

# Disposition and Academic Performance of Early Childhood Education Pre-Service Teachers

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.906000183>

Received: 26 May 2025; Accepted: 30 May 2025; Published: 05 July 2025

## ABSTRACT

This study determined the connection between professional dispositions and academic performance among Early Childhood Education (ECE) pre-service teachers at Central Mindanao University during the 2024–2025 academic year. Focusing on responsibility, integrity, sensitivity, enthusiasm, communication, and reflection, the research aimed to understand how these qualities impact academic success. The study included second and third-year ECE students, assessing their dispositions using the Bradley-Isaac Assessment and their academic performance via General Weighted Averages (GWAs).

The findings revealed that early childhood education pre-service teachers have a high disposition, specifically exhibiting a very high level of responsibility towards their academic tasks and showing respect and awareness. Hence, responsibility, sensitivity, enthusiasm, and integrity are rated "Very High," and communication and reflection are rated "High." Further, the pre-service teachers have above-average academic performance. A correlational analysis was also conducted, and both disposition and academic performance were considered. Correlation analysis showed a significant relationship between academic performance and both communication and reflection (Renaildi et al., 2025). An important relationship exists between disposition and academic performance, specifically in communication and reflection.

This suggests that these dispositions are directly related to academic success in this context. In addition, dispositions show strong correlations among themselves, indicating co-development. The study concludes that while CMU's ECE pre-service teachers exhibit strong dispositions and academic achievement, the complex interplay between certain dispositions and academic success warrants further consideration in teacher education programs.

**Keywords:** Disposition, Academic Performance, Early Childhood Education, Pre-service Teacher

## INTRODUCTION

### Background of the Study

Pre-service teachers played a crucial role in the education system as they transitioned into professional educators. In Early Childhood Education (ECE), their preparation was particularly significant because of their lasting impact on young learners during their formative years. Academic performance was a critical aspect of this preparation, though factors like access to quality educational resources, time management challenges, financial constraints, and mental health struggles influenced it. Additional issues, such as a lack of teaching experience, high expectations, and limited support systems, further affected their performance.

Beyond these challenges, cultivating dispositions—such as responsibility, integrity, enthusiasm, sensitivity, communication, and reflection—also significantly impacted their academic success. Research, including that by Notar et al. (2019), suggested a strong correlation between teacher dispositions and student learning outcomes. Educators and training programs are responsible for shaping pre-service teachers, ensuring they master academic knowledge and develop these essential dispositions for effective teaching. Studies indicated that when teachers possessed strong dispositions aligned with educational standards, students were more likely

to succeed academically (Wilkerson & Lang, 2016). Dispositions refer to the inherent attitudes, values, and beliefs that guide a teacher's behavior and classroom interactions, shaping their professional growth. Academic performance, in turn, served as a metric of learning progress, reflecting the ability to internalize and apply theoretical concepts. Thus, a student's disposition and academic performance were intricately linked, forming a foundation for future teaching effectiveness.

This study investigated the relationship between dispositions and academic performance among ECE pre-service teachers at Central Mindanao University (CMU), aiming to identify how these factors aligned and influenced one another. The research provided insights into how the admissions process can be refined to ensure that students entering the program possess both strong academic performance and the appropriate dispositional traits. Whaley (2015) emphasized the need for teacher education programs to explicitly address dispositions in their curriculum, provide opportunities for self-reflection, and develop valid assessment tools. Addressing this gap was crucial for developing educators who effectively guide and nurture young learners, as these dispositions directly influenced teaching behaviors, classroom interactions, and overall educational outcomes.

Teacher education programs must adapt curricula to focus on developing positive dispositions among future educators. Programs that explicitly taught and assessed dispositions have produced graduates more aligned with national teaching standards and demonstrated higher levels of commitment to their professional roles (Parfitt et al., 2019). The findings from this study help inform policy decisions aimed at selecting students who are not only academically competent but also possess the personal qualities necessary to succeed in the demanding field of early childhood education.

By aligning admissions policies with academic and dispositional considerations, CMU better prepares future teachers to meet the needs of young learners, ultimately improving the quality of early childhood education. CMU played a critical role in preparing ECE pre-service teachers, making it vital to examine how these students' dispositions related to their academic success. While academic performance was often prioritized during admissions, there was growing recognition of the need to consider students' dispositions.

### **Statement of the Problem**

This study determined the relationship between dispositions and academic performance among Early Childhood Education pre-service teachers at Central Mindanao University, during SY 2024-2025.

With the Research Questions:

1. What are the levels of dispositions of Early Childhood Education pre-service teachers in terms of:
  - a. responsibility
  - b. integrity
  - c. sensitivity
  - d. enthusiasm
  - e. communication
  - f. reflection?
2. What is the academic performance of Early Childhood Education pre-service teachers at Central Mindanao University?
3. Is there a significant relationship on the levels of disposition of Early Childhood Education Pre-service teachers and their Academic Performance?

## Objectives of the Study

In general, the study aimed to determine the relationship between the dispositions and academic performance among Early Childhood Education pre-service teachers at Central Mindanao University, during SY 2024-2025. Specifically, it answered the following objectives:

1. ascertain the levels of dispositions of Early Childhood Education pre-service teachers at CMU in terms of:
  - a. responsibility;
  - b. integrity;
  - c. sensitivity;
  - d. enthusiasm;
  - e. communication;
  - f. reflection.
2. determine the academic performance of Early Childhood Education pre-service teachers at Central Mindanao University.
3. correlate the significant relationship in the levels of disposition of Early Childhood Education Pre-service teachers and their Academic Performance in terms of:
  - a. responsibility;
  - b. integrity;
  - c. sensitivity;
  - d. enthusiasm;
  - e. communication;
  - f. reflection.

## Significance of the Study

This study was significant to several key stakeholders within the educational community because it addressed the connection between dispositions and academic performance among pre-service teachers. It directly benefited early childhood pre-service teachers as they did their on-the-job training, highlighting the importance of developing personal qualities such as responsibility, integrity, sensitivity, enthusiasm, communication, and reflection. This encouraged them to engage in continuous self-assessment and improvement, helping them align their academic efforts with the professional standards required for teaching young learners.

For program administrators and policymakers, the study's findings offered valuable insights for refining admissions policies for the ECE program at Central Mindanao University (CMU). Recognizing that academic performance and dispositions are essential for effective teaching, the research encouraged a more balanced selection process, identifying students with the potential to excel academically and personally.

For the broader educational community, especially those focused on early childhood education, this research provided new perspectives on enhancing teacher preparation by emphasizing dispositions alongside academic performance. Schools and training programs adopt the study's recommendations to foster dispositions that improve student-teacher interactions, contributing to better educational outcomes for young learners.

Most importantly, the young learners, ECE graduates, would be the greatest beneficiaries of this research. Teachers with strong dispositions and solid academic backgrounds create positive learning environments that nurture children's development. The study's emphasis on dispositions ensured that future educators were better equipped to meet the needs of diverse learners, setting the stage for improved educational experiences.

The findings contributed to a deeper understanding of the role of dispositions in teacher education and provided insights for improving the selection process for CMU's early childhood education programs. By ensuring that students admitted to the program possessed both the academic abilities and necessary dispositions, CMU enhanced the quality of future teachers and, consequently, the learning experiences of early childhood students.

### **Scope and Delimitation of the Study**

This study focused on the relationship between dispositions and academic performance among Early Childhood Education (ECE) pre-service teachers at Central Mindanao University (CMU). It specifically assessed the levels of six key dispositions: responsibility, integrity, sensitivity, enthusiasm, communication, and reflection. The participants were second and third-year students enrolled in the Bachelor of Early Childhood Education program during the second semester of the academic year 2024-2025. The research also aimed to determine these students' academic performance and examine the correlation between their dispositions and academic success.

The Bradley-Isaac Assessment of Pre-service Teacher Disposition was the primary tool for evaluating the respondents' dispositions. Academic performance was measured using students' General Weighted Averages (GWAs) obtained from official university records. By concentrating on second and third-year students, the study captured the perspectives of pre-service teachers who had already completed foundational courses and were actively preparing for their professional roles in education.

The scope of the study was intentionally limited to second-year and third-year ECE students at CMU. Therefore, the findings may not be generalized to pre-service teachers at other year levels, degree programs, or institutions. The research specifically concentrated on the six aforementioned dispositions and their direct relationship to academic performance. External factors such as institutional policies, teaching methodologies, or personal circumstances beyond the student's control were outside the scope of this research. This delimitation ensured a focused and manageable approach to investigating the intricate relationship between dispositions and academic performance. While the study aimed to provide valuable insights for improving admissions criteria and teacher preparation programs, it did not claim to address all factors influencing academic performance or overall teacher effectiveness in a broader educational context.

### **Definition of Terms**

The following terms were defined operationally based on how they are used in this study.

Pre-service teachers in this study refer to the second-year and third-year students enrolled in the Bachelor of Early Childhood Education program at Central Mindanao University (CMU), who are gaining the knowledge and skills necessary to become certified teachers in early childhood settings.

Disposition refers to an early childhood education student's inherent tendencies, attitudes, beliefs, and values that influence their behavior and approach to learning inside the classroom and teaching. These values include responsibility, integrity, sensitivity, enthusiasm, communication, and reflection.

Academic performance measures a student's overall achievement and success in their studies. It is assessed through GWA, specifically during the second semester of the school year 2023-2024 and the first semester of the school year 2024-2025.

Early Childhood Education teaches learners from 1 to 8 years old in a nursery, kindergarten, and grades 1 to 3 in the primary level.

Responsibility demonstrates accountability through regular attendance, punctuality, timely completion of assignments, collaborative responsibility, adherence to deadlines, and maintaining appointments with faculty.

Integrity exhibits honesty and ethical conduct by completing individual work independently, using proper citations for others' work, and strictly following the college's academic integrity guidelines.

Sensitivity shows respect and awareness of social, cultural, ethnic, and religious differences and treats faculty, staff, and peers respectfully.

Enthusiasm displays a strong interest in learning. It actively seeks mastery, shares knowledge, and accepts feedback for self-improvement.

Communication demonstrates clear and practical verbal and written communication skills, using correct spelling, grammar, appropriate language, and logical organization in all forms of correspondence. Actively listens and maintains emotional control in discussions.

Reflection engages in reflective practice by applying theory to practice, connecting prior and new knowledge, and participating thoughtfully in discussions, assignments, and meetings.

Program admission refers to selecting and enrolling students into a specific academic program, such as the Early Childhood Education program at Central Mindanao University (CMU).

