

# Ego Identity and Learning Attitude of the Students in Central District, Panabo City

Cezen M. Paculanang

**Abstract.** The ego identity described the improvement of learning attitude of the students. In this study, the researcher selected the 188 junior high school students in Central District, Panabo City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that ego identity and learning attitude of the students in Central District, Panabo City were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between ego identity and learning attitude of the students in Central District, Panabo City. Evidently, regression analysis proved that ego identity of the students in terms of identity achievement and identity moratorium were significant predictors of learning attitude of the students in Central District, Panabo City. In other words, ego identity has influence on the process in learning attitude of the students in Central District, Panabo City.

## KEY WORDS

1. Educational management 2. ego identity 3. learning of students

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## 1. Introduction

The poor learning attitudes exhibited by students often correlate with challenges in ego identity development. Erikson's theory of psychosocial development posits that adolescents grapple with the stage of identity versus role confusion, where they form a coherent sense of self and purpose. When students struggle with poor learning attitudes such as disengagement or avoidance of academic challenges, it may reflect underlying uncertainties in their ego identity. For instance, students who lack intrinsic motivation or exhibit passive learning behaviors may be experiencing identity diffusion, characterized by confusion and lack of commitment to academic goals or personal aspirations (Waterman, 2019). This link suggests that fostering positive learning attitudes involves not only addressing educational factors but also supporting students in developing a strong and integrated sense of self, thereby promoting academic engagement and motivation. In the United States, persistent issues such as distracted learning behaviors and lack of intrinsic motivation hinder student engagement and academic performance. Research indicates that distractions from digital devices, social media, and external stim-

uli contribute significantly to reduced attention spans and lowered academic achievement (Jones Cooper, 2020). Moreover, societal pressures and high-stakes testing environments often lead to increased anxiety and decreased motivation among students (Smith Brown, 2019). These factors collectively contribute to a challenging learning environment where students struggle to maintain focus and exhibit proactive learning attitudes. Across many Asian countries, including Japan, South Korea, and China, issues such as rigid educational systems and intense academic competition shape students' learning attitudes. The emphasis on rote memorization and standardized testing often fosters a surface-level approach to learning rather than promoting deep understanding and critical thinking (Li Lee, 2021). Additionally, cultural factors that prioritize conformity and respect for authority may inhibit students from expressing independent thought and creativity in the classroom (Chen Wang, 2019). These dynamics contribute to a learning environment where students may exhibit passive learning attitudes, focusing more on academic performance metrics than on holistic skill development and intrinsic motivation. In the UAE, rapid socio-economic development and cultural diversity present unique challenges to cultivating positive learning attitudes among students. Research highlights issues such as language barriers, varying educational backgrounds, and differing expectations of academic success among students from diverse cultural and socio-economic backgrounds (Al-Mutawa Yousef, 2020). These factors can lead to disparities in educational outcomes and hinder the development of a cohesive learning community within schools. Moreover, technological advancements and access to digital resources bring both opportunities and challenges, with concerns over digital distraction and the need for digital literacy skills among students (Al-Khatib, 2019). Addressing these issues requires a nuanced approach that considers cultural sensitivities, educational equity, and the integration of technology in fostering positive learning attitudes among UAE students. In the Philippines, issues such as overcrowded classrooms, limited resources, and socio-economic disparities significantly impact students' learning attitudes. Research indicates that inadequate infrastructure and resources, coupled with large class sizes, hinder personalized learning experiences and individualized attention for students (Garcia Santos, 2020). Furthermore, socio-economic factors, including poverty and unequal access to quality education, contribute to disparities in learning outcomes and motivation levels among students (Tan Reyes, 2019). These challenges underscore the need for targeted interventions that address infrastructure gaps, enhance teacher training, and promote inclusive educational practices to cultivate positive learning attitudes and improve academic outcomes among Filipino students. The research gap regarding the influence of ego identity on learning attitudes of students primarily stems from the predominance of studies conducted in foreign settings and focused largely on elementary school students. Existing literature often examines ego identity development primarily through the lens of adolescent psychology, emphasizing its impact on personal relationships, career choices, and psychological well-being (Waterman, 2019). However, there is a noticeable scarcity of research that explores how ego identity formation specifically relates to learning attitudes among secondary and tertiary education students across diverse cultural contexts, particularly in countries outside of Western frameworks. Moreover, the bulk of research on this topic tends to concentrate on elementary school students, possibly due to their developmental stage and the perceived foundational importance of identity formation during early childhood (Marcia, 2018). This emphasis overlooks the unique challenges and developmental milestones encountered by

