providing feedback has been considered to greatly improve language learners' overall competence in a wide variety of contexts. Further explained by Altmiller (2016) communicating constructive feedback is essential to the teaching and learning process. Receiving constructive criticisms as a student is essential for personal and academic growth.

Today self-esteem is one of the most influential factors which affects student's academic achievement and has received increasing attention. It has been declared that high self-esteem can lead to high academic achievement. Self-esteem can be referred to as a person's global judgments of competency regarding one's self-worth (Harter, 1988). Hence, it can be said that the self-esteem of students plays an important role in determining their academic achievement.

Struggle

Discrimination has been characterized as the daily hassles that occur because of the lower status of minority groups, including negative stereotypes or prejudiced comments, as well as negative actions toward individuals (Sellers & Shelton, 2003). Students are often being pressured by their parents to be good at their studies and be better students. A study mentioned that graduating senior high school students have encountered different factors about student's peer pressure in school and its association in their studies in terms of social belongingness, curiosity, the cultural-parenting orientation of parents, and education (Moldes et al., 2018).

These instances show that pressure is not only conveyed by parents but also in school in terms of social belongingness. Peer pressure often has various effects on the student's academic performance in school. It is how their peer affects them whether positively or negatively. Studies show that the influence of

peer groups among students can boost their anxiety especially on their education (Kadir, Atmowasdoyo & Salija 2018). Peer pressure often seems to have various effects on the student's academic performance in school. It is how their peers affect them whether positively or negatively. Teenagers need to seek comfort from others that they found in the presence of their peers, and they are not even aware of how their peers influence them academically.

Culture consists of patterned ways of thinking, feeling, and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups, including their embodiments in artifacts: the essential core of culture consists of traditional (i.e. historically derived and selected) ideas and especially their attached values (Kluckhohn, 1951). In the new curriculum, learning science is strongly linked to the development of scientific literacy. Curriculum developers believe increased scientific literacy will help students apply scientific knowledge that will have an impact on their lives-social, health, and environment. Furthermore, the new curriculum aims to strengthen learning science and technology (Morales, 2014). Hence, students taking up other strands are deemed unimportant because it does not focus on mathematics and sciences.

Students are expected to meet their demands and succeed in life. This can cause stress as the students feel overwhelmed by the different subjects from the other strands. Despite the struggle, students have the grit that allows them to persevere. They strive to succeed despite their stress and vulnerability which give them the capability to keep up with the demands of students' life has to offer (Hochanadel & Finamore, 2015). As it is, stigmatizing is still a common occurrence. Despite efforts to put an end to it once and for all, some habits are hard to kill, it can also discourage future SHS students from picking the strand, in fear of the pressure they will receive.

Adaptation

This research began by questioning the equality among strands and by identifying the factors of discrimination among peers. By definition, bullying comprises all aggressive attitudes, intentional and repeated, that occur without evident motivation, adopted by one or more students against others, causing pain and anguish, performed in an unequal relationship of power, and which can be observed in any location where people with the same conditions spend time together. The concept of discrimination is broader in meaning and bullying is one of its manifestations (Bittencourt, 2009).

The association between adjustment and peer relationship issues is common. The participants have different means for adapting to different situations. As Bandura (1993) explained, environmental factors are more likely to influence one's behavior through self-concept, rather than showing a direct effect. Considerable studies have reported that self-concept shows substantial indirect impacts on student engagement and learning outcomes. School adaptation could be considered as the process in which students learn how to act in a way suited to a new environment (Bandura, 1977). In such a process, self-reinforcing functions take prominent roles when students set certain performance standards and evaluate their behaviors. As a result, in this study, adjusting was modeled as a principal factor between the need for equality of diverse education and uncovering the new strand of bullying in the high school academy.

Management can also be done through engagement. The greater use of engagement coping may, in turn, promote better academic and psychosocial adaptation to the college transition, although engagement coping has been consistently linked with better psychological adaptation to stressful educational transitions (e.g., Aspinwall & Taylor, 1992; Brissette et al., 2002). This

implies that we can cope with hardships through interaction, particularly when dealing with stereotypes.

Haslberger (2013) conceived that adjustment is a person-environment relationship that takes place in the three dimensions of cognition, feelings, and behaviors. The present experiences of the participants elaborate their maturity in viewing their strand to manage the different struggles they are facing so that they can boost their morale in doing their expected task with confidence and esteem.