## **THEORETICAL FRAMEWORK**

### **Review of Related Literature and Studies Teacher dispositions**

Research consistently suggested a strong link between teacher dispositions and student outcomes. Hill (2020) highlighted the significant impact of positive teacher dispositions, such as self-efficacy, empathy, and motivation, on student engagement and academic achievement. Students were more likely to succeed when teachers possessed strong dispositions aligned with educational norms (Podungge et al., 2019). Several studies explored the multifaceted nature of pedagogical competence. Sahana and Vijila (2015) identified specific aspects of pedagogical competence, including content knowledge, learner knowledge, context knowledge, interpersonal skills, teaching skills, and communication skills. They emphasized that developing these components was crucial for effective teaching.

Several studies have highlighted the importance of connecting pedagogical competence with teacher dispositions. Mirzagitova and Akhmetov (2015) delved into the interconnectedness of different dimensions of pedagogical competence. Their study demonstrated how content and technology knowledge influenced pedagogical content knowledge, underscoring the importance of integrating various knowledge domains.

Another also emphasized the need for pre-service teachers to acquire "fine-grained material of practice with practical theories." Darling-Hammond (2017) suggested that integrating pedagogical theory with practical application was vital for effective teaching in diverse contexts, potentially facilitated by positive teacher dispositions. Programs that explicitly taught and assessed dispositions produced graduates more aligned with national teaching standards and demonstrated higher levels of commitment to their professional roles (Parfitt et al., 2019).

Further research has also suggested that developing high levels of pedagogical competence has led to improved academic outcomes, potentially reflecting the influence of positive teacher dispositions. Fabelico and Afalla (2023) found a strong correlation between pedagogical competence and academic performance in pre-service teachers.

The concept of teacher dispositions encompassed the attitudes, values, and beliefs that educators brought to their teaching practices. Wilkerson et al. (2020) emphasized that dispositions were critical in determining how teachers interacted with students and influenced their learning experiences. For instance, positive dispositions



such as empathy, motivation, and self-efficacy enhanced student engagement and achievement (LaPaglia, 2020).

Research indicated that when teachers possessed strong dispositions aligned with educational standards, students were more likely to succeed academically (Wilkerson & Lang, 2017). This connection suggested that teacher training programs should have prioritized assessing and developing these dispositions to improve educational outcomes (Ventista & Brown, 2023). Teacher candidates were encouraged to reflect on their dispositions and identify areas for growth critically (Slade et al., 2019).

### **Assessment of dispositions**

The importance of fostering positive dispositions in teacher candidates and the need for practical assessment tools. He emphasized the need for teacher education programs to address dispositions in their curriculum explicitly, provided opportunities for self-reflection and critical evaluation, and developed valid and reliable assessment tools (Whaley & Lofquist, 2016). According to Zhang et al. (2022), teacher education programs must incorporate dispositions into their curriculum, offer critical evaluation and self-reflection opportunities, and create trustworthy and rigorous assessment instruments. Criteria reflected a variety of behaviors necessary for teaching success and had to be developed to create valid assessment instruments for assessing pre-service teachers' dispositions (Bradley, Isaac, & King, 2020). When evaluating teacher dispositions, a comprehensive method considered a variety of evidence sources, including student work, observations, and self-reflection (Phung & Michell, 2022).

Furthermore, there are discussions about the challenges of assessing the disposition of teacher education candidates. Whaley (2019) emphasized the need for a holistic approach that considered multiple sources of evidence, such as self-reflection, observations, and student work. He argued that dispositions were not easily quantifiable and required careful consideration of context and individual circumstances.

Assessing teacher dispositions was complex and fraught with pitfalls. Dispositions were often subjective and difficult to measure directly (Notar et al., 2019). Various methods assessed dispositions, including self-assessment, observations, interviews, and portfolios (Singh & Stoloff, 2018). Various instruments have been developed to assess teacher dispositions, including the Beliefs About Teaching Scale (BATS) and the Teacher Disposition Index (TDI). These assessments aimed to measure pre-service teachers' commitment to professional standards and readiness to engage effectively with students (Lang & Wilkerson, 2016). The BATS underwent validation processes that confirmed its reliability in measuring dispositions across different cultural contexts (Wilkerson et al., 2020).

Moreover, there are differences in teacher-candidate dispositions between Chinese and American students. The comparative study by Wilkerson et al. (2020) highlighted that cultural factors significantly influenced how dispositions were perceived and enacted in educational settings. For example, while American educators have prioritized standardized testing and accountability measures, Chinese educators often emphasize holistic development and compliance with national educational standards (Hu & Verdugo, 2015). Cooperating teachers and university supervisors were crucial in mentoring teacher candidates and helping them develop positive dispositions (Russell, 2021). Co-teaching models provided a valuable opportunity for pre-service teachers to learn from experienced educators and develop their dispositions collaboratively (Gleason, 2021).

### **Dispositions and academic performance**

Research suggests a strong correlation between teacher dispositions and student learning outcomes (Notar et al., 2019). Studies have identified specific dispositions that are particularly important for student success, including empathy, a positive view of others, professionalism, and commitment to professional growth (Pylväs & Nokelainen, 2022). Pre-service teachers' dispositions and academic performance are significantly correlated, indicating that greater academic achievements result from stronger dispositions (Orongan et al., 2024).

Learning dispositions developed in early childhood are linked to future academic success, according to Hill (2020). During their training programs, people with good dispositions typically receive higher grades (Saultz et

al., 2021). Cultivating certain dispositional traits can improve overall educational outcomes because they correlate with pre-service teachers' academic achievement indicators (Fabelico & Afalla, 2023).

Recent research also suggests a plausible connection between the learning disposition of engagement and executive function, which is a predictor of academic success, according to the study of Lawson et al. (2017). The process of operationalizing and validating teacher dispositions and their relationship to effective classroom behaviors and academic performance emphasizes that assessing dispositions helps identify future teaching effectiveness (Ventista & Brown, 2023).

The correlation between positive teacher dispositions and students' academic achievement suggests that disposition assessment should occur at multiple stages throughout teacher training. Evaluating the dispositions of teacher education candidates: A place for self-assessment. *Journal of Educational and Psychological Studies*. This research explored the self-assessment of dispositions among teacher candidates at New Mexico State University. The study found that teacher candidates valued the self-assessment process but identified flaws in its implementation. It highlighted the role of dispositions in promoting effective teaching and underscored their importance in predicting teacher success and academic performance in diverse student settings (Al-Rawashdeh et al., 2017).

Assessment of pre-service teacher dispositions. *Excelsior: Leadership in Teaching and Learning*. This article focused on developing an instrument to assess pre-service teacher dispositions, emphasizing the importance of teacher values such as honesty, fairness, empathy, and responsibility in the classroom. It argued that assessing dispositions plays a key role in ensuring teacher effectiveness and correlates strongly with student learning outcomes and academic performance. The research also underscored the need for clear, consistent criteria in assessing dispositions to reduce subjectivity (Bradley et al., 2020).

## Conceptual Framework

The relationship between dispositions and academic performance in pre-service teachers can be understood through various psychological and educational theories that highlight the impact of attitudes, beliefs, and behaviors on learning and professional development. This study was primarily grounded in the dispositional theory of teaching, emphasizing that a teacher's inherent attitudes and values significantly shaped their approach to education. The Bradley-Isaac assessment of pre-service teacher disposition supported this framework by identifying key dispositions such as responsibility, integrity, sensitivity, enthusiasm, communication, and reflection as fundamental components of effective teaching. These dispositions not only influenced classroom management and student engagement but also contributed to the academic success of pre-service teachers by fostering a deeper understanding of pedagogical practices (Bradley, Isaac, & King, 2020).

Another theory further supported the importance of dispositions in teacher education. Albert Bandura's social learning theory (1997) asserted that individuals learn through observation, modeling, and social interaction. It was crucial for pre-service teachers who developed their professional identity by observing and imitating experienced educators. Bandura's concept of reciprocal determinism suggested that behavior, personal factors (such as dispositions), and environmental influences interacted dynamically. Pre-service teachers with positive dispositions, such as enthusiasm and responsibility, were likelier to actively engage in learning experiences, seek mentorship, and exhibit stronger academic performance (Bandura, 1997).

Furthermore, another theory provided a critical perspective on the link between dispositions and academic achievement. The theory of self-efficacy of Bhati et al. (2022) refers to an individual's belief in their ability to succeed in specific tasks. Pre-service teachers with high self-efficacy were more motivated to overcome challenges, persist in their studies, and develop strong pedagogical skills. Dispositions such as responsibility and reflection enhanced self-efficacy by reinforcing a growth mindset and a commitment to continuous learning, which ultimately translated to better academic performance and professional preparedness (Bandura, Fabelico & Afalla, 2023).

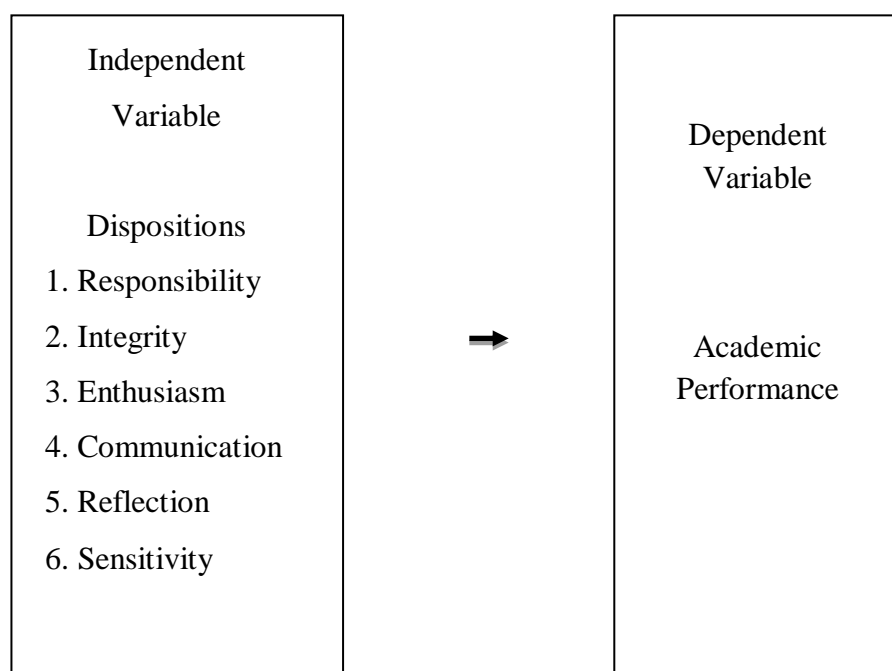
Moreover, the Big Five personality traits model offered a psychological explanation for the role of dispositions in academic success, according to Costa and McCrae (1992). Among the five traits—conscientiousness, openness, agreeableness, extraversion, and emotional stability—conscientiousness is closely aligned with responsibility and integrity, which are crucial for maintaining academic discipline and success. Sensitivity and communication, on the other hand, corresponded with agreeableness, fostering collaboration and effective learning environments. Research suggested that students who exhibited higher levels of conscientiousness and agreeableness tended to perform better academically, demonstrating greater self-discipline, organization, and social adaptability (Costa & McCrae, 1992; Wilkerson et al., 2020).

