
Kindergarten Teachers' Professional Commitment and Disposition Toward A Professional Support Plan

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Abstract — The study examined the relationship between kindergarten teachers' professional commitment and disposition toward a professional support plan of action for the School Year 2024-2025. The Division of Angeles City was the study's locale. The total population of kindergarten teachers was requested to participate as respondents in the data collection.

The quantitative research method guided the completion of the study. To be specific, the descriptive-correlational design was used. Based on the findings, the kindergarten teachers generally demonstrate a high level of affective, continuance, and normative commitment, as indicated by the overall mean scores of 3.33 (standard deviation = 0.40), 2.93 (standard deviation = 0.48), and 2.74 (standard deviation = 0.22). They generally achieved a high level of disposition, as indicated by an overall mean of 3.40 and a standard deviation of 0.28. Also, there was a moderate, positive, and significant relationship between kindergarten teachers' disposition levels and their professional commitment to the teaching profession. The proposed professional support plan for kindergarten teachers regarding their professional commitment and disposition was crafted based on the study's findings.

Keywords: Professional Commitment, Disposition, Professional Support Plan

I. INTRODUCTION

Educational research has been concerned with the ongoing topic of early childhood education in recent years, particularly in connection with the roles and obligations of kindergarten teachers. This concern has been particularly prevalent in the United States. There is a growing emphasis on the development of positive teaching dispositions, inclusive education, and social-emotional learning in order to cultivate a nurturing educational environment, as indicated by the trends that are currently taking place. In the context of encouraging young learners during their developmental phases, the teaching disposition, which covers character qualities, attitudes, and values, has become a significant determinant of teaching efficacy. This is especially true in the context of teaching.

Although significant achievements have been made, many issues remain. Exhaustion and poor professional support contribute to early childhood educators' high turnover rate. Many teachers struggle to balance personal and professional obligations, resulting in uneven instruction. Disparities between teachers' attitudes and school or parent expectations can hinder long-term educational goals. These problems highlight the need to study how disposition and commitment affect teachers' effectiveness and well-being.

Through an investigation into the relationship between kindergarten teachers' attitudes and their level of dedication, the purpose of this study was to contribute to the current body of human knowledge. Through an examination of the special requirements of early childhood education as well as the traits that inspire instructors to remain dedicated in tough circumstances, the purpose of this research is to fill gaps in the studies that are currently being conducted. The profession of teaching is widely regarded as one of the most difficult yet emotionally satisfying jobs in the world. It is commonly believed that teachers are the individuals who shape the people of a country; hence, it is essential for schools to have teachers who are passionately committed to their work.

They are the ones who are responsible for teaching the students, and instructors who are committed to their work may discover ways to deliver better instruction than teachers who are not committed. Even if dedication is not a tangible concept, it is possible to observe it through the efforts that teachers put forth in order to fulfill their obligations and responsibilities.

Nevertheless, the circumstances that prevailed around the world throughout the pandemic put everyone in danger. The implementation of the new norm in the workplace has an impact on the routines that individuals, including teachers, currently follow. Commitment to tasks necessitates motivation. Gomes and Borba (2011) assert that work motivation is a crucial component in organizational psychology, extensively examined across various work environments. In the educational context, Zenorini, Santos, and Monteiro (2011) highlighted that teacher motivation is a crucial construct owing to its influence on student motivation and the efficient operation of schools.

Teacher commitment refers to the emotional connection between the educator and the institution. It may help foster motivation to engage in work. Commitment encompasses the disposition, including emotional impact, conviction, and behavioral intention for labor (Cohen & Mart quoted in Ayele, 2014).

Commitment is an attitude that embodies emotions such as attachment, identification, and loyalty towards the organization as the focal point of commitment. Smith (2010) posits that dedicated educators may possess psychologically robust connections to their institution, pupils, or disciplines. Dedicated educators ought to possess intrinsic motivation. Teacher commitment may be focused on several things, including pedagogy, student achievement, specific initiatives, or the educational institution.

Individual commitment arises from professional obligations regarding the results of one's work (Yusof, 2012). He stated that altering teacher commitments is essential for disseminating newly discovered representations of effective teaching. This instruction will positively influence the learners. Conversely, Akpan (2013) posits that employees who sense a threat to job security may exhibit diminished commitment to their firm and may choose to resign.

