

.Sense of Self-Worth as Predictor of Learning Attitude of Senior High School Students in New Corella District, Davao Del Norte

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Abstract:- In this study, the sense of self-worth described the improvement of learning attitude of the senior high school students. In this study, the researcher selected the 212 senior high school students in New Corella District, Davao del Norte 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 to the following statistical tools: Mean, Pearson Moment Product Correlation and multiple linear regression analysis. Findings revealed that sense of self-worth and learning attitude of the senior high school students in New Corella District, Davao del Norte were described as extensive. Further, correlation analysis demonstrated that there is a significant relationship between sense of self-worth and learning attitude of the students in New Corella District, Davao del Norte. Evidently, regression analysis proved that sense of self-worth of the students in terms of identity achievement and identity moratorium were significant predictors of learning attitude of the students in New Corella District, Davao del Norte. In other words, sense of self-worth has influence on the process in learning attitude of the senior high school students in New Corella District, Davao del Norte.

Keywords:- Teaching Home Economics, Sense of Self-Worth, Learning of Senior High School Students, Davao Del Norte, Philippines.

I. INTRODUCTION

A. The Problem and Its Setting

A crucial component of learning is attitude, which frequently makes the difference between success and failure. The literature emphasizes how crucial it is to take learning attitudes and student motivations into account when creating curricular materials and instructional practices, particularly when curriculum revisions are taking place. The authors clarify that a learning attitude includes personal endeavor, objectives, aspirations, and goals. Effective learning cannot take place in the absence of a positive attitude toward learning. Furthermore, learning attitude is essential for character development and entails helping pupils become competent throughout the learning process.

One of the most crucial elements of education, according to Borja (2016), is the attitude that pupils have toward learning. Successful learning outcomes are influenced by positive attitudes, and teachers can improve learning by recognizing students' attitudes and encouraging positive emotions. Positive teacher attitudes are known to increase students' motivation, attitudes toward learning, self-confidence, and personality development (Dashti and Aldashti, 2015). According to Getie and Popescu (2019), attitude plays a critical role in education since personality variables influence how much importance is given to desired goals.

According to Levesque (2014), a feeling of self-worth is an identity that empowers people to recognize and act in accordance with their true selves. According to Motyl (2012), a strong feeling of self-worth allows one to gradually integrate disparate identities into a cohesive one, resulting in inner coherence. Self-worth, according to Guardia (2012), is a reflection of an individual's highest potential, which is realized throughout life. People demonstrate their value to themselves by pursuits that are interesting, fulfilling, and useful in reaching their objectives in life.

Studies have looked at the relationship between students' attitudes toward learning and their feeling of self-worth, primarily in international settings. According to research by Rassart et al. (2012), peer interactions and teenage identity formation have a favorable association that supports academic and personal achievement. According to research by Anderson, Hildreth, and Howland (2015), people who have higher self-worth take part in activities that increase their standing and influence in groups, which raises the value of the group. Negative attitudes towards learning, however, continue to be an issue globally; Smidst (2016) noted that students' negative attitudes are becoming more prevalent and are associated with subpar academic achievement.

There is a substantial knowledge vacuum on this relationship in the Philippine setting, particularly in the Davao Region, despite a great deal of research conducted worldwide. Low scores on national examinations are a result of bad learning attitudes in the Philippines (Prudente, 2011; Maranan, 2017). Pupils shy away from higher education because they find difficult courses to understand (Cunningham, 2013; Ovute & Ovute, 2015). Teachers' observations of students' engagement and gestures in the

New Corella District of Davao del Norte during research indicated that pupils' enthusiasm for learning was poor. Low engagement in class resulted from many students' lacks motivation and ignorance of their views. By employing a quantitative research design and correlational methodology to investigate the relationship between learning attitude and sense of self-worth among senior high school students in the Philippines, this study seeks to close this gap in the literature.

B. Theoretical/Conceptual Framework

The study is based on a theory put forth by Ghaedi and Jam (2014), who emphasize how behavioral tendencies, which are expressed in personality traits like talkativeness,

perseverance, and conscientiousness, might affect academic competence. These characteristics dictate an individual's behavior, including meeting deadlines, finishing assignments, and exerting effort without constant monitoring. In support of this, Robinson (2012) suggests that curricular and instructional modifications made by teachers, in conjunction with students' feeling of self-worth, can have a major impact on their learning and engagement. Thus, in order to expose students to a variety of teaching approaches, educators ought to be trained in creating projects that require group collaboration, incorporating real-world culture into the planning of courses, and improving peer interactions.

