

Motivation and Teacher Commitment to Teaching in Private Secondary Schools in Ibanda District, Uganda

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ABSTRACT

This study examined the impact of intrinsic motivation on teacher commitment to teaching in private secondary schools in Ibanda District, Uganda. The study adopted a cross-sectional mixed-methods research design, integrating both quantitative and qualitative approaches. Primary data were collected from 94 respondents (teachers and headteachers) using questionnaires and interviews, while secondary data were obtained from school reports and related academic documents. Quantitative data were analyzed using descriptive and inferential statistics, including correlation and regression analysis, whereas qualitative data were analyzed thematically. The findings from correlation analysis revealed strong and statistically significant positive relationships between intrinsic motivation and teacher commitment dimensions, including punctuality and regular attendance ($r = 0.742$, $p < 0.01$), lesson preparation ($r = 0.768$, $p < 0.01$), instructional delivery ($r = 0.791$, $p < 0.01$), and overall teacher commitment ($r = 0.773$, $p < 0.01$). Regression analysis further showed that intrinsic motivation explains 59.8% of the variation in teacher commitment ($R^2 = 0.598$), with a statistically significant model fit ($F = 251.764$, $p < 0.001$), and that intrinsic motivation is a strong positive predictor of teacher commitment ($B = 0.702$, $\beta = 0.773$, $p < 0.001$). Qualitative findings corroborated these results, indicating that teachers who experience internal satisfaction, passion for teaching, and professional fulfillment demonstrate stronger dedication to lesson preparation, classroom management, learner support, and participation in school activities, as well as improved consistency in attendance and instructional effectiveness. The study concluded that intrinsic motivation is a critical determinant of teacher commitment in private secondary schools in Ibanda District and recommends that school administrators strengthen supportive work environments, recognize teachers' efforts, and promote professional autonomy to enhance intrinsic motivation and teacher commitment.

Keywords: Intrinsic motivation, teacher commitment, teaching, private secondary schools, Ibanda District.

INTRODUCTION

Teacher commitment to teaching remains a critical determinant of quality education and improved learner outcomes in secondary schools. However, evidence from global studies shows that private secondary schools continue to experience challenges in sustaining high levels of teacher commitment due to low remuneration, job insecurity, heavy workloads, and limited opportunities for professional growth (OECD, 2019; Ingersoll, 2018). Despite these constraints, research indicates that motivation particularly intrinsic motivation plays a central role in enhancing teachers' job satisfaction, performance, and long-term commitment (Deci & Ryan, 2017).

International evidence further shows that schools that promote teacher motivation through incentives, professional development, and recognition tend to record higher levels of commitment and retention. For example, studies in Germany, Spain, Canada, England, and Japan demonstrate that performance-based incentives, continuous training, job security, and work-life balance significantly improve teacher engagement and loyalty (Müller et al., 2018; García & Fernández, 2019; Evans & Johnson, 2020; Campbell et al., 2021; Nakamura, 2022).

In Africa, teacher commitment in private secondary schools remains constrained by poor working conditions, delayed salaries, and limited career development opportunities (World Bank, 2019). Studies from South Africa, Nigeria, Ghana, Cameroon, and Botswana show that while low salaries and workload challenges reduce

commitment, interventions such as timely pay, rewards, recognition, and training can significantly improve teacher motivation and retention (Mokoena, 2018; Adeyemi & Uche, 2020; Boateng & Ankomah, 2019; Nkwenti, 2021; Mogotsi et al., 2022).

In East Africa, similar patterns are observed, where inadequate salaries, job insecurity, and limited professional development negatively affect teacher commitment in private schools. However, evidence from Kenya, Tanzania, Rwanda, and Burundi shows that professional development, incentives, and improved working conditions enhance teacher dedication and retention (Wanjala, 2019; Mussa & Mkama, 2020; Niyonkuru, 2021; Ndayishimiye, 2022). Regional reports further indicate that over 40% of private school teachers in East Africa experience financial instability, which significantly undermines motivation and long-term commitment (UNESCO, 2021).

In Uganda, teacher commitment in private secondary schools has been declining due to low salaries, job insecurity, heavy workloads, and limited career advancement opportunities (MoES, 2022). District-level studies show high turnover rates in Mukono, Arua, Kabarole, Wakiso, and Masaka, although interventions such as incentives, mentorship, and training have been found to improve commitment (Lwanga, 2019; Alinda, 2020; Tumusiime, 2021; Nakabugo et al., 2022; Kyambadde, 2023).