Educational institutions encompassing public and private schools employ male and female educators. Nagar's study (2012) revealed that women exhibit greater commitment than men. This outcome indicates that school leaders must promptly address the commitment of male teachers inside the institution. The diminished commitment of guys to their employment and education will adversely impact the students.

Another factor to examine is the temperament of teachers. It is an intangible trait mostly evaluated by a self-assessment instrument. It is a method wherein teachers self-assess and provide ratings based on their evaluation of their disposition. They are claimed to be able to understand their essence due to their superior self-awareness with their school administration.

Hill-Jackson and Lewis (2013) assert that teachers should be permitted to assess their dispositions for self-improvement. When educators engage in this type of introspection, they can identify methods for self-improvement. Conversely, Smith and Skarbek (2013) contended that self-evaluation may be subject to bias. Someone may perceive themselves as having a high disposition yet possessing a low personality.

Kane, Rockoff, and Staiger (2008) observed that limited empirical research examines teachers' dispositions concerning certification programs. Moreover, numerous studies have investigated the teaching attributes primarily concerning cognitive capacity, content knowledge, personal attitudes, and individual features. All of these factors are seen as influences on teacher disposition levels.

Mullin (2003) stated that teachers' level of disposition can be measured through a psychodynamic approach, a behavioral perspective, or a humanistic or existential perspective. The approach favored by most researchers and teacher accreditation agencies is the behavioral perspective (Mullin, 2013). Behaviorists argue that past behaviors in a similar context predict future behaviors or tendencies in the same circumstances (Hampton, 2010). Thus, teacher dispositions can be assessed using snapshot observations of teacher behavior.

Conversely, Schussler et al. (2010) asserted that inclinations are present within intellectual, cultural, and moral domains. The individual's experiences influence these domains as a witness to teaching throughout their education. During this period, the individual's views, values, and cognitive frameworks shape the essence of quality education.

According to Murrell et al. (2010), a framework for teacher dispositions must encompass five essential concepts: dispositions are contingent upon teacher knowledge and skills; they pertain to ethical and moral actions; they are connected to teachers' professional identity; contextual

factors affect the implementation of professional dispositions and practices; and dispositions can be nurtured and developed.

Upon analyzing dispositions about teacher quality, there is scant discourse in the literature regarding teacher effectiveness of disposition as defined by the teacher development standards. The literature frequently employs the terms "teacher characteristics" or "teacher traits" to denote a compilation of the dispositions exhibited by effective educators. The attributes encompass a profound dedication to student learning, optimism and enthusiasm, open-mindedness and humility, courage and a readiness to take risks, confidence and decisiveness, tolerance for ambiguity, creativity and adaptability, perseverance, and a strong work ethic (Danielson, 2016).

The measurement of disposition is mainly shown by how the teacher executes the assigned tasks, especially in the classroom. The teachers have extensive knowledge of their subject and a strong understanding of pedagogy. They may still struggle to obtain high student academic performance if they cannot figure out what they are doing incorrectly or fail to engage students in learning. This barrier between a teacher's knowledge and skills, and actions (e.g., ability to effectively design and implement instruction) can be attributed to disposition. Along these lines, Diez and Rath (2007) have explained that dispositions address the gap between our abilities and our actions.

The Code of Ethics for teachers, in Section 4, asserts that every teacher must demonstrate complete commitment and dedication to their responsibilities. The Republic Act 7784 aims to establish a teacher education system dedicated to cultivating educators of impeccable integrity and proficiency, committed to ongoing professional development and the responsibility of fostering their students' growth as accountable individuals and citizens of the Philippines and the global community.

Despite the richness of literature on the level of disposition and teachers' commitment, it will be emphasized that the findings and study are more in the international context. Still, even though there is a gray area in the local setting, the researcher finds it necessary to conduct another investigation on the level of disposition and teachers' commitment because no study will be completed on the variables presented. Another consideration is to see if the variables are correlated. This gives the researcher the confidence to test the relationship between kindergarten teachers'

commitment and disposition amid the shift in the educational landscape toward a professionalized model.

Conceptual Framework

The study's visual presentation was summarized in Figure 1.

This study used Ayele's (2014) measure of teachers' commitment. These were the three dimensions stated in the study, including affective, continuance, and normative, which were the focus of the assessment. It focused on the teachers' commitment to fulfilling their duties and responsibilities, and on their accountability.