In addition, the constructivist theory by Piaget and Vygotsky further reinforced the significance of dispositions in learning. According to Vygotsky's zone of proximal development (ZPD), learning occurs through guided interactions, where educators play a pivotal role in shaping students' understanding. Pre-service teachers with strong dispositions of sensitivity, reflection, and enthusiasm were more likely to engage in meaningful learning experiences, apply theoretical knowledge effectively, and enhance their academic performance through critical thinking and collaboration (Vygotsky, 1978; Saultz et al., 2021).

Lastly, studies have established a strong link between teacher dispositions and academic performance. Research indicated that pre-service teachers with well-developed dispositions tend to perform better academically because they can engage in reflective practice, maintain professional integrity, and demonstrate enthusiasm for learning (Orongan et al., 2024; Wilkerson & Lang, 2017). Additionally, empirical evidence suggested that fostering positive dispositions in teacher education programs contributed to the long-term success of educators and their ability to impact student learning outcomes positively (Ventista & Brown, 2023; Whaley, 2019).

By integrating these theories, this study seeks to understand how dispositions influenced the academic performance of early childhood education pre-service teachers at Central Mindanao University. Recognizing the interplay between dispositions and learning outcomes contributes to refining teacher education programs, ensuring that future educators possess the academic competencies and personal attributes necessary for effective teaching.

## Research Paradigm



**Figure 1.** The relationship between dispositions and academic performance



## Hypothesis of the Study

### Null Hypothesis ( $H_0$ ):

There is no significant relationship between the dispositions (responsibility, integrity, sensitivity, enthusiasm, communication, and reflection) and the academic performance of Early Childhood Education pre-service teachers at Central Mindanao University.

### Alternative Hypothesis ( $H_1$ ):

There is a significant relationship between the dispositions (responsibility, integrity, sensitivity, enthusiasm, communication, and reflection) and the academic performance of Early Childhood Education pre-service teachers at Central Mindanao University.

## METHODOLOGY

This chapter discussed the research methodology, research design, respondents, research instruments, data gathering procedure, and data treatment.

### Research Design

The researchers employed a quantitative descriptive-correlational research design to examine the relationship between dispositions and the academic performance of Early Childhood Education (ECE) pre-service teachers at Central Mindanao University (CMU). The approach involved collecting numerical data through surveys and analyzing it statistically to determine patterns and correlations.

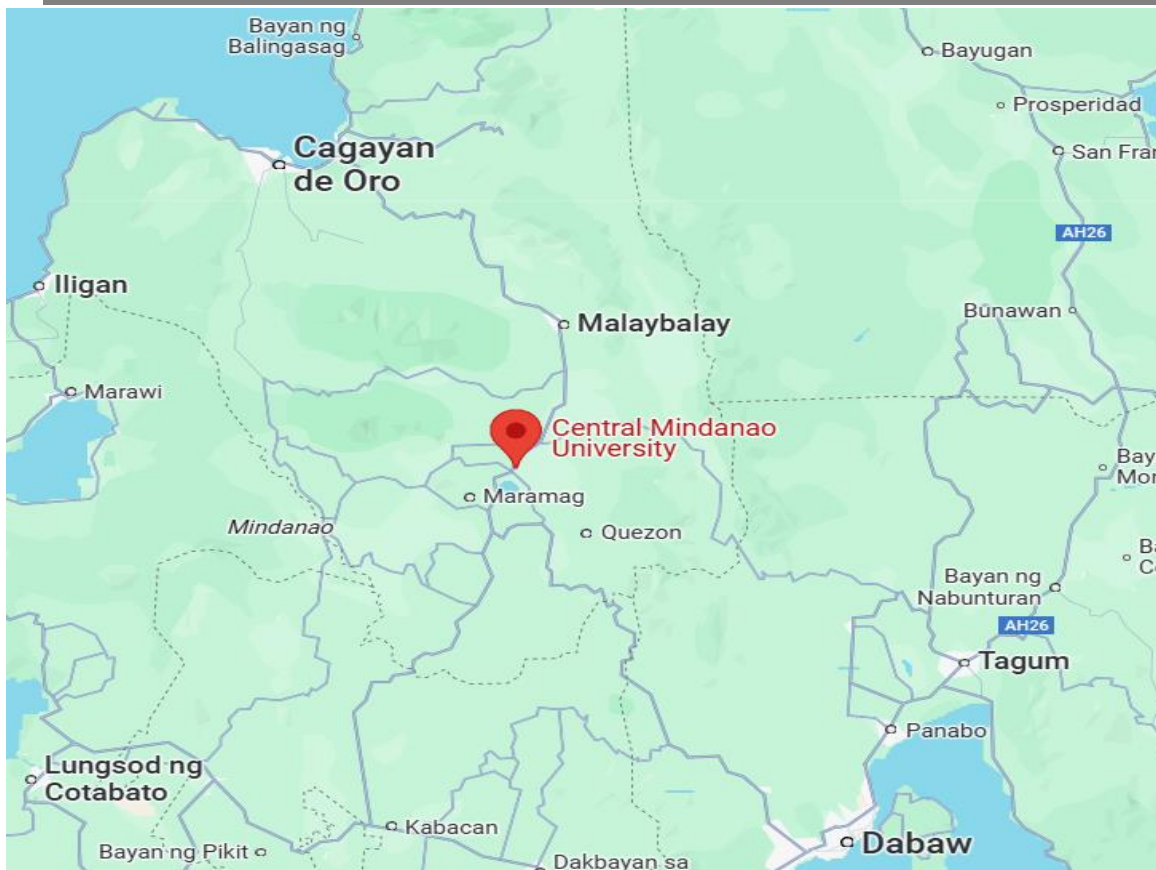
The descriptive aspect measured the levels of dispositions (e.g., responsibility, integrity, sensitivity, enthusiasm, communication, and reflection) and academic performance. The correlational aspect assessed how these disposition variables related to and affected each other and how they related to academic performance. Data collection was carried out using a structured questionnaire adapted and modified from the Bradley-Isaac Assessment of Pre-service Teacher Dispositions, which was then pilot-tested to ensure validity.

### Locale of the Study

This study was conducted at Central Mindanao University (CMU), University Town, Musuan, Maramag, Bukidnon. The research specifically took place within the College of Education, near the Prio building, behind the main building of the College of Arts and Sciences (CAS), and adjacent to the College of Business and Management.

The Bachelor of Early Childhood Education was one of the programs offered by the College of Education. The researchers chose CMU because the program was a fresh initiative that required further exploration, offered the resources and expertise needed for the research, was known for its strong teacher education program, and was directly related to their study of pre-service teachers at CMU.

By conducting the study at CMU, the researchers aimed to better understand the challenges and opportunities faced by future teachers in this specific setting. This helped improve admissions and training programs at CMU and potentially at other similar institutions.



**Figure 2.** Location map of the study site: (A) Map of Central Mindanao University, Maramag, Bukidnon

## Respondents of the Study

The study utilized a complete enumeration to select participants, focusing on second- and third-year students enrolled in the Bachelor of Early Childhood Education (ECE) program at Central Mindanao University (CMU) during the second semester of the Academic Year 2024–2025. With the assistance of program advisers and instructors, eligible students—those who had completed at least two semesters—were identified. Participation was voluntary, and informed consent was obtained before involvement. Ultimately, 33 second-year and 31 third-year pre-service teachers participated. This approach ensured a representative sample while upholding ethical standards such as confidentiality and respecting participants' rights. Their responses provided valuable insights into factors influencing teaching readiness, contributing to enhancing CMU's admission policies.

## Research Instrument

The tool used to gather data in this research was adapted from the Bradley-Isaac Assessment of Pre-service Teacher Dispositions. This structured instrument measured the extent of required dispositions among ECE pre-service teachers. It was employed in checklist and questionnaire forms, which involved the disposition of responsibility, integrity, sensitivity, enthusiasm, communication, and reflection.

Responsibility, comprising six items, aimed to determine students' commitment and dependability in meeting professional responsibilities. Integrity, with three items, assessed honesty and ethical behavior, while sensitivity, also with three items, measured empathy and cultural respect. Enthusiasm, containing four items, reflected passion and commitment to teaching and communication, measured over six items, and evaluated verbal and non-verbal competencies essential for effective interaction. Lastly, reflection, with three items, considered respondents' self-assessment and openness to feedback.

Each of these dispositions was assessed using a Likert-type scale, ranging from Strongly Agree (5) to Strongly Disagree (1), allowing respondents to indicate the extent to which they agreed or disagreed with the statements

related to each disposition. This provided quantifiable insights into how these dispositions varied among pre-service teachers.

The tool was a validated instrument widely used to assess the dispositions of pre-service teachers, ensuring both reliability and validity in measuring key attributes vital for effective teaching. Additionally, it underwent pilot testing with 30 third-year English Education students for further validation due to modifications made to the tool. The resulting Cronbach's Alpha of 0.9066975 indicated excellent internal consistency or high reliability.

In obtaining the GWA data of the respondents, the researchers sent a letter to the College Dean requesting permission to access the grades of second-year and third-year students for the last two semesters. The official grading system of Central Mindanao University is outlined below.

Grade	Percentage Equivalent
1.0	94-100
1.25	88-93
1.5	82-87
1.75	76-81
2.0	70-75
2.25	64-69
2.5	58-63
2.75	52-57
3.0	50-51
4.0	30-49
5.0	29-below
Inc.	Incomplete (Inc)
D	Dropped
W	Withdrawn

### Data Gathering Procedure

The data were obtained from second and third-year students in the Early Childhood Education program at Central Mindanao University. The researchers distributed the questionnaire during class sessions or at designated times convenient for the respondents, administering the adapted and modified Bradley-Isaac Assessment of Pre-service Teacher Dispositions questionnaire with permission from the author of the said tool. This was administered to each respondent to ensure accurate completion and provide an opportunity to clarify any questions.

Each respondent was fully informed about the study's purpose, and their consent was obtained prior to participation. The researchers ensured that participation was voluntary and that confidentiality was maintained throughout the data collection. The completed questionnaires were collected at the end of each session, ensuring that the data remained intact and ready for processing. The data were collected in paper form.

In addition to gathering students' survey responses, the program adviser provided data on academic performance in the form of General Weighted Averages (GWA). This dual approach allowed the researchers to conduct dispositional and academic performance data analyses, providing a well-rounded insight into the relationship between the two variables.