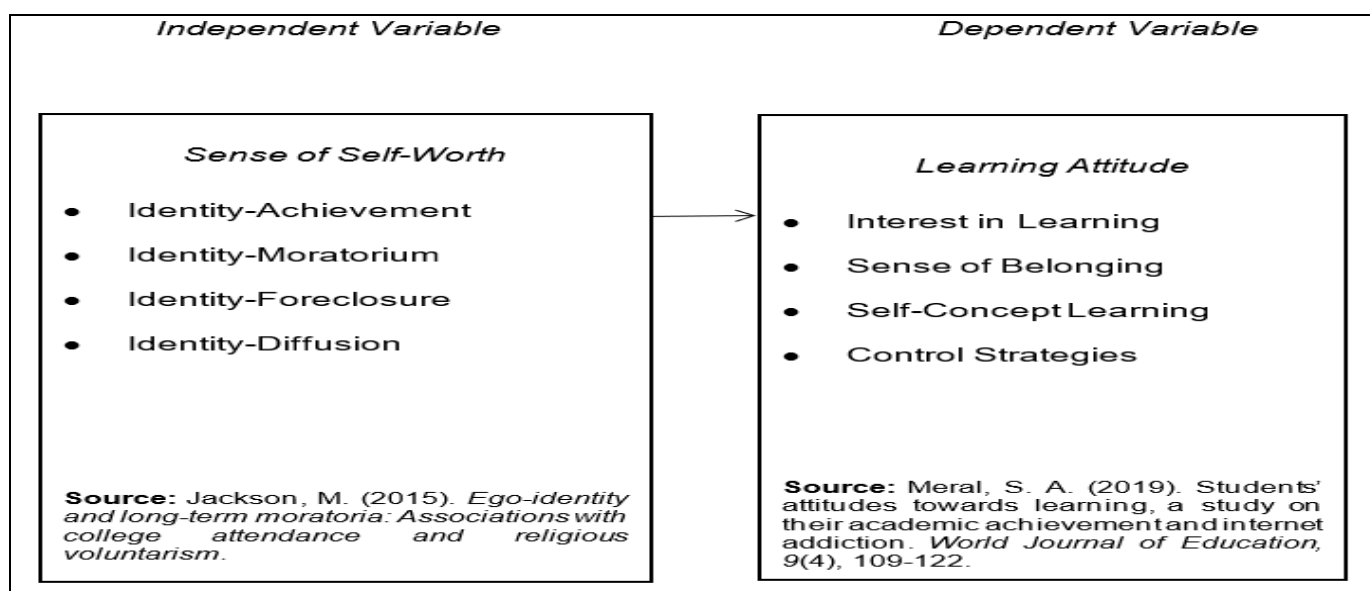


Fig 1 Conceptual Framework of the Study

There are two variables in the study, as seen in Figure 1. The sense of self-worth, which enables people to experience and act upon their identity with continuity and sameness, is the independent variable. Identity-achievement (reconciliation of self-concept with societal expectations), Identity-moratorium (exploring various commitments without commitment), Identity-foreclosure (having an identity without exploring other options), and Identity-diffusion (lack of sense of choices) are the indicators of sense of self-worth that Jackson (2015) proposed.

The learning attitude, which is essential for both professional and personal development, is the dependent variable. It is a self-initiated, voluntary attitude motivated by motivation and innate curiosity. Meral (2019) states that the following are indicators of learning attitude: self-concept in learning (perception of academic performance quality), Sense of Belonging (perception of belonging in school), Interest in Learning (initiative to plan and set goals), and Control Strategies (awareness of individual thinking processes).

