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The Influence of Teacher Motivation on the Implementation of Active Learning in Early Childhood Education: A Study from Kabale District, Uganda

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ABSTRACT
Active learning is essential as it fosters engagement, accommodates diverse learning needs, promotes collaboration and critical thinking, enhances academic performance, and creates an equitable, student-centred environment that supports success for all learners. This research aimed to examine the influence of teacher motivation on the use of active learning strategies in pre-primary schools in Kabale District, Uganda. Teacher motivation was assessed through intrinsic and extrinsic motivation. A correlational research design, guided by Herzberg's Two-Factor Theory, was adopted for the study to gather the information on the state of teacher motivation and its influence on active learning. Data were gathered quantitatively from 250 teachers through a self-administered questionnaire. The analysis relied on descriptive statistics, correlation techniques, and regression procedures. Findings indicated that while overall teacher motivation was rated high, active learning implementation remained moderate. Regression analysis revealed that both intrinsic and extrinsic motivation had a positive and statistically significant influence on active learning. The study concludes that both intrinsic and extrinsic motivation are crucial drivers of active learning in pre-primary schools. It recommends that stakeholders should strengthen pre-service and in-service teacher development by promoting reflection, collaboration, autonomy, and appropriate incentives to improve active learning. School leaders should cultivate supportive environments that encourage instructional innovation, and teacher education institutions should integrate motivational strategies into professional training. District education offices should provide regular observations and feedback to teachers.
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1.Introduction

Active learning is important in education because it enhances learner involvement and promotes long-term comprehension. When teachers use active learning methods well, learners are able to think more critically, work together with classmates, and apply what they learn to everyday situations (Wallace et al., 2021). Active learning also allows students to take ownership of their learning by encouraging participation, enhancing metacognition, and fostering a deeper connection with academic content (Burkholder et al., 2023). It is noteworthy that efforts have been made to comprehend and incorporate more learner-centred pedagogical approaches into formal education since the early 20th century. But initially, the focus was on lecture-based learning, with teachers viewed as the main knowledge providers and learners as passive recipients (Dancy et al., 2024). Attention was focused on ensuring that content was delivered efficiently, often through memorisation and repetition, with minimal student interaction. Despite increasing evidence of its deficiencies, the traditional lecture approach endured, given that it was widely used and easy to use, and it had become deeply rooted in academic culture (Dietrich & Evans, 2022). Later, attention shifted to consideration of students' active involvement in knowledge construction, which included activities like peer discussions, problem-solving assignments, immediate feedback, and content application in real-world situations (Shroff et al., 2021). Cognitive science research that emphasised the value of retrieval practice, elaboration, and formative assessment in learning had an impact on this change. In recent years, research has demonstrated that active learning is not only more effective in improving conceptual understanding but also in supporting equity in classrooms, especially when instructors are trained to implement it well (Wallace et al., 2021). These changes reflect a growing understanding that children learn best when given opportunities for reflection, meaningful social interaction, and hands-on exploration. Additionally, they stress how crucial it is to expose learners to early experiences that foster critical thinking and imagination from an early age.

In contrast to passively absorbing information, active learning is defined as instructional strategies that involve students in the learning process through meaningful activities and reflection (Wallace et al., 2021). In order to enhance comprehension and foster retention, active learning involves instructional strategies that involve students in activities like problem-solving, discussion, analysis, and synthesis (Burkholder et al., 2023). Teachers who use active learning show a change from a teacher-centred to a learner-centred approach in their everyday classroom activities, and encourage students to be independent and think critically (Dietrich & Evans, 2022). In order to measure and assist student progress, active learning incorporates structured activities like think-pair-share, case-based learning, group projects, and formative assessments. It is closely related to classroom discourse, cooperative learning, and iterative feedback, all of which foster an atmosphere in which students actively interact with the material and with each other (Dancy et al., 2024). Higher academic achievement, better conceptual understanding, more equitable learning outcomes, and enhanced student motivation are all signs of active learning's efficacy, especially in diverse classroom environments (Shroff et al., 2021). In order to create inclusive, interactive, and cognitively demanding learning spaces, scholars stress that active learning is most effective when teachers are ready to lead discussions, adjust to learners' responses, and continuously reflect on their teaching practices (Burkholder et al., 2023).