## Ethical Consideration

Data privacy was strictly maintained, ensuring the confidentiality of pre-service teachers' academic grades throughout the research process. Before data collection, formal permission was requested from the college dean through a letter of request. All collected data were securely stored and handled confidentially, adhering to ethical research standards, including anonymizing data to protect individual identities. The research adviser was consistently consulted to ensure ethical compliance. This approach safeguarded the participants' rights and preserved the integrity of the study.

## Statistical Treatment of Data

Using the data collected, the six measured dispositions of the ECE pre-service teachers were subjected to correlation analysis to determine whether a meaningful relationship existed between these dispositions and academic performance. Descriptive statistics were utilized to compute the mean. Using Spearman's rho correlation, the researchers examined the effect of each disposition—responsibility, integrity, sensitivity, enthusiasm, communication, and reflection—to explain both individual and combined influences on the outcomes indicated by the GWA.

This study evaluated the significance of these dispositions concerning academic performance, identifying which traits have influenced academic success and, consequently, student performance and teaching readiness. Incomplete questionnaires were excluded from the analysis to ensure data accuracy and reliability. Finally, the findings were discussed regarding their implications for CMU's admission and teacher training policies, offering recommendations for improvements based on the observed relationships between dispositions and academic performance.

## Analysis And Interpretation of Data

This chapter presents the data collection and analysis of the paper.

### Dispositions of early childhood education pre-service teachers

Table I. Levels of Dispositions of Early Childhood Education Pre-service Teachers in terms of Responsibility

STATEMENT	DR	MEAN	INTERPRETATION
I attend class regularly.	Strongly Agree	4.59	Very High
I complete assignments and other course responsibilities.	Strongly Agree	4.50	Very High
I meet work submission deadlines.	Strongly Agree	4.28	Very High
I assume responsibility when working with others.	Strongly Agree	4.25	Very High
I arrive at class on time.	Agree	4.05	High
I keep scheduled appointments with program faculty.	Agree	3.73	High
<b>OVERALL</b>	Strongly Agree	4.23	<b>Very High</b>

### Legend:

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Undecided	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The data reveals a strong sense of responsibility among Early Childhood Education (ECE) pre-service teachers. This is evidenced by their regular class attendance (mean = 4.59), consistent completion of assignments and other course responsibilities (mean = 4.50), and adherence to work submission deadlines (mean = 4.28). Furthermore, they demonstrate responsibility in group work (mean = 4.25), show punctuality in attending classes (mean = 4.05), and maintain scheduled appointments with program faculty (mean = 3.73). The overall mean score for responsibility is 4.23.

The consistently high mean scores across various indicators of responsibility, particularly the overall mean of 4.23, suggest that responsibility is a deeply ingrained quality within this group of pre-service teachers. Their dedication to learning, evident in high attendance and assignment completion, directly mirrors professional conduct, as highlighted by Wilkerson et al. (2020). The ability to meet deadlines and collaborate effectively in group work indicates strong organizational skills and a commitment to shared goals. The proactive approach to maintaining faculty appointments further underscores a dedication to holistic professional development, aligning with the observations of Notar et al. (2019). This overall strong showing of responsibility aligns with the emphasis by Zhang et al. (2022) on the critical need for teacher education programs to cultivate and assess responsibility across various dimensions.

This high level of responsibility stems from a combination of factors. The university's culture actively fosters accountability, and the curriculum emphasizes time management and organizational skills. Teaching methodologies employed by faculty also encourage self-discipline and proactive engagement. Additionally, the selection process for pre-service teachers prioritizes candidates who already exhibit a strong sense of responsibility, leading to a self-selected group with these desirable traits.

These findings have significant implications for the preparedness of these future educators. A strong sense of responsibility directly translates into effective teaching practices, as these individuals are well-equipped to manage the diverse demands of the profession. Their commitment to their studies and proactive approach to responsibilities results in a highly effective and organized classroom environment for their students. This consistent display of responsibility is a valuable asset in education, ensuring they are reliable, dependable, and capable educators who can create a positive and structured learning experience for young learners. This aligns with Hill's (2020) emphasis on the importance of strong dispositions in enhancing teacher candidate preparedness.

Table II. Levels of Dispositions of Early Childhood Education Pre-service Teachers in terms of Integrity			
STATEMENT	DR	MEAN	INTERPRETATION
I complete my own work.	Strongly Agree	4.63	Very High
I give credit to others' work using APA-formatted citations and references.	Strongly Agree	4.45	Very High



I adhere rigorously to the college's guidelines for academic integrity.	Strongly Agree	4.45	Very High
<b>OVERALL</b>	Strongly Agree	4.51	<b>Very High</b>

Legend:

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Undecided	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The data demonstrate high academic integrity among Early Childhood Education (ECE) pre-service teachers. This is supported by their consistent responses showing a strong commitment to ethical academic practices. Specifically, they report a high frequency of completing their work (mean = 4.63) and giving proper credit to others' work using APA-formatted citations and references (mean = 4.45). Furthermore, they consistently indicate adhering rigorously to the college's guidelines for academic integrity (mean = 4.45). The overall mean score for academic integrity is 4.51.

The consistently high mean scores, particularly the overall mean of 4.51, strongly indicate that academic integrity is a deeply ingrained value for these pre-service teachers. Their commitment to completing original work and correctly citing sources reflects a fundamental understanding of plagiarism and the importance of academic honesty for effective teaching and professional success (Bradley et al., 2020). Adherence to college guidelines further underscores their dedication to upholding ethical standards. This high level of integrity is vital for fostering trust and credibility in educational environments (Wilkerson et al., 2020). It directly correlates with academic performance and professional growth (Fabelico & Afalla, 2023).

This strong demonstration of academic integrity stems from several contributing factors. The university's culture emphasizes academic honesty and ethical conduct as core values. The curriculum itself provides explicit instruction on plagiarism and proper citation techniques. Additionally, teaching methods employed by faculty actively promote critical thinking and responsible scholarship, while the selection process for pre-service teachers prioritizes candidates who already exhibit high ethical standards.

These findings have significant positive implications for the future teaching careers of these pre-service teachers. Their commitment to ethical academic practices is a powerful role model for their future students, fostering a culture of honesty and accountability in their classrooms. Their understanding of plagiarism and proper citation ensures that they conduct themselves ethically in all their academic and professional endeavors. This high level of integrity is a valuable asset in education, promoting trust and creating a positive learning environment for students (Notar et al., 2019). The consistent demonstration of integrity is a strong indicator of future success in the teaching profession, suggesting that the current program effectively prepares these pre-service teachers to uphold high ethical standards.

Table III. Levels of Dispositions of Early Childhood Education Pre-service Teachers in terms of Sensitivity

STATEMENT	DR	MEAN	INTERPRETATION
I display sensitivity to social, cultural, ethnic, and religious differences.	Strongly Agree	4.63	Very High
I treat faculty and staff respectfully.	Strongly Agree	4.88	Very High

I treat peers respectfully.	Strongly Agree	4.69	Very High
<b>OVERALL</b>	Strongly Agree	4.73	<b>Very High</b>

Legend:

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Undecided	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The data indicate a remarkably high level of sensitivity among Early Childhood Education (ECE) pre-service teachers, with scores consistently in the "very high" range. This is reflected explicitly in their sensitivity to social, cultural, ethnic, and religious differences (mean = 4.63). Their interactions also show respectful treatment of faculty and staff (mean = 4.88) and respectful interactions with peers (mean = 4.69). The overall mean score for sensitivity is 4.73.

The overwhelmingly high mean scores across all sensitivity indicators, particularly the overall mean of 4.73, strongly suggest that sensitivity is a deeply ingrained disposition within this group of pre-service teachers. Their ability to navigate and appreciate diversity (mean = 4.63) reflects an inclusive mindset, which aligns with Gleason (2021), who emphasizes sensitivity as a critical component for successful teaching outcomes. The consistently high scores for respectful interactions with faculty, staff, and peers (means of 4.88 and 4.69, respectively) further underscore a collaborative and supportive approach, vital for positive interactions in educational settings, as highlighted by Ventista & Brown (2023). These results are consistent with Russell's (2021) emphasis on fostering sensitivity toward diversity to create inclusive classrooms.

A confluence of factors influences this exceptionally high level of sensitivity. The university's strong commitment to producing globally competent graduates who demonstrate sensitivity plays a significant role. The curriculum and teaching practices emphasize empathy, cultural awareness, and respectful communication. Furthermore, the university's overarching culture and values promote inclusivity and respect, while the selection process for pre-service teachers prioritizes candidates who already possess these inherent qualities.

The implications of these findings are substantial. These pre-service teachers are exceptionally well-equipped to cultivate nurturing and inclusive learning environments for young children, effectively addressing the diverse needs of students from varied backgrounds. Their respectful interactions with colleagues contribute to a positive and collaborative professional atmosphere. The findings suggest that the university's deliberate efforts to foster sensitivity are highly effective, providing a successful model for other institutions. This high level of sensitivity is a valuable asset in early childhood education, allowing educators to connect with children on a deeper level, fostering trust and understanding, and ultimately contributing to positive learning experiences for all children.

Table IV. Levels of Dispositions of Early Childhood Education Pre-service Teachers in terms of Enthusiasm

STATEMENT	DR	MEAN	INTERPRETATION
I accept feedback and work to improve my skills.	Strongly Agree	4.67	Very High

I demonstrate a desire to learn.	Strongly Agree	4.42	Very High
I show concern for mastery of the material.	Agree	4.16	High
I share knowledge with the class.	Agree	4.05	High
<b>OVERALL</b>	Strongly Agree	4.32	<b>Very High</b>

Legend:

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Undecided	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The data indicate a remarkably high level of sensitivity among Early Childhood Education (ECE) pre-service teachers, with scores consistently in the "very high" range. This is reflected explicitly in their sensitivity to social, cultural, ethnic, and religious differences (mean = 4.63). Their interactions also show respectful treatment of faculty and staff (mean = 4.88) and respectful interactions with peers (mean = 4.69). The overall mean score for sensitivity is 4.73.

The overwhelmingly high mean scores across all sensitivity indicators, particularly the overall mean of 4.73, strongly suggest that sensitivity is a deeply ingrained disposition within this group of pre-service teachers. Their ability to navigate and appreciate diversity (mean = 4.63) reflects an inclusive mindset, which aligns with Gleason (2021), who emphasizes sensitivity as a critical component for successful teaching outcomes. The consistently high scores for respectful interactions with faculty, staff, and peers (means of 4.88 and 4.69, respectively) further underscore a collaborative and supportive approach, vital for positive interactions in educational settings, as highlighted by Ventista & Brown (2023). These results are consistent with Russell's (2021) emphasis on fostering sensitivity toward diversity to create inclusive classrooms.

