INFLUENCE OF EXTRINSIC REWARDS ON STUDENTS' PERFORMANCE IN KISWAHILI INTERNAL EXAMINATIONS IN SELECTED SECONDARY SCHOOLS IN SOTIK DISTRICT, BOMET COUNTY, KENYA.

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DECLARATION

Declaration by the Candidate

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DEDICATION

This piece of work is dedicated particularly to my mother and my wife for their encouragement and the Almighty God for His ever presence and guidance in times of need.

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ABSTRACT

The research was an investigation into the influence of extrinsic rewards on students' performance in Kiswahili internal examinations in the selected secondary schools in Sotik District. The study sought to achieve the following objectives: to establish the effects of extrinsic rewards on students' performance in Kiswahili, to find out the types of extrinsic rewards that can be used to motivate good performance in Kiswahili, to determine the perception of students on the use of extrinsic rewards and to find out the perception of teachers on the use of extrinsic rewards. Operant conditioning theory by Skinner (1957) was used in the study. This theory states that a behavior become more or less probable, depending on its consequence. The study adopted descriptive survey design since it allows the researcher to use sample from the population and make the generalization to the entire population with respect to the problem under study. Primary data was obtained using questionnaires and interviews while secondary data was found from internet, journals and books. There are two variables: one dependent, students' performance and one independent variable, extrinsic rewards. The sampling design utilized includes multi-stage sampling, stratified sampling, simple random sampling and purposive sampling techniques. Data analysis was done with the aid of Statistical Package for Social Sciences (SPSS V16). Descriptive and inferential statistics which included the use of means, frequencies, percentages and Pearson's product moment correlation respectively were utilized. The findings revealed that there were significant positive correlations between extrinsic rewards and students academic achievement because students given extrinsic rewards had their performance much better as compared to those not given. The study observed that teachers should attempt to give students more autonomy by allowing them to make choices and use collaborative learning approaches. The study recommends that there is need for contribution by all stakeholders in schools towards rewarding of students who perform well in Kiswahili throughout the year, schools to create a rewarding committee that will help in deciding and designing a variety of rewards and appropriate reward system as far as students' performance is concern, school teachers to balance between intrinsic and extrinsic rewards and immediate administration of the reward after a success for the student to associate the reward with the response which elicited it. The study will go a long way in creating awareness and sensitivity towards motivation in Kiswahili in secondary schools with an aim of improving its performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

D .E .O: District Educational Officer.

K C P E: Kenya Certificate of Primary School Examinations.

K C S E: Kenya Certificate of Secondary School Examinations.

K N E C: Kenya National Examination Council.

NAcc: Nucleus accumbens.

N S C T: National Council for Science and Technology.

SPSS: Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

The chapter covers the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, assumptions, scope of the study, limitations of the study, theoretical framework and operational definition of terms.

1.1 Background to the Study

Kiswahili occupies an important position in the secondary school curriculum as it contributes to overall achievement of the national goal of education. In 1985, the government began the implementation of the 8-4-4 system of education which had been recommended in the report of the presidential working party on the establishment of the second university in Kenya (MacKay, 1981).

The implementation of that far -reaching recommendation was accompanied by improvement in the status of Kiswahili because for the first time in history of Kenya, Kiswahili became a compulsory and examinable subject in primary and secondary schools. The use of Kiswahili as compulsory and examinable subject in primary and secondary schools opened up new horizons for Kiswahili. Good performance in Kiswahili examinations became a requirement for upward mobility, first in education system -joining the university and qualifying to take a certain course in public universities and, second, in career training for various courses (Mackay, 1981).Unfortunately, good performance is unlikely to be realized in the near future unless new ways of learning and teaching the subject are enhanced.

Therefore, any opportunity to solve such a problem can be a relief. While underscoring this fact, Mulokozi (2000) observes that language is fundamental to people's identity. This means that most African countries using foreign languages feel lacking in cultural identity and hence are ready to take the slightest opportunity to have a language that can express their cultural diversity and ostensibly to address the needs of majority, who do not speak, read or understand the foreign languages. From this perspective, the use of foreign language can be viewed as a wanton abuse of human rights to the entire non literate citizenry. This is because the people are alienated by foreign languages, therefore, making them to lose creativity. Probably, this is the reason why Mulokozi (2000) categorically states that, "...using foreign language as your official language is the surest way to erode your identity not to mention your respect as a nation (Mukuthuria 2006). Therefore, from the foregoing, this is a proof that the quest for good performance in Kiswahili language is critical in Sotik District at the moment.

In the old education system, Kiswahili did not feature prominently in the career guides for secondary school students; it was not an examinable subject in all schools because of its low status. The first batch of students under the 8-4-4 education system did their first secondary certificate of secondary education in 1989, having studied both Kiswahili and English as compulsory subjects for twelve years. It is appropriate; therefore, that good passes in Kiswahili are required for a large number of career training institutions, the same way as passes in English are required. As already indicated, a pass in Kiswahili is one of the pre requisites for entering university.

This requirement is in addition to fulfilling individual faculty requirements such as the requirements in Bachelor of Arts, Bachelor of Education (arts) and Bachelor of arts (special subject) require a good pass in Kiswahili in KCSE level (Mackay 1981).

Kiswahili has now been recognized as one of the official languages of the African Union. This status gives this language a new lease of life to compete favorably with English and other non indigenous lingua franca like English, French, Spanish and Portuguese. This action of elevating Kiswahili to the continental level is partly attributable to relentless effort, lobbying and sensitization undertaken by linguists and great scholars in Africa who see the irony of not having an African language at the continental forum. A case in point is Wole Soyinka, Ayi Kwei Armah, and Ali Mazrui who have since 1960s proposed adoption of Kiswahili as Africa's common language. Going by the advocacy of such great sons of Africa, indeed there is no great forum held under the African sun that can boast of identity without giving an indigenous African language a chance.

In the East African scene, the countries are working towards a common language policy. This comes with the understanding that uniformity in language will lead to unfettered flow of information, people and capital across the borders. Out of this need, article 19 (d) of the treaty of establishment of the East African Community provides for the development and promotion of indigenous languages, especially Kiswahili as a regional lingua franca. Consequently, the 3rd East African Tripartite Commission held in November 2001 directed the secretariat to facilitate the formation of East African Kiswahili Council basically to oversee language issues like harmonization of vocabulary, promotion of Kiswahili literature, and advocacy of indigenous languages

in the international forum. As a result, the East African Community is supportive of the idea of each country forming a National Kiswahili Council. Though this move has not succeeded in Kenya and Uganda, it is hoped that soon these countries and others like Rwanda that are bound to join this community will address this matter. This way, Kiswahili will be addressed as a discipline in all these countries. (http://www.njas.helsinki.fi/pdffiles/vol15num2/mukuthuria.pdf). Hence then, therefore, poor performance in Kiswahili subject should be addressed.

According to KNEC results of Sotik District, the overall mean in Kiswahili in the year 2008 was 4.891; in 2009 it was 4.7423, which is equivalent to grade C-(minus). In the year 2010, the mean score was 5.1630, which is equivalent to C-(minus), Additionally, 51.93% of all the students who sat for KCSE in the year 2010 scored grade C-(Minus) and below in the subject (D.E.O, Sotik 2011).In Sotik District, in the year 2010, most of the students (51.93%) scored grade C- (minus) and below in Kiswahili in the national examination. These results indicate that majority of the students performed below average and hence new ways of teaching and learning the subject should be devised. The use of rewards is one of the ways that could enhance the learning of the subject. This is where rewards are paired with good performance in a subject. A person is motivated by past experiences where he or she was rewarded by a certain behavior (Skinner, 1985). Many experiments have been done on animals and people to demonstrate behaviorism as a learning theory.

In a typical experiment, an animal will learn that pushing a button brings food. The action of pushing the button is positively reinforced with food, so the animal repeats the behavior.

When a person repeats such an action over and over again with the same results, he or she develops an idea that links the button and food (Skinner 1985). Behaviors are reinforced by positive results, whereas negative results cause the person to stop a behavior. Motivating students to achieve academically highlights the different philosophical debates over intrinsic versus extrinsic motivation. Educators want to know how motivation can be increased for middle level students who often arrive at middle school with a predetermined attitude about their ability to succeed or fail. The fundamental competitive view of our economic system often dictates the ways in which many reward systems are organized to motivate students. Rather than finding ways to recognize each student as an individual as suggested by many middle school experts, teams often set out to develop systems that will manage both behavior and academics by rewarding those who comply and punishing those who do not (Kohn, 1996). The present study therefore attempted to find out from the students the influence of extrinsic rewards on their performance in Kiswahili Internal examinations.

1.2 Statement of the Problem

Kiswahili is a compulsory subject in the school curriculum in Kenya. It is an examinable subject. Also Kiswahili is a national and official language. Despite these facts it is one of the subjects whose performance in Sotik District is below average. Kiswahili is a subject which is not given much attention like English language in the school curriculum. For instance, as English is allocated six to eight lessons per week, Kiswahili is allocated five to six lessons per week. Being just a national language has made the students to develop a negative attitude towards the subject, perceiving it as not as important as the other languages in secondary school curriculum.

The overall research problem addressed in this study is that despite the fact that Kiswahili is a national and official language, its performance is poor.

Pintrich et al (1996) found a direct relationship between how motivated a person is and how much he or she achieves. In learning or teaching situation, an individual who is motivated will try to complete a task and work hard to achieve success. A person who is not motivated will not try, will not work hard, or will bring in some other behavior that sabotages the outcome of the situation (Eggen et al, 1999). Nevertheless, the influence of extrinsic rewards as a motivating factor has hardly been analyzed. If the students are not motivated they will continue to perform poorly and hence affect the potentiality of Kiswahili of serving as a medium of economical, political and social integration, in addition to enhancing harmony and understanding among people of the region and beyond as envisaged in our vision 2030. The current study sought to investigate the influence of extrinsic rewards on students' performance in Kiswahili internal examinations in the selected secondary schools in Sotik District, Bomet County.

1.3 Purpose of the Study

The purpose of the study was to investigate the use of extrinsic rewards as a motivating factor in the learning of Kiswahili in selected secondary schools in Sotik District,Bomet County

1.3.1. The objectives

a) To find out the types of extrinsic rewards that can be used to motivate good performance in Kiswahili

b) To determine the perception of students on the use of extrinsic rewards.

c) To find out the perception of the teachers of Kiswahili on the use of extrinsic rewards.

d) To establish the effects of extrinsic rewards on students' performance in Kiswahili.

1.4 Research Questions

1.4.0 Major Research Question

What is the influence of extrinsic rewards on students' performance in Kiswahili internal examinations in selected secondary schools in Sotik District, Bomet County?

1.4.1 Specific Research questions

a) What types of extrinsic rewards can be used to motivate good performance in Kiswahili?

a) What is the perception of students on the use of extrinsic rewards?

b) What is the perception of teachers of Kiswahili on the use of extrinsic rewards?

d) What are the effects of extrinsic rewards on students' performance in Kiswahili?

1.5 Significance of Study

The rationale of the study on the influence of extrinsic rewards on students' performance in Kiswahili is based on the following issues: First, the findings will provide a new conception in terms of rewarding learner's achievement in Kiswahili examination in secondary school through rewards. Secondly, the study will create awareness and sensitivity towards motivation in Kiswahili in secondary school.

Thirdly, is that the study may be used to provide practical guide lines and policies in curriculum development and policy making. Fourth is that the findings will act as a basis for further research in related areas.

1.6 Assumptions

In carrying out this study, the research was conducted under the following assumptions

a) That the Kiswahili teachers in Sotik district sincerely responded to the researcher's interview / questions.

b) That the Kiswahili teachers in Sotik District cooperated in revealing to the researcher the kind of extrinsic rewards they usually administer.

c) That all schools in Sotik District administer extrinsic rewards to motivate learners.

1.7 Scope of the Study

The study focused on the types of extrinsic rewards, effects of extrinsic rewards on Students' performance in Kiswahili, perception of students and teachers on the use of Extrinsic rewards. The study was carried out in selected secondary schools in Sotik district, Bomet County.

1.8 Limitations of the Study

The following were limitations of the study. Sotik District was chosen as a case study area. The study could have covered schools in the whole County or the whole republic but this may not be possible due to limited resources and time. However, the researcher committed to spend a great deal of time within the study period to collect adequate data for the study. Furthermore, the subject is suffering acute shortage of teachers.