C. Statement of the Problem

The primary aim of this study was to determine which domains of sense of self-worth significantly influence the learning attitude of the students in New Corella District,

Davao del Norte. Specifically, this study seeks to answer the following questions:

- *What is the extent of sense of self-worth of senior high school students in terms of:*
 - Identity-achievement;
 - Identity-moratorium;
 - Identity-foreclosure; and
 - Identity-diffusion?
- *What is the extent of learning attitude of senior high school students in terms of:*
 - Interest in learning;
 - Sense of belonging;
 - Self-concept in learning; and
 - Control strategies?
- *Is there a significant relationship between sense of self-worth and learning attitude of senior high school students in New Corella District, Davao del Norte?*
- *Which domains of sense of self-worth significantly influence learning attitude of senior high school students in New Corella District, Davao del Norte?*

D. Hypothesis

The following null hypotheses were tested at 0.05 level of significance:

- H₀₁: There is no significant relationship between sense of self-worth and learning attitude of senior high school students in New Corella District, Davao del Norte.
- H₀₂: There are no domains of sense of self-worth significantly influence learning attitude of senior high school students in New Corella District, Davao del Norte.

II. METHOD

A. Research Design

To collect data, concepts, facts, and information for the study, the researcher used a correlational technique in a quantitative non-experimental design. According to Bhandari (2020), quantitative research emphasizes hypothesis testing using a logical method influenced by positivist and empiricist ideas. It centers on quantifying data collecting and analysis. Non-experimental research measures variables in their natural settings without modifying an independent variable. Descriptive-correlational research looks at how the independent variable affects the dependent variable and establishes a cause-and-effect link, according to Myers and Well (2013). The purpose of this study was to determine which domains of sense of self-worth have a significant impact on students' learning attitudes in Davao del Norte's New Corella District by examining the relationship between two variables: the learning attitude and sense of self-worth of senior high school students.

B. Research Participants

Students in senior high school in Davao del Norte's New Corella District served as the study's respondents. A population is divided into sub-groups or strata according to common criteria like income or level of education, and 212 respondents were chosen using stratified random sampling (Shi, 2015). Given the diversity of the population, this approach was suitable for the research. Selection of respondents who could offer pertinent information was done using inclusion criteria. The survey forms were distributed only to registered senior high school students who had signed the informed consent form (ICF) willingly and had no backlog of subjects or failed grades from the previous quarter. Gender and socioeconomic level of the pupils were not taken into account; the study was restricted to the research questions.

C. Research Instrument

The study employed researcher-made questions that were customized to the respondents' contexts and derived from a variety of sources. The first section, which is taken from Jackson (2015), evaluates the Central District, Panabo City, pupils' sense of self-worth with an emphasis on identity-achievement, identity-moratorium, identity-foreclosure, and identity-diffusion. With a Cronbach's alpha score of 0.964, the modified instrument showed great reliability and consistent reliability across the items. It measured responses across predetermined ranges of means using a 5-point Likert scale.

To specify, a mean score of 4.20 to 5.00 is described as "Very Extensive," indicating that the sense of self-worth is always observed. Scores between 3.40 and 4.19 are classified as "Extensive," showing that the sense of self-worth is oftentimes observed. A range of 2.60 to 3.39 is termed "Moderately Extensive," suggesting that the sense of self-worth is sometimes observed. Mean scores from 1.80 to 2.59 fall under "Less Extensive," meaning the sense of self-worth is rarely observed. Finally, scores between 1.00 and 1.79 are labeled "Not Extensive," indicating that the sense of self-worth is never observed.

On the other hand, the second part of the instrument assesses the learning attitude of students in Central District, Panabo City. It includes 20 statements measuring interest in learning, sense of belonging, self-concept in learning, and control strategies. The questionnaire achieved a high internal consistency with an alpha coefficient value of 0.925. Responses were recorded using a 5-point Likert scale, evaluated within specified ranges of means.

To be specific, when scores fall within the range of 4.20 to 5.00, the learning attitude is described as "Very Extensive," indicating that it is consistently demonstrated. Scores between 3.40 and 4.19 suggest an "Extensive" manifestation of learning attitude, which occurs frequently. Ranges from 2.60 to 3.39 denote a "Moderately Extensive" manifestation, indicating that the learning attitude is observed sometimes. Scores falling within 1.80 to 2.59 indicate a "Less Extensive" manifestation, meaning the learning attitude is rarely observed. Finally, scores between 1.00 and 1.79 suggest a "Not Extensive" manifestation, indicating that the learning attitude is never observed among the senior high school students surveyed.

Moreover, the scaling involved using an average cut-off point of 2.5 as the fair level, with a uniform interval of 0.8. Prior to administration, the instrument underwent validation by three experts, and revisions were made based on their feedback.

