

# Disposition And Academic Performance Of Early Childhood Education Pre-Service Teachers

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**Abstract:** This study investigated 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. The research aimed to understand how specific qualities, including responsibility, integrity, sensitivity, enthusiasm, communication, and reflection, impacted academic success. Second and third-year ECE students participated, with their dispositions assessed using the Bradley-Isac Assessment and their academic performance measured by General Weighted Averages (GWAs). The findings revealed that these ECE pre-service teachers had a strong professional disposition. Specifically, responsibility, sensitivity, enthusiasm, and integrity were rated "Very High," while communication and reflection were highly regarded, receiving "High" ratings. Academically, the pre-service teachers consistently achieved above-average performance. A key outcome was the correlational analysis, which established a significant relationship between academic performance and communication and reflection. This suggests these two dispositions are directly linked to academic success. Furthermore, the study observed strong correlations among the dispositions, indicating that these qualities often co-develop and reinforce each other. In conclusion, while CMU's ECE pre-service teachers exhibit robust dispositions and commendable academic achievement, the intricate interplay between certain dispositions, particularly communication and reflection, and educational success warrants further consideration in teacher education programs.

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

## Introduction

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.

## **Methods**

This chapter discussed the research methodology, research design, respondents, research instruments, data gathering procedure, and data treatment. 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, while the correlational aspect assessed how these disposition variables related to and affected each other and how they related to academic performance.

This study was conducted at Central Mindanao University (CMU), specifically within the College of Education. The study utilized a complete enumeration to select participants, focusing on second- and third-year students enrolled in the Bachelor of ECE program during the second semester of the Academic Year 2024–2025, with a total of 64 pre-service teachers ultimately participating. The tool used to gather data was a structured questionnaire adapted and modified from the Bradley-Isaac Assessment of Pre-service Teacher Dispositions. This validated instrument measured the extent of required dispositions among ECE pre-service teachers in checklist and questionnaire forms, with each disposition assessed using a Likert-type scale ranging from Strongly Agree (5) to Strongly Disagree (1). The tool underwent pilot testing, resulting in a Cronbach's Alpha of 0.9066975, which indicated excellent internal consistency. In obtaining the General Weighted Average (GWA) data of the respondents, the researchers sent a letter to the College Dean requesting permission to access the grades.

The data were obtained from second and third-year ECE students at CMU. The researchers distributed the adapted Bradley-Isaac Assessment of Pre-service Teacher Dispositions questionnaire during class sessions or at designated times, with permission from the author. Each respondent was fully informed about the study's purpose, and their consent was obtained prior to participation, ensuring it was voluntary and that confidentiality was maintained. The completed questionnaires were collected in paper form at the end of each session. In addition to the survey responses, the program adviser provided data on academic performance in the form of GWAs. This dual approach allowed the researchers to conduct analyses on both dispositional and academic performance data, providing a well-rounded insight into the relationship between the two variables.

## Result And Discussion

### *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

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<b>STATEMENT</b>	<b>DR</b>	<b>MEAN</b>	<b>INTERPRETATION</b>
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

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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

<b>Descriptive Statistics</b>					
	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		Academic	Responsibility	Integrity	Sensitivity	Enthusiasm	Communication	Reflection
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

## **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

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