Previous studies on active learning suggest that factors related to its effective implementation include teacher motivation to engage learners meaningfully (Burkholder et al., 2023), access to developmentally appropriate teaching materials, and institutional support (Dancy et al., 2024). More still, teacher preparedness, learner-centred training, and a nurturing classroom environment that promotes exploration and interaction (Shroff et al., 2021). However, in Uganda, many pre-primary schools struggle with limited resources, and ineffective active learning strategies, regardless of their crucial role in laying the foundation for lifelong learning in young children (Ramey & Ramey 2023). Some teachers continue to rely on traditional, teacher-led approaches, which offer limited opportunities for children to engage, explore, and develop essential problem-solving skills (Mitana et al., 2019; Giacomazzi, 2022). Moreover, teacher motivation remains a challenge in pre-primary schools. This is characterised by low salaries, limited professional development opportunities, lack of recognition, and unfavourable working conditions, which significantly weakened teacher morale (Nahid et al., 2023; Tumusiime & Kasujja, 2020). Large teacher–child ratios and overcrowded classrooms hinder the use of active learning strategies such as role play, group work, storytelling, and interactive play (Vakili, et al., 2024; Bano et al., 2025; Das et al., 2025). Teachers often resort to rote teaching, where children are required to memorize and cram songs or recite content with minimal understanding or involvement. These contextual issues affecting both public and private pre-primary schools highlighted the importance of examining how teacher motivation shapes the use of active learning in Kabale District. In this study, teacher motivation was defined through two key components: intrinsic and extrinsic motivation. Consequently, the following hypotheses were formulated:
H1: Intrinsic motivation has a significant influence on active learning in pre-primary schools.
H2: Extrinsic motivation has a significant influence on active learning in pre-primary schools.

2.0 Literature review

This part of the paper, which focuses on teacher motivation and active learning in pre-primary education, presents the theoretical framework and a review of relevant literature. The literature review brought together insights from earlier studies to highlight existing gaps that warranted the current investigation and to offer a strong basis for interpreting the study's results.

2.1 Theoretical review

The Two-Factor Theory of Motivation, propounded by Herzberg (1959), underpinned this study. The theory highlights the role of motivators and hygiene factors in influencing job satisfaction and motivation among pre-primary teachers (Herzberg, 1959; Jacob Filgona et al., 2020). The theory emphasises that motivators, such as recognition, achievement, and growth opportunities, play a crucial role in enhancing job satisfaction and motivation among teachers (Skaalvik & Skaalvik, 2020; Klassen et al., 2012). The theory also underscores the importance of hygiene factors, such as salary, working conditions, and job security, in preventing job dissatisfaction among pre-primary teachers (Ingersoll & Smith, 2003; Guarino et al., 2006). When hygiene factors are adequate, they prevent dissatisfaction, but do not necessarily motivate teachers (Herzberg, 1959; Jacob Filgona et al., 2020). In the context of pre-primary education, the Two-Factor Theory suggests that teachers are more likely to be motivated by intrinsic factors, such as a desire to make a difference in children's lives, than extrinsic factors, such as salary and benefits (Klassen et al., 2012; Skaalvik & Skaalvik, 2020). The theory encourages school administrators to focus on providing opportunities for teacher growth and

development, recognition, and achievement, while also ensuring adequate hygiene factors (Herzberg, 1959; Jacob Filgona et al., 2020). Instructional strategies such as providing feedback, recognition, and opportunities for professional development are strongly emphasised (Skaalvik & Skaalvik, 2020; Klassen et al., 2012). These strategies promote job satisfaction and motivation among pre-primary teachers, leading to improved teaching and learning outcomes (Jacob Filgona et al., 2020; Guarino et al., 2006). Therefore, basing on the Two-Factor Theory, this study examined the influence of teacher motivation on job satisfaction in pre-primary schools.