D. Data Analysis

The collected data was analyzed by the researcher using a number of statistical tools. In order to meet objectives 1 and 2, the mean was utilized to describe the students' feeling of self-worth and attitude toward learning. In order to get insight for objective 3, the significant link between the independent variable (the sense of self-worth) and the dependent variable (learning attitude) was examined using Pearson product moment correlation. Objective 4 was also addressed by using linear regression to evaluate the impact of the independent variable (self-worth) on the dependent variable (learning attitude). By quantifying relationships and evaluating impacts within the data, these statistical measures taken together served to accomplish the objectives of the study.

III. RESULTS AND DISCUSSION

A. Sense of Self-Worth of Senior High School Students in New Corella District, Davao del Norte

➤ Indicator 1: Identity Achievement

In Table 1, the category mean of 3.45 indicates that the domain concerning the sense of self-worth of senior high school students in New Corella District, Davao del Norte is extensively observed. The table shows that item ratings range

from 3.23 to 4.01. Specifically, the item "Finding many reasons for friendships, but I choose my close friends on the basis of certain values and similarities that I've personally decided on" has a mean rating of 3.23, indicating it is moderately extensive and observed sometimes by students. Conversely, the item "Believing that the life I have chosen is the life I want" has a mean rating of 4.01, indicating it is extensive and observed oftentimes by senior high school students in New Corella District, Davao del Norte.

Table 1 Extent of Sense of Self-Worth of Senior High School Students in Terms of Identity Achievement

Statement	Mean	Descriptive Rating
Finding many reasons for friendships, but I choose my close friends on the basis of certain values and similarities that I've personally decided on.	3.23	Moderately Extensive
Believing that what life I have chosen is the life I want.	4.01	Extensive
Having considered and reconsidered what I can believe.	3.34	Moderately Extensive
Having chosen one or more recreational activities to engage in regularly from lots of things and I'm satisfied with those choices.	3.39	Moderately Extensive
Having thought my beliefs through and realize I can agree with some and not other aspects of what my parents believe.	3.42	Extensive
Having tried many different friendships and now I have a clear idea of what I look for in a friend.	3.28	Moderately Extensive
Mean	3.45	Extensive

The thorough evaluation in this area suggests that senior high school students in Davao del Norte's New Corella District regularly exhibit the balancing of their personal beliefs with society norms. This result supports Jackson's (2015) claim that a variety of influential actions in adolescence and adulthood are substantially correlated with ego-identity accomplishment. Furthermore, it validates Kroger's (2012) finding that people who have achieved identity are less likely to use drugs, have successful families with positive communication patterns, have good relationships with their parents, have pro-social characteristics, volunteer in the community, and have successful careers.

➤ Indicator 2: Identity-Moratorium

In this domain, as shown in Table 2, the category mean is 3.35, indicating a moderately extensive level of sense of self-worth observed among senior high school students. The mean ratings for the items range from 2.55 to 3.68. Specifically, the item "Finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self-exploration" received a mean rating of 2.55, categorized as less extensive, suggesting it is seldom observed. Conversely, the item "Trying to decide how capable I am as a student" received a mean rating of 3.68, described as extensive, indicating it is often observed by the respondents.

Table 2 Extent of Sense of Self-Worth of Senior High School Students in Terms of Identity-Moratorium

Statement	Mean	Descriptive Rating
Exploring the many possibilities to find the right kind of friends for me.	3.54	Extensive
Trying to decide how capable I am as a student.	3.68	Extensive
Being sure what religion means to me.	3.52	Extensive
Being clear on my views on what is right and wrong for me.	3.61	Extensive
Finding an acceptable viewpoint to life itself, I find myself engaging in a lot of discussions with others and some self-exploration.	2.55	Less Extensive
Experiencing a variety of recreational activities in hopes of finding one or more I can enjoy for some time to come.	3.21	Moderately Extensive
Mean	3.35	Moderately Extensive

The result implies that people are occasionally seen in a crisis, examining several commitments and prepared to make decisions without committing to anything in particular. This is consistent with Jackson's (2015) view that chances for this kind of identity exploration naturally arise throughout life, though the availability of these opportunities can differ greatly between cultures, especially in developing nations where opportunities for education and employment may be limited.

