

# EGO IDENTITY AS DETERMINANT OF STUDENTS' WILLINGNESS TO ACQUIRE KNOWLEDGE IN JOSE ABAD SANTOS II, DAVAO OCCIDENTAL

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**Abstract.** The delve to explore the influence of ego identity on the students' willingness to acquire knowledge. In this study, the researcher selected 145 Grade 7-10 students in Jose Abad Santos II in Davao Occidental as the respondents of the study. A stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using a descriptive-correlational method was employed. The data collected were subjected to the following statistical tools: Mean, Pearson Moment Product Correlation, and multiple linear regression analysis. Findings revealed that ego identity and students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between ego identity and students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental were described as extensive. Evidently, regression analysis proved that ego identity in terms of identity achievement and identity moratorium significantly influenced the students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental. The researcher recommends that DepEd should also advocate for inclusive and diverse curricula that reflect the cultural, social, and intellectual diversity of students. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

## KEY WORDS

1. Teaching home economics.
2. ego identity.
3. students' willingness to acquire knowledge.

## 1. Introduction

Willingness to acquire knowledge is the main factor in the educational processes. Willingness to acquire knowledge is generally considered to be one of the primary causes of success and failure in academe. Some literature showed that willingness to acquire knowledge and students' reason for exploring knowledge is very important issues to address to enable one to design better curriculum materials or teaching strategies to stimulate students' motivation in learning in the new curriculum reform movement. Regarding students' willingness to acquire knowledge, some authors explained that willingness to acquire knowledge may also refer to individual effort, goals, desires, and aspirations. So, without the willingness to acquire knowledge, the learning activity cannot be done properly. Willingness to acquire knowledge includes increasing and developing students' competence as long as the learning process, it is

used as teachers' consideration of developing students' characters. Reports showed that in all grade levels, the lack of willingness to acquire knowledge among students remains an increasing problem among educational institutions worldwide (Smidst, 2016). Yusda (2019) showed that most of the students just kept silent while learning and performing tasks in the classroom. Adding more, the author also found that the students could not achieve the minimum score in different subjects due to lack of willingness to acquire knowledge. Moreover, the report of Fatiha et al. (2015) indicates that 66.67 percent of the students who lack of in all grade level has class anxiety, low cognitive achievement and poor behavior. Likewise, Andini (2018) concluded that in Asia, learners with negative attitude towards learning feel that the lessons are difficult to be learned and feel that schooling is not important. Taking things in Philippine setting, it was found that due to lack of willingness to acquire knowledge, Filipino students tend to get very low scores in National Achievement Test (NAT) (Prudente, 2011), as well as their periodic assessments (Maranan, 2017). This is due to the reason that students are not able to cope with the complexity of the subjects when they enter the junior high school level (Ogunmade, 2011). In addition to the problem stated above, the report of Cunningham (2013) also indicates that those students who lack of willingness to acquire knowledge, which is indicated by their avoidance of pursuing higher levels of education, exhibit low performance in mathematics and science. This ugly trend may distract the students from reading their books or being attentive during the teaching and learning process as they no longer have positive attitude and interest in learning (Ovute Ovute, 2015). Moreover, based on the researcher's preliminary data gathering in the secondary schools in Jose Abad Santos II District in Davao Occidental, the researcher interviewed the teachers and some of the students. The researcher found that the students lack of willingness to acquire knowledge since they tend to comply minimum requirements for academics. The teacher knew it by the students' gesture and participation when the lesson starts until it ended. The teacher also said that some of the students always late to submit their tasks when the class almost ended. Based on the interview with some of the students during preliminary data gathering, the researcher found that students might not be aware of their attitude, students might not know what they learn, which means that students might not be motivated to learn, and students had less participation in the learning and teaching process. Based on this situation, it was clear that most of the students have a problem with their attitude towards learning. It was also seen that some students had less participation while discussing in the classroom. On a different view, few researches showed that lack of willingness to acquire knowledge may be contributed to some personal aspects. For instance, Rassart et al. (2012) found that adolescent identity development is positively associated with academic endeavours, an attachment to peers and colleagues. Levesque (2014) defined ego identity as the sense of identity that provides individuals with the ability to experience their sense of who they are and also act on that sense in a way that has continuity and sameness. According to Motyl (2012), having a strong sense of ego identity is characterized by having the ability to synthesize different selves into one coherent identity throughout time and creating inner coherence and sameness. Adding more, Guardia (2012) believed that ego identity reflects a person's best potential which is self-realizing, that is develop constantly throughout the lifespan. Much of the research on learning attitude has involved elementary education; there is limited research at the high school level in the technological vocational education context. Therefore, the need exists for greater study in this area. Thus, it is in this context that the