Moreover, the study adopted the Independent-Dependent (IV-DV) model to describe the direction of its effects. The independent variable was the extent of kindergarten teachers' professional commitment (Affective, Continuance, and Normative), and the dependent variable was the teachers' disposition.

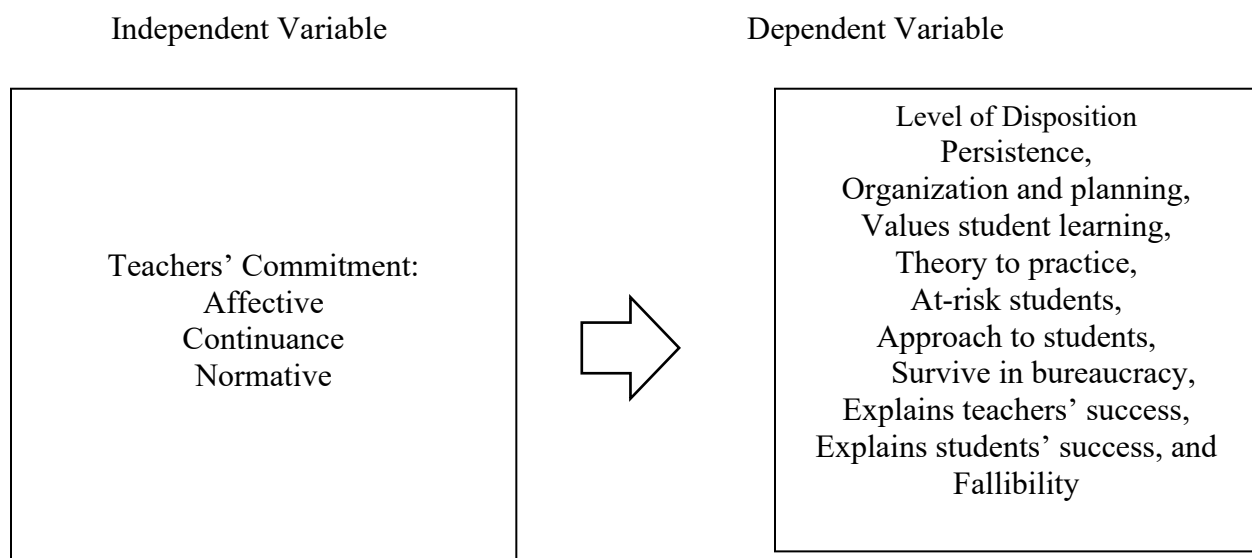


FIGURE 1
CONCEPTUAL MODEL OF THE STUDY

Statement of the Problem

The study examined the relationship between kindergarten teachers' professional commitment and disposition toward a professional support plan of action for the School Year 2024-2025.

Specifically, the study answered the following questions:

1. What is the extent of the commitment of kindergarten teachers to the teaching profession?
2. What is the level of disposition of the kindergarten teachers?
3. Is there a significant relationship between the kindergarten teachers' professional commitment and disposition to the teaching profession?
4. Based on the study's findings, what professional support plan can be developed?

Hypothesis

The study hinged on the hypothesis that there is a significant relationship between teachers' disposition and commitment to the teaching profession.

Significance of the Study

The following were expected to benefit from this research:

School Administrators. The study's outcome would be helpful to school administrators, and, as such, the proposed professional plan of action can be used to support their teachers.

Teachers. Based on the study, teachers may benefit from the action plan to reflect on their level of disposition and commitment to their teaching profession.

Students. The study would be beneficial to students who have committed themselves most to this study, since once they fully commit to working with teachers, they may have a better chance of receiving quality instruction that could help improve their performance in school.

Future Researchers. The study's recommendation section may open the way for a new research direction. In addition, the complete manuscript may be added to the existing body of literature to provide essential information on learning disposition and commitment.

Scope and Delimitation

This study was conducted in Cluster 8, Division of Angeles City, for the School Year 2024-2025. There are eight schools in the abovementioned cluster. From the cluster, 186 kindergarten teachers were selected as respondents.

The primary goal of this research was to examine the relationship between kindergarten teachers' professional commitment and disposition. Furthermore, data on their commitment was measured. The correlation of the variables was calculated to develop a professional plan of action.

Definition of Terms

The following terms were defined to have a better understanding of the research:

Persistence. It is the persistent pursuit of a goal or task despite failures. It shows resilience and dedication to persevere, especially in difficult circumstances. Persistence is measured by how often a person returns to a task after failure. Persistence in education can be judged by how often a student retries a difficult assignment or studies a subject after failing.