➤ Indicator 3: Identity-Foreclosure

In this domain, Table 3 reveals a mean category of 3.61, indicating an extensive observation of sense of self-worth among senior high school students. The ratings for individual items range from 3.34 to 3.94. For instance, the item "Wanting to be around people identical to my parents" scored 3.34, categorized as moderately extensive, indicating frequent observation. Conversely, "Doing the same recreational activities my parents do and have not ever

seriously considered anything else" scored 3.94, categorized as extensive, showing frequent observation.

This implies that the stage of self-identity discovery where individuals have an identity but have not explored other options or ideas is frequently observed among respondents. This finding is consistent with Thill's (2019)

perspective that identity foreclosure occurs when individuals believe they know who they are without exploring alternatives. Furthermore, it supports Gordon and Kline's (2012) notion that individuals in identity foreclosure prematurely commit to an identity, often adopting the identity of a parent, relative, or admired figure.

Table 3 Extent of Sense of Self-Worth of Senior High School Students in Terms of Identity-Foreclosure

Statement	Mean	Descriptive Rating
Wanting to be around with people identical to my parents.	3.34	Moderately Extensive
Studying well because this is what parents wanted from me.	3.57	Extensive
My parents know what's best for me in terms of how to choose my friends.	3.49	Extensive
Guessing I'm pretty much like my parents when it comes to doing tasks.	3.69	Extensive
My own views on a desirable life style were taught to me by my parents and I don't see any need to question what they taught me.	3.63	Extensive
Doing the same recreational activities my parents do and haven't ever seriously considered anything else.	3.94	Extensive
Mean	3.61	Extensive

➤ *Indicator 4: Identity-Diffusion*

In this domain, Table 4 shows a mean category of 3.47, indicating extensive observation of sense of self-worth among senior high school students. The ratings for individual items range from 2.16 to 4.13. For instance, "There's no single lifestyle which appeals to me more than another"

scored 2.16, categorized as less extensive, suggesting rare observation. Conversely, "Joining in leisure activities, but I really don't see a need to look for a particular activity to do regularly" scored 4.13, categorized as extensive, indicating frequent observation.

Table 4 Extent of Sense of Self-Worth of Senior High School Students in Terms of Identity-Diffusion

Statement	Mean	Descriptive Rating
Studying hard because it is what I really want to get into.	3.75	Extensive
There's no single life-style which appeals to me more than another.	2.16	Less Extensive
Joining in recreational activities when asked.	3.34	Moderately Extensive
I don't have any real close friends, and I don't think I'm looking for one right now.	3.84	Extensive
Joining in leisure activities, but I really don't see a need to look for a particular activity to do regularly.	4.13	Extensive
Guessing I just take life as it comes, and I don't see myself living by any particular viewpoint to life.	3.61	Extensive
Overall	3.47	Extensive

This indicates that the stage in which individuals do not have a sense of having choices and have not made any commitments to any possibilities is commonly observed. This discovery is consistent with Zhang's (2015) claim that people in a state of identity diffusion are prone to changes in self-esteem and have cognitive disarray when under stress. They often exhibit poorer levels of moral reasoning and ability for closeness.

Lastly, Table 5 summarizes the extent of sense of self-worth among senior high school students in New Corella District, Davao del Norte. Overall, the sense of self-worth obtained a mean score of 3.47, indicating an extensive level. Specifically, identity-foreclosure achieved the highest mean score of 3.61, categorized as extensive and frequently

observed by the respondents. In contrast, identity-moratorium received the lowest mean score of 3.35, described as moderately extensive and occasionally observed by the students.

These findings illustrate that the sense of self-worth, which enables individuals to understand and act upon their identity consistently over time, is frequently observed among the students. This supports Guardia's (2012) assertion that self-worth represents an individual's highest potential, continuously developing throughout life. It suggests that one's sense of identity manifests through engaging, purposeful activities that contribute to personal fulfillment and goal achievement.

Table 5 Extent of Sense of Self-Worth of Senior High School Students in New Corella District, Davao del Norte

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

B. Learning Attitude of Senior High School Students in New Corella District, Davao del Norte

➤ Indicator 1: Interest in Learning

Based on the results, Table 6 indicates that the dimension of interest in learning among senior high school students is extensive, with a category mean of 3.36. This suggests that their learning attitude regarding interest in learning is sometimes observed in New Corella District, Davao del Norte. The mean ratings for the individual items

range from 3.14 to 3.58. Specifically, the item "Believing that what I learn is more important than getting a passing grade" received a mean rating of 3.14, categorized as moderately extensive and interpreted as being sometimes manifested. In contrast, the item "Believing in the importance of playing an active role in learning" obtained a mean rating of 3.58, described as extensive, indicating that it is often observed among students in New Corella District, Davao del Norte.