researcher felt the need to fill-in the research gap by conducting a study in the Philippine context, particularly in the Davao Occidental, using a quantitative research design. Specifically, the researcher made use correlational approach to have a better understanding of the relationship between ego identity and students' will-

ingness to acquire knowledge, which is found to be scarce. Hence, the present study intends to contribute to the limited body of knowledge regarding the influence of ego identity on the students' willingness to acquire knowledge at the junior high school level.

## 2. Methodology

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis. The researcher used artificial intelligence methods to proofread this work throughout preparation. Artificial Intelligence was specifically used to improve the manuscript's overall quality, coherence, and correctness. This procedure is being made clear in order to uphold ethical norms in research and preserve transparency. Using AI for proofreading shows a dedication to using cutting-edge technologies responsibly and recognizes the growing use and potential of AI in professional and academic writing.

*2.1. Research Design*—The study employed a non-experimental design utilizing the descriptive correlation technique of research, which is designed to gather data, ideas, facts, and information related to the study. Quantitative research deals in numbers, logic and objective stance. It focuses on numeric and unchanging data and detailed, convergent reasoning, generation of a variety of ideas about a research problem (Babbie et al. 2010). According to Myers and Well (2013) correlated design examines how the independent variable influences the dependent variable and establishes cause and effect relationship between variables. It enabled the researcher to observe two variables at a point in time and was useful in describing the relationship of the factors of both variables. In this study, the researcher looked into the relationship between two variables—ego identity and students' willingness to acquire knowledge. Thus, the interest of the study is to investigate which domains of ego identity significantly influence the students' willingness to acquire knowledge in Jose Abad Santos II District, Davao Occidental.

*2.2. Research Respondents*—The respondents of the study were the Grade 7-10 students in Jose Abad Santos II District, Davao Occidental. In this study, the 145 respondents were selected through a stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. According to Shi (2015), in stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics such as income or educational attainment Stratified random sampling is appropriate in this study because there is heterogeneity in a population that can be classified with ancillary information. In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study is to select respondents who can provide information to achieve the purpose of this study. Hence, only those enrolled Grade 7-10 students in Jose Abad Santos II District in Davao Occidental, those students without back subjects and failed grades in the previous quarter, and who voluntarily signed the ICF were given the survey questionnaires.

Moreover, the study was delimited only to the nature of the problem based on the research questions and, thus, it did not consider the gender and socio-economic status of the junior high school students.

2.3. *Research Instrument*—The study employed the questionnaires that are researcher-made and adapted from different study, and was modified to fit the context of the respondents of this study. The scaling was done by having one-half of the value of 5 as average cut-off point or the fair level, with a uniform interval of 0.80. Before the administration of the instrument, it was subject to validation by

three experts and was revised according to their expert comments. The first part is about the ego identity of the students in Jose Abad Santos II, Davao Occidental adapted from Jackson (2015) which is composed of statements indicated with identity-achievement, identity-moratorium, identity-foreclosure, and identity-diffusion. The reliability of the new scale obtained a Cronbach’s alpha value of 0.964, indicating high reliability and consistency among the items. The adapted instrument made use of a 5-point Likert scale and was determined based on the following ranges of means:

Interpretation of the Range of Mean Scores for Students’ Ego Identity

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very Extensive	The students’ ego identity is always observed.
3.40 – 4.19	Extensive	The students’ ego identity is oftentimes observed.
2.60 – 3.39	Moderately Extensive	The students’ ego identity is sometimes observed.
1.80 – 2.59	Less Extensive	The students’ ego identity is rarely observed.
1.00 – 1.79	Not Extensive	The students’ ego identity is never observed.