This affected the number of trained teachers in Kiswahili subject who were interviewed. Also, effective learning and good performance depend upon several factors which include intelligence level of learners, adequate learning resources, school environment and family background.

1.9 Conceptual Framework

Shindler (2008) points out that when we examine the use of extrinsic rewards practice ,it is understandable why they are so popular, as well as why some would view their by products as undesirable. In most cases ,they work in the short term to motivate behavior .It may be helpful to consider the following guiding principles for how to use extrinsic rewards effectively .First, relate the reinforcement to clearly identified desired behavior. Also the more closely in time the attainment of the reward is to the desired behavior the stronger the effect of the reinforcement will be .Intermittent schedules of reinforcement will be more powerful than regular and predictable schedules of reinforcement.. Moreover ,reinforcement that are given after the display of an "expected" behavior will be more effective than arrangements and "deals" made before the desired behavior is performance. Last but not least, avoid putting students in situations in which they are competing for rewards, especially meaningful rewards. Kohn (1999)

The research conceptualized in the study that the extrinsic rewards used by schools to improve performance.

The conceptual framework is shown below.

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                        ┌─────────────────────┐
                        │  Extrinsic rewards  │
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Types of extrinsic rewards
- Monetary rewards, Kiswahili badge and prizes
- Grades, tokens, stickers and stars
- Special meal
- Public recognition
- Trips

Guiding principles
- Relating the reinforcement to a clearly identified behavior
- Random schedules of reinforcement
- Immediate administration of rewards
- Students should not compete for rewards

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                    ┌──────────────────────────┐
                    │  Kiswahili performance   │
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1.10 Theoretical Framework

Operant conditioning theory of learning was used. This technique originated in the field of psychology called behaviorism, and is most associated with one of its pioneers; Skinner. In operant conditioning, the operant or desired behavior that is being conditioned is reinforced by extrinsic rewards. In this case the operant is the act of desirable behavior on the part of the student, and the extrinsic reward is the token or prize. This theory categorizes the levels of motivations into two schedules of reinforcement namely; continuous schedule reinforcement and partial schedules of reinforcement.

Continuous schedule of reinforcement involves schedule of reinforcement that provides reinforcement for each instance of a desired response. Partial schedule of reinforcement involves schedule of reinforcement that reinforce some, but not all, instances of a desired response. Partial schedule are further divided into ratio schedule and interval schedules. In a ratio schedule of reinforcement, reinforcement is provided after an individual makes a certain number of desired responses. There are two kinds of ratio schedule: fixed and variable. A fixed ratio schedule of reinforcement involves partial schedule of reinforcement that provides reinforcement after a set number of desired responses. Unlike a fixed ratio schedule, a variable ratio schedule provides reinforcement after an unpredictable number of desired responses. The number of responses required will vary around an average (Sdorow, 1993)

The study attempts to find out whether the schedules have any influence on rewards. According to (Goldstein et al, 1990) variable ratio schedule provides high, steady rate of responding, which are "more resistant to extinction" than are those produced by any other schedule of reinforcement. These also explain why learners find it difficult to quit; because they know they will eventually receive positive reinforcement, though they do not know when. The study therefore attempts to find out to what extent the operant conditioning theory is applicable in indicating contribution of possible extrinsic rewards to good performance among the students in Kiswahili.

1.11 **Definition of Terms**

Analysis - Is a careful examination of knowledge, in order to understand it and breaking down into parts and showing relationship.

Continuous schedule reinforcement- a schedule of reinforcement that provide reinforcement for each instance of desired response

Examination - a set of questions, exercise or partial activities to measure someone's skills, ability and knowledge.

Extrinsic rewards- this can be intangible rewards like a public praise but can also be tangible similar to cash payment or benefits.

Fixed -ratio schedule of reinforcement - a partial schedule of reinforcement that provides reinforcement after a set number of a desired response

Intrinsic rewards - is a feeling of accomplishment after achieving a challenging task; do not need another person's comment or encouragement.

Operant conditioning – B.F skinner's term for instrumental conditioning (a form of learning in which a behavior becomes more or less probable, depending on its consequence)

Partial schedule of reinforcement –schedule of reinforcement that is a strengthening of a specific behavior due to its association with a stimulus that reinforce some but not a ll instance of a desired response.

Performance-is an assessment of how well a task is executed and the success of a training program is largely dependent upon satisfying the performance aims associated with it.

Poor -Of low quality

Shaping –involves the positive reinforcement of a successive approximation of an initially improbable behavior to eventually bring about the behavior

Theory - a set of interrelated constructs that attempts to explain the phenomenon in a systematic manner.

Variable interval schedule of reinforcement - a partial schedule of reinforcement that provides reinforcement for first desired response made after varying unpredictable length of time.

Variable rate schedule of reinforcement - a partial schedule of reinforcement that provides reinforcement

1.12 Summary

This chapter has presented the background information about the topic of study. The chapter has also stated the objectives and research questions and significance of the present research. Lastly, the chapter has discussed the scope and limitations, the theoretical framework and definitions of terms. This gives the thesis the introduction required which leads to the literature review discussed in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

Literature refers to the work the researcher consults in order to understand and investigate the research problem. It's therefore an account of what has been published on a topic by accredited scholars and researchers (Kombo and Tromp, 2006). The sources that provided literature for this study includes books, magazines, theses and online sources. The following literature will be reviewed: Operant conditioning theory of learning, positive and negative reinforcement, schedules of reinforcement, reinforcement in Kiswahili, and related studies on extrinsic rewards.

2.2. General Literature Review

2.2.1 Operant Conditioning Theory of Learning

Operant conditioning theory of learning is a construct in which a behavior becomes more or less probable depending on its consequences. On the same vein, therefore, extrinsic rewards aim at motivating Kiswahili performance. Motivation therefore should aim at initiating, directing and energizing of individual behavior (Green 1995). Coon(1983) defines learning as a relatively permanent change in behavior due to past experience or the process by which relatively permanent changes occur in behavioral potential as a results of experience .This implies distinction between learning (behavioral potential) and performance (actual behavior), the only proof of learning is a particular kind of performance such as exams (Anderson, 1995).

Reinforcement should principally serve as informative and motivational operation rather than as a mechanical response strengthener (Bandura 1977). Reinforcement provides the learners with information about the likely consequence of a certain behavior under certain conditions; that is, it improves our prediction of whether a given action will lead to pleasant (reinforcement) or unpleasant (punishment) outcome in future (it also motivates, by causing anticipation on future outcomes. Our present behaviors are largely governed by the outcome we expect them to have, and we are more likely to learn behavior if we value its consequences (Cross 2001).

Thorndike (1974) studied the process by which behaviors are instrumental in bringing about certain consequences, the process became known as instrumental conditioning. Thorndike's work inspired B.F skinner perhaps the best known physiologist of the past few decades. Skinner called instrumental conditioning operant conditioning because animals and people learn to "operate "on the environment to produce desired consequences, instead of just responding reflexively to stimuli. Thorndike(1974) developed the law of effect which states that a behavior followed by a satisfying state of affairs is strengthened and a behavior followed by an "annoying" state of affairs is weakened.

2.2.2 Positive and Negative Reinforcement

A positive reinforcement is a consequence of a behavior that increases the likelihood that the behavior will occur again. In positive reinforcement a behavior that is followed by the presentation of a desirable stimulus becomes more likely to occur in future. For example if a student finds that studying for exams earns him extrinsic reward, he will be more likely to study for exams in future.

In negative reinforcement, a behavior that brings about the removal of an aversive stimuli because it's more likely to occur in future. Note that both positive and negative reinforcement increases the likelyhood of a behavior. Consider the negative reinforcement known as the boring lecture. Because day dreaming lets one escape from boring lecture, he/she is likely to day dream whenever he find himself listening to one. This form of negative reinforcement is called escape learning-learning to end something aversive. Thus, in escape learning the aversive stimuli itself is removed, while in avoidance learning emotional distress caused by anticipation of that stimulus is removed (Mowrer, 1974).

2.2.3 Schedules of Reinforcement

Once an individual has been operantly conditioned to perform a behavior, the performance of the behavior is influenced by its schedule of reinforcement. In continuous schedule of reinforcement, every instance of a desired behavior is reinforced. If a learner receive a reward every time he performs well in exams, it would be on a continuous schedule of reinforcement, in partial schedule of reinforcement is given for only some instance of a desired behavior because reinforcement is less predictable in partial schedule, they are more resistant to extinction than are continuous schedules (Skinner 1957). There are two kinds of ratio schedule: fixed and variable. A fixed ratio schedule provides reinforcement after a specific number of desired responses. Fixed ratio schedule provide high, steady response rates, with a slight pause in responding after each reinforcement.

Unlike fixed ratio reinforcement, a variable ratio schedule provides reinforcement after an unpredictable number of desired responses. The number of responses required will vary around an average. (Goldstein and Hall, 1990) Variable ratio schedule provide high steady rates of responding, which are more resistant to extinction that are those produced by any other schedule of reinforcement. A fixed - interval schedule provide a drop in responding immediately after reinforcement and gradual increase in responding as the time for the next reinforcement approach for example suppose that learners have Kiswahili exam after every three weeks accompanied with extrinsic rewards after every good performance. The learners will study before each exam to obtain the reward - a positive reinforcement. But the learners will probably stop studying Kiswahili immediately after each exam and not begin studying it again until a few days before the next exam.

2.2.4 Intrinsic and Extrinsic Rewards

Rewards are two types, intrinsic and extrinsic. Intrinsic reward is a feeling of accomplishment after achieving a challenging task the intrinsic rewards does not need other persons comment or encouragement, it is rather a self-fulfillment feeling the worker sense after completing his or her task (Schermerhon et al 2008). Intrinsically motivated workers perform their task with impulsive experience of interest , excitement and satisfaction (Selart et al 2008) intrinsic rewards can be intangible like a public praise or being an employee of the month, but extrinsic rewards can be tangible similar to cash payment or benefits (Schermerhom et al., 2008 Selart et al 2008). The basic extrinsic needs are receiving external rewards or avoiding punishment (Fullagar & Mills, 2008)

2.2.5 Extrinsic Motivation Techniques

The following sections examines what will be considered the leading principally extrinsic motivational strategies used in classrooms historically. These include grades, rewards, praise, punishments, public recognition and phone calls home. This section also includes recommendation for applying these strategies in manner that produces more benefits and effective results.

2.2.5.1 Grades

Grades are the most prevalent example of a formal extrinsic motivator used in schools (Shindler, 2008). Their primary purposes are to: 1) provide a concrete representation of either the completion of a task and/or the quality of a performance, and 2) act as an incentive for later benefits and opportunities. As representations of the level of quality performance, grades have only a symbolic meaning. They only represent something of value (e.g., quality work, scores on a test, assignments completed, etc), and have no inherent value. Therefore, in practice, grades become more effective when they are clearly related to a meaningful outcome. This is why grading systems that incorporate more authentic measures such as performance assessment rubrics will be more motivational than more artificial uses such as a total of the number of correct responses on a worksheet. Moreover, the way that a grade is derived can help it become more meaningful and tap into an intrinsic source, rather than being entirely an extrinsic reinforcement (Shindler 2008).

Grades also act as an incentive. As students progress in their academic careers, grades have the effect of creating future opportunities. These opportunities vary greatly depending on several variables (e.g., importance to parents and/or schools, scholarship or financial aid opportunities, etc.). Moreover, as we know, only some students are much more influenced or even aware of these incentives. As a result, grades are a more motivational influence on some students than others. A survey of a typical high school will support the wide discrepancy in how students view the importance of grades (Shindler, 2008). And those teachers who rely primarily on students' being motivated by grades are commonly frustrated with the number of students who are unaffected by the threat of a poor grade if their performance does not improve. In most cases, students who see a relationship between their grades and their ability to reach their personal goals will be most influenced by this source of motivation and therefore more concerned with the kinds of grades that they receive.