Table 6 Extent of Learning Attitude of Senior High School Students in Terms of Interest in Learning

Statement	Mean	Descriptive Rating
Being responsible for my own learning.	3.42	Extensive
Taking time to learn related previous subjects well in order to learn a new subject without difficulty.	3.34	Moderately Extensive
Prioritizing time for learning while planning a new day.	3.31	Moderately Extensive
Believing in the importance of playing an active role in learning.	3.58	Extensive
Believing that what I learn in is more important than getting a passing grade.	3.14	Moderately Extensive
Overall	3.36	Moderately Extensive

This suggests that there are instances where children have the ability to proactively strategize, establish objectives, and distribute resources before engaging in the learning process. This discovery is consistent with Harding's (2019) claim that pupils with well-developed cognitive abilities are more capable of efficiently pursuing their learning objectives and achieving desired outcomes. Furthermore, it corroborates Alsaleh's (2020) perspective that pupils who possess the ability to regulate their learning have the capacity to appraise the results of their cognitive processes and analyze the efficacy of their decision-making. Furthermore, according to Panadero (2017), enhancing the growth of skills can be achieved by modifying learning settings to encourage self-regulated learning through educational interventions.

➤ Indicator 2: Sense of Belonging

The domain of sense of belonging, depicted in Table 7, has a category mean of 3.42, classified as extensive, indicating that this aspect of students' learning attitude in New Corella District, Davao del Norte, is frequently observed. The mean ratings for individual items range from 2.59 to 3.92. Specifically, the item "Becoming a friendly person" received a mean rating of 2.59, described as extensive and interpreted as often manifested. Similarly, the item "Feeling happy at home" obtained a mean rating of 3.92, also described as extensive and interpreted as frequently manifested in the district.

Table 7 Extent of Learning Attitude of Senior High School Students in Terms of Sense of Belonging

Statement	Mean	Descriptive Rating
Feeling happy at home.	3.92	Extensive
Feeling that my family would help me with any kind of problem.	3.52	Extensive
Making friends easily.	3.77	Extensive
Becoming friendly person.	2.59	Less Extensive
Having a lot of friends.	3.31	Moderately Extensive
Overall	3.42	Extensive

The finding indicates that students' perceptions of whether they belonged in their school were frequently evident. This aligns with Kurniawan's (2013) perspective that sense of belonging reflects one's perception of social competence in interactions within a social context. Additionally, Harris and Orth (2019) emphasize that individuals with a positive social self-concept tend to assess

themselves positively in social interactions, accept those around them, and perceive themselves as leading fulfilling lives. Thus, a strong social self-concept correlates with higher life satisfaction.

➤ *Indicator 3: Self-Concept in Learning*

In the domain of self-concept in learning among senior high school students in New Corella District, Davao del Norte, as depicted in Table 8, the category mean of 3.66 indicates that it is frequently observed among the students. Specifically, item ratings range from 3.49 to 3.94, with "Thinking I am intelligent and hard-working in my school tasks in the classroom" scoring 3.94, interpreted as often manifested. This reflects students' perceptions of their

academic performance quality being frequently evident. This aligns with Jaiswal's (2017) view that self-concept in learning encompasses attitudes and perceptions about one's academic abilities, reflecting personal beliefs and feelings within an academic context. Moreover, it supports Marsh and Martin's (2012) assertion that self-concept in learning develops through social comparisons, where students assess their abilities relative to their peers.