older students in secondary and higher education settings, where identity exploration continues to play a critical role in shaping academic engagement, motivation, and career aspirations. Therefore, bridging this research gap is crucial for gaining a comprehensive understanding of

how ego identity influences learning attitudes across various educational stages and cultural backgrounds, offering insights that can inform targeted interventions and educational policies aimed at promoting positive academic outcomes and holistic student development.

## 2. Methodology

This section contains the research design, research respondents, research instrument, data gathering procedure, and data analysis.

*2.1. Research Design*—In this study, the researcher utilized a quantitative research approach, specifically the descriptive-correlational technique, to gather data, ideas, facts, and information related to the study. As characterized by Creswell and Creswell (2018), methodologies and strategies were employed to systematically and impartially gather and scrutinize numerical data, aiming to comprehend phenomena, correlations, or trends. These methods entailed employing statistical analysis to extract insights and make deductions from the data. Quantitative research involved the collection and analysis of numerical data to examine various aspects of phenomena, relationships, or patterns within a structured framework. This type of research relied heavily on quantifiable measures and statistical techniques to draw objective conclusions based on empirical evidence. Researchers often employed surveys, experiments, or observational studies to gather data, which was then subjected to statistical analysis to identify trends, correlations, or significant differences. On one hand, Siedlecki (2020) defined descriptive research techniques as strategies that involved methods utilized to depict, observe, and analyze the characteristics, behaviors, or phenomena of interest without exerting influence or manipulation. The primary objective was to offer a comprehensive portrayal of the subject being studied, prioritizing the depiction of existing conditions rather than delving into

causality. Descriptive research typically employed a range of observational approaches, surveys, case studies, and archival investigations. Additionally, descriptive research enabled researchers to delineate and characterize various attributes, traits, or features of a population, group, or phenomenon, including demographic particulars, behaviors, attitudes, and other pertinent factors. On the other hand, Cohen, Manion, and Morrison (2018) characterized correlational research design as a form of non-experimental research employed to investigate the connection between two or more variables. This method entailed gauging the degree to which alterations in one variable corresponded with alterations in another, without manipulating either variable. The aim was to ascertain whether there existed a statistical correlation between the variables and to discern the direction and magnitude of this association. Correlational research served as a vital tool in advancing knowledge across diverse domains by unveiling relationships between variables, generating hypotheses, and informing practical applications and interventions. Despite the limitations inherent in correlational studies, such as the inability to establish causality, they furnished valuable insights that complemented experimental research endeavors and enriched our comprehension of intricate phenomena. In this study, the researcher examined ego identity and the learning attitude of the students. A descriptive-correlational research approach

was deemed appropriate for investigating the relationships among these variables without manipulating them. In this context, ego identity and learning attitude of the students were naturally occurring variables that were assessed and analyzed to determine their correlations. Moreover, when employed thoughtfully and mindful of its constraints, a descriptive-correlational research design had the potential to yield valuable insights into the intricate dynamics among ego identity and learning attitude of the students within educational contexts.