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STATEMENT	DR	MEAN	INTERPRETATION
I use appropriate language in online discussions, emails, and course meetings.	Strongly Agree	4.39	Very High
I am a thoughtful and responsive listener in online discussions and course meetings.	Agree	4.20	High
I maintain emotional control.	Agree	4.20	High
I communicate in a logical and organized manner.	Agree	4.17	High
I clearly articulate ideas verbally and in written expression.	Agree	4.08	High
I use correct spelling, grammar, and punctuation.	Agree	4.06	High
<b>OVERALL</b>	Agree	4.18	<b>High</b>

Legend:

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Undecided	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The data indicate a high level of communication proficiency among early childhood education (ECE) pre-service teachers. This is evident across various modalities, including their appropriate language use in online discussions, emails, and course meetings (mean = 4.39) and their ability to be thoughtful and responsive listeners in these settings (mean = 4.20). They also demonstrate emotional control (mean = 4.20) in their communication, communicate in a logical and organized manner (mean = 4.17), and are proficient in articulating ideas both verbally and in writing (mean = 4.08). Furthermore, they consistently use correct spelling, grammar, and punctuation (mean = 4.06). The overall mean score for communication is 4.18.

The consistently high mean scores, particularly the overall mean of 4.18, strongly suggest that these pre-service teachers possess well-developed communication skills crucial for effective teaching. Their appropriate language use and active listening abilities are vital for building credibility and positive relationships (Wilkerson et al., 2020). Demonstrating emotional control, logical organization, and proficiency in verbal and written expression highlights their maturity and clarity of thought. As noted by Zhang et al. (2022), mastery of communication basics like spelling and grammar forms the foundation for professional interaction in teaching. These skills are not innate but are fostered by a curriculum emphasizing effective communication strategies, teaching methods that encourage open dialogue, and a university culture promoting clear and respectful communication, aligning with Bradley et al. (2020) and Sahana & Vijila (2015).

This strong communication proficiency results from deliberate cultivation within the university environment. The curriculum should include specific modules or activities focused on developing communication skills relevant to educators. Teaching methodologies incorporate group discussions, presentations, and written assignments that require precise and effective communication. Furthermore, the university culture fosters an environment where clear, respectful, and professional communication is expected and encouraged among all community members, reinforcing these skills.

These findings have significant implications for the future careers of these pre-service teachers. Their strong communication skills enable them to effectively build rapport with students, parents, and colleagues, fostering a positive and collaborative learning environment. Their ability to articulate ideas clearly enhances the learning experience for their students, making complex concepts more accessible. Written and verbal communication proficiency facilitates effective professional development and collaboration with peers.

Table VI. Levels of Dispositions of Early Childhood Education Pre-service Teachers in terms of Reflection

STATEMENT	DR	MEAN	INTERPRETATION
I connect prior knowledge and new information.	Strongly Agree	4.42	Very High
I demonstrate the characteristics of a reflective practitioner in course discussions, assignments, and meetings.	Agree	4.16	High
I connect theory with practice.	Agree	3.89	High
<b>OVERALL</b>	Agree	4.16	<b>High</b>

Legend:

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Undecided	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The data demonstrates a strong capacity for reflection among early childhood education (ECE) pre-service teachers. Their scores indicate a high level of reflective practice, evidenced by their demonstration of the characteristics of a reflective practitioner in course discussions, assignments, and meetings (mean = 4.16). They consistently show an ability to connect prior knowledge with new information (mean = 4.42) and effectively connect theory with practice (mean = 3.89 and 4.16). The overall mean score for reflection is high, underscoring its significant role in their professional development.

The high mean scores across various indicators, particularly the strong showing in demonstrating characteristics of a reflective practitioner (mean = 4.16), suggest a deep engagement with self-assessment and continuous improvement, aligning with recommendations for teacher education programs (Zhang et al., 2022). Their consistent ability to connect prior knowledge with new information (mean = 4.42) highlights a thoughtful and proactive approach to learning, crucial for fostering more profound understanding and critical thinking (Gleason, 2021). Furthermore, the robust ability to connect theory with practice (means of 3.89 and 4.16) indicates that these pre-service teachers can translate theoretical concepts into practical classroom strategies, a key benefit emphasized by Darling-Hammond (2017) and Sahana & Vijila (2015).

This strong reflective disposition is a cultivated trait, not merely innate. The university's curriculum emphasizes reflective practices and encourages critical analysis of teaching methods. Faculty teaching methodologies also promote self-assessment and peer feedback, actively fostering a culture of reflection. Furthermore, the university's overarching culture encourages continuous self-improvement and professional growth, creating an environment where reflection is highly valued.



The implications of these findings are highly significant. These pre-service teachers are well-equipped to adapt to the dynamic challenges of the teaching profession. Their reflective approach enables them to refine their teaching practices, enhancing their effectiveness continuously. Their ability to bridge the gap between theory and practice ensures that their teaching is informed by pedagogical principles and grounded in practical application. This reflective capacity is a valuable asset for future educators, allowing them to adapt to evolving demands, contribute to continuous improvement, and ultimately enhance learning outcomes for young children. It is crucial for their professional growth and the creation of effective learning environments.

Table VII. Overall Levels of Dispositions of Early Childhood Education Pre-service Teachers

STATEMENT	DR	MEAN	INTERPRETATION
Responsibility	Strongly Agree	4.23	Very High
Integrity	Strongly Agree	4.51	Very High
Sensitivity	Strongly Agree	4.73	Very High
Enthusiasm	Strongly Agree	4.32	Very High
Communication	Agree	4.18	High
Reflection	Agree	4.16	High
<b>OVERALL</b>	<b>Strongly Agree</b>	<b>4.35</b>	<b>Very High</b>

Legend:

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Undecided	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The study reveals overwhelmingly positive results regarding the dispositions of early childhood education (ECE) pre-service teachers. They demonstrate a strong sense of responsibility (mean = 4.23), high levels of integrity (mean = 4.51), consistently strong sensitivity (mean = 4.73), and considerable enthusiasm (mean = 4.32). Their communication skills (mean = 4.18) and reflective capacities (mean = 4.16) are also high. The overall mean score for all measured dispositions is 4.35.

The consistently high mean scores across all dispositions indicate that these pre-service teachers possess robust professional qualities crucial for effective teaching. Their responsibility reflects a commitment to duties and student well-being (Hill, 2020), while high integrity scores underscore ethical conduct (Bradley et al., 2020). Strong sensitivity is vital for promoting inclusivity (Russell, 2021), and enthusiasm enhances student engagement and teaching practices (Wilkerson & Lang, 2017). Their reflective capacities suggest a commitment to continuous professional development and adaptability. While generally high, communication and reflection scores, though still in the "high" range, suggest slight opportunities for refining written and verbal expression and better-bridging theory with practice, as noted by Zhang et al. (2022) and Gleason (2021).

This high level of preparedness is a product of multifaceted factors within the university's teacher education program. The curriculum integrates and emphasizes these key dispositions through coursework and

assignments. Teaching methods promote these qualities through active learning, collaborative projects, and opportunities for self-reflection. Furthermore, the university culture actively fosters a supportive environment that encourages ethical conduct, empathy, and professional growth. It is also probable that the selection process for pre-service teachers prioritizes candidates who already demonstrate these positive dispositions, aligning with comprehensive strategies advocated by Ventista and Brown (2023).

The implications of these findings are substantial. These pre-service teachers are well-positioned to become highly effective and ethical educators. Their strong dispositions in responsibility, integrity, sensitivity, enthusiasm, communication, and reflection enable them to create positive, engaging, and inclusive learning environments for young children. Their commitment to continuous professional development, evidenced by their reflective capacity, ensures their adaptability in the ever-evolving landscape of early childhood education. The results strongly highlight the importance of nurturing these dispositions within teacher education programs to cultivate high-quality future educators.

#### Academic Performance of Early Childhood Education Pre-service Teachers

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Academic Performance (GWA)	64	2.03	1.39	1.6333	.16787
Valid N (listwise)	64				

Legend:

Mean Range	Descriptive Rating	Interpretation
4.21 – 5.00	Strongly Agree	Very High
3.41 – 4.20	Agree	High
2.61 – 3.40	Undecided	Moderate
1.81 – 2.60	Disagree	Low
1.00 – 1.80	Strongly Disagree	Very Low

The academic performance of the 64 early childhood education pre-service teachers demonstrates substantial overall achievement. Their General Weighted Averages (GWAs) ranged from 1.39 to 2.03, with a mean of 1.6333 and a standard deviation of 0.16787.

This data indicates a commendable level of academic success within the group. The mean GWA of 1.6333 comfortably falls within a strong academic performance range. The relatively low standard deviation (0.16787) is particularly noteworthy, suggesting that the scores are tightly clustered around the mean with minimal variation among participants. This consistency in performance points to a high degree of academic preparedness among these future educators and their ability to consistently meet academic expectations.

This strong academic success is a confluence of several factors. Individual motivation and effective study habits among pre-service teachers certainly play a role. Furthermore, the university's curriculum, teaching methods, and overall academic culture contribute significantly to this positive outcome by fostering a supportive and rigorous learning environment. The consistency in scores across the cohort also suggests that the program effectively prepares a uniformly well-prepared group of future educators.

These findings align with research emphasizing a positive correlation between strong dispositions (like responsibility and integrity) and higher academic achievement among pre-service teachers (Fabelico & Afalla, 2023). The high mean GWA and slight standard deviation strongly suggest that these pre-service teachers are well-prepared academically for the demands of the teaching profession. This academic success is a valuable asset, demonstrating their ability to handle the intellectual rigor of the profession and apply their knowledge effectively. The results highlight the importance of maintaining high academic standards in teacher education programs and indicate that the current program effectively produces graduates who are consistently well-prepared to be effective educators.

### Relationship on The Levels of Disposition of Early Childhood Education Pre-Service Teachers and Their Academic Performance

To determine the statistical test used, either parametric or non-parametric, the statistician first conducted the normality test for the data on each variable. The result is below:

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Responsibility	.163	64	.000	.952	64	.014
Integrity	.235	64	.000	.883	64	.000
Sensitivity	.311	64	.000	.741	64	.000
Enthusiasm	.134	64	.006	.948	64	.009
Communication	.088	64	.005	.979	64	.006
Reflection	.163	64	.000	.937	64	.003
GWA	.138	64	.004	.941	64	.004

The result indicates that both variables do not meet the normal distribution, as  $p < 0.05$ . Thus, the non-parametric test (Spearman-rho) is applied to analyze data.