However, students commonly see grades as something "given" to them by the teacher (the external agent). Too often they view grades as a representation of their aptitude, ability, or even self-worth rather than the quality of their investment. While this is rarely the intention of the teacher for giving the grade, it is common for students to perceive the grade as such. So, for example, when a student gets a C in a paper they may perceive that grade as a reflection of themselves or their ability in that subject. Given this reaction they find themselves in the position that they must respond to the level of the grade by either *accepting* or *rejecting* it as an accurate reflection of their ability (Shindler, 2008). While each of these two responses—accepting the grade as consistent or rejecting it as inconsistent—may appear somewhat different, they are similar in that neither will result in motivation to do better in the future.

If the student views the C grade as consistent with their academic self-concept, they will find no need to do any better or adopt any different strategies in the future. If the student perceives the grade as inconsistent with their academic self-concept, they will likely feel shame, confusion, and inadequacy along with resentment toward the teacher. Even if there is a great deal of intensity to the emotion connected to this second response, if the cause is viewed externally and the student does not feel that their grade reflects concrete and constructive feedback, the result will be little motivation to change future behavior. The result is the all-too-familiar phenomenon - the student gets used to getting Cs (Shindler 2008).

2.2.6 Rewards Such as Tokens, Sticker, Stars and Prizes

Another common extrinsic motivational strategy, used primarily at the elementary level, is to give tokens and other prizes to student when they perform a desired behavior. These extrinsic rewards act as concrete representations that something of "value" has been accomplished. Therefore, they are intended to act as the reinforcement in the process of *operant conditioning.* This technique originated in the field of psychology called *behaviorism,* and is most associated with one of its pioneers, Skinner (1957). In operant conditioning, the operant—or desired behavior that is being conditioned—is reinforced by an extrinsic reinforcement/reward. In this case the operant is the act of desirable behavior on the part of the student, and the extrinsic reward is the token or prize.

2.2.6.1 Incentives

Incentives can take many forms such as prizes at the end of the week for successfully performing a task or refraining from an undesirable task, or group privileges for being

first or best, or rewarding students who do well on one task the chance to opt out of a further task. They concretize the non-verbal bargain: if the student does something that the teacher has determined is good, you will get something that you should like." In this way, incentives can be helpful in clarifying what is desirable behavior. At their best they can help promote good habits and shape more functional patterns of action. For example, if a mother provides a child an incentive to make the bed every day, the child may become comfortable with that behavior and continue with it throughout their lifetime, even after the incentive is not longer present. In the case of healthy behaviors that become intrinsically satisfying once they become habits, this can lead to positive long-term benefits. However, with any extrinsic reward, one must question whether the incentive has contributed to the development of good behavioral patterns, or has just bribed students to do something that they would not have done without the bribe, and will not do once the bribe has been removed. And if over time the students do not experience any internal satisfaction from the behavior being induced, the incentive will eventually lose its power (Shindler 2008.)

2.2.7 Issues Affecting Performance and Satisfaction

When contemplating the factors that impact on performance, a number of interrelated issues need to be considered. As espoused by Robbins et al (2008), individual performance is moderated by the personality, values, attitudes and ability of the individual which, in combination, affect their perceptions and motivation, and ultimately influence individual performance. In addition to the factors listed above are the issues related to the culture of the organization and its employees.

Robbins et al. (2008) assert that focusing on biographical characteristics such as age, gender, marital status and seniority does not provide accurate, reproducible evidence of links to improved performance and job satisfaction. More importantly, they outline the importance of employees possessing the requisite skills and abilities to perform their duties as providing an increased likelihood of good performance and job satisfaction. They caution though, that even the most skilled employee may not perform or be satisfied with their job.

Robbins *et al.* (2008) emphasizes the importance of ability-job fit, rather than pure assessment of ability, as being an important determinant of job performance and satisfaction. Clearly a multifaceted approach to improving and maintaining job satisfaction and performance is required if long-term results are envisaged.

2.2.8 Extrinsic Reward and Performance

Motivation is an important issue in any organization because it is involved in energizing or initiating human behaviour, directing and channeling that behavior and sustaining and maintaining it (Steers & Porter, 1987). This argument is supported by Deci (1972) who showed a decrease in intrinsic motivation when extrinsic rewards were used to promote behavior. It is important to note that the reduction in intrinsic motivation occurred with monetary rewards, but not with verbal praise. When individual performance is viewed as the outcome the concern regarding extrinsic rewards decreasing intrinsic motivation is not so clear-cut. There is no doubt that extrinsic incentives can boost performance. In a practical sense, decreased intrinsic motivation will be a concern if the extrinsic incentive is withdrawn, as the increased level of performance is unlikely to be sustained. Hamner (1987), when considering

forms of external incentive such as merit pay schemes, cautions that these systems can fail for a number of reasons including: If pay is not related to performance; If ratings are seen to be biased; If rewards are not viewed as rewarding; If there is more emphasis on satisfaction with pay than performance; and If there is a low level of trust and openness about the merit raises. Some merit pay schemes may encourage poor work practices as individual employees attempt to maximize their personal gains to the detriment of the entire organization (Hickey & Ichter, 1997).Rewards and recognition that the employee views as positive should improve job satisfaction and performance (Dunford 1992).What types of reward or recognition are best to increase intrinsic motivation and enhance individual performance and job satisfaction?

Kovach (1987), Popp and Fox (1985) and Hede (1990) conducted surveys and provide answers to this question. They found that employees sought achievement, responsibility and growth as the highest priority for incentives in their work. A reward and recognition system that addresses these areas should produce the desired outcome. Goal setting can provide a number of these employee rewards as individual employees can negotiate desired outcomes with management (Dunford 1992). The employee who plays an integral part in the development of these goals is more likely to perceive the outcome as being achievable and to be committed to achieving them (Robbins et al. 2008). Management involvement will ensure the goals are consistent with corporate objectives and that they provide challenging opportunities for the employee to use their current skills and abilities and to encourage the development of new ones. Public acknowledgment of the agreed goals and their achievement is important to reinforce the desired behaviour (Robbins *et al.* 2008). This could be

undertaken in the form of a quarterly achievement award and presentation similar to that successfully employed by Delta West (London and Higgot, 1997).

Finally, it must be remembered that the exact nature of the reward must be tailored to the individual because each individual will place a different emphasis on the issues they perceive as important; change of focus towards intrinsic motivation could be implemented as part of an organizational development approach, but will require appropriate training and education to be provided to managerial staff. When considering the three-dimensional typology adapted from the work of (Dunphy and Stace (1988), the change process to implement the two strategies described would be classified as being proactive, incremental and collaborative. The change would necessarily involve the entire organization, should be multifaceted and should continue over the long term. These strategies, though initially aimed at improving individual performance, are envisaged to have the potential to increase organizational performance through improved organizational climate and culture.

2.3.0 Adopting a more Intentional and Effective Approach to the Use of Extrinsic Behavioral Reinforcement

It is a well-established reality that human behavior can be conditioned by environmental stimuli. While one can debate the extent to which one's behavior is externally conditioned or has its source in more internal drives, as educators we need to recognize the power of environmental conditioning. If one examines an effectively managed classroom, one will see a teacher who understands behavioral principles. That does not mean the teacher will overuse extrinsic conditioning or even rely on it as a motivational strategy, but will understand that the forces of behavioral

conditioning are operating continuously.

The starting point to making sense of behavioral conditioning is to understand that in a conditioning situation there will be something that acts as a focal event/action/operant and then there is something that happens afterward to reinforce it.For example if we wished the family dog to consistently fetch a stick that we throw, we might give the dog a treat each time he/she brought back the stick, and only if he/she brought back the stick. In this case the dog learns that when they do the desired behavior (bringing the stick back), they will be reinforced (obtaining the doggy treat). Yet, it is important to remember that in one's efforts toward behavioral conditioning, especially when it relates to humans; little or none of the actual conditioning/learning that actually occurs will necessarily resemble the conditioning/learning that was intended. For example if we examine most punishments, the intention is to create a disincentive related to the unwanted action. But what is actually learned is much more complex and typically takes the form of a disincentive to interact with the source of the punishment or the creation of a new set of skills to get around the punishment in the future (Shindler, 2008).

When we examine the use of extrinsic rewards in practice, it is understandable why they are so popular, as well as why some would view their byproducts as undesirable. In most cases, they work in the short-term to motivate behavior. But there are several questions that should be asked if one is to use extrinsic reinforcements for an extended period (Shindler, 2008).

Debate on the suppression of intrinsic motivation by extrinsic rewards in psychological journals over recent years is too big a topic to be reviewed here except in the briefest terms, but some aspects of it are informative for our immediate purpose. Meta-analyses of a large number of studies have been published by Cameron and Pierce (Cameron and Pierce 1994) and Eisenberger and Cameron, (1996) who approached the subject from a "behaviorist" perspective. Their findings indicate support from these many studies for the view that tangible rewards like money tend to suppress intrinsic motivation in so far as it is evident in subsequent time spent on the task, but not when it is measured by verbal expressions of attitude. They found from their classification of many investigations, that the effect tended to occur when the reward was expected and independent of performance. They also concluded that tangible rewards had a small positive effect on attitude to the task if the reward was quality dependent. Verbal rewards, praise and the like, tended to have a positively reinforcing effect on both free time on the task and attitudes to the task. They also questioned the inhibiting effects on creativity, citing evidence for the positive reinforcement of divergent thinking by extrinsic rewards and arguing for the generalization of such effects. The research on creativity shows, as with intrinsic task interest, that the decremental effects of reward occur under limited conditions that are easily avoided. Rewards can be used to either enhance or diminish creative performance depending on the way they are administered (Eisenberger and Selbst, 1994).

Behavioral psychologists sharply disagree that extrinsic rewards undermine intrinsic motivation. They argued that the evidence of negative effects of extrinsic rewards on intrinsic motivation were artifacts of "poor operationalizations" of the reward as a reinforcer, a focus on short-term effects without consideration of overall reinforcement history, and neglect for the enormous amount of research showing that reinforcement makes behavior more, not less, likely to occur. Brophy (1998) helps teachers make a distinction between positive recognition and providing rewards. He stated that intrinsic motivation is not undermined by the use of rewards as such, but offering rewards in advance of action as incentives leads students to believe that they engaged in the rewarded behaviors only to earn the rewards. The students' focus then is on the reward, not on the learning that has value in its own right (Sansone and Harackiewicz, 1998). The results of two related meta-analysis, one by Cameron and Pierce (1994) and one by Eisenberger and Cameron (1996), formed the basis for a powerful recent response from the behaviorist tradition. These scholars found that rewards undermined behavior in rare and easily avoidable circumstances (i.e., when they are tangible, expected, and not contingent on performance), usually had no effect on intrinsic motivation, and could actually increase creativity.

Deci and colleagues (Deci and Koestner et. al.,2001) published a later review directly contradicting the conclusion by Einsberger and Cameron that the suppressing effect of tangible rewards was limited to conditions in which rewards were independent of performance. From another meta-analysis they concluded that "all expected tangible rewards made contingent on task performance do reliably undermine intrinsic motivation". The following year Ryan and Deci (Ryan and Deci, 20002) published a general article on self-determination theory, restating their cognitive evaluation theory, focusing attention "on the fundamental needs for competence and autonomy".

They saw competence and autonomy as different variables, having different but complementary effects. So feedback and communication rewards that induce feelings of competence during action can enhance intrinsic motivation for that action. But they believed that feelings of competence would not enhance intrinsic motivation unless accompanied by a sense of autonomy, or could be experienced as internal locus of causality (the sense of origin in deCharmes' terms). Social support or long term personal development will provide conditions for maintenance of intrinsic motivation, as this effect of personal causality requires either immediate contextual support for autonomy or abiding inner resources that are typically the result of prior developmental supports. So in addition to competence and autonomy, relatedness is a further contributing factor in interpersonal settings, with intrinsic motivation more likely to flourish where there is a sense of personal security in relationship with others.

Ryan and Deci (2002) conclude that extrinsic motivation can vary greatly in its relative autonomy. For example, students who do their homework because they see its value for their chosen career are extrinsically motivated, as are those who do the work only because they are adhering to their parent's control. The effects on intrinsic motivation for the learning task will differ according to whether the extrinsic rewards entail personal endorsement and a feeling of choice or whether they result from compliance with external regulation. Noting such effects of personally meaningful extrinsic rewards, Ryan and Deci (2002) proposed what they called "organismic integration theory" to detail different types of extrinsic motivation and contextual factors and how they could either promote or hinder internalization and integration of the regulation of behaviour.