*2.2. Research Respondents*—The respondents of the study were the junior high school students in Secondary District, Panabo City. In this study, the 188 respondents was selected through 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 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

The second part of the instrument is about learning attitude of the students in Central District, Panabo City. The questionnaire is composed of 20 statements measured in terms of interest in learning, sense of belonging, self-concept in learning, and control strategies, and

*2.4. Data Gathering Procedure*—Steps were undergone by the researcher in conduct-

achieve the purpose of this study. Hence, only those enrolled junior high school students in Central District in Panabo City, 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 adapted and modified 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 for validation of three experts, and was revised according to their expert comments. The first part is about the ego identity of the students in Central District, Panabo City 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:

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 base on the following range of mean:

ing the study after the validation of the research questionnaire. Permission to Conduct the Study. The researcher secured the permission to con-

**Range of Mean Descriptive Level and Interpretation**

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

duct 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 Memorial Colleges, Inc., Davao City was attached to the permission letters to be endorsed to the school principals of the selected public secondary schools in Central District, Panabo City. 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. Upon the distribution of the questionnaires, the benefits of the survey was briefly discussed and explained to the identified respondents of the study. For the administration of the questionnaire, the questionnaires were 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 Statisti-

cal Treatment of Data. After the data retrieval of the questionnaire, the scores of each respondents was tallied to organized the data per indicator. After which, each score were subjected to descriptive and inferential analysis using SPSS.

2.5. *Ethical Considerations*—The researcher observed promptly the protocols deemed necessary as the standard guidelines in carrying out the research study following the study protocol assessments criteria, particularly in managing the population and data. The survey questionnaires with supporting authors were submitted for further evaluation. After the approval from the Ethics Committee the researcher proceeded to the next phase of the study. Informed Consent. The researcher asked for the permission of respondents through a written informed consent. They were properly informed about the purpose of the study and ample explanations were given to them for better understanding of the reason for their participation so that they can choose whether to participate or not. It was made clear that respondents involvement in the study is volun-

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1.80 – 2.59	Less Extensive	The learning attitude of students is seldom manifested.
1.00 – 1.79	Not Extensive	The learning attitude of students is never manifested.

tary. If ever they would refuse to participate, they were not forced by the researcher. Besides, the researcher was cautious to assure the respondents' psychological well-being. A written permission from the respondents were secured from them. The researcher informed the respondents that the study aimed to conduct a study on the factors that hinder/promote the learning attitude of the students in relation to their ego identity, and may contribute to the enhancement. Vulnerability of Research Participants. The respondents of the study are junior high school students so they are considered vulnerable since all of them are in not yet in legal age, and, they are considered highly vulnerable in the psychological aspect. The researcher emphasized that the survey was be set at the respondents' convenience. Also, the researcher protected the confidentiality of the information disclosed. Privacy and Confidentiality. This study observed the data Privacy Act of 2012 wherein the researcher assured that the data cannot be traced back to the participants which will be the real source of information, to protect

the identities of the participants. Moreover, the researcher assured that no personal data would be shared without the consent of the respondents. Thus, to ensure that no personal data would be exposed, the access was limited to the researcher alone. To protect the privacy of the participants, it was assured that the researcher is the only person that could access the survey information. After the necessary data was collected, the researcher permanently deleted all the survey result to assure that data cannot be traced back to the respondents who were the real source of information. Risk, Benefits and Safety - In administering the survey questionnaires, the researcher fully disclosed to the respondents the nature of their participation and explained thoroughly and properly the purpose and benefits of the study as well as the confidentiality of their responses as stated in the online survey questionnaire. The respondents, without restrictions will be able to ask questions related to the study. Further, the researcher ensured that the respondents were not be subjected to harm in any ways whatsoever. Moreover, the