CORRELATION		Aca dem ic	Res pon sibil	Inte grit y	Sen sitiv ity	Ent husi asm	Co mm unic ation	Refl ecti on
Academic Performance	Spearman's rho	1.000	-.229	-.242	-.197	-.064	.297*	.316*
	Sig. (2-tailed)	.	.069	.054	.118	.615	.017	.011
Responsibility	Spearman's rho	-.229	1.000	.487**	.345**	.553**	.620**	.382**
	Sig. (2-tailed)	.069	.	.000	.005	.000	.000	.002

Integrity	Spearman's rho	-.242	.487**	1.000	.493**	.498**	.565**	.565**
	Sig. (2-tailed)	.054	.000	.	.000	.000	.000	.000
Sensitivity	Spearman's rho	-.197	.345**	.493**	1.000	.359**	.440**	.431**
	Sig. (2-tailed)	.118	.005	.000	.	.004	.000	.000
Enthusiasm	Spearman's rho	-.064	.553**	.498**	.359**	1.000	.552**	.575**
	Sig. (2-tailed)	.615	.000	.000	.004	.	.000	.000
Communication	Spearman's rho	-.297*	.620**	.565**	.440**	.552**	1.000	.725**
	Sig. (2-tailed)	.017	.000	.000	.000	.000	.	.000
Reflection	Spearman's rho	-.316*	.382**	.565**	.431**	.575**	.725**	1.000
	Sig. (2-tailed)	.011	.002	.000	.000	.000	.000	.

**Academic Performance and Dispositions** The correlation analysis using Spearman's rho reveals varying levels of relationships between academic performance and the dispositions of Early Childhood Education pre-service teachers. Notable findings include:

- Communication ( $r = 0.297$ ,  $p = 0.017$ ,  $r = 0.297$ ,  $p = 0.017$ ) and Reflection ( $r = 0.316$ ,  $p = 0.011$ ,  $r = 0.316$ ,  $p = 0.011$ ) both exhibit significant correlations with academic performance. This suggests that while these dispositions are valuable in professional growth, they may be inversely related to academic success in this specific context. This phenomenon reflects challenges in balancing reflective practices and communication with academic rigor, as suggested by Ventista & Brown (2023), who emphasize the complexity of disposition development alongside academic demands.
- Other dispositions, such as Responsibility ( $r = -0.229$ ,  $p = 0.069$ ,  $r = -0.229$ ,  $p = 0.069$ ), Integrity ( $r = -0.242$ ,  $p = 0.054$ ,  $r = -0.242$ ,  $p = 0.054$ ), Sensitivity ( $r = -0.197$ ,  $p = 0.118$ ,  $r = -0.197$ ,  $p = 0.118$ ), and Enthusiasm ( $r = -0.064$ ,  $p = 0.615$ ,  $r = -0.064$ ,  $p = 0.615$ ), show positive but statistically non-significant correlations with academic performance. These results suggest a limited direct interaction between these dispositions and academic performance in this cohort.

**Interrelationships Among Dispositions** The correlation matrix highlights strong interrelationships among dispositions:

- Communication and Reflection ( $r = 0.725$ ,  $p < 0.001$ ,  $r = 0.725$ ,  $p < 0.001$ ) exhibit the strongest positive correlation, emphasizing the interconnected nature of clear communication and reflective practices in professional development.
- Responsibility, Integrity, and Sensitivity also show significant positive correlations, reinforcing the idea that dispositions develop collectively as part of a teacher's overall competence. For example, Responsibility and Communication ( $r = 0.620$ ,  $p < 0.001$ ,  $r = 0.620$ ,  $p < 0.001$ ) demonstrate a notable link, aligning with Sahana & Vijila (2015), who highlight communication as a critical component of professional accountability.

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## SUMMARY, CONCLUSION, AND RECOMMENDATION

### Summary

This study explored the relationship between dispositions and academic performance among Early Childhood Education (ECE) pre-service teachers at Central Mindanao University during the 2024–2025 school year. Sixty-four respondents (33 second-year and 31 third-year students) participated using the Bradley-Isaac Assessment of Pre-service Teacher Dispositions to measure six key traits: responsibility, integrity, sensitivity, enthusiasm, communication, and reflection. Academic performance was determined based on the General Weighted Average (GWA) from official records.

Descriptive results revealed that all six dispositions were rated “High” or “Very High,” indicating that the respondents generally possess strong professional values. Academic performance was also consistently high, with a mean GWA of 1.63, reflecting a commendable level of scholastic achievement.

Correlation analysis using Spearman’s rho was applied due to non-normal data distribution. The results revealed significant positive correlations between academic performance and two dispositions:

- Reflection ( $\rho = 0.316$ ,  $p = 0.011$ )
- Communication ( $\rho = 0.297$ ,  $p = 0.017$ )

These results indicate that higher reflective practice and communication skills are associated with better academic performance. Other dispositions, while not statistically significant, still demonstrated positive trends and strong interrelationships among each other, reinforcing the idea that dispositional traits often develop collectively.

### Conclusion

The findings confirm that ECE pre-service teachers at CMU exhibit strong dispositional traits and academic capability. Reflection and communication relate significantly to academic performance, suggesting that students actively engage in thoughtful learning and practical expression are more likely to excel in their studies.

The positive correlation is expected and favorable in this context, as GWA is inversely scaled (lower GWA = higher academic performance). Therefore, the results support the hypothesis that positive dispositions contribute to academic success.

Although not all dispositions showed statistically significant correlations, their consistently high levels highlight the effectiveness of CMU’s teacher education program in fostering holistic development. The study reinforces the importance of addressing cognitive and non-cognitive skills in preparing future educators.

### Recommendation

Teacher education programs should continue fostering key dispositions and design curriculum strategies that integrate these traits into academic learning more effectively. For instance, enhancing reflective writing, collaborative learning, and oral communication assignments bridges the gap between dispositional growth and academic performance.

It is also recommended that CMU’s admission and teacher training policies consider assessing dispositions alongside academic performance during selection and training. Tailored interventions, such as mentorship programs, workshops on professional communication, and reflection training, help balance the development of both dispositions and academic excellence.



Further research is encouraged to explore the long-term impact of dispositions on teaching performance post-graduation, as well as studies involving larger and more diverse samples across different teacher education institutions.

## ACKNOWLEDGMENT

Completing this research paper marks a meaningful and enlightening chapter in the researchers' academic journey. This accomplishment would not have been possible without the unwavering support, inspiration, and guidance of those who played a vital role throughout the process:

We sincerely thank **Dr. Denis A. Tan**, Dean of the College of Education, for granting the necessary approval and her steadfast commitment to promoting academic research within the university.

Heartfelt thanks to **Dr. Gladys S. Escarlos**, our research adviser, whose insightful guidance, patience, and encouragement have been instrumental from the early stages of the study to its successful conclusion. During the revision phase, we are deeply grateful for your constructive feedback, expert guidance, and constant motivation, which greatly enhanced the clarity and quality of this paper.

Our **families and friends**, thank you for your enduring support, for sharing in the struggles and triumphs of this journey, and for offering your help in times of need—your presence made a world of difference.

To all individuals who contributed, directly or indirectly, to this endeavor, we extend our heartfelt appreciation for your valuable support and encouragement.

Above all, we offer our deepest thanks to **our Almighty God**, whose grace, protection, and blessings carried us through every challenge. **All glory and praise be to God!**

## Researchers

This research is dedicated to Almighty God, the source of all things, and to:

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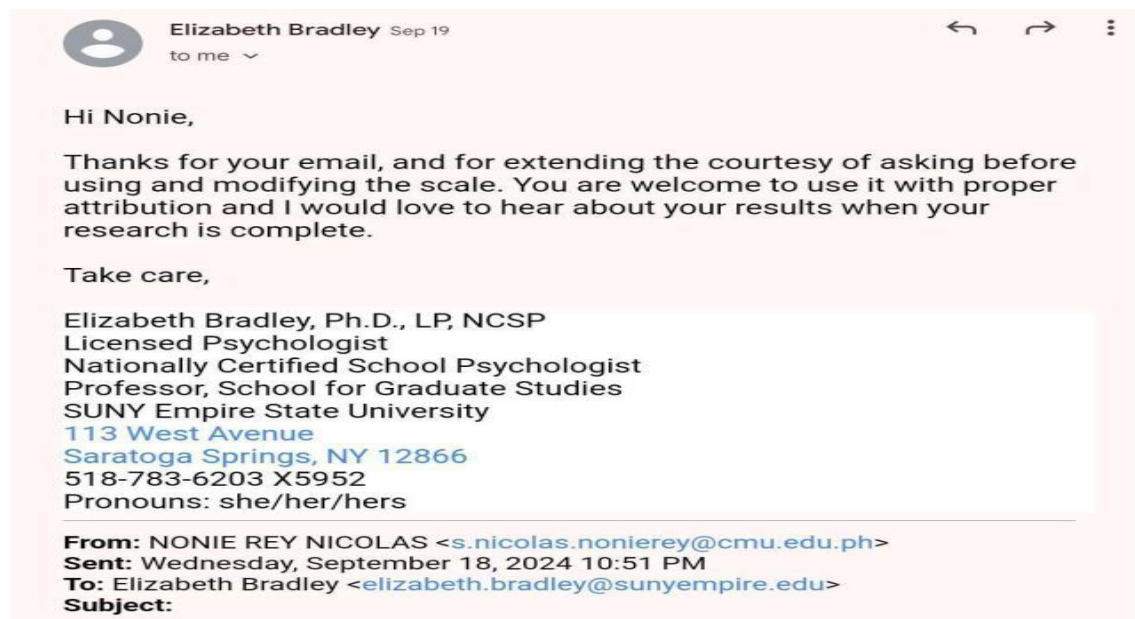
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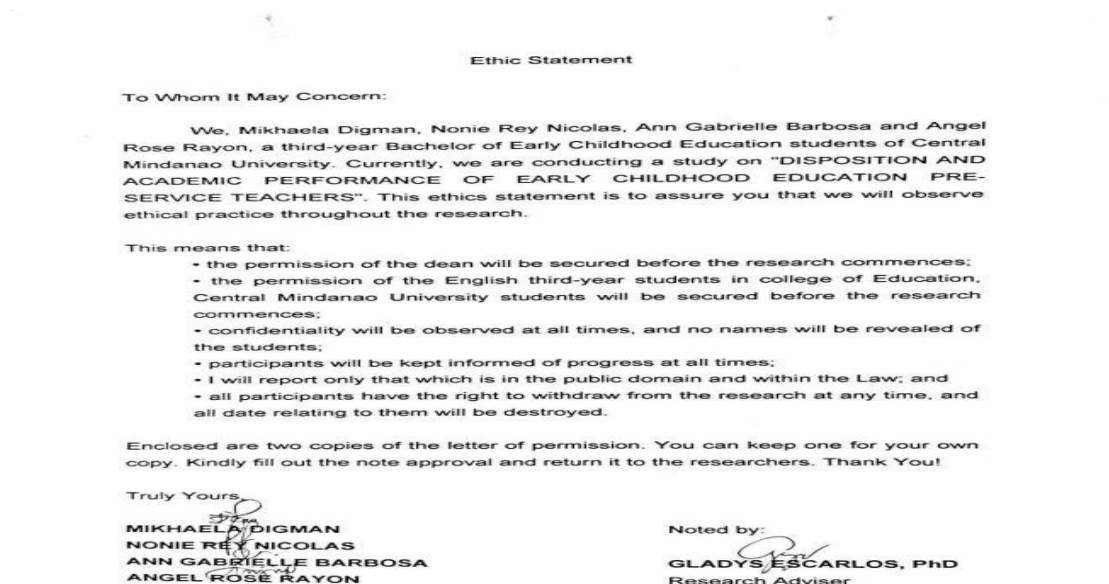
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## APPENDICES

### Appendix A. Approved Letter of Instrument Integration



### Appendix B. Ethical Statement



### Appendix C. Letter of Request to the College of Education Dean





## Appendix D. Letter of Request to the Respondents

Letter of Request to the Respondents

February 11, 2025

**RESEARCH PARTICIPANTS**  
College of Education, Central Mindanao University  
University Town, Musuan, Maramag, Bukidnon

Greetings!