2.3 Teacher Motivation

Teacher motivation refers to the driving forces, incentives, and rewards that initiate and sustain teachers' behavior, effort, and commitment to their work, leading to improved teaching and learning outcomes (Deci & Ryan, 2000; Jacob Filgona et al., 2020). It plays a vital role in determining how effectively teachers implement active learning strategies, shape instructional approaches and influence educational outcomes, particularly in early childhood education (Nahid et al., 2023). It encompasses both intrinsic factors, such as personal satisfaction, and extrinsic factors, like recognition and rewards, which drive teachers to perform effectively (Deci & Ryan, 2000). Motivated teachers are more likely to engage children in learning activities that promote active participation, such as play-based learning and problem-solving tasks. Teacher motivation can also influence the teachers' persistence in using interactive teaching methods and their ability to create an engaging learning environment for children (Ngotho & Buna, 2020). Research by Hattie (2008) indicated that motivated teachers tend to exhibit higher levels of engagement and enthusiasm in the classroom, which positively influence student participation and learning outcomes. In early childhood education, motivated teachers are more likely to incorporate active learning approaches, such as play and exploration, into their daily teaching routines. Additionally, teachers who were motivated by intrinsic factors, such as the desire to make a positive impact on children's development, were often more committed to implementing effective teaching practices that supported active learning (Guarino et al., 2006).

2.4 Intrinsic Motivation and Active Learning

Intrinsic motivation refers to the internal drive or desire to engage in an activity for its inherent satisfaction, enjoyment, or personal value, rather than for external rewards, pressures, or obligations (Deci, 1971; Ryan & Deci, 2000). It is a self-determined form of motivation, where individuals are motivated by a genuine interest in the activity itself, and a desire to learn, explore, and master the task (Deci & Ryan, 2000). Intrinsic motivation is characterized by a sense of autonomy, competence, and relatedness, and is often associated with increased creativity, curiosity, and persistence (Ryan & Deci, 2000). This form of motivation plays a pivotal role in the professional lives of pre-primary teachers, influencing their instructional practices, job satisfaction and overall well-being. Studies (Mayangsari et al., 2025; Anovunga & Maale, 2021; Mukokoma, 2020; Wang et al., 2025; Liu et al., 2024) have demonstrated that intrinsic motivation plays a key role in teacher development by inspiring creativity, promoting the use of innovative teaching methods and technology, and strengthening resilience. It also boosts teachers' sense of commitment and fulfillment, which contributes to the development of vibrant, supportive classroom environments. Such environments enhance student participation, learning performance, and emotional well-being. However, most of these studies were not conducted in Uganda creating a contextual and empirical gap. This necessitated the examination of intrinsic motivation in relation to active learning in Ugandan pre-primary schools.

2.5 Extrinsic Motivation and Active Learning

Extrinsic motivation refers to the drive to engage in an activity or behavior due to external factors, such as rewards, recognition, or social pressure, rather than a genuine interest or passion for the activity itself (Deci, 1971; Ryan & Deci, 2000). Extrinsic motivation plays a significant role in the lives of Early Childhood Development (ECD) teachers, influencing their job satisfaction, motivation, and overall well-being. Extrinsic motivators such as salary, benefits, and recognition are crucial for ECD teachers, as they often face challenging working conditions and limited resources. Ultimately, this enhances active learning through improved teacher-student interactions, increased student participation, and better learning outcomes. Studies (Kiio Manundu et al., 2022; Moses, 2022; Obikwelu & Nwasor., 2021; Anumaka & Wilson, 2021; Chrispo, 2021; Nawaz et al., 2021; McGuinness, 2016; Weiss et al., 2018; Tekin, 2016) revealed that competitive salaries, along with additional benefits such as housing allowances and recognition, improved teacher performance, enhancing their preparation, teaching methods, and student assessment. When teachers are well-paid, they are more likely to be committed, use innovative approaches, and contribute to a better learning environment in pre-primary schools. Nonetheless, methodological, conceptual and contextual gaps emerged that necessitated this study. This study,

therefore, sought to explore how extrinsic motivation among pre-primary teachers in Uganda influence active learning practices.