The second part of the instrument is about students’ willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental. The questionnaire is composed of statements measured in terms of interest in learning, sense of belonging, self-concept in learning, and con-

trol strategies, and obtained an alpha coefficient value of 0.925 suggesting that the items have high internal consistency. The instrument made use of a 5-point Likert scale that was determined based on the following range of mean:

2.4. *Data Gathering Procedure*—Steps were undergone by the researcher in conducting the study after the validation of the research questionnaire. Permission to Conduct the Study. The researcher secured the permission to conduct the study. The researcher secured the endorsement from the Dean of the Graduate School in Rizal Memorial Colleges, Inc., Davao City. The endorsement letter from the Dean of the Graduate School in Rizal Memo-

rial Colleges, Inc., Davao City was attached to the permission letters to be endorsed to the school’s division superintendent, and then to the school principals of the selected public secondary schools in Jose Abad Santos II, Davao Occidental. Distribution and Retrieval of the Questionnaire. The researcher proceeded to the distribution of the research instrument to the respondents after the approval to conduct the study. The study was conducted last Jan-

Interpretation of the Range of Mean Scores for Students' Willingness to Acquire Knowledge

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very Extensive	The students' willingness to acquire knowledge is always manifested.
3.40 – 4.19	Extensive	The students' willingness to acquire knowledge is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The students' willingness to acquire knowledge is sometimes manifested.
1.80 – 2.59	Less Extensive	The students' willingness to acquire knowledge is seldom manifested.
1.00 – 1.79	Not Extensive	The students' willingness to acquire knowledge is never manifested.

uary 10-12, 2024. Upon the distribution of the questionnaires, the benefits of the survey were briefly discussed and explained to the identified respondents of the study. For the administration of the questionnaire, the questionnaire was distributed following health protocols such as wearing of face masks and face shields, and following social distancing. The respondents of the study were given enough testing time for

the questionnaires to be finished. After which, the data collected were subjected to quantitative analysis. Collation and Statistical Treatment of Data. After the data retrieval of the questionnaire, the scores of each respondent were tallied to organize the data per indicator. After which, each score was subjected to descriptive and inferential analysis using SPSS.

2.5. *Data Analysis*—The following were the statistical tools utilized by the researcher in processing the gathered data: Mean. This was useful in characterizing the ego identity and students' willingness to acquire knowledge. This was used to supply the answer for objectives 1 and 2. Pearson Product Moment Correlation. It was used in this study to assess the significant relationship between independent (ego identity), and dependent (students' willingness to acquire

knowledge) variables. It is a statistical measure of the strength of a linear relationship between paired data. In a sample, it is usually denoted by *r*. This was used to supply the answer for objectives 3. Linear Regression. It was applied to evaluate the significance of the influence of the independent (ego identity) variable on the dependent (students' willingness to acquire knowledge) variable. This was used to supply the answer for objectives 4.

### 3. Results and Discussion

This chapter presents the results generated from the data gathered. It is sequenced based on the objectives of the study, as presented in the first chapter. Thus, it presents the extents of ego identity and students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental; the significant relationship between ego identity and students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental; and the influence of ego identity on the students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental.

Table 1 shows the summary on the extent of ego identity of Grade 7-10 students in Jose Abad Santos II, Davao Occidental. As shown in the table, the ego identity of students obtained an overall mean score of 3.47, descriptively rated as extensive and interpreted as oftentimes observed. Moreover, the table also shows that ego identity in terms of identity-foreclosure acquired the highest mean score of 3.61 described as extensive, interpreted as oftentimes observed by the respondents. Meanwhile, ego identity in terms of identity-moratorium got the lowest mean score of 3.35 which is also described as moderately extensive and interpreted as sometimes observed by the Grade 7-10 students. The result denotes that student developed a clear and confident understanding of their academic abili-

ties, interests, values, and goals. This supports the proposition of Motyl (2012), students with a strong ego identity in learning are often more motivated and engaged in their studies. They have a clear sense of their educational goals and the importance of their studies in achieving those goals. This also supports the findings of Guardia (2012) that students with a strong ego identity in learning are more likely to experience a sense of purpose and well-being in their academic pursuits, contributing to their overall life satisfaction. When students have a clear academic identity, they are less likely to experience the stress and anxiety associated with uncertainty about their educational path and goals.