2.3.1 Reinforcement in Kiswahili

Teachers have also used positive reinforcement to improve the classroom performance of their students. For example verbal praise has been used to increase participation in classroom discussion (Smith et. al, 1982) and since 1960s positive reinforcement in the form of token economies has been used to promote desirable classroom behavior (Kazdin, 1982), In a token economy teachers use token to reward students for appropriate conduct and economic behavior the students then used token to purchase items such as motor bike or privileges such as extra recess time.

Token economies have been used to decrease television watching by children (Wolfe et al$_5$ 1984) increase reading by school children (Brown et. al., l986) and improve social skills in monetary retarded adults (Sanford et. al, 1987).

Kiswahili can be easily learned through programmed instruction (a step-by -step approach based on operant conditioning, in which the learners provide at his or her own pace through more and more difficult material and receive immediate knowledge of the results of each response). Nonetheless, Skinner (1984) insisted that programmed instructions have several advantages over traditional approaches to education. Programmed instructions provide immediate feedback of results (positive reinforcement for good performance and only mild punishment for poor performance) eliminate the need for anxiety -inducing exams, and permit the student to go at his or her own pace. Skinner estimated that of schools adopted programmed instruction, students would learn twice as much in the same amount of time.

2.3.2 Other Related Studies on Rewards

Money incentivizes many. It has been used in experiments to promote various behaviors in people with schizophrenia. Six trials were found but only one compared monetary incentives to no incentives which were the focus of this particular review. This one, very small study was undertaken in the early 1960s with people who had been in hospital for an average of two decades. It found no clear effect but little can be concluded from this outdated trial except that such studies are possible. We think more studies relevant to current circumstances are desirable (http://www.cochrane.org/reviews/en/ab0076:htm).

Comparative studies have implicated the nucleus accumbens (NAcc) in the anticipation of incentives, but the relative responsiveness of this neural substrate during anticipation of rewards versus punishment remains unclear. Using event-related functional magnetic resonance imaging, an investigation was made whether anticipation of increasing monetary rewards and punishment s would increase NACC blood oxygen level-dependant contrast (hereafter, "activation") in eight healthy volunteers. Whereas anticipation of increasing rewards elicited both increasing self-reported happiness and NAcc activation, anticipation of increasing punishment activated a different striatal region (the medical caudate). At the highest reward level ($5.00) NAcc activation was correlated with individual differences in self-reported happiness elicited by the reward cues. These finding suggest that whereas other striatal areas may code for expected incentive magnitude, a region in the NAcc codes for expected positive incentive value.

This is the first study to demonstrate propositional activation of the NAcc in humans anticipating increasing rewards but not punishments. The selectivity of the NAcc responses for reward anticipation cannot necessarily be predicted on the basis of comparative research, because NAcc dopamine release has been reported in both appetitive and aversive circumstance in other species (Salomone et al., 1997). However, inclusion of human subject in the present study enables the researcher to complete anticipation of symbolically equivalent rewards and punishments. Although anticipation of both rewards and punishment increase activation in the medial caudate, only anticipation of rewards significantly increases activation in the ventral striatal NAcc, These results suggest a functional dissociation in which the medial caudate codes for expected incentive magnitude, whereas the NAcc codes for expected positive incentive value.

Anticipation of increasing rewards elicited increasing self-reported happiness in the participants within the large rewards conditions and across participants (Marota et al, 2000). Despite the prominence of the amygdale in many current neuroimaging studies of emotional process, conjunction analysis at exploratory thresholds did not reveal obvious parametric amygdalar activation during anticipation of incentive. This absence my results from our intentional minimization of learning components in the MID task, because the amygdalar shows the most robust activation during acquisition of incentive associations but habituates rapidly thereafter in FMRI studies (Breiter et al, 1996: Whalen, 1998; Buchel et al 1999) instead the present results suggested that reward anticipation may carry a distinct "signature "characterized not only by positive affect but also by activation of the nucleus accumbens.

Future brain imaging studies of the similar design with improved orbitofrontal resolution will be better suited to elucidate the role of the orbitofrontal cortex in human reward anticipation.

2.3.3 Implications for the Classroom

Then can the goal be an extrinsic reward? Yes, it can; however, the individual makes the determination if the goal is worth the effort. Deci and Ryan (2002) used the concepts of intrinsic motivation and internalized extrinsic motivation to examine self-regulation of learning. They defined internalized extrinsic motivation as behavior that has a separable consequence (reward or goal), but is integrated into a person's life so that the person's behavior is wholly volitional. They also found that high quality learning is associated with intrinsic motivation and fully internalized extrinsic motivation. They found that the social contexts that allow this combination include choice, optimal challenge, feedback, interpersonal involvement, and acknowledgment of feelings.

Covington (1999) also explored the coexistence of intrinsic and extrinsic rewards, and found the students' interest in learning to be connected to task orientation rather than failure avoidance. External rewards, while still popular, generally have only a short term positive effect and possible long-term negative effects on learning. When students have a sense of control and choice, on the other hand, and are challenged just above their level of competence, they have increased intrinsic motivation, persistence, and belief that they can be successful.

It is no surprise, then, that to improve academic achievement of middle school students; successful programs incorporate the social contexts for both intrinsic motivation and internalized extrinsic motivation.

These include cooperative learning lessons (Bassett, McWhirter, Jeffries, and Kitsmiller, 1999; DeKeyrel, Dernovish, Epperly, and McKay, 2000) and programs that promote problem solving, feedback, and students' sense of control over learning activities (Hootstein, 1996).

New studies strongly indicate that teacher attitudes and actions influence students' sense of their abilities. Student attitudes in these subjects are cemented during middle school (Middleton & Spanias, 1999). Teachers need to give more sense of intrinsic motivation to students by improving instructional practices that promote interest and success. In a study of Hispanic science students, being able to see real life models of people practicing science changed students' attitudes and beliefs about their own abilities as well as their interest in science (Sorge, Newsom, & Hagerty, 2000). The challenge for educators is to provide appropriate balance as middle school students develop both intrinsic motivation and internalized extrinsic motivation or goal orientation. As teachers, we can provide the optimal challenge and the problem solving support for academic success and a sense of flow.

2.4 Summary

This chapter has dealt with rationale of extrinsic rewards and performance of student in Kiswahili. On rationale it is clear that extrinsic rewards has a place in the school and that the school has an obligation to extrinsic rewards among students so as to nurture their academic performance in Kiswahili, it's been revealed that school administration function such as giving rewards such as tokens, sticker, stars and prizes were aimed to improve performance.

Although literature gave some points on the extrinsic and intrinsic rewards, few of the studies reviewed had attempted to explore the influence of extrinsic rewards in performance of Kiswahili.

Therefore, it was for this reason that this current study was undertaken to examine the influence of extrinsic rewards on student's performance in Kiswahili. After this, the next chapter discusses the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Overview

The chapter presents the research design, study area, target population, sample size, sampling techniques, study variables, research instruments, data collection procedure, validity and reliability of research instruments, piloting, data analysis and ethical consideration. It ends by bringing out the summary of the chapter.

3.2 Research design

The research design used in this study was descriptive survey. The study aimed at collecting information from respondents on their attitudes and opinions in relation to the influence of extrinsic rewards on students' performance in Kiswahili. The major purpose of descriptive research is description of the state of affairs as it exists. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). The researcher used both primary and secondary data. Primary data was obtained using questionnaires while secondary data was found from internet, journals and books.

3.3 Study Area

Sotik District is situated in Bomet County in the Rift valley province of Kenya. Purposive sampling was used to select Sotik district as the study area since it is cosmopolitan; draws students from the three bordering communities. Sotik District borders Borabu District to the West, Bureti District to the North, Bomet District to the

East and Trans-mara District to the South East. Its headquarters is Sotik. The district has four Divisions namely Sotik, Kapletundo, Ndanai and Mutorokwo. Sotik District also makes up Sotik Constituency. It has several locations and sub-locations.

3.4 Target Population

The study was carried out in Sotik District, Bomet County, in Rift valley province. It was carried out between January and March, 2012 by surveying the cohort of secondary schools established by the government in the district. Sotik District has 30 secondary schools (D.E.O, Sotik), There are 4 boarding girl's schools, 3 boy's secondary schools and 23 mixed girls' and boys' day/boarding secondary schools. The respondents included teachers of Kiswahili and the form 4 students. Form 4 students were considered because they have experienced the use of rewards more than the other group of students.

3.5 Sample Size

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002).When dealing with people it can be defined as a set of respondents(people) selected from a large population for the purpose of a survey.

In collecting data for the study, 30% of the total population of public secondary schools in the district was selected. These were at least 10 secondary schools. Kerlinger (1973) noted that the sample should be between 10-30% of the population.

Schools were grouped into strata; girls schools, boys schools and mixed schools. To get the sample size in each stratum, 30% of the total numbers of schools in a given stratum were sampled.

Therefore, 2(30%) girls' school, 1(30%) boys' school and 7 (30%) mixed schools were sampled. To get the sample size for the form 4 students, Krejcie and Morgan (1970) table of determining the size of a random sample was used. The estimated population of form 4 students in the district is 3600(D.E.O Sotik 2011).According to the table, if the population of respondents is between 3500 and 4000, then the sample size of the respondents should be 350. The respondents in the study therefore, were 10 teachers of Kiswahili and 350 form 4 students, giving a total of 360 respondents.

3.6 Sampling Technique

Multi-stage sampling technique was used in the research. The schools were categorized into three strata: Boarding schools, Day schools and mixed day and boarding schools. In each stratum simple random sampling technique were used. Purposive sampling was employed to select students from each stratum. This is because the researcher was interested in those students who have been leading in Kiswahili, the average students and those who have been scoring low marks in the subject. Furthermore, purposive sampling was used to select teachers of Kiswahili in the selected secondary schools. Form four students were selected purposively because they have had a larger experience in school with respect to rewards than the other group of students.

Kombo and Tromp (2006) notes that the power of purposive sampling lies in selecting information rich cases for in-depth analysis related to the central issues being studied.

3.7 Study Variables

Mugenda and Mugenda (2003) defined an independent variable as a variable that a researcher manipulates in order to determine its affects or influence on another variable. The independent variable in this case was "the extrinsic rewards". Dependent variable is a variable that attempt to indicate the total influence arising from the effects of the independent variable (Mugenda and Mugenda 2003). The dependent variable in the study was "students' performance".

3.8 Data Collection Procedure

Data collection was through both quantitative and qualitative approaches because the researcher collected data using questionnaires, interviews, checklists and analyzing performance in the continuous assessment test and end of term exams then compare with the extrinsic rewards administered. It adopted descriptive survey design since it allows the researcher to use sample from the population and make the generalization to the entire population with respect to the problem under study.

The researcher obtained the research permit from the National Council for Science and Technology. Before the actual research, the researcher carried out the pilot study using four selected schools in Buret District.This was carried out in the month of January 2012; the purpose of the pilot study was to sharpen skills in carrying out research using interviews, questions and analyzing of preferences in continuous assessment test. It also helped in determining the appropriateness and effectiveness

of research instrument. If the research instruments prove to be unreliable, the researcher made changes and improvement which served in strengthening the validity and reliability in the research study. The researcher then dispatched letters to the respective heads of schools requesting for permission to visit their school.

The researcher visited the schools two weeks after dispatching the letter to the principal. During the visit, the researcher conducted interviews to the teachers of Kiswahili, administered questionnaires to form four students and request to be given list of extrinsic rewards given from form one to form four classes and performance in Kiswahili examinations after the administration of rewards. In case it is not possible to collect data on the same day; the researcher scheduled the collection accordingly. After going through all the sampled schools, the researcher then compiled and analyzed data in preparation to submitting to the supervisor.

3.9.1 Research Instruments

Research instrument are the means by which the data is obtained (Kerlinger 1973). In the study, interviews, and questionnaires were used.

3.9.1 Questionnaire

This instrument used to collect data from students in the selected schools in Sotik District. The students' questionnaire collected data on the following; their perception on the use of extrinsic rewards, their performance in the subject, whether or not they have been rewarded, how they felt when they were rewarded. The students' questionnaire is labeled as Appendix II.