3.0 METHODOLOGY

3.1 Study design

This section outlines the methodological framework that directed the collection and analysis of data for the study on teacher motivation and active learning in pre-primary schools. The approach was deliberately structured to address the research objectives and to examine the relationships between the key variables. A correlational research design was adopted to provide a comprehensive understanding of the associations among the study constructs (Creswell & Clark, 2018). Using the Krejcie and Morgan (1970) sample size determination table, a quantitative sample of 254 teachers was selected from a population of 750 in Kabale District, and 250 questionnaires were successfully retrieved, offering adequate data for inferential statistical analysis. Quantitative data were collected through a self-administered questionnaire (SAQ) that included items on demographic information (Section A), the dependent variable (Section B), and the independent variable (Section C). Responses were rated on a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The tools underwent both validity and reliability assessments to guarantee accuracy and consistency in the measurements.

3.2 Validity and Reliability

Validity tests involved testing content and construct validity. For content validity, subject matter experts in early childhood education and research methodology were consulted. Exploratory Factor Analysis (EFA) in SPSS 24.0 was applied to assess the construct validity of the instruments. Items with factor loadings above 0.50 were kept, while those with low loadings or those that loaded highly on more than one factor were eliminated. Items with low loadings were considered weak, and those loading on multiple factors were viewed as too complex to retain (Watkins, 2018).

Reliability involved ascertaining the existence of internal consistency among the indicators using Cronbach's alpha. Reliability refers to the consistency of a measurement tool in producing stable results across multiple uses (Tavakol & Dennick, 2011). Internal consistency was evaluated using Cronbach's alpha coefficient, which measures the extent to which items in a scale are correlated. A Cronbach's alpha value of 0.7 or higher indicate acceptable reliability (Taber, 2018). A reliable instrument produces stable and consistent results when administered repeatedly under similar conditions.

3.3 Data Analysis

Quantitative data were summarised into frequency tables, which facilitated the identification and correction of errors. To ensure the appropriateness of the data for linear analysis, parametric tests were conducted to establish linearity and normality using a scatter graph and histograms. The data were then analysed using Pearson linear correlation and regression analysis. At the preliminary level, correlation analysis sought to establish the existence of a relationship between teacher competencies and active learning. Subsequently, regression analysis was employed to determine if the teacher competencies predicted active learning in pre-primary schools. This multi-step approach enabled a comprehensive understanding of the relationship between variables, providing a robust foundation for the study's findings. Quantitative data were analysed through content and thematic analyses.

3.4 Ethical Considerations

The study adhered to ethical principles in data collection and analysis, prioritising informed consent, anonymity, confidentiality, respect for privacy, and honesty in reporting. Informed consent was obtained by ensuring that all respondents participated voluntarily, knowingly, and intelligently, with a clear understanding of the study's purpose. Anonymity was maintained by decoupling respondents' identities from their responses, while confidentiality was ensured by allowing respondents not to share their personal information. Throughout the reporting process, the researcher upheld honesty by presenting, analysing, and interpreting data accurately and transparently, without manipulation or bias. By upholding these ethical standards, the study ensured the integrity and trustworthiness of the findings.

4 Results

This section reports the findings of the study and includes the interpretation and analysis of the data collected. The results cover the demographic characteristics of the participants and inferential statistics that are correlation and regression analyses, which identify relationships and patterns between variables.

4.1 Demographic characteristics

This section presents the demographic characteristics of teachers who participated in the study, which are gender, age group, level of education, years in pre-primary teaching, training in ECE and the nature of the school of teachers that responded. The results provided an overview of the participants' backgrounds, which helps to contextualise the study findings and understand the diversity within the sample population. The results are presented in Table 1.

Table 1: Demographic characteristics of teachers

Variables	Categories	Frequency	Percentages
Gender	Male	9	3.6
	Female	241	96.4
	Total	250	100.0%
Age group	Blow 25 years	43	17.2
	25-34 years	144	57.6
	35-44 years	54	21.6
	45 years and above	9	3.6
	Total	250	100.0%
Education level	Secondary school certificate	30	12.0
	Certificate in early childhood education	192	76.8
	Diploma in early childhood education	19	7.6
	Bachelors	4	1.6
	Master's degree	5	2.0
	Total	250	100.0%
Years in pre-primary teaching	1-3 years	72	28.8
	4-6 years	176	70.4
	More than 6 years	2	0.8
	Total	250	100.0%
Training in ECE	Yes	191	76.4
	No	59	23.6
	Total	250	100.0%
Nature of the school	Public/Government	116	46.4
	Private	134	53.6
	Total	250	100.0%