Table 1. Summary on Ego Identity of Students in Jose Abad Santos II, Davao Occidental

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
Identity-Achievement	3.45	Extensive
Identity-Moratorium	3.35	Moderately Extensive
Identity-Foreclosure	3.61	Extensive
Identity-Diffusion	3.47	Extensive
<b>Overall</b>	<b>3.47</b>	<b>Extensive</b>

Table 2 shows the summary on the extent of students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental. The overall mean of the students' willingness to acquire knowledge is 3.51 described as extensive and interpreted as oftentimes manifested. Moreover, the table also shows that students' willingness to acquire knowledge in terms of self-concept in learning acquired the highest mean score of 3.66 described as extensive, interpreted as oftentimes manifested by the respondents. Meanwhile, students' willingness to acquire knowledge in terms of interest in learning got the lowest mean score of 3.36 which is also described as moderately extensive, in-

terpreted as oftentimes observed by the respondents. This means that the intrinsic motivation, curiosity, and enthusiasm to engage in the learning process and actively seek out information, skills, and understanding is oftentimes manifested. This supports the proposition of Borja (2016) that students with a high level of willingness to acquire knowledge are naturally motivated to learn. They approach their studies with enthusiasm and a strong desire to explore new ideas and concepts. Adding more, the result is in agreement to Dashti and Aldashti's (2015) view that high levels of willingness to acquire knowledge often lead to independent learning. Students take initiative in pursuing their inter-

ests and expanding their understanding outside of formal education. They actively engage in learning activities, such as asking questions, participating in discussions, and seeking out additional resources beyond the classroom.

Table 2. Summary on Students' Willingness to Acquire Knowledge in Jose Abad Santos II, Davao Occidental

Indicators	Mean	Descriptive Equivalent
Interest in Learning	3.36	Moderately Extensive
Sense of Belonging	3.42	Extensive
Self-Concept in Learning	3.66	Extensive
Control Strategies	3.61	Extensive
<b>Overall</b>	3.51	Extensive

Relationship Between Ego Identity and Students' Willingness to Acquire Knowledge in Jose Abad Santos II, Davao Occidental

The results on the analysis on the relationship between ego identity and students' willingness to acquire knowledge in Jose Abad Santos II in Davao Occidental are presented. Bivariate correlation analysis using Pearson Product Moment Correlation was utilized to determine the

relationship between the variables mentioned. Table 3 shows that ego identity has a significant positive relationship with the students' willingness to acquire knowledge with a p-value of .000 that is less than .05 level of significance (two-tailed) ( $r = .453, p < 0.05$ ). It means that as the extent of the ego identity changes, the extent of students' willingness to acquire knowledge also significantly changes.

Table 3. Relationship Between Ego Identity and Students' Willingness to Acquire Knowledge in Jose Abad Santos II, Davao Occidental

Ego Identity	Students' Willingness to Acquire Knowledge	r-value	p-value	Interpretation
Identity-Achievement	0.441*	0.024	Significant	Reject H0
Identity-Moratorium	0.216*	0.000	Significant	Reject H0
Identity-Foreclosure	0.567*	0.002	Significant	Reject H0
Identity-Diffusion	0.613*	0.000	Significant	Reject H0
Overall Ego Identity	0.453*	0.000	Significant	Reject H0