Approach to Students. The attitude towards pupils can be assessed by observing specific behaviors, such as maintaining open communication, providing personalized help, employing inclusive teaching approaches, and delivering positive reinforcement.

Survive in bureaucracy. Surviving in bureaucracy can be assessed by an individual's proficiency in completing tasks within the set framework, adeptness in managing paperwork, and the capability to overcome procedural requirements.

II. METHODOLOGY

This chapter presents and discusses the research design, participants, sampling technique, sources of data, instrumentation, data collecting procedure, and data analysis used in this research.

Research Design

The quantitative research method guided the completion of the study. The researcher highlighted the quantitative information collected from the selected respondents using this method. These pieces of information were mostly quantified and represented by figures and numbers. The quantitative research method was utilized to realize the goal of this research. This was mainly used when a considerable amount of data was collected.

Quantitative research, as described by Moore (2016), employs mathematical models and statistics to analyze numerical data, which are regarded as more objective. This investigation used numerical data and figures used throughout the study; from data collection to interpretation.

To be specific, the descriptive-correlational design was used. As Simon and Goes (2011) cited, correlational research seeks to establish a relationship between variables. It is a type of research in which two or more variables are subjected to relationship analysis, and the results may be positive or negative.

The study adopted a descriptive-correlational design to examine the relationship between kindergarten teachers' professional commitment and disposition.

Respondents

The Division of Angeles City was the study locale, specifically Clusters 8 and 9, which are home to ten schools under the supervision of the Cluster Manager. It was completed for the School Year 2024-2025. The total population of kindergarten teachers was requested to participate as respondents in the data collection. A total of fifty-two (52) kindergarten teachers participated in this study. Table 1 presents the distribution of the respondents.

TABLE 1
DISTRIBUTION OF RESPONDENTS

Clusters 8 and 9	Kindergarten Teachers
School A	3
School B	10
School C	1
School D	12
School E	4
School F	5
School G	6
School H	2
School I	4
School J	5
Total	52

Instruments

The study used a survey questionnaire with two instruments.

The first instrument for the level of disposition of kindergarten teachers was taken from West et al. (2020) on the Teacher Disposition Scale. This questionnaire is composed of 25 items consisting of disposition statements relative to Motivation to teach (Cronbach's $\alpha = 0.87$), Teacher Efficacy (Cronbach's $\alpha = 0.86$), Willingness to learn (Cronbach's $\alpha = 0.79$), Consciousness (Cronbach's $\alpha = 0.70$), and Interpersonal and Communication Skills (Cronbach's $\alpha = 0.82$). Since the survey questionnaire is adapted from a previous study, there is no need to further validate the research instrument. Otherwise, the test is valid and reliable. The construction of this instrument will be primarily based on the available literature on the level of disposition. After the first edit, the researcher will seek the experts' assistance to validate the tool. A validated instrument will help the researcher to collect data more accurately. The suggestions and comments will be discussed with the adviser for the final revision of the tool.

The second instrument was based on Ayele (2014) and focused on the levels of commitment in terms of affective, continuance, and normative. The said instrument is a standardized tool used to measure teachers' level of commitment. It underwent validation and revisions until it reached its final form. The tool is expected to be answered using a four-point Likert scale.

Data Collection

The research commenced after securing the necessary permission from the higher authorities. The researcher wrote a letter of request, duly noted by the research adviser, stating the purpose of the study. It was sent to the Dean of the Graduate School and the Schools Division Superintendent. The approval was sent to the schools before data collection.

The researcher spent 12 weeks collecting the needed documents from the public elementary schools in Cluster 8, Division of Pampanga. Since the scope was broad, it took the researcher too

long to gather all the necessary information. The researcher personally used all possible means to collect data, including emails, messenger, social media, Google Forms, and calls.

Ethical Considerations

The letter sent to the school heads included the study's purpose. This ensured they had sufficient knowledge before deciding to participate. No incentives were given for participation. Demands and requests made by the school's principal were adhered to in order to maintain anonymity, protect liability, and meet professional requirements during this study. It was emphasized that all information would be used solely for research and that data would be treated with the utmost confidentiality.

Statistical Treatment

The following statistical tools were used in analyzing and interpreting the gathered data.