The findings in Table 1 revealed a predominantly female teaching workforce in pre-primary education, with 96.4% identifying as female and only 3.6% as male. The majority of respondents (57.6%) fall within the 25-34 age group indicating a relatively young cohort of teachers. This is further supported by the distribution of teaching experience, where 70.4% have been in the profession for 4–6 years, and only a small fraction (0.8%) has more than 6 years of experience, suggesting that most are still in the early to mid-stages of their careers. In terms of educational attainment, most respondents (76.8%) hold a Certificate in Early Childhood Education, highlighting it as the most common qualification among pre-primary teachers. A smaller proportion reported holding a diploma (7.6%), while bachelor's and master's degree holders were very few, at 1.6% and 2.0% respectively. This indicates that while a large percentage of teachers have some formal training, advanced academic qualifications remain limited in the sector. Additionally, 76.4% of participants confirmed having received training in early childhood education, though 23.6% had not, pointing to a notable gap that may impact teaching quality and the need for targeted professional development. Regarding the type of institution, a slightly higher number of respondents work in private schools (53.6%) compared to public/government institutions (46.4%), reflecting a balanced but slightly private-sector-leaning distribution. Overall, the data suggest that the pre-primary teaching profession is staffed by mostly young, certified female teachers, many of whom have mid-level experience and work across both public and private settings. However, the limited presence of highly educated or long-serving teachers, along with a notable minority lacking formal training, underscores opportunities for capacity building and investment in continuous professional development.

Measurement model

Table 2: Factor Loadings for Active learning

S/n	Component			
	1	2	3	4
IDP1	0.681			
IDP2	0.748			
IDP3	-			
IDP4	0.717			
IDP5	0.559			
CPL1		0.734		
CPL2		0.809		
CPL3		0.778		
CPL4		0.833		
CPL5		0.748		
CPL6		0.699		
RCI1			0.514	
RCI2			0.509	
RCI3			0.626	
RCI4			0.647	
RCI5			0.542	
FSE1				0.743
FSE2				0.647
FSE3				0.552
FSE4				-
FSE5				0.505

The results in Table 2 show that Factor Analysis reduced the indicators for each construct into one factor only. The factors were, namely, instructional design and planning (IDP1- IDP5), collaboration and peer learning (CPL1- CPL6), reflection and continuous improvement (RCI1- RCI5), and facilitation of student engagement (FSE1- FSE5). For instructional design and planning, only four indicators out of five loaded highs above 0.05, while one indicator (IDP3) did not load and was dropped. For collaboration and peer learning, reflection and continuous improvement, all the indicators loaded high above 0.05. For facilitation of student engagement, also four indicators out of five loaded highs above 0.05 while one indicator (FSE4) did not load and was dropped. Those indicators that loaded high were retained because they were considered valid, while those indicators that did not load were considered weak hence were dropped and were not included in subsequent analyses.

Table 3: Factor Loadings for Teacher Motivation

S/No	Component		
	1	2	3
IM1	0.701		
IM2	0.646		
IM3	-		
IM4	0.638		
IM5	0.708		
IM6	0.519		
IM7	0.647		
IM8	0.701		
EM1		0.553	
EM2		0.577	0.674
EM3		0.618	
EM4		0.672	
EM5		0.537	
EM6		0.645	
EM7		0.512	
EM8		0.624	-0.509

The results in Table 3 show that Factor Analysis reduced the indicators for intrinsic motivation on one factor with all indicators loading highly above 0.50 on the first component. Nonetheless, one indicator (IM3) did not load and was dropped. For extrinsic motivation, it was reduced to two factors. Two indicators (EM2, and EM8) cross-loaded hence were considered complex and were dropped from further analysis.

4.2.1 Teacher Motivation and Active Learning in Pre-Primary Schools

To determine whether the aspects of teacher motivation namely intrinsic and extrinsic motivation are related to active learning, a correlation analysis was conducted. The results of this analysis are presented in Table 4.