CONCLUSION

Academic diversity has become a battle for most students, and right up until the present, this circumstance has gotten more visible. Students feel safer in and out of school when they have a diverse education. Teachers, parents, and peer's relationship plays a vital role in balancing academic diversity.

Teachers need to provide an environment for students that is conducive to learning. If the student feels uncomfortable, unsafe, or not respected, their chances of success in that class are substantially reduced. Teachers already have several positions in the classroom; nevertheless, one of the most important positions a teacher could play is valuing diversity.

Parental involvement is extremely important for a child to value diversity in school. They need to form this attitude towards their children since parents are the first teachers who molded the students' personalities. Parents want to give their child a successful future, and sometimes that means pressuring their child to succeed. This puts a burden on the child's responsibilities and generally drives them to their limits to accomplish them. Parents can also be the ones who will continuously inspire and support their children's mental and emotional state especially when parents created a safe, positive home environment for their child.

Students are encouraged to make connections with each other to improve their

social skills and cultivate meaningful relationships. When students feel isolated and inferior from their peers, their mental health and social skills suffer. The inequality in academic diversity happened because people from other strands are always comparing the students by the difficulty of the course. Due to this inequality, the student's morale suffers from both the negative comments from others and the need to work extra hard to earn any recognition. Students who received the deprecating comments felt vulnerable and overwhelmed, trying to meet other's high expectations to feel validated. This stereotyping caused many problems, such as bringing others down to inflate their ego, lowering morale, and favoritism among the strands.

This research can serve as a way to promote equality among students of different strands. When people value diversity, they recognize and respect that people are different and that these differences are generally a good thing. As our society becomes more diverse, students must learn to value and use diversity for the better.

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Bai Nadjia M. Makakua is a grade 12 student, studying in Philippine School Doha (PSD) under General Academic Strand for the school year 2020-2021. Ms. Makakua graduated Junior High School in Philippines School Doha and was a CAT officer in the school year 2018-2019. She also spent 2 years taking Civil Technology as her Technology and Livelihood Education (TLE) Specialization then shift her specialization in Food Technology. Still, in pursuit of her dreams to be successful, Bai Nadjia Makakua has been consistently part of the class ranking in her Senior High School, she studies well to maintain her academics that she has built for herself. After graduating from Senior High School in 2021, she plans to pursue her major studies on becoming an Accountant. She intends to finish studying and be successful and repay her parents as they were her supporters and the reason why she is motivated to strive hard is to make them proud.



Carla Jamille Tindogan is currently a grade 12 student in Philippine School Doha taking up General Academic Strand. She is a student of good character and morals. After completing Senior High School, she plans on taking up Nursing at the University of Calgary Qatar. Ms. Tindogan strives hard to maintain her 94 average after having an academic distinction for the school year 2019-2020 and 2020-2021. She is a consistent academic awardee having ranked 1st in class for five terms. Carla received an award as a 2nd runner-up for Sci-Banner Making for the school year 2018-2019. Also, a student displaying strong leadership skills, she was elected as a class officer for 6 consecutive school years. Ms. Tindogan was a batch officer for the school year 2019-2021 as the General Academic Strand representative. In her free time, she likes watching movies and baking.



Edwyn Chloe B. Caguan is currently studying General Biology, General Chemistry, and Basic Calculus. He finished 1st Semester composed of Physical Science, Pre-Calculus, General Mathematics, Philosophy, and Work Immersion. He is a very efficient, effective, and hardworking person with good interpersonal skills that could highly attribute to his desired company on growth and great reputation in the future. He is a Junior High School Completer in the school year 2018-2019 and is also a grade 11 completer in the school year 2019-2020. In the 2018 intramurals, he was a player of the volleyball boys, and together with his teammates, they won the Volleyball Boys Championship. In the school year 2019-2020, he finished the 1st semester of his grade 12 career and he attained the top 10 spots on his section Tantalum-B.