We, Mikhaela Digman, Nonie Rey Nicolas, Ann Gabriel Barbosa and Angel Rose Rayon, a third-year Bachelor of Early Childhood Education students of Central Mindanao University. Currently, we are conducting a study on "DISPOSITION AND ACADEMIC PERFORMANCE OF EARLY CHILDHOOD EDUCATION PRE-SERVICE TEACHERS". In line with this, we are asking permission from your office to use English third-year students for the semester of the school year 2024-2025 as respondents to our study. Our data collection includes the conduct of survey questionnaires, admission, and our request for a copy of General Weighted Average grades. The study will last for one semester only.

We guarantee that we will observe ethical conduct throughout the data gathering period. Rest assured that we will ask permission from the students. We guarantee the confidentiality of the information and promise that no names of the students will be made public.

Thank you very much for your positive response to this letter. God Bless!

Respectfully yours,

**MIKHAELA DIGMAN**  
**NONIE REY NICOLAS**  
**ANN GABRIELLE BARBOSA**  
**ANGEL ROSE RAYON**  
The Researchers

Noted by:

**GLADYS ESCARLOS, PhD**  
Research Adviser

## Appendix E. Tool Questionnaire

Assessment of Pre-Service Teacher Disposition

Name of the Student (Optional): \_\_\_\_\_

Year Level: \_\_\_\_\_ Section: \_\_\_\_\_ Class: \_\_\_\_\_

Schedule: \_\_\_\_\_

General Instruction/s:

Below is an observational checklist of Bradley Isaac- Assessment of Pre-Service Teacher Disposition that assesses on your daily routine as a student. Please answer each item and respond honestly on the given statement. Check the appropriate frequency of the different indicators using the scale below.

**Level of Agreement**

5-Strongly Agree   4-Agree   3-Uncecided   2-Disagree   1-Strongly Disagree

Indicators	1 SD	2 D	3 U	4 A	5 SA
<b>Responsibility</b>					
1. I attend class regularly.					
2. I arrive at class on time.					
3. I complete assignments and other course responsibilities.					
4. I assume responsibility when working with others.					
5. I meet work submission deadlines.					
6. I keep scheduled appointments with program faculty.					
<b>Integrity</b>					
7. I complete my own work.					
8. I give credit to others' work using APA formatted citations and references.					
9. I adhere rigorously to the college's guidelines for academic integrity.					
<b>Sensitivity</b>					
10. I display sensitivity to social, cultural, ethnic, and religious differences.					
11. I treat faculty and staff respectfully.					
12. I treat peers respectfully.					
<b>Enthusiasm</b>					
13. I demonstrate a desire to learn.					
14. I show concern for mastery of material.					
15. I share knowledge with the class.					
16. I accept feedback and work to improve my skills.					
<b>Communication</b>					
17. I clearly articulate ideas verbally and in written expression.					
18. I use correct spelling, grammar, and punctuation.					
19. I use appropriate language in online discussions, emails, and course meetings.					
20. I communicate in a logical and organized manner.					
21. I am a thoughtful and responsive listener in online discussions and course meetings.					
22. I maintain emotional control.					
<b>Reflection</b>					
23. I demonstrate the characteristics of a reflective practitioner in course discussions, assignments, and meetings.					
24. I connect theory with practice.					
25. I connect prior knowledge and new information.					



## Appendix F. Sample of Answered Tool Questionnaire

①

**Assessment of Pre-Service Teacher Disposition**

Name of the Student (Optional): \_\_\_\_\_ Year level: 2nd Year

Sex: Female

**General Instructions:**  
Below is an observational checklist of Bradley Isaac- Assessment of Pre-Service Teacher Disposition that assesses your daily routine as a student. Please answer each item and respond honestly on the given statement. Check (✓) the appropriate frequency of the different indicators using the scale below.

	5-Strongly Agree	4-Agree	3-Undecided	2-Disagree	1-Strongly Disagree
	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
<b>Responsibility</b>					
1. I attend class regularly.	✓				
2. I arrive at class on time.	✓				
3. I complete assignments and other course responsibilities.	✓				
4. I assume responsibility when working with others.	✓				
5. I meet work submission deadlines.	✓				
6. I keep scheduled appointments with the program faculty.	✓				
<b>Integrity</b>					
7. I complete my own work.	✓				
8. I give credit to others' work using APA formatted citations and references.	✓				
9. I adhere rigorously to the college's guidelines for academic integrity.	✓				
<b>Sensitivity</b>					
10. I display sensitivity to social, cultural, ethnic, and religious differences.	✓				
11. I treat faculty and staff respectfully.	✓				
12. I treat peers respectfully.	✓				
<b>Enthusiasm</b>					
13. I demonstrate a desire to learn.	✓				
14. I show concern for mastery of material.	✓				
15. I share knowledge with the class.	✓				
16. I accept feedback and work to improve my skills.	✓				
<b>Communication</b>					
17. I clearly articulate ideas verbally and in written expression.	✓				
18. I use correct spelling, grammar, and punctuation.	✓				
19. I use appropriate language in online discussions, emails, and course meetings.	✓				
20. I communicate in a logical and organized manner.	✓				
21. I am a thoughtful and responsive listener in online discussions and course meetings.	✓				
22. I maintain emotional control.	✓				
<b>Reflection</b>					
23. I demonstrate the characteristics of a reflective practitioner in course discussions, assignments, and meetings.	✓				
24. I connect theory with practice.	✓				
25. I connect prior knowledge and new information.	✓				

## Appendix G. 2<sup>nd</sup> and 3<sup>rd</sup> Year Students of Early Childhood Education GWAs

GWA		Frequency	Percent	Valid Percent	Cumulative Percent
X`Valid	1.39	1	1.6	1.6	1.6
	1.40	1	1.6	1.6	3.1
	1.42	2	3.1	3.1	6.3
	1.43	2	3.1	3.1	9.4
	1.44	1	1.6	1.6	10.9
	1.45	2	3.1	3.1	14.1
	1.45	3	4.7	4.7	18.8
	1.46	1	1.6	1.6	20.3
	1.48	1	1.6	1.6	21.9
	1.49	2	3.1	3.1	25.0
	1.50	1	1.6	1.6	26.6
	1.51	1	1.6	1.6	28.1
	1.52	5	7.8	7.8	35.9
	1.53	1	1.6	1.6	37.5
	1.54	1	1.6	1.6	39.1
	1.54	2	3.1	3.1	42.2
	1.56	2	3.1	3.1	45.3
	1.56	1	1.6	1.6	46.9
	1.61	1	1.6	1.6	48.4
	1.61	1	1.6	1.6	50.0

1.63	1	1.6	1.6	51.6
1.65	1	1.6	1.6	53.1
1.66	1	1.6	1.6	54.7
1.67	1	1.6	1.6	56.3
1.68	1	1.6	1.6	57.8
1.68	1	1.6	1.6	59.4
1.69	1	1.6	1.6	60.9
1.70	2	3.1	3.1	64.1
1.71	1	1.6	1.6	65.6
1.72	1	1.6	1.6	67.2
1.73	1	1.6	1.6	68.8
1.73	2	3.1	3.1	71.9
1.74	1	1.6	1.6	73.4
1.75	2	3.1	3.1	76.6
1.77	1	1.6	1.6	78.1
1.78	1	1.6	1.6	79.7
1.80	1	1.6	1.6	81.3
1.80	1	1.6	1.6	82.8
1.81	1	1.6	1.6	84.4
1.81	1	1.6	1.6	85.9
1.82	2	3.1	3.1	89.1
1.83	1	1.6	1.6	90.6
1.84	1	1.6	1.6	92.2
1.87	1	1.6	1.6	93.8
1.95	1	1.6	1.6	95.3
2.02	1	1.6	1.6	96.9
2.03	1	1.6	1.6	98.4
2.03	1	1.6	1.6	100.0
Total	64	100.0	100.0	

## Appendix H. Official CMU Grading System

Official Grading System of Central Mindanao University

**P. Integration Period** — A two-day integration period shall be scheduled before the final examinations to enable students to process, review, and settle requirements for their subjects.