In Ibanda District, teacher turnover in private secondary schools has increased from 38% in 2020 to 51% in 2025, largely due to low salaries, workload pressure, job insecurity, and poor working conditions (Ibanda District Education Office, 2025). Although interventions such as bonuses, housing allowances, mentorship, and training have shown some positive effects, teacher commitment remains relatively low and unstable. Therefore, this study examined the effect of motivation, particularly intrinsic motivation, on teacher commitment to teaching in private secondary schools in Ibanda District.

Purpose of the Study

The purpose of the study was to examine the impact of intrinsic motivation on teacher commitment to teaching in private secondary schools in Ibanda District.

LITERATURE REVIEW

Intrinsic Motivation and Teacher Commitment to Teaching in Private Secondary Schools

The study by Niyonkuru (2021) explored the role of intrinsic motivation in fostering teacher commitment to teaching in private secondary schools in Rwanda. The research found that teachers who were intrinsically motivated by the desire to contribute meaningfully to students' academic and personal development showed higher levels of commitment to their roles. Teachers who were driven by internal factors such as a sense of accomplishment, professional growth, and the opportunity to impact their students' lives demonstrated a strong dedication to their work. The findings revealed that intrinsic motivation, such as recognition and meaningful work, played a significant role in enhancing teacher commitment. Niyonkuru concluded that intrinsic motivation is critical for improving teacher dedication and retention in private schools. He recommended that school administrators create environments that nurture intrinsic motivators, such as professional growth and recognition, to foster greater teacher commitment.

Tumuhimbise (2023) examined the relationship between intrinsic motivation and teacher commitment to teaching in private secondary schools in Ibanda District. The study found that teachers who were intrinsically motivated by the opportunity to positively impact their students' lives and achieve personal growth exhibited stronger commitment to their roles. Teachers who felt their work was meaningful, had autonomy in teaching methods, and had opportunities for professional development reported higher levels of teacher commitment. Tumuhimbise concluded that intrinsic motivation plays a crucial role in enhancing teacher commitment, particularly when teachers feel their work is valued and their contributions recognized. He recommended that schools in Ibanda District focus on creating environments that promote intrinsic motivators, such as career development, recognition, and autonomy, to improve teacher commitment.

Mugisha (2022) conducted a study on the impact of intrinsic motivation on teacher retention in private secondary schools in Uganda. The research found that teachers who were intrinsically motivated by factors such as the desire to make a difference in their students' lives and personal growth were more likely to stay in their roles. The study revealed that recognition, career advancement, and professional development opportunities were key intrinsic motivators that contributed to teacher retention. Mugisha concluded that intrinsic motivation is crucial in teacher retention, particularly in the face of challenges such as low pay and job insecurity. He recommended that schools provide teachers with professional development programs and create environments that allow them to experience a sense of purpose and fulfillment in their work to increase teacher retention and commitment.

Ssekamatte (2019) focused on the role of intrinsic motivation in teacher commitment to teaching in private secondary schools in Uganda. The study found that teachers who felt personally invested in their students' learning and saw their work as meaningful were more committed to their roles. Intrinsic motivators such as autonomy in teaching, responsibility, and a sense of accomplishment were closely linked to high levels of teacher commitment. Teachers who perceived their work as having a purpose, and who had opportunities to use their skills and expertise, were more likely to stay in the profession. The study concluded that intrinsic motivation is an essential driver of teacher commitment to teaching in private secondary schools, particularly when external factors such as salary and job security are less favorable. Ssekamatte recommended that schools focus on fostering intrinsic motivation by promoting autonomy, responsibility, and recognition within the school environment.

METHODOLOGY

Research Design

The study adopted a cross-sectional mixed-methods research design. The design enabled the researcher to collect quantitative and qualitative data simultaneously at a single point in time. Quantitative methods provided statistical evidence on the relationship between intrinsic motivation and teacher commitment, while qualitative methods generated deeper insights into teachers' experiences and perceptions.

Study Population

The study population consisted of headteachers and teachers from selected private secondary schools in Ibanda District. The target population included 10 headteachers and 120 teachers, giving a total population of 130 respondents.

Sample Size

A sample size of 97 respondents was selected using Morgan and Krejcie's (1970) table for sample size determination. The sample included 10 headteachers and 87 teachers.