questionnaire and interview guide that were used in this study did not contain any degrading or unacceptable statements offensive to the respondents of the study. Likewise, this study is designed purely to collect academic information related to the study and they were not asked with personal information. To minimize inconvenience, the researcher made sure that the respondents were given ample time to answer the survey questionnaire online. The respondents were given freedom not to answer questions which made them feel any psychological and emotional distress and they would be free to withdraw as a respondent of the study if they would feel that they cannot discuss the information that being asked from them. The researcher valued their participation and placed their welfare as the highest priority during the course of the study. Justice. To avoid impartiality in choosing the respondents, the researcher regarded all respondents equal regardless if they would be respondent in the survey. The researcher did not prejudiced in choosing the respondents of the study. Anybody who fitted the qualifications of being bonafied enrolled junior high school students in the purposively selected schools. During the conduct of the study, the researcher made certain to respect the respondents by interrupting as little time as possible to the routine of the respondents. To compensate for the time spent during data gathering, the researcher gave tokens of appreciation to the respondents. This token was an assortment of souvenir. The tokens were sent via courier, and these was sealed carefully in a package. Also, each tokens were sanitized before having it sent to your doorstep. Transparency. To provide transparency in this study, any type of communication in relation to the research was done with honesty and transparency. To safeguard the welfare of the participants, the researcher properly implemented the methods that are discussed to use in this study. All the necessary documents that supported the data analysis was included.

Importantly, the researcher described the extent of the involvement of the respondents in this study and shared how the researcher maintained objectivity in analyzing data and presentation of the results of the study. Qualification of the Researcher. The researcher ensured that the responses of the respondents were not influence by any other factor like the conflict of interest. The findings of the study could be accessed by the respondents and parents, and school administrators of the participating schools because the information would be made available as long as they followed proper protocol to protect the anonymity of the respondents. The researcher also acknowledged the effort of every person who contributed to the success of the study, the Division of Panabo City was given a furnished copy of the results of the research so it can be accessed by the respondents and be used for learning and further study. Adequacy of Facilities. The researcher engaged the respondents in a conducive environment and learning materials which were ample and available in the conduct of the study and was done within the time set by the researcher. The accuracy of gathering data from the respondents was ensured by encoding properly the ratings of the respondents during the day when the researcher was not too tired to do them to avoid errors in encoding. Also, the analysis and results gathered were proficient and aligned that serves as a primary basis for adequacy. Community Involvement. It was a good practice to have community involvement during every phase of research from planning to reporting. Hence, the researcher planned to share the findings generated with the community, and community involvement was accorded with primacy in making decisions about the research agenda, appropriate method to apply in their context, and use of the results or findings. The findings of this study was then be shared back with the community through gatherings, fora, and conferences.

2.6. *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 learning attitude of the students. This was use to supply the answer for objectives 1 and 2. Pearson Product Moment Correlation. It was used in this study to asses the significant relationship between independent (ego identity), and dependent (learning attitude) 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 use to supply the answer for objectives 3. Linear Regression. It was applied to evaluate the significance on the influence of independent (ego identity) variable on the dependent (learning attitude) variable. This was use 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 learning attitude of students; the significant relationship between ego identity and learning attitude of students; and the influence of ego identity on the learning attitude of students.

Ego Identity of Students Table 1 shows the summary on the extent of ego identity of students in Central District, Panabo City. As shown in the table, ego identity of the students in Central District in Panabo City obtained an overall mean score 3.47, descriptively rated as extensive. 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 junior high school students in Central District, Panabo City. The result denotes that 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 is oftentimes observed. This supports the proposition of Guardia (2012) that ego identity reflects a person's best potential which is self-realizing, that is develop constantly throughout the lifespan. Accordingly, individual's sense of identity is expressed through self-realizing activities in which that certain individual feels as self-defining or fitting, engaging, energizing, purposeful, and helpful in goal fulfillment in life.

Learning Attitude of Students Table 2 shows the summary on the extent of learning attitude of students in Central District, Panabo City. The overall mean of the learning attitude of students is 3.51 described as extensive and interpreted as oftentimes manifested by the junior high school students in Central District in Panabo City. Moreover, the table also shows that learning attitude 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, learning attitude in terms of interest in learning got the lowest mean score of 3.36 which is also described as moderately extensive, interpreted as oftentimes observed by the respondents. This means that the self-initiated, voluntary attitude stemming from natural curiosity and motivation which is critical for both personal and professional development is oftentimes manifested.