Table 8 Extent of Learning Attitude of Senior High School Students in Terms of Self-Concept in Learning

Statement	Mean	Descriptive Rating
My work in class is good.	3.57	Extensive
Thinking I am a good.	3.49	Extensive
Thinking I am stylish in accomplishing school tasks.	3.69	Extensive
Being a friendly person in dealing with my tasks in the class.	3.63	Extensive
Thinking I am intelligent and hard-working in my school tasks in the classroom.	3.94	Extensive
Overall	3.66	Extensive

➤ *Indicator 4: Control Strategies*

In Table 9, the domain concerning the learning environment of senior high school students in New Corella District, Davao del Norte, exhibits an extensive category mean of 3.61, indicating frequent manifestation. Item ratings range from 3.12 to 4.15, with "Being good at organizing information" scoring 4.15, interpreted as often observed. This underscores the students' awareness of their cognitive

processes being prominently evident. This is consistent with Chick's (2015) assertion that metacognition serves as a regulatory mechanism enabling individuals to monitor and control their cognitive performance. Additionally, it aligns with Poth's (2019) perspective on the importance of self-awareness in fostering student agency, promoting self-directed learning, and cultivating a growth mindset in education.

Table 9 Extent of Learning Attitude of Senior High School Students in Terms of Control Strategies

Statement	Mean	Descriptive Rating
Understanding my intellectual strengths and weaknesses.	3.12	Extensive
Knowing what kind of information is most important to learn.	3.34	Extensive
Being good at organizing information.	4.15	Extensive
Trying to use strategies that have worked in the past.	3.84	Extensive
Having a specific purpose for each strategy I use	3.61	Extensive
Overall	3.61	Extensive

Table 10 summarizes the learning attitude of senior high school students in New Corella District, Davao del Norte, revealing an overall mean of 3.51, described as extensive and frequently observed. Self-concept in learning achieved the highest mean score of 3.66, indicating frequent manifestation, while interest in learning obtained the lowest mean score of 3.36, interpreted as moderately extensive and commonly observed among the respondents.

This underscores that the self-initiated, voluntary attitude driven by natural curiosity and motivation, crucial for personal and professional growth, is frequently demonstrated. This aligns with Dashti and Aldashti's (2015) assertion that students' attitudes significantly influence their learning outcomes, emphasizing the role of teachers in fostering positive attitudes to enhance motivation, confidence, and overall personality development among students.

Table 10 Summary Table on the Extent of Learning Attitude of Senior High School Students in New Corella District, Davao del Norte

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
Overall	3.51	Extensive

C. Relationship between Sense of Self-Worth and Learning Attitude of Senior High School Students in New Corella District, Davao del Norte

The analysis explored the relationship between sense of self-worth and learning attitude among senior high school students in New Corella District, Davao del Norte. Using Pearson Product Moment Correlation, a significant positive relationship was found ($r = .453$, $p < 0.05$), indicating that changes in sense of self-worth correspond with changes in

learning attitude. Additionally, specific aspects of sense of self-worth—identity achievement, identity moratorium, identity foreclosure, and identity diffusion—showed significant correlations with learning attitude, with coefficients ranging from 0.216 to 0.613. These results reject the null hypothesis of no significant relationship between a sense of self-worth and learning attitude in this student population.

Table 11 Relationship Between Sense of Self-Worth and Learning Attitude of Senior High School Students in New Corella District, Davao del Norte

Sense of Self-Worth	Learning Attitude			
	r-value	p-value	Interpretation	Decision
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
Overall Sense of Self-Worth	0.453*	0.000	Significant	Reject H_0
*Significant @ $p < 0.05$				

This aligns with Robinson's (2012) findings that identity, combined with teachers' curricular and instructional adjustments, plays a crucial role in influencing student learning and engagement. These insights carry substantial implications for enhancing student success within educational settings.

D. Significance on the Influence of Sense of Self-Worth on the Learning Attitude of Senior High School Students in New Corella District, Davao del Norte

The influence of sense of self-worth on the learning attitude of students in New Corella District, Davao del Norte was analyzed using multiple linear regression (Table 12). The results indicate that sense of self-worth, encompassing identity achievement, identity moratorium, identity foreclosure, and identity diffusion, significantly predicts students' learning attitude ($F(4, 207) = 13.159$, $p < 0.05$). The adjusted R-squared value of 0.268 suggests that sense of self-worth explains 26.80% of the variability in learning attitude,

with the remaining 73.20% attributed to other factors not studied here.

Furthermore, specific domains of sense of self-worth, namely identity achievement and identity moratorium, significantly influence students' learning attitude in New Corella District, Davao del Norte. Each unit increase in ego identity is associated with a 0.330 and 0.152 increase in learning attitude, respectively, thereby rejecting the null hypothesis that none of these domains significantly affect students' learning attitude in the district.