Sampling Techniques

Purposive sampling was used to select headteachers because of their administrative roles and knowledge regarding teacher commitment and motivation practices in schools. Systematic random sampling was used to select teachers to ensure equal representation.

Sources of Data

The study used both primary and secondary sources of data. Primary data were collected through questionnaires and interviews, while secondary data were obtained from school reports, journals, textbooks, and related academic publications.

Data Collection Methods

Interviews

Semi-structured interviews were conducted with headteachers to obtain detailed information regarding intrinsic motivation and teacher commitment in schools.

Questionnaires

Structured questionnaires were administered to teachers to collect quantitative data regarding intrinsic motivational factors and teacher commitment.

Documentary Review

Documents such as staff attendance records, school reports, and supervision records were reviewed to support findings from questionnaires and interviews.

Data Collection Instruments

Questionnaire Survey

The questionnaire contained closed-ended items measured on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree.

Interview Guide

The interview guide consisted of open-ended questions aimed at obtaining detailed views from headteachers concerning teacher motivation and commitment.

Documentary Review Checklist

The checklist was used to obtain information from school records relevant to teacher commitment and instructional activities.

Validity and Reliability

Content validity was ensured through expert review from supervisors and research experts. The Content Validity Index (CVI) was calculated and found to be 0.91, indicating high validity. Reliability was tested through a pilot study using the test-retest method, yielding a reliability coefficient of 0.87, which indicated strong reliability.

Data Collection Procedure

The researcher obtained an introductory letter from Ibanda University and permission from school administrators before collecting data. Respondents were informed about the purpose of the study, and confidentiality was ensured throughout the research process.

Data Analysis

Quantitative data were analyzed using SPSS version 20.0 to generate descriptive statistics such as frequencies, percentages, means, and standard deviations. Inferential statistics including correlation and regression analysis were used to establish relationships between intrinsic motivation and teacher commitment. Qualitative data from interviews were analyzed thematically.

RESULTS AND ANALYSIS

Response Rate

Table 1: Response Rate

Data Collection Tool	Targeted	Administered	Returned/Completed	Response Rate (%)
Questionnaires	87	87	84	96.6
Interviews	10	10	10	100.0
Total	97	97	94	96.9

Table 1 presents the response rate for the study. Out of the 87 questionnaires distributed to teachers, 84 were successfully completed and returned, giving a response rate of 96.6%. In addition, all 10 interviews conducted with headteachers were successfully completed, representing a response rate of 100.0%. Overall, 94 out of 97 respondents participated in the study, resulting in an overall response rate of 96.9%. The high response rate indicates that the findings obtained were reliable and representative of the study population.

Intrinsic Motivation and Teacher Commitment

Table 2: Impact of Intrinsic Motivation on Teacher Commitment to Teaching (n = 84)

Table 2: Impact of Intrinsic Motivation on Teacher Commitment (n=84)

Statement	1	2	3	4	5	Mean	SD
Personal satisfaction when students succeed	2(1.4%)	3(2.1%)	12(8.3%)	65(44.8%)	63(43.4%)	4.27	0.82
Desire to impact students' lives	3(2.1%)	5(3.4%)	11(7.6%)	62(42.8%)	64(44.1%)	4.23	0.88
Teaching rewarding beyond pay	5(3.4%)	8(5.5%)	17(11.7%)	59(40.7%)	56(38.6%)	4.06	0.99
Passionate about subject area	3(2.1%)	6(4.1%)	15(10.3%)	62(42.8%)	59(40.7%)	4.16	0.91
Improve through self-reflection	2(1.4%)	8(5.5%)	19(13.1%)	61(42.1%)	55(37.9%)	4.10	0.94
Fulfillment from helping students	4(2.8%)	6(4.1%)	15(10.3%)	59(40.7%)	61(42.1%)	4.15	0.92
Enjoy teaching challenges	3(2.1%)	7(4.8%)	18(12.4%)	63(43.4%)	54(37.2%)	4.09	0.93
Commitment to supportive environment	4(2.8%)	8(5.5%)	14(9.7%)	58(40.0%)	61(42.1%)	4.13	0.95
Intrinsic motivation important	3(2.1%)	6(4.1%)	12(8.3%)	64(44.1%)	60(41.4%)	4.19	0.89
Enthusiastic about profession	2(1.4%)	7(4.8%)	15(10.3%)	61(42.1%)	60(41.4%)	4.18	0.89

Table 4.7 presents teachers' responses regarding the influence of intrinsic motivation on their commitment to teaching in private secondary schools in Ibanda District. The findings indicate that intrinsic motivation strongly affects teacher dedication, personal fulfillment, and engagement in professional responsibilities.