1. Weighted mean, to measure the kindergarten teachers' level of commitment and disposition of kindergarten teachers using this scale:

Scale	Mean Range	Description
4	3.25- 4.00	Always
3	2.50 - 3.24	Often
2	1.75 - 2.49	Sometimes
1	1.00 - 1.74	Never

Teachers Commitment

Scale	Mean Range	Description
4	3.25- 4.00	Very Great Extent
3	2.50 - 3.24	Great Extent
2	1.75 - 2.49	Some Extent
1	1.00 - 1.74	Not at All

3. Pearson R Moment of Correlation, to determine the relationship between the disposition and commitment of kindergarten teachers.

III. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data obtained from the questionnaires, aiming to answer the specific questions raised in Chapter 1.

1. Professional Commitment of the Kindergarten Teachers

1.1. Affective Commitment

Table 2 represents the affective commitment of the kindergarten teachers. Based on the findings, the respondents rated “agree” with a grand mean score of 3.33, implying that the kindergarten teachers generally demonstrate a high level of emotional commitment toward their profession. This high level of affective commitment promotes greater job satisfaction and a greater willingness to stay in the teaching profession.

Moreover, among the indicators, “teaching profession is important to teachers’ self-image” and “teaching profession has a great deal of personal meaning for teachers” received the highest weighted mean score of 3.60 and 3.58, respectively, with a verbal interpretation of strongly agree. It can be inferred from the findings that these teachers are a central facet of their identity, and they have a sense of purpose, not just merely as a source of income. This is further substantiated by the statement “teachers are proud to be in their teaching profession with a mean score of 3.43. On the other hand, the following statements received relatively lower mean scores ranging from 3.20 to 3.35 such as collegial support, emotional regulation at work and collective responsibility toward the school. This is consistent with the work of Skaalvik & Skaalvik (2019) that teachers are likely to demonstrate enthusiasm and persistence in the workplace when they are identified with their strong professional role.

TABLE 2
AFFECTIVE COMMITMENT

Statement	Mean	Sd	DR	IN
1 Teaching profession is important to teachers’ self-image.	3.60	0.51	SA	VH
2 Teachers believe that school image is teachers’ image.	3.28	0.70	A	H
3 Teachers are proud to be in their teaching profession.	3.43	0.59	A	H
4 Teaching profession has a great deal of personal meaning for teachers.	3.58	0.47	SA	VH

5 Teachers are emotionally attached to teaching.	3.30	0.62	A	H
6 Teachers encourage each other to complete the task timely with total dedication and accuracy to increase the productivity of the school.	3.35	0.55	A	H
7 Teachers do not mix their feelings, emotions, and personal problems in their professional work.	3.20	0.51	A	H
8. To deal with the future of the school.	3.33	0.49	A	H
9. To perceive the school as the best one among the others.	3.23	0.65	A	H
Overall Mean	3.33	0.40	A	H

1.2. Continuance Commitment.

Table 3 presents the Kindergarten teachers' continuance commitment. As seen in the table, the respondents depicted a *"high level"* of continuance commitment, as revealed by the composite mean of 2.93 with a standard deviation of 0.48. A high continuance commitment frequently necessitates a significant reliance on specific organizational benefits, including retirement plans, health insurance, and job stability. This is guaranteed, especially in public schools where teachers enjoy these privileges.

Therefore, kinder teachers may feel compelled to remain in their current roles due to financial and work stability. The standard deviation of 0.48 suggests a moderate level of variability, indicating a certain degree of variance in the extent to which teachers experience

this commitment. In addition, security of tenure and job satisfaction may be attributed to the organizational commitment of many teachers.

Furthermore, the teachers described a “high level” of continuance commitment along the following statements: *teachers would not leave teaching right now because teachers” have a sense of obligation to teaching and teachers will not change teaching if teachers” offered better working conditions and safety in some other sector.”*

Pourtoussi and Ghanizadeh (2018) examined the phenomenon of educators choosing to remain in their profession despite the availability of improved working conditions and safety measures in other sectors.

The notion of being "trapped" in teaching owing to financial or job security difficulties does not connect with the motives of many teachers who actively pursue professional progress and personal fulfillment, according to Borman and Dowling (2017). They claim that this view is not accurate. Instead of being motivated by pressures from the outside world, they believe that teachers who remain in the field despite the fact that working circumstances are deplorable do so because they are dedicated to their kids and have a strong desire to achieve self-actualization.