3.9.2 Interviews

An interview is an oral administration of questionnaires or an interview schedule. Maximum co-operation from respondent to obtain accurate information is required. In this study the interview schedule was utilized. This is a set of questions that the interviewers asks when interviewing to obtain data required to meet the specific objectives of the study. They are used to standardize the interview situation so that the interviewers can ask some questions in the same manner. The interview schedule was used to collect data from teachers of Kiswahili in selected schools in Sotik District. This instrument collected data on the following; effects of extrinsic rewards on the performance of the subject and their perception on its use. The interview schedule is labeled as appendix III.

3.10   Validity and Reliability of the Research Instruments

3.10.1 Validity of Research Instruments

Validity is the accuracy and meaningfulness of the inferences which are based on the research results. Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda 2003). In the research study, the researcher carefully employed instruments and data collection technique that were in conformity with the present theories underlying classroom interaction and interviews. The researcher gave the instruments to his supervisors who are also specialists of Kiswahili Education in the department of Curriculum Instruction and Educational media school of education in Moi University to check on validity and hence amendments made.

3.10.2 Reliability of the Research Instrument

Mugenda and Mugenda (2003) defined reliability as measure of degree to which a research instrument yields constant results after repeated trials. The reliability of the research instrument was determined by the pilot study which was carried out prior to the study in the neighboring Bureti district. Split-half technique of reliability was utilized. In this approach, the instrument was designed in such a way that there were two parts. Subjects' scores from one part according to this approach are correlated with scores from the second part. The researcher used this technique mainly because it eliminates chance error due to differing tests conditions. The researcher sampled items from the domain of indicators that measure the variable, then a total test was administered to the target group. The scored items were divided into two groups; odd numbered items together and all the even numbered items together. Total score of each subject's total score from the two groups of items were computed. Lastly, the researcher correlated the scores from the two groups of items for all the subjects. The test was reliable because the scores that each group received had a high split half reliability hence the relationship between the two was a high positive correlation.

3.11 Data Analysis

In analyzing data both descriptive and inferential statistics were used. The quantitative and qualitative approaches of the data analysis of descriptive statistics will be used. This approach involved the use of descriptive statistics to analyze data using means, frequencies and percentages. Karl Pearson analysis was used to test whether an independent variable (extrinsic rewards) predict the dependant variable (performance) in the subject.

3.12 Ethical Considerations

The researcher first obtained a letter of authorization from the school of education, Moi University. Then, the researcher proceeded to get the research permit from National Council for Science and Technology (NSCT). During the visit to schools, the researcher informed the respondent that the information supplied was going to be treated as confidential and that the findings of the study would be made available to them upon request. In addition, the researcher informed the respondent that the name of the schools and individual would remain anonymous to ensure confidentiality.

3.13 Summary

In this chapter 3, explanations on strategies used to prepare and conduct this research are given. It has been explained that, the sample were 10 teachers of Kiswahili and 350 form 4 students, giving a total of 360 respondents in Sotik District. The sampling methods used have also been explained together with the data collecting instruments. To test for validity and reliability of these data collecting instruments was done and there consequent modifications. Lastly, this chapter has discussed the field research where upon teachers and students were involved. The next chapter presents the collected data, the data analysis and interpretations.

CHAPTER FOUR

PRESENTATION, ANALYSIS, INTERPRETATION AND

DISCUSSION

4.0 Introduction

This chapter presents the results of the study, interpretation and discussions on the use of extrinsic rewards as a motivating factor in the learning of Kiswahili in selected secondary schools in Sotik District. The study involved participation of 10 teachers of Kiswahili from 10 secondary schools and 350 form 4 students from sampled schools in the study area. The design for the study was descriptive survey thus it was used to determine what is the influence of extrinsic rewards on students' performance in Kiswahili internal examinations in selected secondary schools in Sotik District. The presentation of analyzed data is based on the objectives of the study which were;

a) To find out the types of extrinsic rewards that can be used to motivate good performance in Kiswahili

b) To determine the perception of students on the use of extrinsic rewards.

c) To find out the perception of the teachers of Kiswahili on the use of extrinsic rewards

d) To establish the effects of extrinsic rewards on students' performance in Kiswahili

4.1 Background Information of Respondents

4.1.1 Teachers Demographic Data

The teachers were asked to indicate their demographic data. The results on gender, type of

school they came from and Kiswahili teaching experience are presented in Table 4.1.

Table 4.1 Teachers Demographic Data

Gender of the interviewees	Frequency	Percent
Male	6	60.0
Female	4	40.0
Total	**10**	**100.0**
Type of school they are teaching		
Boys	4	40.0
Mixed	4	40.0
Girls	2	20.0
Total	**10**	**100.0**
Kiswahili Teaching Experience		
4 years	3	30.0
7 years	3	30.0
6 years	2	20.0
2 years	1	10.0
5 years	1	10.0
Total	**10**	**100.0**

The results show that on gender, 6 (60.0%) were male while 4 (40.0%) of those interviewed were female teachers of Kiswahili. In terms of the schools they came from, 4 (40.0%) came from boys boarding school, 4 (40%) came from mixed day secondary schools while 2 (20.0%) came from girls' boarding schools.

This ensured equitable representation of teachers of Kiswahili from all categories of schools. On the Kiswahili subject teaching experience, it was found out that 3 (30%) had four years, 3 (30.0%) had 7 years, 2 (20%) had 6 years, 1 (10.0%) had two years while 1 (10.0%) had five years of teaching Kiswahili subject. The demographic information of respondents' results implies that most teachers have adequate knowledge and experience in teaching Kiswahili subject in secondary schools considering the number of years they have been teaching the subject making them to be aware of the extrinsic rewards that are given to students in motivating them to perform well in Kiswahili subject.

4.1.2 Students' Demographic Data

The students were also asked to give their demographic information. The summary of findings is given in Table 4.2.

Table 4.2 Students' Demographic Data

Gender	Frequency	Percent
Male	199	55.3
Female	161	44.7
Total	**360**	**100.0**
Type of school		
District	221	61.4
Provincial	139	38.6
Total	**360**	**100.0**

The findings on students' gender show that 199 (55.3%) were male while 161 (44.7%) were female students. This implies that gender equality was observed during the process of data collection and this enriches the findings of the study. On the school through which they came from 221 (61.4%) said that they came from District school while 139 (38.6%) said they came from provincial schools.

The results imply that most students come from district schools because there are very few provincial and national schools in Sotik District.

4.2 Types of Extrinsic Rewards that can be Used to Motivate Good Performance in Kiswahili

This was the first objective of the study that sought to determine extrinsic rewards that are given to students who perform well in Kiswahili as a means of motivating them.

4.2.1 Existence of Extrinsic Rewards in Schools

The study sought to find out types of extrinsic rewards given to students as motivators in improving performance in Kiswahili Subject. The results are presented in Figure 4.1
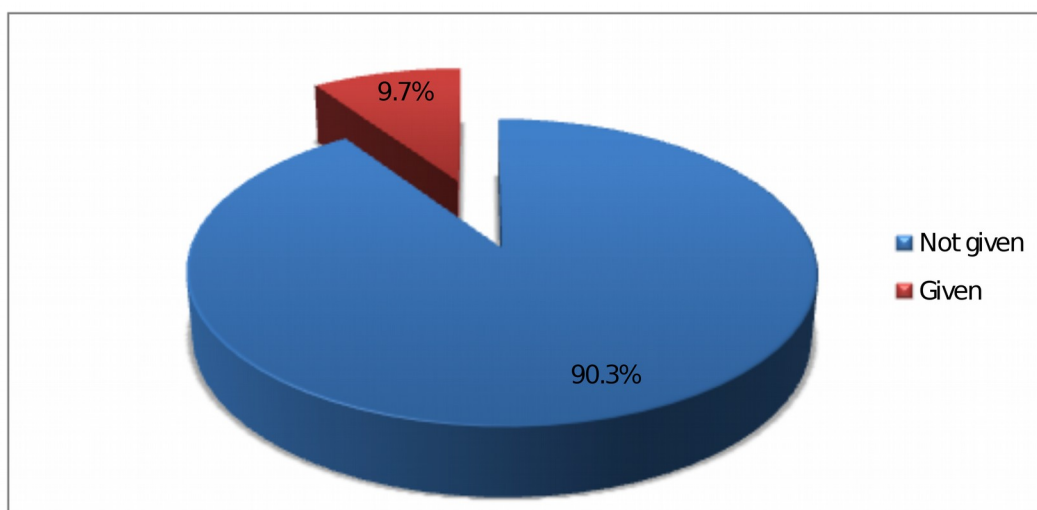
Figure 4.1 Existence of Extrinsic Rewards in Schools

The result show that 325 (90.3%) of schools do not give their students extrinsic rewards as form of motivating them with only 35 (9.7%) of schools indicating that they give students extrinsic rewards as a form of motivating them to perform well in Kiswahili.

4.2.2 Types of Rewards Given to Students according to Teachers

During the interview process, the teachers were asked to give the rewards that their school's offer in motivating students to perform well in Kiswahili. The results are presented in Table 4.3.

Table 4.3 Extrinsic Rewards given by School to Motivate Students

Rewards	Level of rewards allocation									
	Very satisfied		Satisfied		Not sure		Dissatisfied		Very dissatisfied	
	F	%	F	%	F	%	F		F	%
Books	6	60	2	20	0	0	1	10	1	10
Files	6	60	2	20	0	0	1	10	1	10

Pens	2	20	6	60	0	0	2	20	0	0
Geometric sets	2	20	2	20	0	0	4	40	2	20
Champion Badge	4	40	0	0	0	0	3	30	3	30
Monetary	3	30	0	0	4	40	1	10	2	20
Taken for Trips	0	0	3	30	2	20	2	20	3	30
Made to stand before the other	1	10	0	0	3	30	6	60	0	0
Sweaters	1	10	0	0	2	20	7	70	0	0

The results on the type of rewards given to students by teachers show that the extrinsic rewards that are given to students to motivate them in Kiswahili according to teachers are books, files, pens, geometric sets, champion badge, monetary, taken for trips, made to stand before the other and given sweaters. On books as extrinsic rewards given by the school to motivate students 6(60.0%) of the teachers were very satisfied with the reward, 2 (20%) satisfied while 2 (20%) were dissatisfied.

This shows that the teachers 6 (60%) give books to student in order to motivate them to performance well in Kiswahili the teacher were satisfied the reward. Finding out the extrinsic rewards given by the school to motivate the students most of the teachers 8(80.0%) very satisfied that they gave files to the students, and 2 (20%) dissatisfied. This implies that the give out files to the students because majority of them 8 (80%) were satisfied.

Looking at pens 8(80.0%) were satisfied while 2 (20%) dissatisfied. Further on the extrinsic rewards majority of the teachers 6 (60%) were dissatisfied that they gave the student geometrical sets while 4(40.0%) satisfied with the kind of reward given to students. On champion badge 6 (60%) were dissatisfied while 4(40.0%) satisfied, monetary rewards 4(40.0%) were not sure 3 (30%) were satisfied while 3 (30%) were dissatisfied. Looking at organization of trips half of the teacher 5 (50%) were

dissatisfied, 3(30%) satisfied while 2 (20%) were not sure. Six (60%) of the teacher were dissatisfied with students made to stand before other as a way to motivate them, 3 (30%) were not sure and 1(10%) were very satisfied. This shows that most of the teachers (60%) were not satisfied when students were made to stand before others as a way they motivate them so as to perform well in Kiswahili. Finally, finding out if sweaters are used to motivate the students 7 (70%) were dissatisfied, 2 (20%) were not sure is they were satisfied or not while 1 (10%) satisfied. The result implies that most schools give students books, files and pens as extrinsic rewards towards motivating them in Kiswahili. It also shows that if the students are reward will always work hard to remain at the top and this so that the use of extrinsic rewards in Kiswahili can motivate the student to perform well

4.2.3 Students' Responses on Types Extrinsic Rewards Given to them

The students were also asked to indicate the extrinsic rewards given to them by the school in order to motivate them in Kiswahili subject. Their responses are illustrated in Table 4.4.