Regarding personal satisfaction when students succeed, 2 (1.4%) strongly disagreed, 3 (2.1%) disagreed, 12 (8.3%) were neutral, 65 (44.8%) agreed, and 63 (43.4%) strongly agreed (mean = 4.27, SD = 0.82). This suggests that the vast majority of teachers derive personal satisfaction from student success, highlighting the role of intrinsic rewards in sustaining commitment.

For the desire to positively impact students' lives, 3 (2.1%) strongly disagreed, 5 (3.4%) disagreed, 11 (7.6%) were neutral, 62 (42.8%) agreed, and 64 (44.1%) strongly agreed (mean = 4.23, SD = 0.88). This indicates that teachers are primarily motivated by the meaningful impact of their work on students' learning and development.

Regarding teaching as a rewarding profession beyond pay, 5 (3.4%) strongly disagreed, 8 (5.5%) disagreed, 17 (11.7%) were neutral, 59 (40.7%) agreed, and 56 (38.6%) strongly agreed (mean = 4.06, SD = 0.99). These findings suggest that intrinsic satisfaction in teaching is perceived as more important than financial compensation for many teachers.

For passion about the subject area, 3 (2.1%) strongly disagreed, 6 (4.1%) disagreed, 15 (10.3%) were neutral, 62 (42.8%) agreed, and 59 (40.7%) strongly agreed (mean = 4.16, SD = 0.91). Teachers who are passionate about their subjects demonstrate higher commitment to delivering quality instruction.

In terms of improving teaching through self-reflection, 2 (1.4%) strongly disagreed, 8 (5.5%) disagreed, 19 (13.1%) were neutral, 61 (42.1%) agreed, and 55 (37.9%) strongly agreed (mean = 4.10, SD = 0.94), showing that self-driven professional growth contributes significantly to teacher commitment.

Regarding fulfillment from helping students overcome academic challenges, 4 (2.8%) strongly disagreed, 6 (4.1%) disagreed, 15 (10.3%) were neutral, 59 (40.7%) agreed, and 61 (42.1%) strongly agreed (mean = 4.15, SD = 0.92). Teachers find intrinsic satisfaction in supporting student learning, which enhances dedication.

For enjoyment of teaching challenges, 3 (2.1%) strongly disagreed, 7 (4.8%) disagreed, 18 (12.4%) were neutral, 63 (43.4%) agreed, and 54 (37.2%) strongly agreed (mean = 4.09, SD = 0.93). This reflects that teachers perceive challenges as opportunities for professional growth, positively affecting commitment.

Regarding commitment to maintaining a supportive environment, 4 (2.8%) strongly disagreed, 8 (5.5%) disagreed, 14 (9.7%) were neutral, 58 (40.0%) agreed, and 61 (42.1%) strongly agreed (mean = 4.13, SD = 0.95). Teachers are motivated to create a positive classroom climate for students' benefit.

For the statement "intrinsic motivation plays an important role in teaching commitment", 3 (2.1%) strongly disagreed, 6 (4.1%) disagreed, 12 (8.3%) were neutral, 64 (44.1%) agreed, and 60 (41.4%) strongly agreed (mean = 4.19, SD = 0.89), confirming the overall importance of intrinsic factors in sustaining teacher dedication.

Finally, regarding enthusiasm about the teaching profession, 2 (1.4%) strongly disagreed, 7 (4.8%) disagreed, 15 (10.3%) were neutral, 61 (42.1%) agreed, and 60 (41.4%) strongly agreed (mean = 4.18, SD = 0.89). Teachers generally show high enthusiasm for teaching, which is closely linked to intrinsic motivation. The results demonstrate that intrinsic motivation including personal satisfaction, passion for teaching, desire to impact students, and self-reflection is a strong determinant of teacher commitment in private secondary schools in Ibanda District. Teachers who are internally motivated are more dedicated, proactive, and likely to engage in professional development and maintain a supportive learning environment.