\*Significant @  $p < 0.05$

Moreover, the table also shows that the ego identity in terms of identity achievement, identity moratorium, identity foreclosure, and identity diffusion are significantly correlated with students' willingness to acquire knowledge as evident on the correlation coefficient values of 0.441, 0.216, 0.567, and 0.613. This leads to the rejection of the null hypothesis of no significant relationship between ego identity and stu-

dents' willingness to acquire knowledge in Jose Abad Santos II in Davao Occidental. The results suggest that ego identity can provide students with a sense of direction and focus. This clarity can make them more purposeful and driven in their quest for knowledge. This supports the findings of Ali et al. (2011) that students with a well-developed ego identity in learning tend to have a clear sense of purpose and direction

in their educational journey. They understand the importance of education in achieving their life goals, which can boost their willingness to acquire knowledge. A well-developed ego identity is often associated with better academic performance. When students believe that their academic achievements contribute to their self-concept and identity, they are more driven to excel. Students who see their education as an integral part of their identity are more likely to be enthusiastic about learning and actively seek out knowledge.

**Influence of Ego Identity on the Students' Willingness to Acquire Knowledge in Jose Abad Santos II, Davao Occidental**

The significance of the influence of ego identity on the students' willingness to acquire knowledge in Jose Abad Santos II in Davao Occidental was analyzed using linear regression analysis. The Table 12 shows that when culture-diversity responsiveness in terms of identity achievement, identity moratorium, identity foreclosure, and identity diffusion are considered as predictors of students' willingness to acquire knowledge in Jose Abad Santos II in Davao Oc-

cidental, the model is significant as evident on F-value of 13.159 with  $p < 0.05$ . It is therefore stated that ego identity predicts the students' willingness to acquire knowledge in Jose Abad Santos II in Davao Occidental. Meanwhile, the computed adjusted R<sup>2</sup> value of 0.268 indicates that ego identity has contributed significantly in the variability of students' willingness to acquire knowledge by 26.80%. In addition, table 4 shows that there are domains of ego identity that significantly influence the students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental. This table also indicates that only identity achievement and identity moratorium are significant when the predictors are considered. This means that the extent of students' willingness to acquire knowledge increases by 0.330, and 0.152 for each unit increase in ego identity of students in Jose Abad Santos II, Davao Occidental. Thus, this leads to the rejection of null hypothesis that none of the domains of ego identity that significantly influence the students' willingness to acquire knowledge in Jose Abad Santos II in Davao Occidental.

Table 4. Influence of Ego Identity on the Students' Willingness to Acquire Knowledge in Jose Abad Santos II, Davao Occidental

Ego Identity	Students' Willingness to Acquire Knowledge	B	Beta	S. E	p-value
Identity-Achievement	0.330*	0.254	0.089	0.000	Reject H <sub>0</sub>
Identity-Moratorium	0.152*	0.144	0.069	0.000	Reject H <sub>0</sub>
Identity-Foreclosure	-0.036	0.028	0.070	0.085	Accept H <sub>0</sub>
Identity-Diffusion	0.045	0.121	0.088	0.122	Accept H <sub>0</sub>
R <sup>2</sup> = 0.268					
F-value = 13.159*					
p-value = 0.000					

\*Significant @  $p < 0.05$

Affirming that willingness to acquire knowledge is a function of ego identity of the students in Jose Abad Santos II, Davao Occidental. This is in consonance with the study of Anderson et al. (2015) that students with a strong ego identity are more likely to make educational and career choices that align with their interests

and values. This alignment fosters a sense of purpose in their learning and enhances their willingness to acquire knowledge in their chosen fields. Moreover, the result corroborates with Chrobot-Mason's et al. (2016) view that they can enhance resilience in students. When they face challenges or setbacks in their educational



journey, they are more likely to persevere and adapt, as they see these experiences as integral to their self-growth.

#### 4. Conclusions and Recommendations

This part of the paper presents the conclusion and recommendation of the researcher. The discussion is supported by the literature presented in the first chapters, and the conclusion is in accordance with statements of the problem presented in this study.