This viewpoint is supported by Sass et al. (2018), who argue that work satisfaction and opportunities for professional development are far more important factors in determining whether or not teachers will remain in their positions than the mere assurance of a secure job.

TABLE 3
CONTINUANCE COMMITMENT

Statement	Mean	Sd	DR	IN
1. Changing the teaching profession now would be difficult for teachers.	2.78	0.56	A	H
2. Too much of teachers' life would be disrupted if teachers were to change their teaching profession now.	2.75	0.69	A	H
3. For teachers, personally, the cost of leaving teaching would be far greater than the benefit.	2.95	0.67	A	H
4. Teachers would not leave teaching right now because teachers have a sense of obligation to teaching.	3.08	0.59	A	H
5. Teachers will not change teaching if teachers offered better working conditions and safety in some other sector.	3.10	0.64	A	H
Overall Mean	2.93	0.48	A	H

1.3. Normative Commitment

Table 4 shows the kindergarten teachers' normative commitment. Based on the table, the respondents rated "agree" as supported by their overall mean score of 2.74. This means that the kindergarten teachers generally demonstrate high levels of sense of duty and loyalty toward their teaching profession. They have strong sense of obligation and professionalism.

Additionally, the respondents have a “*high level*” of normative commitment to the following statements: teachers” have a strong sense of belonging to teaching and dislike those who hamper the image of teaching, having the highest weighted average scores of 2.88 and 2.85, respectively.

Highly effective, committed teachers could also be good instructional leaders in the classroom because they can master the contents of their subjects. Thus, they would demonstrate effective teaching. Additionally, teachers with a high level of affective commitment might continually monitor the student's work, be able to control the classroom and be involved in extra-curricular activities because they tend to demonstrate organizational citizenship behavior.

Further, affective, normative, and continuance commitment provide similar positive outcomes (Lizotte et al., 2017).). They suggested that teachers with strong affective, normative, and continuance commitments were less likely to be absent from work.

On the other hand, Johnson et al. (2014) argued that teachers who are emotionally and physically drained from their work may choose to leave despite their normative commitment to their students and the profession. Furthermore, a study by DeAngelis (2019) revealed that teachers' sense of commitment does not always correlate with retention.

TABLE 4
NORMATIVE COMMITMENT

Statement	Mean	Sd	DR	IN
1. Teachers” would feel guilty if they left the teaching profession	2.53	0.49	SA	VH
2. Teachers are in the teaching profession because they are loyal to it.	2.73	0.40	SA	VH
3. Teachers” have a strong sense of belonging to teaching.	2.88	0.22	A	H
4. Teachers’ dislike those who hamper the image of teaching.	2.85	0.26	A	H
Overall Mean	2.74	0.22	A	H

2. Kindergarten Teachers' Disposition Levels

Table 5 provides the descriptions of kindergarten teachers' disposition levels. Based on the table, the respondents rated "agree" as supported by the grand mean score of 3.40. The findings infer that the kindergarten teachers generally possess a high level of positive professional disposition. This strong disposition of kindergarten teachers are crucial especially in dealing early childhood education where teachers' behavior and attitude significantly affect kindergarten pupils emotional and foundation learning experiences.

In addition, the indicators "Approaches the teaching profession with adequate preparation", "Possesses strong verbal communication skills", "Demonstrates a passion and responsibility for students' learning", and "Demonstrates a commitment to students' learning" equally obtained the highest weighted mean score of 3.73, with a verbal description of "strongly agree". This means that the kindergarten teachers demonstrate strong readiness and dedication to their professional roles.

In the same vein, the indicators relative to instructional competence, empathy, classroom engagement, reflective practice, and equitable treatment of learners rated "strongly agree", as evidenced by their scores from 3.53 to 3.68, respectively. This reflects that the kindergarten teachers have strong capacity to promote inclusive and supportinve learning environments for preschool learners.

On the other hand, the indicators "Shows a willingness to facilitate extra-curricular activities", "Appreciates students' individual differences", "Seeks support and advice from others", and "Foresees the need to differentiate for diverse students" rated lower mean scores from 3.28 to 3.38 with a verbal description of "agree". This outlines the need to strengthen collaboration and support especially in terms of differentiated instruction.

As Hyson and Tomlinson (2019) argued that kindergarten teachers' dispositions is essential in supporting young learners socio-emotional development and readiness in academic. Likewise, Kim and Buric (2020) found that job satisfaction can positively influence students' academic performance through positive disposition.