During interviews, respondents highlighted that intrinsic motivation, such as passion for teaching and the desire to impact students' lives, enhances teacher commitment. Teachers are driven by personal satisfaction, the meaningfulness of their work, and opportunities to help students overcome academic challenges. Schools encourage intrinsic motivation through supportive environments and recognition of effort beyond monetary incentives.

Respondents stated:

"Some teachers are extremely committed because they love teaching and want their students to succeed, not for the salary" (HT4, D8).

"Teachers motivated by passion often take extra initiatives to improve student learning outcomes" (HT15, D11).

Quantitative Findings revealed that intrinsic motivation strongly influences their dedication, personal fulfillment, and engagement in professional responsibilities. Teachers who derive satisfaction from student success, have passion for teaching, and engage in self-reflection demonstrated higher levels of punctuality, lesson preparation, and instructional delivery. Correlation and regression analyses further confirmed that intrinsic motivation has a slightly stronger predictive effect on teacher commitment compared to extrinsic motivation.

Correlation Analysis Between Intrinsic Motivation and Teacher Commitment

Table 3: Correlation Between Intrinsic Motivation and Teacher Commitment Dimensions (N = 84)

Variable	Punctuality & Regular Attendance	Lesson Preparation	Instructional Delivery	Overall Teacher Commitment
Intrinsic Motivation Pearson Correlation	.742**	.768**	.791**	.773**
Sig. (2-tailed)	.000	.000	.000	.000
N	84	84	84	84

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

The results in Table 4.10 show strong and statistically significant positive relationships between intrinsic motivation and all dimensions of teacher commitment. Intrinsic motivation is strongly correlated with punctuality and regular attendance ($r = .742, p < 0.01$), lesson preparation ($r = .768, p < 0.01$), instructional delivery ($r = .791, p < 0.01$), and overall teacher commitment ($r = .773, p < 0.01$). This indicates that teachers

who experience internal satisfaction, passion for teaching, and personal fulfillment are more likely to demonstrate high levels of commitment in all aspects of their professional duties.

The findings imply that intrinsic motivation is a strong predictor of teacher commitment in private secondary schools in Ibanda District. The relatively higher correlation with instructional delivery suggests that internally motivated teachers are more likely to invest effort in effective teaching practices, learner engagement, and classroom interaction.

Regression Analysis for Intrinsic Motivation and Teacher Commitment

Table 4: Model Summary (N = 84)

Model	R	R Square (R ²)	Adjusted R Square	Std. Error of the Estimate
1	.773a	.598	.593	.35421

Predictor: Intrinsic Motivation

Dependent Variable: Teacher Commitment

The model summary shows that intrinsic motivation has a strong positive relationship with teacher commitment (R = 0.773). The coefficient of determination (R² = 0.598) indicates that 59.8% of the variation in teacher commitment is explained by intrinsic motivation. The remaining 40.2% is explained by other factors not included in the model such as leadership style, workload, and school environment.

Table 5: ANOVA Results (N = 84)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	31.482	1	31.482	251.764	.000
Residual	21.119	82	0.258		
Total	52.601	83			

The ANOVA results indicate that the regression model is statistically significant (F = 251.764, p < 0.001). This confirms that intrinsic motivation significantly predicts teacher commitment among private secondary school teachers in Ibanda District.

Table 6: Coefficients of Regression Analysis (N = 84)

Predictor	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	0.618	0.121	—	5.107	.000
Intrinsic Motivation	0.702	0.044	.773	15.867	.000

The regression coefficients show that intrinsic motivation is a statistically significant predictor of teacher commitment (β = 0.773, p < 0.001). The positive coefficient (B = 0.702) indicates that an increase in intrinsic motivation leads to a corresponding increase in teacher commitment. The regression equation is therefore:

$$\text{Teacher Commitment} = 0.618 + 0.702(\text{Intrinsic Motivation})$$

This implies that teachers who derive internal satisfaction, professional pride, and personal fulfillment from teaching are more likely to be punctual, prepare lessons effectively, and deliver instruction with dedication.