Table 4.4 Kind of Reward Given to Students

Extrinsic rewards	Frequency	Percent
Kiswahili badge or stickers	18	5.0
Promised a field trip	8	2.2
Made to stand before the others	5	1.4
Monetary reward	3	.8
Bought a snack (biscuits)	1	.3
Not given rewards	325	90.3
Total	**360**	**100.0**

Results in the Table 4.4 shows that most of the students 325 (90.3%) said that they

were not given rewards, Kiswahili badges 18 (5.0%), promised a field trip 8 (2.2%), 5
(1.4%) were made to stand in parade, 3 (0.8%) were given monetary rewards while 1
(0.3%) said that they were given snacks.

The result implies that from students' responses, most of them are not given extrinsic
rewards because their performance in Kiswahili is not good as reflected in Figure 4.2
below.
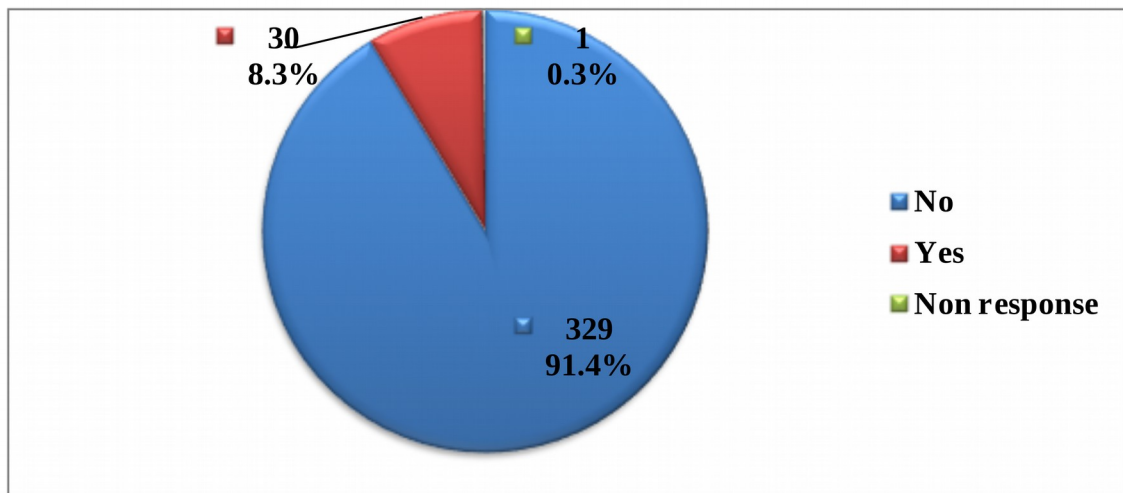
Figure 4.2: Whether Students are Leading in Kiswahili

The result show that 329 (91.4%) of students indicated that they do not lead in their class while 30 (8.3%) said that they are leading in their classes. The result implies that as a result of many students not leading in their classes, extrinsic rewards are not offered to them. The result is further explained with students' performance in Kiswahili which is presented in Table 4.5.

Table 4.5 Kiswahili Performance (Recent Exams)

Grade	Frequency	Percent
C+	102	28.3
C	54	15.0
B	46	12.8
B-	45	12.5
B+	28	7.8
C-	21	5.8
D+	11	3.1
A-	10	2.8
D	3	.8
D-	2	.6
A	2	.6
E	1	.3
Non response	35	9.7
Total	**360**	**100.0**

The result show that 102 (28.3%) of students got C+ (plus) grade in the recent exams, 54 (15.0%) had C (plain), 46 (12.8%) had B (plain), 45 (12.5%) had B- (minus), 28 (7.8%) had B+(plus), 21 (5.8%) had C-(minus), 11 (3.1%) had D+ (plus), 10 (2.8%) had A-(minus), 3 (0.8%) had D (plain), 2 (0.6%) had D-(minus), 2 (0.6%) had A(plain) while only 2 (0.3%) said they scored grade E. averagely, the mean performance for students was 6.6 (C) indicating that the students' performance in Kiswahili is poor therefore appropriate introduction of the extrinsic rewards by schools is important in motivating them to perform well in the subject.

4.2.4 Gender and Extrinsic Rewards

The study sought to determine if there was gender bias on extrinsic rewards on students in Kiswahili. A cross tabulation analysis was carried out and the results are given in Table 4.6

Table 4.6 Gender and Extrinsic Rewards Cross-Tabulation

			Extrinsic rewards		Total
			Given	Not given	
Gender	Male	Count	16	183	199
		% within state your gender	8.0%	92.0%	100.0%
	Female	Count	18	143	161
		% within state your gender	11.2%	88.8%	100.0%
Total		**Count**	**34**	**326**	**360**
		% within state your gender	**9.4%**	**90.6%**	**100.0%**

The result shows as the case of males, 183 (92.0%) were not given extrinsic rewards with only 16 (8.0%) indicating that they were given extrinsic rewards by their teachers of Kiswahili. As for the case of female students, 143 (88.8%) were not given extrinsic rewards while only 18 (11.2%) were the ones who were given these extrinsic rewards. Therefore the finding implies that although most schools are not providing extrinsic rewards to their students, girls are more favoured (11.2%) as compared to boys (8.0%) in receiving extrinsic rewards. This finding can also be understood as that girl – child receive more extrinsic rewards as compared to boy – child in secondary schools in Sotik District.

4.2.5 Type of School and Extrinsic Rewards

The study also determined if there was any difference or similarities in provision of extrinsic rewards between district and provincial secondary schools in Sotik District. To ascertain this, a Cross tabulation analysis was conducted and the results are given in Table 4.7.

Table 4.7 Type of School and Extrinsic Rewards Cross Tabulation

			Extrinsic rewards		Total
			Given	Not given	
Type of school	District	Count	29	192	221
		% within what type of school	13.1%	86.9%	100.0%
	Provincial	Count	5	134	139
		% within what type of school	3.6%	96.4%	100.0%
Total		**Count**	**34**	**326**	**360**
		% within what type of school	**9.4%**	**90.6%**	**100.0%**

The result show that incase of district schools, 192 (86.9%) were not given extrinsic rewards as opposed to 29 (13.1%) said that they are usually given extrinsic rewards. In the case of provincial schools, 134 (96.4%) were not given extrinsic rewards while only 5 (3.6%) were given extrinsic rewards. This shows that there is difference in terms of provision of extrinsic rewards between district and provincial secondary schools where districts schools seems to provide more extrinsic rewards (13.1%) as opposed to provincial schools (3.6%).

4.3 Perception of Students on the Use of Extrinsic Rewards

This is the second objective of the study that sought to determine students' perception on the use of extrinsic rewards in motivating them to perform well in Kiswahili. The responses were recorded on a five – point Likert Scale ranging from 1 = Strongly Agree to 5 = Strongly Disagree. The results are given in Table 4.8.

Table 4.8 Perception of Students on the Use of Extrinsic Rewards

	Strongly Agree		Agree		Undecided		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
I want to work hard in Kiswahili in order to be rewarded	249	69.2	84	23.3	10	2.8	7	1.9	10	2.8
The best students in Kiswahili	109	30.3	110	30.6	43	12.0	33	9.2	65	18.1

are liked by teacher of Kiswahili									
If I am rewarded for being the best in Kiswahili, I will always work hard to be at the top	270	75.0	73	20.3	9	2.5	5	1.4	3	.8
Use of reward can make students perform very well in Kiswahili	241	66.9	86	23.9	12	3.4	8	2.2	13	3.6

The results on students perception that they want to work hard in Kiswahili in order to be rewarded, 249 (69.2%) of students strongly agreed, 84 (23.3%) agreed, 10 (2.8%) were undecided while the same proportion strongly disagreed while only 7(1.95) disagreed with the statement. The finding further indicates that most 333 (92.5%) agreed that they want to work hard in Kiswahili so that they can be rewarded and this implies that students have positive perception towards working harder in Kiswahili which later translates to them being given extrinsic rewards.

On the statement as to whether best students in Kiswahili are liked by their teachers of Kiswahili, 109 (30.3%) strongly agreed, 110 (30.6%) agreed, 65 (18.1%) strongly disagreed, 43 (12.0%) were neutral while 33 (9.2%) disagreed with the statement. This shows that 219 (60.9%) of students agreed that teachers like students who perform well in Kiswahili while 98 (27.3%) disagreed with the statement. the result implies that most students believe that, to be liked by their Kiswahili teacher, they need to perform well in the subject.

On the assertion that if the students are going to be rewarded for being the best in Kiswahili, they will always work hard to be at the top, 270 (75.0%) strongly agreed, 73 (20.3%) agreed, 9 (2.5%) were undecided, 5 (1.4%) disagreed while 3 (0.8%) strongly disagreed. the result implies that nearly all 343 (95.3%) of students have positive opinion that if they are rewarded they will always work hard to remain at the top and this shows how the use of extrinsic motivation in Kiswahili can motivate students to perform well in Kiswahili.

On the statement that use of rewards can make students to perform well in Kiswahili, 241 (66.9%) of students strongly agreed, 86 (23.9%) agreed,, 13 (3.6%) strongly disagreed, 12 (3.4%) were neutral while only 8 (2.2%) disagreed with the statement. it is therefore evident that majority 327 (90.8%) of students perceive that extrinsic rewards to them will motivate them to perform well in Kiswahili. In summary, the five categories were collapsed into agree and disagree. The results are presented in Figure 4.3.
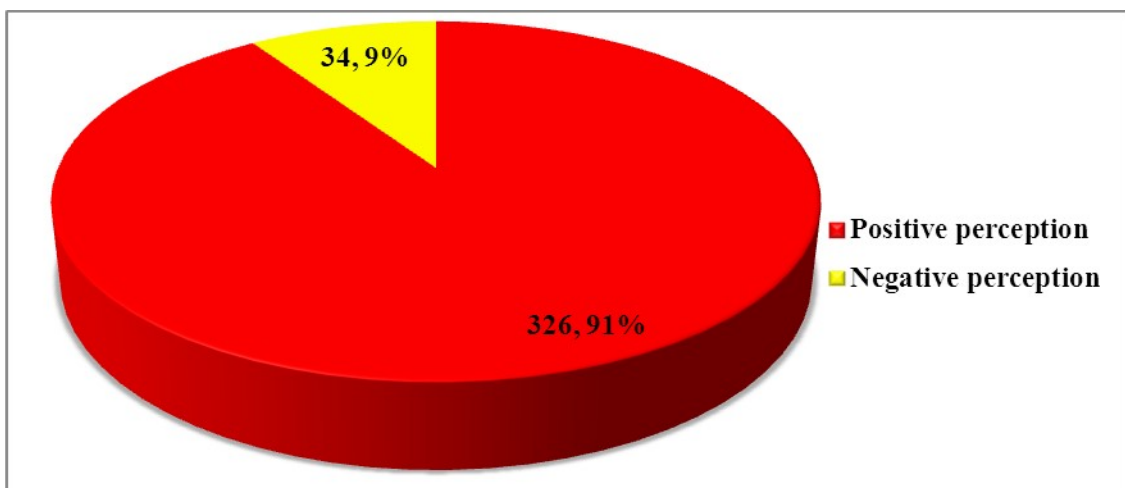
Figure 4.3 Students Perception on the Use of Extrinsic Rewards

The results show that 326 (91%) of students have positive perception towards the use of

extrinsic rewards in motivating them to perform well in Kiswahili as opposed to 34 (9%) who had negative perception towards the use of extrinsic rewards in motivating them. A chi square analysis was further computed to check the significance of the results. The findings are given in Table 4.9.

Table 4.9 Test Statistics

	Students perception class
Chi-Square	**236.844ᵃ**
Df	1
Asymp. Sig.	.000

0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 180.0.

The results (x^2=236.844, df=1 and p=0.001) show that the results are significant at p<0.05 level. Therefore, indicating that most students believe that extrinsic rewards are important in motivating them to perform better.