Table 4: Correlation of Teacher Competence on Active Learning

	Active Learning	Intrinsic Motivation	Extrinsic Motivation
Active Learning	1		
Intrinsic Motivation	0.512**	1	
	0.000		
Extrinsic Motivation	0.480**	0.599**	1
	0.000	0.000.	

**. Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4 indicate that both intrinsic and extrinsic motivation were significantly correlated with active learning. Specifically, intrinsic motivation was moderately and positively correlated with active learning ($r = 0.512$, $p < .001$) and extrinsic motivation also showed a moderate positive correlation ($r = 0.480$, $p < .001$). The findings indicate that teachers with higher levels of both intrinsic and extrinsic motivation are more likely to engage learners through active learning approaches. Motivated teachers often apply learner-centred methods that encourage children to participate actively in the learning process. However, intrinsic motivation appeared to have a slightly greater impact than extrinsic motivation, suggesting that teachers who are internally driven are more effective in fostering meaningful learner engagement.

4.2.2 Regression Model for Teacher Motivation and Active Learning

At the confirmatory level, to establish whether constructs of teacher motivation, namely intrinsic and extrinsic motivation predicted active learning, a regression analysis was carried out. The results are presented in Table 5.

Table 5: Regression Model of Active Learning on Teacher Motivation

Motivational	Standardized Coefficients Beta (β)	T-value	Significance (p)
Intrinsic motivation	0.350	5.288	0.000
Extrinsic motivation	0.271	4.098	0.000
$R^2 = 0.309$			
Adjusted $R^2 = 0.304$			
$F = 55.047$, $p = 0.000$			

a. Dependent Variable: Active learning

The results presented in Table 5 indicate that intrinsic motivation ($\beta = 0.350$, $t = 5.288$, $p = 0.000 < 0.05$) and extrinsic motivation ($\beta = 0.271$, $t = 4.098$, $p = 0.000 < 0.05$) had a positive and statistically significant influence on active learning. This means that teachers who are driven by internal satisfaction as well as external incentives are more likely to implement active learning strategies in their teaching. The coefficient of determination ($R^2 = 0.309$) suggests that intrinsic and extrinsic motivation together explain 30.9% of the variation in active learning. The adjusted R^2 value of 0.304 further confirms that 30.4% of the variation in active learning is accounted for by these two predictors, leaving approximately 69.1% of the variation attributable to other factors not included in this model. These results underscore the importance of both types of motivation in shaping teachers' engagement in active learning approaches, with intrinsic motivation having a slightly stronger effect than extrinsic motivation.

4.2.3 Discussion

The findings indicated that both intrinsic and extrinsic motivation had a positive and significant influence on active learning. This is when teachers are respected, praised, satisfied with their benefits, working environment and promotion opportunities available. More still, when head teachers' use strategies such as, timely salary payments, provision of meals, accommodation and allowances for extra duties help reduce teachers' financial burdens and stress. In addition to monetary rewards, non-financial incentives such as public recognition, praise,

leadership responsibilities and equitable treatment foster a sense of value and belonging. The study findings were supported by social Herzberg's Two-Factor Theory, which explains that motivation operates as a driver that enhances job satisfaction, creativity, and professional growth, factors that translate into innovative and engaging teaching practices. The findings were consistent with previous scholars (Nahid et al., 2023; Mayangsari et al., 2025; Anovunga & Maale, 2021; Orina et al., 2022; Kiio Manundu et al., 2022; Moses, 2022; Obikwelu & Nwasor, 2021; Chrispo, 2021) who indicated that teacher motivation had a significant influence on active learning.

5. Conclusion

The findings of the study underscore that both intrinsic and extrinsic motivation are crucial drivers of active learning in pre-primary schools. This indicates that teachers who derive satisfaction from the teaching process itself as well as those motivated by external rewards or recognition are more likely to adopt active learning approaches in their instructional practices. Therefore, educational stakeholders should invest in both internal and external motivational drivers in promoting active learning in the classroom. Efforts should be made to foster teachers' intrinsic motivation while also ensuring that supportive external conditions and incentives are in place.