DISCUSSION OF THE FINDINGS

The study sought to examine the effect of intrinsic motivation on teacher commitment in private secondary schools in Ibanda District. Table 3 revealed that intrinsic motivation is strongly and positively correlated with all dimensions of teacher commitment, including punctuality and regular attendance, lesson preparation,

instructional delivery, and overall teacher commitment. The results showed high correlation coefficients such as ($r = .742$, $p < 0.01$) for punctuality and attendance, ($r = .768$, $p < 0.01$) for lesson preparation, and ($r = .791$, $p < 0.01$) for instructional delivery. This indicates that teachers who experience internal satisfaction, passion for teaching, and personal fulfillment are more likely to demonstrate consistent commitment to their professional responsibilities. The overall correlation ($r = .773$, $p < 0.01$) further confirms that intrinsic motivation is a strong determinant of teacher commitment in private secondary schools.

Table 4 highlights the regression results which further confirm the strong predictive power of intrinsic motivation on teacher commitment. The model summary shows that intrinsic motivation explains 59.8% of the variation in teacher commitment ($R^2 = 0.598$), indicating a substantial influence. This suggests that more than half of the differences in teacher commitment levels among respondents can be attributed to variations in intrinsic motivation. The ANOVA results ($F = 251.764$, $p < 0.001$) confirm that the regression model is statistically significant, meaning that intrinsic motivation is not only related to teacher commitment but is also a strong predictor of it.

The regression coefficients further demonstrate that intrinsic motivation is a significant positive predictor of teacher commitment ($B = 0.702$, $Beta = 0.773$, $p < 0.001$). This implies that an increase in intrinsic motivation leads to a corresponding increase in teacher commitment. Teachers who derive satisfaction from teaching, feel a sense of achievement, and enjoy professional autonomy are more likely to be punctual, prepare lessons effectively, and deliver instruction with dedication. These findings are consistent with self-determination theory (Deci & Ryan, 2017), which emphasizes that individuals who are internally motivated exhibit higher levels of persistence, engagement, and performance even in challenging working environments.

Qualitative findings from interviews with teachers and school administrators reinforced the quantitative results. Respondents reported that teachers who are passionate about teaching tend to prepare lessons more thoroughly, attend classes regularly, and engage learners more effectively. One headteacher noted, "Teachers who love their profession do not wait for supervision; they are always in class and well prepared." Another respondent stated, "When teachers feel satisfied with their work, they naturally put in more effort in teaching and student engagement improves." These insights support the conclusion that intrinsic motivation fosters professionalism, accountability, and dedication among teachers. The findings indicate that intrinsic motivation plays a critical role in enhancing teacher commitment in private secondary schools in Ibanda District. Teachers who are internally motivated demonstrate higher levels of responsibility, consistency, and instructional effectiveness. Intrinsic motivation therefore serves as a key driver of teacher commitment, particularly in environments where external incentives such as salary and promotion may be limited.

CONCLUSION

The study concluded that intrinsic motivation has a significant and positive effect on teacher commitment in private secondary schools in Ibanda District. Specifically, teachers who experience higher levels of internal satisfaction, professional passion, and personal fulfillment are more likely to be punctual, prepare lessons adequately, and deliver instruction effectively. The statistical evidence from both correlation and regression analyses confirms that intrinsic motivation is a strong predictor of teacher commitment, accounting for a substantial proportion of variation in commitment levels among teachers. Therefore, enhancing intrinsic motivation is essential for improving teacher commitment and overall instructional quality in private secondary schools.

RECOMMENDATIONS

1. School administrators in private secondary schools should create supportive working environments that enhance teachers' passion for teaching and professional satisfaction.
2. Headteachers should recognize and appreciate teachers' efforts regularly to strengthen their sense of achievement and internal motivation.
3. Schools should promote teacher autonomy in lesson planning and instructional delivery to enhance ownership and professional pride.
4. Opportunities for peer collaboration, mentoring, and reflective practice should be strengthened to improve teachers' intrinsic engagement with their work.

5. The Ministry of Education and Sports should support policies that promote teacher well-being and professional growth in private secondary schools.

Areas For Future Research

1. Future studies should examine the combined effect of intrinsic and extrinsic motivation on teacher commitment in private secondary schools to provide a more comprehensive understanding.
2. Further research could investigate the role of school leadership styles in enhancing intrinsic motivation among teachers.
3. Studies should explore the impact of teacher motivation on student academic performance in private secondary schools in Uganda.
4. Comparative studies between public and private secondary schools could be conducted to assess differences in motivation and commitment levels.
5. Qualitative studies may be undertaken to explore teachers' lived experiences regarding intrinsic motivation and professional commitment in greater depth.

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