*4.1. Findings*—The primary objective of this study was to determine which domains of ego identity significantly influence the students' willingness to acquire knowledge utilizing non-experimental quantitative design using correlation technique. The researcher selected the 145 Grade 7-10 students in Jose Abad Santos II in Davao Occidental as the respondents through random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. Based on the results, the summary of the findings was the following: Ego identity of students in Jose Abad Santos II, Davao Occidental has an overall mean of 3.47 with a descriptive rating of extensive. Meanwhile, ego identity of students in terms of identity-achievement, identity-moratorium, identity-foreclosure, and identity-diffusion obtained the mean scores of 3.45, 3.35, 3.61, and 3.47, respectively. Students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental has an overall mean of 3.51 with a descriptive rating of extensive. Also, students' willingness to acquire knowledge in terms of interest in learning, sense of belonging, self-concept in learning, and control strategies obtained the mean scores of 3.36, 3.42, 3.66, and 3.61, respectively. Ego identity has a significant positive relationship with the students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental with a p-value of .000 that is less than .05 level of significance (two-tailed) ( $r = .453$ ,  $p < 0.05$ ). Likewise, ego identity in terms of identity achievement, identity moratorium, identity foreclosure, and identity diffusion have significant positive relationship with the students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental with a p-value of .000 that is less than .05 level of significance (two-tailed) with coefficient correlation values of 0.441, 0.216, 0.567, and 0.613, respectively. Ego identity of the students in terms of identity achievement and identity moratorium significantly influenced the students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental as evident on the F-value of 13.159 and  $p < 0.05$ . The  $r^2$  value of 0.268 indicated that ego identity has contributed significantly to the variability of students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental by 26.80.

*4.2. Conclusions*—Based on the findings of this study and within the limitations and restrictions (such as survey questionnaire and number of participants), several conclusions are generated: The ego identity of students in Jose Abad Santos II, Davao Occidental, was rated as extensive. Meanwhile, the ego identity of students in terms of identity-achievement, identity-foreclosure, and identity-diffusion was extensive, while the ego identity of students in terms of identity-moratorium was moderately extensive. The result denotes that student developed a clear and confident understanding of their academic abilities, interests, values, and goals. Students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental

was extensive. Meanwhile, students' willingness to acquire knowledge in terms of a sense of belonging, self-concept in learning, and control strategies were also rated as extensive, while students' willingness to acquire knowledge in terms of interest in learning was rated as moderately extensive. This means that the intrinsic motivation, curiosity, and enthusiasm to engage in the learning process and actively seek out information, skills, and understanding is often-times manifested. Ego identity has a significant positive relationship with the students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental. This means that as the extent of the ego identity changes, students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental also significantly changes. The results suggest that ego identity can provide students with a sense of direction and focus. This clarity can make them more purposeful and driven in their quest for knowledge. Ego identity of the students in terms of identity achievement and identity moratorium significantly influenced the students' willingness to acquire knowledge in Jose Abad Santos II, Davao Occidental. This affirmed that students' willingness to acquire knowledge in Jose Abad Santos II in Davao Occidental is a function of ego identity.

*4.3. Recommendations*—The Department of Education should minimize the emphasis on high-stakes testing, which can lead to a narrow focus on academic performance at the expense of holistic development. Implement alternative assessment methods that promote self-discovery and diverse talents. DepEd should

also advocate for inclusive and diverse curricula that reflect the cultural, social, and intellectual diversity of students. This can help students relate their learning to their own identities and interests. School heads should foster a safe and inclusive school environment where students feel valued and respected. This can positively influence their ego identity in learning. Adding more, they should promote teacher training in student-centered and culturally responsive teaching methods. Teachers who understand and connect with their students' identities can enhance ego identity development. Teachers should provide individualized support to students based on their unique learning needs and interests. Recognize and celebrate their diverse talents and backgrounds. Moreover, they should encourage students to reflect on their learning experiences, set goals, and develop a sense of agency in their education. Students should test clear educational and personal goals that reflect their values and interests. Having goals can provide direction and motivation in their learning journey. More so, students should embrace diversity in their school and community. Engage with people from different backgrounds and perspectives to broaden their own identity. Future researchers should conduct research to identify and evaluate effective interventions and programs that promote ego identity development and willingness to acquire knowledge in students. They should further conduct analysis on the factor that influence the willingness to acquire knowledge since ego identity only contributed 26.80

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