6. Recommendations

To enhance active learning, education stakeholders should strengthen both pre-service and in-service teacher development by promoting intrinsic motivation through reflective practice, peer collaboration, autonomy in lesson planning, and creativity, while also reinforcing extrinsic motivation through recognition programs, career progression opportunities, and performance-based incentives. School leaders should cultivate a supportive, collaborative culture that encourages experimentation with active learning methods and acknowledges teachers' efforts, and teacher education institutions should integrate motivational strategies into coursework on educational psychology and classroom management to prepare future teachers for sustained engagement in active learning. District education offices should conduct regular classroom observations and provide constructive feedback to support implementation, and further research should explore additional determinants such as institutional support, resource availability, class size, teacher self-efficacy, and school environment since the current model explains only part of the variation in active learning.

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Instrument

Section A: Background Characteristics		
Demographics	**A1**	Gender (1) Male (2) Female
	A2	Age group (1) Below 25 years; 2) 25-34 years; 3) 35-44; 4) 45 years and above
	A3	Highest level of education attained: 0) secondary school certificate 1) Certificate in early childhood education; 2) Diploma in early childhood education; 3) Bachelors 4) Masters
	A4	Number of years in pre-primary teaching: 1) teacherless than 1 year; 2) 1-3 years; 3) 4-6 years; 4) More than 6 years
	A5	Have you received formal training in early childhood education: 1) Yes; 2) No
	A6	Nature of the school: 1) Public/Government 2) Private
Section B: Active Learning		
Instructional design and planning (IDP)	IDP1	I design learning activities that require learners to think critically and apply concepts
	IDP2	1ensure that my lessons include opportunities for collaborative group work.
	IDP3	I integrate real-world problems into my lesson plans for learners to solve
	IDP4	My instructional plans include activities that promote deep, rather than surface, learning
	IDP5	I structure my lessons to encourage learner interaction and discussion
Collaboration and peer learning (CPL)	CPL1	I organize activities that require learners to work together to solve problems or complete tasks.
	CPL2	I facilitate group discussions where learners can share their perspectives and learn from each other.
	CPL3	I structure activities that require learners to work collaboratively to solve problems.
	CPL4	I promote peer-to-peer feedback and peer reviews as part of the learning process.
	CPL5	I provide opportunities for learners to engage in small group discussions.
	CPL6	I encourage learners to share their perspectives with peers during collaborative activities.
	CPL7	I support and encourage peer mentoring and learner-led projects.
Reflection and continuous improvement (RCI)	RCI1	I regularly reflect on the effectiveness of my active learning strategies.
	RCI2	I make adjustments to my teaching methods based on student feedback and learning outcomes.
	RCI3	I seek out professional development opportunities to improve my active learning practices.
	RCI4	I analyse my learners' performance to identify areas where I can improve my teaching approach.
	RCI5	I encourage my learners to provide feedback on my teaching and use it to improve my instructional practices.
Facilitation of student engagement (FSE)	FSE1	I frequently ask open-ended questions that promote student thinking and engagement.
	FSE2	I use various strategies (e.g., questioning, prompting, encouraging) to keep learners actively engaged in class.

	FSE3	I provide opportunities for learners to contribute their ideas during class discussions.
	FSE4	I actively monitor student participation and encourage quieter learners to contribute.
	FSE5	I adjust my teaching methods based on the level of learner engagement during lessons.
Section C: Teacher Motivation		
Intrinsic Motivation (IM)	IM1	I learn new teaching skills at the workplace
	IM2	I feel highly motivated in the workplace
	IM3	I feel equipped for the teaching profession
	IM4	I believe I am doing a good job as a teacher
	IM5	Teaching gives me purposeful life
	IM6	I am free and feel empowered at the workplace.
	IM7	I can express myself creatively at work
	IM8	I have access to all required teaching materials
Extrinsic Motivation (EM)	EM1	My headteacher respects his staff
	EM2	My headteacher praises my work
	EM3	I have satisfactory benefits in teaching.
	EM4	My salary and workload are satisfactory
	EM5	I am pleased with the working environment at my school
	EM6	I am happy with the facilities of my institution.
	EM7	Promotion opportunities motivate me to do a better job
	EM8	My vacation/leave policy is satisfactory.
	EM9	I am satisfied with the standard of my professional life
	EM10	I have opportunities to broaden my professional expertise