4.3.1 Kind of Extrinsic Rewards that Students Expect to be Given When they Perform Well in Kiswahili

The students were further asked to indicate their opinion on the kind of rewards they would like their teachers of Kiswahili to give them when they perform well in Kiswahili subject. The results are illustrated in Figure 4.4.
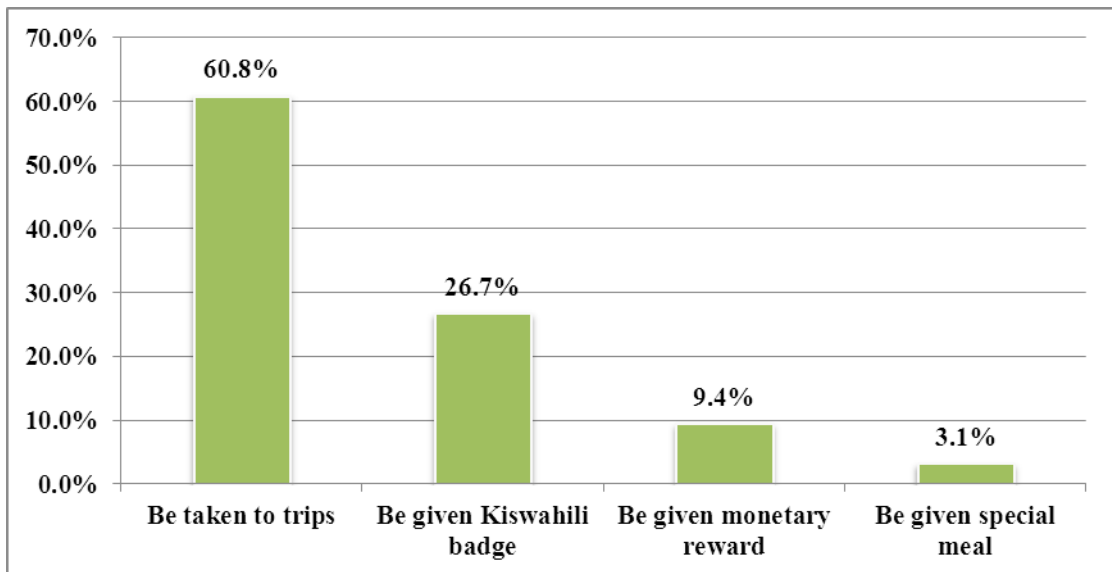
Figure 4.4: Rewards the Students would Expect from their Teachers

The result show that 60.8% of students perceived that they need to be taken to trips as a kind of reward for their improved performance in Kiswahili, 26.7% said that they should be given Kiswahili badge, 9.4% indicated that they need to be given monetary reward while 3.1% said that they need to be given special meal as a motivational reward so that they can continue working hard towards performing well in Kiswahili. Based on the findings, it is clear that most students have positive attitude and perception towards use of extrinsic rewards in motivating them to perform well in Kiswahili contrary to rewards that teachers said that they give student stationery items (books, pens, geometry, files) as extrinsic rewards towards motivating them in Kiswahili.

This shows that teachers are the ones deciding on the types of rewards they should give to students thereby this could influence the student's attitude and performance towards the subject.

4.4 Perception of the Teachers of Kiswahili on the Use of Extrinsic Rewards

This is the third objective of the study that sought to determine the teachers' perception on

the use of extrinsic rewards in motivating students in Kiswahili. The teachers of Kiswahili were asked to rate their opinion on a five point lickert scale 1 – Strongly Agree and 5 = Strongly Disagree. The results of the analysis are given in Table 4.10.

Table 4.10 Perception of the Teachers of Kiswahili on the Use of Extrinsic Rewards

	Strongly agree		Agree		Disagree		Total	
	F	%	F	%	F	%	F	%
Use of rewards help to improve performance	8	80.0	2	20.0	0	0.0	10	100.0
Student who perform well in Kiswahili are happy when rewarded	9	90.0	1	10.0	0	0.0	10	100.0
Rewarded students devote more time to Kiswahili	7	70.0	2	20.0	1	10.0	10	100.0

The results show that on the statement that use of rewards help to improve performance, 8 (80%) of teachers strongly agreed while 2 (20.0%) agreed. The result implies that continuous use of extrinsic rewards in motivating learners lead to improved performance in Kiswahili.

On the statement that students who perform well in Kiswahili are happy when rewarded, 9 (90.0%) strongly agreed and 1 (10%) agreed on the statement. This shows that students are always happy when they are motivated as a result of improving their performance in Kiswahili.

On the time devoted to Kiswahili by students who have been rewarded, 7 (70.0%) of teachers strongly agreed, 2 (20.0%) agreed and 1 (10.0%) disagreed on the statement. the results indicate that teachers have a positive opinion towards use of extrinsic

rewards in motivating students which in the future result to improved performance and commitment in Kiswahili Subject. The teachers' result correlates with students outcomes where they shared positive opinion towards the use of extrinsic rewards on motivation.

4.4.1 Challenges Faced by Schools in Rewarding Best Performing Students

The study wanted to establish the challenges that schools face in rewarding best performing students in their schools, this is due to the fact that there is no agreed formula or policy that is applicable to all schools within Sotik. The qualitative responses were converted to numerical values and presented in Table 4.11.

Table 4.11 Challenges Faced by Schools in Rewarding Best Performing Students

Challenge	Frequency	Percent
Insufficient funds	7	70.0
Difficulty in rewarding different papers that is I, II & III	7	70.0
Unstable performance	6	60.0
Rewards given to best students who have improved in performance as compared to previous results	5	50.0
Lack of variety of rewards	4	40.0
Too much stress on science subjects makes students perceive that they should be rewarded	4	40.0
Students have different perceptions on some rewards	2	20.0

The result show that the challenges faced by schools in rewarding best performing students are insufficient funds 7 (70.0%), difficulty in rewarding different papers that is number 1, 2, 3, 4, & 5 7(70.0%), unstable performance 6 (60.0%), rewards given to best students who have improved in performance as compared to previous results 5 (50.0%), lack of variety of rewards 4 (40.0%), too much stress on science subjects makes students perceive that they should be rewarded 4 (40.0%) and students have different perceptions on some rewards 2 (20.0%). These challenges seems to be school based and that stakeholder involvement is necessary in ensuring extrinsic rewards are used in motivating students accordingly in schools.

4.4.2 Ways of Overcoming Extrinsic Rewards Challenges

The teachers were asked to give ways of overcoming extrinsic rewards in their schools. The results are presented in Table 4.12.

Table 4.12 Ways of Overcoming Extrinsic Rewards Challenges

Ways of overcoming	Frequency	Percentage
Soliciting funds from parents	7	70.0
Contributions from teachers	5	50.0
Soliciting funds from leaders	5	50.0
Averaging the mean grade for the year/term	5	50.0
Rewarding best five students	5	50.0
Putting equal emphasis on all subjects	5	50.0
Rewards be given out throughout especially when there is positive response	4	40.0
Consistency in rewarding	4	40.0
Creating a rewarding committee to help to decide on rewards	3	30.0

The teachers suggests that schools should solicit funds from parents 7 (70.0%), 5 (50.0%) said that teachers should contribute, 5 (50.0%) said that schools should solicit funds from leaders, 5 (50.0%) said that schools should average the mean grade for the year/term, 5 (50.0%) said schools to reward best five students, 5 (50.0%) schools should put equal emphasis on all subjects, 4 (40.0%) said that rewards should be given throughout especially when there is positive response, 4 (40.0%) said that there is need for consistency in rewarding while 3 (30.0%) that schools should create rewarding committees to help decide on rewards.

4.5 Effects of Extrinsic Rewards on Students' Performance in Kiswahili

This is the last objective that sought to determine the effect of extrinsic rewards on students' performance in Kiswahili. The previous results had shown that students performance in Kiswahili is not good (average of 6.2 = C) and also extrinsic rewards programmes have not been implemented in many schools. While rewards are typically delivered to increase the probability of a response, they can increase or decrease the probability of an event occurring, depending on the saliency and direction of the controlling and informational aspects of the reward. Therefore, to determine the effect of extrinsic rewards on student performance in Kiswahili, results on students who were given rewards was cross-tabulated against their performance in the recent examinations. The findings are given in Table 4.13.

Table 4.13(a) Extrinsic Rewards and Performance Cross Tabulation

			Performance			
			Good	Average	Poor	Total
Extrinsic rewards	Given	Count	20	12	2	34
		% within Extrinsic rewards	58.8%	35.3%	5.9%	100.0%
	Not given	Count	66	210	50	326
		% within Extrinsic rewards	20.2%	64.4%	15.3%	100.0%
Total		**Count**	**86**	**222**	**52**	**360**
		% within Extrinsic rewards	**23.9%**	**61.7%**	**14.4%**	**100.0%**

The results show the Cross tabulation of extrinsic rewards on performance of students in Kiswahili. For those students who have been given extrinsic rewards, 20 (58.8%) perform well in the subject, 12 (35.3%) perform on average while 2 (5.9%) perform poorly. On the second column which comprises of students not given extrinsic rewards, 210 (64.4%) perform averagely in Kiswahili, 66 (20.2%) perform good and only 50 (15.3%) perform poorly. The finding shows the use of extrinsic rewards in motivating students, this result to improved performance in Kiswahili. Therefore, the use of extrinsic rewards in motivating students results in an increased performance of students in Kiswahili. The results are confirmed by chi square and asymmetric results presented in Table 4.13 (b & c).

Table 4.13(b) Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.322[a]	2	.000
Likelihood Ratio	21.541	2	.000
Linear-by-Linear Association	18.920	1	.000
N of Valid Cases	360		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.91.

The chi square results show that there is significant relationship (p<0.05) between extrinsic rewards and students performance in Kiswahili. This is also confirmed with symmetric correlations in Table 4.13(c).

Table 4.13(c) Symmetric Measures

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.230	.054	4.463	.000[c]
Ordinal by Ordinal	Spearman Correlation	.235	.055	4.581	.000[c]
N of Valid Cases		**360**			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

The spearman correlation results for categorical variables in this study shows that there exist a positive (r=0.235) between use of extrinsic rewards in improving students performance in Kiswahili subject. Therefore the study concludes that there is positive effect on the use of extrinsic rewards in Kiswahili performance improvement and vice versa. In situations where extrinsic rewards are not being given to motivate students, the performance decreases as revealed from the findings.

4.6 Discussions of Findings

The study focused on the effect of extrinsic rewards on motivation of students in Kiswahili Subject. The study involved participation of 10 teachers of Kiswahili and 360 students of

selected secondary schools within Sotik District. The study established that most (60.0%) of teachers surveyed were males while 40.0% were females. In terms of the number of experience of teaching Kiswahili, the study established that most of the teachers had more than 5 years of teaching experience. On students' representation, both students from district (61.4%) and provincial schools (38.6%) participated in the study. 55.3% of those students who participated in the research were male while 44.7% were females. This ensured adequate representation of all students and teachers in the study.

Kiswahili subject was the main focus for the study and therefore the study sought to find out the performance of students in their recent exams. From the results most (28.3%) had scored an average of C+ (plus) in Kiswahili. Few of them had As, A – (minus), B+ (plus) and B-(minus). The result shows that Kiswahili performance in Sotik District secondary schools is below average. The result could mean that absence of extrinsic rewards could be one of the causes of decline performance in Kiswahili.

On identifying the extrinsic rewards that are given to students in order to improve their performance in Kiswahili, the study findings showed that 326 (90.6%) of students were not given rewards after they improved their performance in Kiswahili with only 34 (9.4%) indicating that they have always been given extrinsic rewards. The reason for decline performance in Kiswahili could be attributed to lack of extrinsic rewards in secondary schools. This is contrary to studies conducted elsewhere where extrinsic rewards have been shown to be effective when used with students who were not intrinsically motivated, but only when rewards were given initially followed by increasingly longer periods of time in which no rewards were given to reinforce effort and persistence. This could mean that even if the schools were providing extrinsic rewards

to students, it is irregularly being given since studies indicate that extrinsic rewards must be given immediately following the success, as people in general and middle school students in particular are not motivated by rewards that are too far in the future. Researchers have also found that extrinsic praise or positive reinforcement of behaviors such as effort or persistence rather than fixed traits such as intelligence can increase behaviors associated with motivation.

The teachers of Kiswahili interviewed indicated that they give extrinsic rewards to motivate them to perform well in Kiswahili subject since most students have laid their emphasis much on sciences other than arts subjects which are also compulsory in the syllabus. Among the extrinsic rewards that schools gave to students were; textbooks, exercise books, files, pens, geometry sets, some students were made to stand before others in the parade, Kiswahili badges, trips and sweaters. However, when the students were asked to indicate the kinds of rewards that they expected to be given, most said that they needed; that they would like to be given Kiswahili badges or stickers (26.7%) and be taken for trips (60.8%). This shows that most students have not yet developed intrinsic rewards in them but expect extrinsic rewards which in the long run could lead to students believing that they are learning because of their parents and teachers. Therefore as a matter of caution most teachers seems to emphasizes on books which would help students develop knowledge and attitude toward learning while students themselves prefer to be treated with extrinsic rewards that are useful in some cases but could be dangerous if they use them continually.