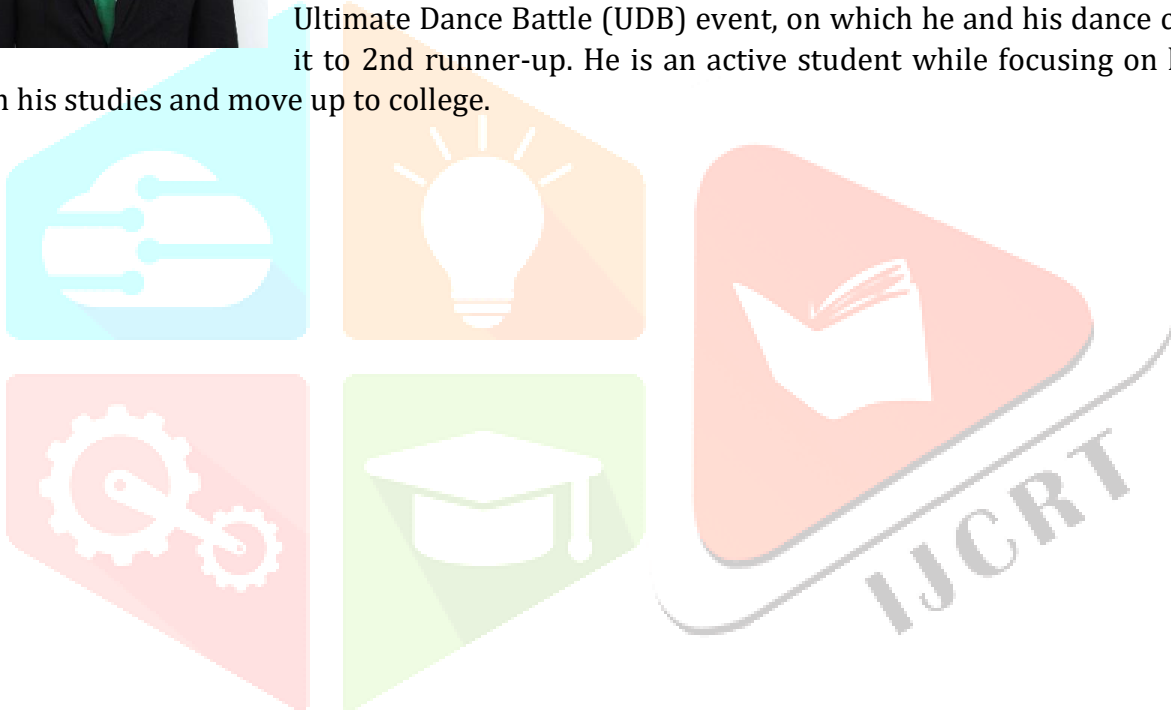
Mark Anthony Gabieta is a 12th grade General Academic Strand student at Philippines Doha School, after graduating he is planning to take radiological technologist at Cebu Doctors in the Philippines, he is also a part of the TLE Programming Club to develop his digital and technological abilities so that he will know how to handle technology devices.



Gerick G. Sacatani is currently a Senior High School student in Philippine School Doha taking up General Academic Strand. He is a well-mannered and strenuous student after he graduates he is planning to take computer engineering at the College of the North Atlantic-Qatar, he joined many events for computer and technologies to expand his knowledge, he is also taking Civil Technology as his specialization in Technology and Livelihood Education (TLE). He is aiming to achieve more and strive for pride and honor.



Kyle Ezekiel A. Leynes is currently a grade 12 Senior High School student studying in Philippine School Doha (PSD) under the General Academic Strand (GAS) for the school year 2020-2021. Mr. Leynes aims to finish high school and go to college at the College of North Atlantic-Qatar (CNAQ) to take the course Radiology. He is a disciplined student which took part in being a C.A.T officer back in high school and achieved a rank of C/Major. Another activity in which he took part in Senior high school was the Ultimate Dance Battle (UDB) event, on which he and his dance crew made it to 2nd runner-up. He is an active student while focusing on his goal to finish his studies and move up to college.





Jhezzy Anne Marie V. Mota is a Senior High School student who is taking GAS (General Academic Strand) as her strand. She aspires to be an Aeronautical Engineer someday. She tries to always be positive in different situations and she has a strong faith in God. She also has achievements throughout her years in school. She was studying on Philippine School Doha since kinder and she is already staying here in Qatar for almost 18 years. She has a lot of potential and passion for volleyball and is a part of the volleyball varsity group and gained a lot of awards during intramurals. She got an award of MVP during grade 6, she got an award of mythical 6 on volleyball during grade 9, 10, and 11 and an award for mythical 5 on basketball girls. She also aspires to be a basketball player. In grade 11, she has been a part of the class rankings. She believes that she has a lot of trials to face and has a long way to go. She hopes that someday, she'll become what she wants her to be and to become a successful in the future.



Elliza Faye B. Gonzales is a senior high school student of Philippine School Doha, studying in the General Academic Strand or GAS. After graduating from high school, she intends to study a nursing course at the University of Calgary. She is the best in Characters Education in grade 10 and is a well-behaved student. Her hobbies are playing videogames, baking, and cooking.