**Table 1. Ego Identity of Students in Central District, Panabo City**

<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>

This supports the proposition of Dashti and Al-dashti (2015) that attitude contributes to the output of students' learning process, thus, learning can be successful if the teacher correctly identifies the students' attitudes so that the teacher can construct a positive feeling that can coun-

teract the negative feeling of the students. A positive attitude from the teachers affects the students' motivation, attitudes towards school and school work, their self-confidence and as a result personality development.

**Table 2. Summary on Learning Attitude of Students in Central District, Panabo City**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
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>	<b>3.51</b>	<b>Extensive</b>

**Relationship Between Ego Identity and Learning Attitude of Students**

The results on the analysis on the relationship between ego identity and learning attitude of students in Central District in Panabo City are presented. Bivariate correlation analysis us-

ing 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 learning attitude of students in Central District in Panabo City 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 learning attitude of students in Central District in Panabo City also significantly changes. 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 learning attitude of students in Central District in Panabo City 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 learning attitude of students in Central District in Panabo City. This supports the findings of Robinson (2012) that identity along with teacher’s curricular and instructional accommodations, can make a major difference in student learning and engagement. This supposition has significant implications for student success in school.

**Table 3. Relationship Between Ego Identity and Learning Attitude of Students in Central District, Panabo City**

<b>Ego Identity</b>	<b>r-value</b>	<b>p-value</b>	<b>Interpretation</b>	<b>Decision</b>
Identity-Achievement	0.441*	0.024	Significant	Reject $H_0$
Identity-Moratorium	0.216*	0.000	Significant	Reject $H_0$
Identity-Foreclosure	0.567*	0.002	Significant	Reject $H_0$
Identity-Diffusion	0.613*	0.000	Significant	Reject $H_0$
<b>Overall Ego Identity</b>	<b>0.453*</b>	<b>0.000</b>	<b>Significant</b>	<b>Reject <math>H_0</math></b>

\*Significant @  $p < 0.05$

Significance on the Influence of Ego Identity on the Learning Attitude of Students in Central District, Panabo City

The significance on the influence of ego identity on the learning attitude of students in Central District in Panabo City was analyzed using multiple 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 learning attitude of students, 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 learning attitude of students in Cen-

tral District in Panabo City. Meanwhile, the computed adjusted R2 value of 0.268 indicates that ego identity has contributed significantly in the variability of learning attitude of students in Central District in Panabo City by 26.80 from the total variability. Therefore, the difference of 73.20 was credited to other factors not covered in this study. In addition, table shows that there are domains of ego identity that significantly influence the learning attitude of students in Central District in Panabo City. This table also indicates that only identity achievement and identity moratorium are significant when the predictors are considered. This means that the extent of learning attitude increases by

0.330, and 0.152 for each unit increase in ego identity of students in Central District, Panabo City. Thus, this leads to the rejection of null hypothesis that none of the domains of ego identity that significantly influence the learning attitude of students in Central District in Panabo City. Affirming that learning attitude is a function of ego identity of the students in Central District in Panabo City. This is in consonance with the study of Ghaedi and Jam (2014) emphasizing that behavioral tendencies reflected in personality traits that can affect certain habits that influ-

ence academic proficiency such as perseverance, conscientiousness, talkativeness. Also, the result agrees with Chrobot-Mason et al. (2016) that individuals with stronger leader role identities will be more motivated to seek out information that is beneficial to their groups' functioning than individuals with weaker role identities. Once pertinent task- and goal oriented information has been acquired, individuals possessing stronger role identities should be more inclined to share their insights with their colleagues and be sought out by their colleagues for advice.