**Q. Examination and Grading System**

- Type and Duration of the examination — There shall be at least two (2) major examinations: the Mid-term examination for one and a half (1 1/2) hours and the final examination for two (2) hours.
- No student shall be allowed to take the major examinations if he/she has no examination permit.
- A faculty member assigned to give an examination in a subject must check and initial the examination permits of all the students taking the examination.
- The following rating system with "zero to one-hundred" percentage scaling shall be adopted by the University:

Grade	Percentage Equivalent
1.0	94-100
1.25	88-93
1.5	82-87
1.75	76-81
2.0	70-75
2.25	64-69
2.5	58-63
2.75	52-57
3.0	50-51
4.0	30-49
5.0	29-below
Inc.	Incomplete (Inc)
D	Dropped
W	Withdrawn

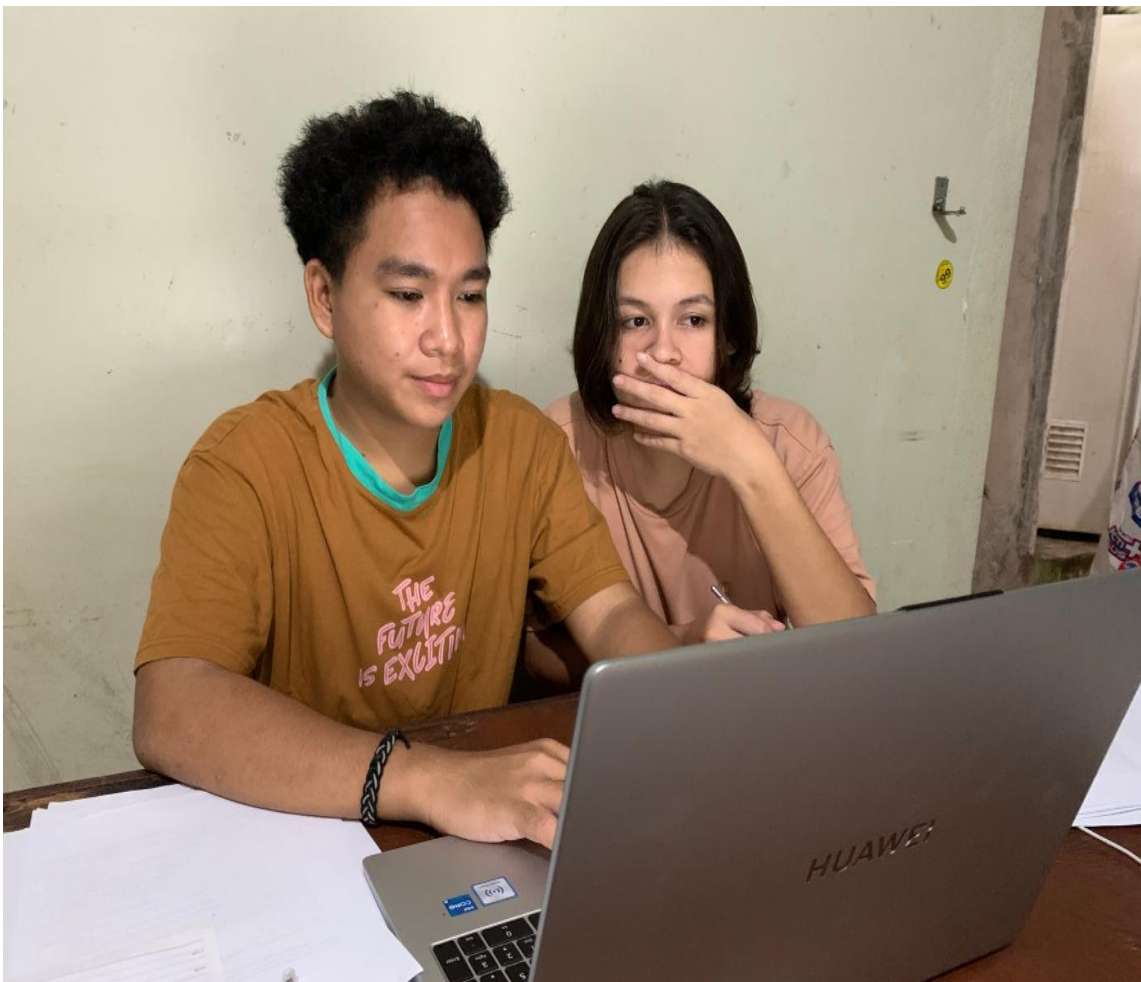
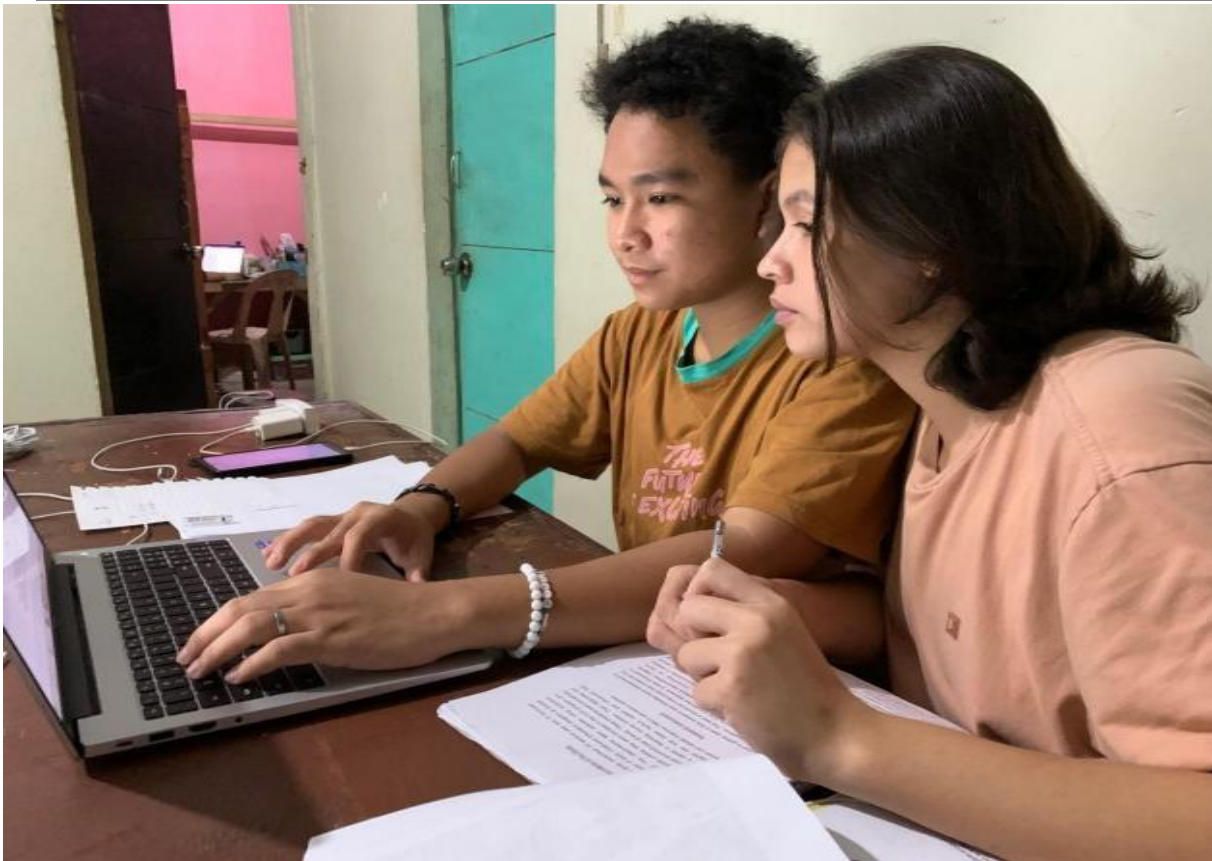
6. The integrated raw score of a student in percent is equal to the sum of grade points and the total integrated raw score in percent for the student and the grade point is calculated as follows:  $\text{Grade Point} = \frac{\text{Raw Score}}{\text{Total Raw Score}} \times 100$
7. The minimum passing grade is "3". A final grade of 5.0 is failure, which means that the subject must be repeated.
8. A final grade of "4" is removal. The student may take a removal examination during the removal period where the student should get at least 5.0 of total examination to get a grade of 3.0 otherwise a grade of 5.0 shall be given.
9. A grade of INAC is given to a student for three reasons:
  - a. The student was unable to take the final examination because of failure to present an examination permit (subject to the CHED Policies and Guidelines);
  - b. The student was not able to complete the requirements for the course during the semester/summer; and
  - c. There is no grade in either lecture or laboratory class for subjects with combined lecture and laboratory grade.
10. An INAC grade due to failure to take the final examination may be changed after the student takes the make-up test and shall have paid the prescribed fee. An INAC due to not final exam must be corrected within one week after the scheduled examination.
11. An INAC grade due to the inability of the student to complete the requirements for a subject, or no grade in either lecture or laboratory because a passing grade as such as this subject, shall have been recovered from the last day of the final examination when the INAC grade was incurred. In all cases the INAC becomes a "5" after one year.
12. Every faculty member shall submit his/her report of grades a week after the scheduled date of final examination for each subject. In profitable cases, deviation from the above rule may be authorized by the Vice-President of Academic Affairs.
13. Any deviation from the rules prescribed in the preceding section shall require the sanction of the University, as approved by the Board of Regents.

## Appendix I. Documentation



April 09, 2025, 8:30 - 9:00 AM - conducting our assessment of pre-service teacher disposition using the observational checklist of Bradley-Isaac.





March 14, 2025, 10:00 - 11:00 AM - conducting our tool validation through Cronbach's Alpha.

## Appendix J. Cronbach's Alpha Reliability Test

AC11		Q. fx = (AC11/AC11)*(1-AC11/AC11)		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	
Subject 01		00	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total		
1	5	4	4	3	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	111		
2	5	4	4	3	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	111		
3	5	4	4	3	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	111		
4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	116	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	118	
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	123	
7	4	2	4	4	3	4	5	4	5	4	5	5	4	3	4	3	3	4	3	4	4	3	4	4	3	4	4	4	4	3	94 items	
8	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	115 sum of the item	
9	5	4	5	5	5	4	5	5	5	4	5	5	5	5	5	4	5	4	4	5	4	5	5	5	5	5	5	5	5	5	115 sum of the item	
10	5	4	4	5	4	4	5	5	5	4	5	5	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	108	
11	5	5	5	5	5	4	5	5	5	4	5	5	5	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	115	
12	5	4	5	5	5	3	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	108	
13	5	3	4	4	3	4	4	4	4	3	4	4	4	4	4	4	3	4	3	4	3	4	3	3	3	3	3	3	3	3	89	
14	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	3	3	3	3	3	95	
15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	105	
16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	4	4	5	4	4	4	4	4	4	4	117	
17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	5	4	4	4	4	4	4	4	4	119	
18	4	2	3	5	4	4	5	5	3	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	113	
19	5	3	4	4	4	5	5	4	4	5	5	5	5	5	5	5	5	5	5	4	4	4	3	4	4	4	4	4	4	4	112	
20	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	122	
21	4	4	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	121	
22	5	4	5	5	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	121	
23	5	5	5	4	4	4	4	5	5	4	4	5	5	5	4	5	5	5	5	5	5	4	4	4	4	4	4	4	4	4	114	
24	5	5	4	4	4	5	4	5	4	5	4	5	4	4	5	4	4	4	4	4	5	4	5	4	5	4	4	4	4	4	110	
25	4	4	4	4	4	5	5	5	5	4	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	117	
26	5	4	4	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	116	
27	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	103	
28	5	5	5	5	5	4	4	4	5	5	4	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	114
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30	5	5	5	5	5	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	116	
variance		0.16	0.45000	0.37000	0.45556	0.40222	0.210	0.45556	0.38889	0.22222	0.27667	0.24556	0.28889	0.32222	0.37000	0.27667	0.31556	0.35556	0.35556	0.35556	0.35556	0.35556	0.35556	0.35556	0.35556	0.35556	0.35556	0.35556	0.35556	0.24		