TABLE 5
KINDERGARTEN TEACHERS' DISPOSITION LEVELS

Statement	Mean	Sd	DR	IR
1. Considers and employs a variety of effective teaching strategies	3.68	0.42	SA	VH
2. Approaches the teaching profession with adequate preparation.	3.73	0.38	SA	VH
3. Always demonstrates strong overall teacher professionalism inside the school context.	3.55	0.65	SA	VH
4. Demonstrates on-going effective collaboration with whole school community.	3.48	0.74	A	H
5. Engages in problem-solving solving strategies.	3.55	0.61	SA	VH
6. Engages all students to participate inclusively in communications and collaborations.	3.53	0.62	SA	VH
7. Possesses strong verbal communication skills (speaking and listening).	3.73	0.44	SA	VH
8. Displays genuine empathy, warmth, and compassion for students.	3.53	0.73	SA	VH
9. Engages in effective classroom management strategies.	3.68	0.47	SA	VH
10. Engages in reflective practices of pedagogy.				
11. Shows a willingness to facilitate extra-curricular activities.	3.35	0.74	A	H
12. Appreciates students' individual differences.	3.33	0.77	A	H

13. Possesses strong written communication skills.	3.65	0.58	SA	VH
14. Possesses strong non-verbal communication skills.	3.68	0.47	SA	VH
15. Treats everyone fairly and equitably.	3.45	0.67	A	H
16. Fosters students' self-directed learning	3.60	0.60	SA	VH
17. Seeks support and advice from others.	3.28	0.70	A	H
18. Has high expectations of students	3.43	0.63	A	VH
19. Has high expectations of students.	2.98	0.75	A	H
20. Shows a passion for teaching.	3.65	0.43	SA	VH
21. Demonstrates a passion and responsibility for students learning.	3.73	0.44	SA	VH
22. Demonstrates a commitment to students learning.	3.73	0.38	SA	VH
23. Shows a commitment to teaching.	3.65	0.49	SA	VH
24. Always demonstrates strong overall teacher professionalism outside the school context	3.38	0.77	A	H
25. Foresees the need to differentiate for diverse students.	3.38	0.67	A	H
Overall Mean	3.40	0.28	A	H

3. Relationship Between Professional Commitment Kindergarten Teachers and Their Level of Disposition

Table 6 shows the relationship between the kindergarten teachers' professional commitment and their disposition levels. As shown in the table, the computed r-value of 0.445 with a corresponding p-value of 0.001 suggests a moderate positive correlation between the teachers' professional commitment and disposition. The results inferred that as kinder teachers professional commitment rises, their disposition to the teaching profession also increases. The findings signify that there is a significant association between teachers' professional commitment and disposition.

The findings connote that teachers who display high levels of professional commitment exerts more positive professional dispositions. This relationship is significantly important because teachers' dispositions strongly shape classroom behavior and learners' opportunities for learning. Meanwhile, the moderate strength of relationship may indicate that other significant variables such as learning environment and leadership support can contribute to teachers' overall commitment.

Kim and Buric (2020) observed that teachers' positive disposition are more emotionally attached and loyal to their profession. Likewise, Guarino et al. (2021) reported that teachers' professional dispositions particularly passion for teaching significantly predict teacher long-term commitment. Teachers with positive dispositions were more likely to remain in the profession despite challenges. Additionally, Alzoraiki et al. (2023) suggests that dispositional sources of individuals are powerful and have a relatively lasting impact on the relationships between individuals and organizations.

TABLE 6
RELATIONSHIP BETWEEN THE KINDERGARTEN TEACHERS' COMMITMENT AND DISPOSITION

Variable	r-value	p-value	Decision	Remarks
Level of Disposition and Commitment	0.445	0.001**	Reject Ho	Significant

Note: If p-value is <.05**significant; If p-value is <.01*significant; If p-value is >.05ns

4. Professional Support Plan for Kindergarten Teachers

I. Rationale

The study's results disclose that kindergarten teachers generally demonstrate high levels of professional commitment and disposition. However, certain indicators received relatively lower ratings, which could affect kindergarten teachers' well-being and sustained commitment. Thus, this professional support plan addresses the gaps indicated below to strengthen teachers' commitment and disposition by confronting the identified areas with lowest weighted mean through professional support initiatives.

