

**Teachers' Motivation and Students' Academic Performance in Private Secondary  
Schools in Tanzania  
A Case of Moshi District  
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Motivation has been used to encourage teachers as well as students themselves for the increase of academic performance in secondary schools. Although research on motivation is extensive, few researchers have examined teachers' perceptions concerning motivation and its impact on student achievement. This study aimed at assessing the influence of teachers' socio-economic characteristics on students' academic performance, determined teachers' perceptions on the factors that influence their motivations and students' academic performance and lastly determined the relationships between teachers' motivation and student academic performance in private secondary schools in the study area. A cross sectional research design was adopted where by data were collected by using interviews, documentary review and a questionnaire based survey to a sample of 71 teachers selected by using simple random and purposive sampling technique. The data collected were analysed by using descriptive statistical analysis and multiple linear regression computed by using SPSS. Basing on the findings, the study revealed that, there is a significant correlation between teachers' motivation and academic performance of students in private secondary schools. Whereas when motivation is increased also student academic performance increases furthermore, the study found that factors influencing motivation of teachers are salaries, free accommodation, free meals, allowances, recognition and so on. It is concluded that socio-economic characteristics of teachers like age, income of teachers also influence academic performance. Finally, the study recommended to the private schools' owners to improve teachers' salaries and other incentives, but also the society and parents in general should be involved in a students' academic.