This assertion aligns with Robinson's (2012) findings that identity, coupled with teachers' curricular and instructional adjustments, plays a crucial role in enhancing student learning and engagement. These insights carry profound implications for fostering student success within educational settings.

Table 12 Significance on the Influence of Sense of Self-Worth on the Learning Attitude of Senior High School Students in New Corella District, Davao del Norte

Sense of Self-Worth		Learning Attitude			
		B	Beta	S.E	Decisions
Identity-Achievement		0.330*	0.254	0.089	Reject H_0
Identity- Moratorium		0.152*	0.144	0.069	Reject H_0
Identity-Foreclosure		-0.036	0.028	0.070	Accept H_0
Identity-Diffusion		0.045	0.121	0.088	Accept H_0
R ²	= 0.268				
F-value	= 13.159*				
p-value	= 0.000				
*Significant @ $p < 0.05$					

Confirming that the learning attitude of senior high school students in New Corella District, Davao del Norte is influenced by their sense of self-worth resonates with Ghaedi and Jam's (2014) research, highlighting how personality traits like perseverance, conscientiousness, and talkativeness affect academic performance. Additionally, this finding supports Chrobot-Mason et al.'s (2016) assertion that individuals with strong leader role identities are more likely to seek and share beneficial information within their groups, enhancing group functionality and individual motivation in educational settings.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Summary of Findings

The study aimed to identify significant domains of sense of self-worth influencing the learning attitude of senior high school students in New Corella District, Davao del Norte using a non-experimental quantitative design with correlation analysis. Random sampling was used to select 212 respondents, and survey questionnaires were modified and pilot-tested for reliability and consistency.

Findings indicate an extensive overall mean of 3.47 for sense of self-worth among students, with specific domain mean scores of 3.45 (identity-achievement), 3.35 (identity-moratorium), 3.61 (identity-foreclosure), and 3.47 (identity-diffusion). Meanwhile, the overall mean for learning attitude was 3.51, characterized as extensive, with domain mean scores of 3.36 (interest in learning), 3.42 (sense of belonging), 3.66 (self-concept in learning), and 3.61 (control strategies).

The study found a significant positive relationship ($r = .453$, $p < 0.05$) between sense of self-worth and learning attitude, as well as significant correlations ($p < 0.05$) between identity achievement, identity moratorium, identity foreclosure, and identity diffusion with learning attitude (ranging from 0.441 to 0.613). Moreover, identity achievement and identity moratorium significantly influenced learning attitude (F -value = 13.159, $p < 0.05$), contributing 26.80% to the variability in learning attitude (adjusted $R^2 = 0.268$).

B. Conclusions

Based on the findings of this study, it is concluded that the sense of self-worth among senior high school students in New Corella District, Davao del Norte, as well as in Central District, Panabo City, was generally rated as extensive, with identity-achievement, identity-foreclosure, and identity-diffusion domains being extensive, and identity-moratorium being moderately extensive. This indicates that students often experience a strong sense of identity, enabling them to act with continuity and consistency.

Additionally, the learning attitude among senior high school students in New Corella District, Davao del Norte, was extensive, particularly in terms of sense of belonging, self-concept in learning, and control strategies, whereas interest in learning was moderately extensive. This highlights

the importance of self-initiated motivation and curiosity in personal and professional development.

Furthermore, the study revealed a significant positive relationship between sense of self-worth and learning attitude among senior high school students in New Corella District, Davao del Norte. This implies that changes in students' sense of self-worth correspond significantly to changes in their learning attitudes.

Moreover, the extent of self-worth in terms of identity achievement and identity moratorium significantly influenced the learning attitude of senior high school students in New Corella District, Davao del Norte. This confirms that students' learning attitudes in this district are influenced by their sense of self-worth, emphasizing the interplay between identity development and educational engagement.

C. Recommendations

Teachers should employ innovative teaching techniques, particularly cognitive strategies that enhance memory retention, and integrate them effectively to achieve learning objectives. Ongoing teacher training is crucial to broaden instructional practices and enhance student academic performance. Additionally, teachers should explore motivational strategies that engage students in elementary activities, offering both emotional and academic support to foster self-esteem and positive self-concept. This approach encourages active student participation driven by curiosity, not just academic achievement. Researchers should further investigate factors influencing the learning attitudes of senior high school students in New Corella District, Davao del Norte, especially considering that sense of self-worth contributes 26.80% to total variability.

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