II. Objective

1. To improve teachers' emotional regulation & well-being;
2. To foster culture of collaboration and support; and
3. To strengthen teachers' competence in differentiated instructions

Focus Area	Proposed Activities	Persons Involved	Time Frame	Expected Output
Emotional Regulation & Well-Being	• Wellness seminars (stress management, work-life balance) • Mindfulness and resilience workshops	School Head, Guidance Counselor, Kindergarten Teachers	Quarterly	Improved emotional regulation and reduced burnout

Professional Support-Seeking & Collaboration	• Peer mentoring program • Regular Learning Action Cell (LAC) sessions	School Head, Master Teachers, Kindergarten Teachers	Monthly	Strengthened collegial support and teamwork
Differentiated Instruction	• INSET sessions on differentiated and inclusive strategies • Lesson study and demo teaching	Kindergarten Teachers, Coaches, School Head	Per Semester	Enhanced instructional strategies for diverse learners
Appreciation of Learner Diversity	• Workshops on inclusive education and learner diversity • Case discussions on diverse learning needs	Kindergarten Teachers, SPED Coordinator	Per Semester	Improved inclusive classroom practices
Engagement in Extra-Curricular Activities	• Shared facilitation of school activities • Recognition of teacher involvement	School Head, Teachers	Throughout the SY	Increased teacher participation and motivation

Reflective Practice & Commitment Building	• Reflective journals • Coaching and mentoring sessions	School Head, Teachers	Quarterly	Sustained professional commitment
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Indicators	Tools	Responsible Persons	Frequency
Improved emotional well-being	Reflection journals, surveys	Guidance Counselor, School Head	Quarterly
Increased collaboration	Attendance sheets, LAC outputs	School Head	Monthly
Improved differentiated practices	Lesson plans, observation tools	Master Teachers	Per Quarter
Teacher participation in activities	Activity reports	School Head	End of SY

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn, and recommendations offered.

Summary of Findings

Based on the analysis and interpretation of data, the following were the summary of findings:

1. The kindergarten teachers generally demonstrate a high level of affective, continuance, and normative commitment, as revealed by the overall mean score of 3.33 with a standard deviation of 0.40., 2.93 with a standard deviation of 0.48., and 2.74 with a standard deviation of 0.22.
2. The kindergarten teachers generally achieved a high level of disposition, as revealed by their overall mean of 3.40 with a standard deviation of 0.28. The strong disposition of kindergarten teachers are crucial in dealing early childhood education where teachers' behavior and attitude significantly affect kindergarten pupils' learning experiences.
3. There was a moderate positive but significant relationship between kindergarten teachers' disposition levels and their professional commitment to the teaching profession.
4. The proposed professional support plan for kindergarten teachers on their professional commitment and disposition was crafted based on the conglomeration of the study's findings.

Conclusions

Based on the summary of findings, the following conclusions were drawn:

1. The kindergarten teachers have a strong emotional attachment to their profession and the organization, and they have the desire to stay in the school organization due to their professional mandates and responsibilities to the children.
2. Kindergarten teachers display personal qualities and professional values that are essential in fostering a nurturing and productive learning environment for kindergarten pupils.
3. The kindergarten teachers who are deeply dedicated to their profession exhibit a more favorable attitude. Also, the higher a teacher's commitment level, the greater the level of disposition.
4. The professional support plan aims to sustain the strengths of kindergarten teachers while addressing areas that need improvement to create a conducive teaching and learning environment that would benefit both kindergarten teachers and young learners.

Recommendations

Given the preceding conclusions, the following recommendations are offered:

1. Supervisors in charge of the special programs, such as kindergarten curriculum, may consider providing psychological and moral support among kindergarten teachers to ensure teaching quality and effectiveness. Similarly, consistent classroom observation and technical assistance may be provided to ensure the effective delivery of basic education services to Kindergarten children.

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2. School heads may conduct and initiate professional development plans for the kindergarten teachers, such as school learning action cells (LAC) sessions and in-service training to rekindle on the personal values and core behavioral competence to sustain their professional commitment and disposition.
 3. The kindergarten teachers are likewise encouraged to attend professional advancement by pursuing their graduate studies and attending seminars and training to deepen their professional practice and strengthen their passion and commitment to teaching young learners.
 4. The proposed professional support plan may be adopted for implementation to generate relevant data for improvement and to ensure its effectiveness and relevance.
 5. Future researchers may undertake a qualitative approach focusing on the lived experiences of the kindergarten teachers on their experienced professional commitment and disposition.

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