**Table 4. Significance on the Influence of Ego Identity on the Learning Attitude of Students in Central District, Panabo City**

Ego Identity	B	Beta	S.E.	p-value	Decision
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>

**Regression Statistics:**

R<sup>2</sup> = 0.268

F-value = 13.159\*

p-value = 0.000

\*Significant @ p<0.05

**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 is to determine which domains of ego identity significantly influence the learning attitude of students utilizing non-experimental quantitative design using correlation technique. The researcher selected the 188 students in Central District in Panabo City as the respon-

dents 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 were the following: The extent

of ego identity of students in Central District in Panabo City has an overall mean of 3.47 with a descriptive rating of extensive. Meanwhile, ego identity of students in Central District in Panabo City 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. The extent of learning attitude of students in Central District in Panabo City has an overall mean of 3.51 with a descriptive rating of extensive. Also, learning attitude of students in Central District in Panabo City 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. The result showed that ego identity has a significant positive relationship with the learning attitude of students 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 learning attitude of students in Central District in Panabo City 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. The extent of ego identity of the students in terms of identity achievement and identity moratorium significantly influenced the learning attitude of students in Central District in Panabo City as evident on the F-value of 13.159 and  $p < 0.05$ . The  $r^2$  value of 0.268 indicated that ego identity have contributed significantly to the variability of learning attitude of students in Central District in Panabo City 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 Central District in Panabo City was rated as ex-

tensive. Meanwhile, ego identity of the students in Central District in Panabo City in terms of identity-achievement, identity-foreclosure, and identity-diffusion were extensive, while, ego identity of students in terms of identity-moratorium was moderately extensive. The result denotes that 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 is oftentimes observed. The learning attitude of students in Central District in Panabo City was extensive. Meanwhile, learning attitude of students in terms of sense of belonging, self-concept in learning, and control strategies were also rated as extensive, while, learning attitude of students in terms of interest in learning was rated as moderately extensive. This means that the self-initiated, voluntary attitude stemming from natural curiosity and motivation which is critical for both personal and professional development is oftentimes manifested. The result showed ego identity has a significant positive relationship with the learning attitude of students in Central District in Panabo City. This means that as the extent of the ego identity changes, learning attitude of students in Central District in Panabo City also significantly changes. The extent of ego identity of the students in terms of identity achievement and identity moratorium significantly influenced the learning attitude of students in Central District in Panabo City. This affirmed that learning attitude of students in Central District in Panabo City is a function of ego identity.

**4.3. Recommendations**—For the Department of Education, it is recommended to integrate programs that promote self-awareness and identity exploration within the junior high school curriculum. By incorporating modules on identity development and fostering a supportive learning environment that values students' individuality, the Department can empower students to cultivate a strong sense of self and en-

hance their academic engagement and motivation. School administrators should prioritize creating inclusive school cultures that celebrate diversity and provide opportunities for students to explore and express their identities. Implementing support systems such as counseling services and extracurricular activities that encourage self-discovery can foster a positive school climate conducive to holistic student development and improved learning attitudes. Teachers can benefit from professional development workshops that equip them with strategies for recognizing and addressing identity-related challenges in the classroom. By promoting culturally responsive teaching practices and fostering open dialogues about identity, teachers can create inclusive learning environments where all students feel valued and motivated to actively participate in their educational journey. Students should be encouraged to reflect on their personal values, interests, and aspirations as part of their educational experience. Engaging in activities that promote self-reflection and peer discussions on identity can help students develop a deeper understanding of themselves and their learning preferences, leading to enhanced academic resilience and self-efficacy. Future researchers are encouraged to conduct longitudinal studies that investigate the dynamic nature of ego identity and its influence on learning attitudes throughout junior high school and beyond. By employing mixed-method approaches and collaborating with diverse student populations, researchers can uncover nuanced factors that shape identity development and academic motivation, contributing to the development of evidence-based interventions and educational policies that support positive student outcomes.

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