On the teachers opinion towards the use of extrinsic rewards on motivating students in Kiswahili, most teachers agreed that use of rewards help to improve performance, students who perform well in Kiswahili are happy when rewarded and students who have been

rewarded devote more time in Kiswahili. The teachers' response indicates that if schools provide extrinsic rewards to students, their performance and attitude towards learning Kiswahili as a subject could improve. The same results was observed from students where 326(91%) had positive perception towards the use of extrinsic rewards in motivating them to perform well in Kiswahili. This shows that teachers and students have the same perception regarding the use of extrinsic rewards in improving their performance.

On looking at the effect of use of extrinsic rewards in motivating students to perform well in Kiswahili, the study established that there was positive relationship between extrinsic rewards and students' performance in Kiswahili. This is explained with the fact that for those students who were given rewards by their teachers, their performance was good while those students who were not given rewards by their teachers of Kiswahili, their performance was below average. The findings of the study is similar to what Ryan & Deci, (2000) established that athletes that were extrinsically motivated participated in sport for external causes such as rewards, positive feedback and recognition. But also Deci, *et al,* (2001) established that rather than always being positive motivators, rewards can at times undermine rather than enhance self-motivation, curiosity, interest, and persistence at learning tasks. Because of the widespread use of rewards in schools, a careful summary of reward effects on intrinsic motivation would seem to be of considerable importance for educators. This implies that continuous use of extrinsic rewards by teachers will increase students' performance in Kiswahili subject and vice versa.

The challenges that were experienced by schools in implementing extrinsic rewards programmes were; insufficient funds, lack of variety of rewards to be given to students,

some students have different attitudes and perceptions towards certain kinds of rewards, too much stress on science subjects, unstable performance and difficulty in rewarding different Kiswahili examinations that is Paper I, Paper II, and Paper III. Most of these challenges that affect the implementation of rewards in schools are school based and therefore it is upon the teachers and the school administration to set up a committee through which rewards are going to be given out to those students who perform better in Kiswahili as a way of motivating them to continuously work harder.

4.7 Summary

Chapter four presented findings of the present research, data analysis and interpretations of the collected data. The present research found out that, the extrinsic rewards that are given to students in order to improve their performance in Kiswahili, the study findings showed that most of the students were not given rewards after they improved their performance in Kiswahili. The reason for decline performance in Kiswahili could be attributed to lack of extrinsic rewards in secondary schools. Among the extrinsic rewards that schools gave to students were; textbooks, exercise books, files, pens, geometry sets, some students were made to stand before others in the parade. Kiswahili badges, trips and sweaters. Rewards aimed at motivating students to improve their performance in Kiswahili. The next chapter presents the summary, conclusions and recommendations of the present study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter presented the background information to the study, literature review, research methodology and data analysis, presentation, interpretation and discussions on the influence of extrinsic rewards on students' performance in Kiswahili at the end of term examinations. The current chapter presents the summary of major findings of the study, conclusions are made, recommendations are suggested and areas for further research are given out.

5.1 Summary of Findings

The purpose of the study was to investigate the use of extrinsic rewards as a motivating factor in the learning of Kiswahili in selected secondary schools in Sotik District and to come up with recommendations that would equip educational managers with tenets that were required for improvement in Kiswahili performance. The objectives of the study were: to find out the types of extrinsic rewards that can be used to motivate good performance in Kiswahili, to determine the perception of students on the use of extrinsic rewards, to find out the perception of the teachers of Kiswahili on the use of extrinsic rewards and finally to establish the effects of extrinsic rewards on students' performance in Kiswahili.

This study was a survey. The present study was carried out in Sotik district in Bomet County in Kenya. The district had 30 secondary schools that had been registered. Stratified, proportionate sampling and simple random sampling were used to select 10 schools, 10 teachers of Kiswahili, and 350 form 4 students, giving a total of 360

respondents.

The data obtained through the use of interview schedules and questionnaires were analyzed quantitatively and qualitatively through use of percentages, general statements and themes that emerged.

5.1.1 Types of Rewards Given to Students

This was the first objective of the study that sought to determine extrinsic rewards that are given to students who perform well in Kiswahili as a means of motivating them. The result shows that (90.3%) of schools do not give their students extrinsic rewards as form of motivating them. The results on the type of rewards given to students by teachers show that the extrinsic rewards that are given to students to motivate them in Kiswahili according to teachers are books, files, pens, geometric sets, champion badge, monetary, taken for trips, made to stand before the other and given sweaters. On the extrinsic rewards given by the school to motivate the students most of the teachers (80.0%) were satisfied that they gave files to the students. The result implies that most schools give students books, files and pens as extrinsic rewards towards motivating them in Kiswahili. It also shows that if the students are reward will always work hard to remain at the top and this so that the use of extrinsic rewards in Kiswahili can motivate the student to perform well.

This finding is in agreement with Wheldall, Houghton and Merrett (1987) who explored teachers' reactions to different types of behaviour. They found that where students' work was concerned, teachers' use of positive responses far out-weighed the negative, i.e.: students who produced good work were rewarded far more than students who produced poor work were punished.

The opposite was true when teachers were dealing with student conduct; undesirable behaviour was punished while good behaviour was not rewarded. They concluded that many students who did not do well in their studies gained little reward from their schooling and that perhaps extrinsic rewarding systems were needed to motivate such students.

The findings of the study showed that extrinsic rewards are not common in many schools surveyed by the study. The research has also established that the common extrinsic rewards that are given to students to improve their performance in Kiswahili are; books, pens, files, geometrical sets, badges and educational trips. However, the students preferred being given Kiswahili badges and are taken to educational trips while the teachers favored on giving out instructional materials that will aid in students learning and attitude change towards Kiswahili. Researchers recognize that the effect of rewards depends on the types of rewards used and the conditions under which they are used (Cameron, Pierce, Banko, & Gear, 2005). By examining rewards through a teacher's point of view, we can gain access to the reasoning behind the types of motivation that are frequently used in classrooms (Hoffman, Huff, Patterson, & Nietfeld, 2009). This could lead to a better understanding of the impact of reward systems and whether or not they can play a positive role in motivating students.

5.1.2 Students' Perception on the Use of Extrinsic Rewards

This is the second objective of the study that sought to determine students' perception on the use of extrinsic rewards in motivating them to perform well in Kiswahili. The results on student's perception that they want to work hard in Kiswahili in order to be rewarded,

(69.2%) of students strongly agreed.

The finding further indicated that most (92.5%) agreed that they want to work hard in Kiswahili so that they can be rewarded and this implies that students have positive perception towards working harder in Kiswahili which later translates to them being given extrinsic rewards. On the statement as to whether best students in Kiswahili are liked by their teachers of Kiswahili, (60.9%) of the students agreed. This shows that (60.9%) of students agreed that teachers like students who perform well in Kiswahili. The result implies that most students believe that, to be liked by their Kiswahili teacher, they need to perform well in the subject.

The results show that (91%) of students have positive perceptions towards the use of extrinsic rewards in motivating them to perform well in Kiswahili. A chi square analysis was further computed to check the significance of the results. The results (x^2=236.844, df=1 and p=0.001) show that the results are significant at p<0.05 level. Therefore, indicating that most students believe that extrinsic rewards are important in motivating them to perform better. The findings collaborate with Eisenberger and Cameron, (1996) who approached the subject from a behaviorist perspective. Their findings indicate support from these many studies for the view that tangible rewards like money tend to suppress intrinsic motivation in so far as it is evident in subsequent time spent on the task, but not when it is measured by verbal expressions of attitude.

5.1.3 Teachers' Perception on the Use of Extrinsic Rewards in Motivating Students in Kiswahili

This is the third objective of the study that sought to determine the teachers' perception on the use of extrinsic rewards in motivating students in Kiswahili.

The results show that on the statement that use of rewards help to improve performance, (80%) of teachers strongly agreed. The result implies that continuous use of extrinsic rewards in motivating learners lead to improved performance in Kiswahili.   On the statement that students who perform well in Kiswahili are happy when rewarded, (90.0%) strongly agreed. This shows that students are always happy when they are motivated as a result of improving their performance in Kiswahili. On the time devoted to Kiswahili by students who have been rewarded, (70.0%) of teachers strongly agreed. The results indicate that teachers have a positive opinion towards use of extrinsic rewards in motivating students which in the future result to improved performance and commitment in Kiswahili Subject.

The teachers' result correlates with students outcomes where they shared positive opinion towards the use of extrinsic rewards on motivation. Moreover, teachers and students had a common perception towards the use of extrinsic rewards in improving performance in end term examinations. They indicated that extrinsic rewards can make students perform well in Kiswahili and this has been preferred with analysis results where there was positive correlation between extrinsic rewards and students academic achievement. The current study produced results that were similar to a study conducted by Hoffman et al., (2009) which also examined teacher's views of rewards. Like the study conducted by Hoffman et al., (2009) indicated that all participants in the current study reported using some form of reward to motivate students in, the classroom. Small tangible items and classroom privileges were rated the most used and the most effective means for rewarding students. When examining the context in which teachers used rewards with their students, the most common type of reward system used by ten teachers was a token economy.

Prior established research supports that rewards are effective in increasing appropriate behaviors, thus enabling a classroom environment where learning can occur (Reitman, Murphy, Hupp & O'Callaghan, 2004). More research would be needed to find out if teachers use rewards as a form of classroom management more so than to increase student motivation. A major goal of this research study was to examine the attitudes teachers have about rewards in the classroom. In general, teachers in this sample were in favor of rewards. The claim that rewards can decrease intrinsic motivation is a well know theory in educational research.

5.1.4 Effect of Extrinsic Rewards on Students' Performance in Kiswahili

This is the last objective that sought to determine the effect of extrinsic rewards on students' performance in Kiswahili. The previous results had shown that students performance in Kiswahili is not good (average of 6.2 = C) and also extrinsic rewards programmes have not been implemented in many schools. While rewards are typically delivered to increase the probability of a response, they can increase or decrease the probability of an event occurring, depending on the saliency and direction of the controlling and informational aspects of the reward. Therefore, to determine the effect of extrinsic rewards on student performance in Kiswahili, results on students who were given rewards was cross-tabulated against their performance in the recent examinations. The results showed the Cross tabulation of extrinsic rewards on performance of students in Kiswahili. For those students who have been given extrinsic rewards, 20 (58.8%) perform well in the subject. On the second column which comprised of students not given extrinsic rewards, 210 (64.4%) perform averagely in Kiswahili,. The finding shows the use of extrinsic rewards in motivating students, this result to improved performance in Kiswahili.

Therefore, the use of extrinsic rewards in motivating students results in an increased performance of students in Kiswahili.

The chi square results show that there is significant relationship ($p<0.05$) between extrinsic rewards and students performance in Kiswahili. The spearman correlation results for categorical variables in this study shows that there exist a positive ($r=0.235$) between use of extrinsic rewards in improving students performance in Kiswahili subject. Therefore the study concludes that there is positive effect on the use of extrinsic rewards in Kiswahili performance improvement and vice versa. In situations where extrinsic rewards are not being given to motivate students, the performance decreases as revealed from the findings.

Those students who indicated that they had been given extrinsic rewards, their performance was far much better than those students who had not been given. This indicates that use of extrinsic rewards in secondary schools influence students academic achievement in Kiswahili subject. Finally, the study established that there are several challenges that influence the utilization of extrinsic rewards in schools. They were mostly institutional factors. The findings of the study is similar to what Ryan & Deci, (2000) established that athletes that were extrinsically motivated participated in sport for external causes such as rewards, positive feedback and recognition. But also Deci, *et al,* (2001) established that rather than always being positive motivators, rewards can at times undermine rather than enhance self-motivation, curiosity, interest, and persistence at learning tasks. Because of the widespread use of rewards in schools, a careful summary of reward effects on intrinsic motivation would seem to be of considerable importance for educators. This implies that continuous use of extrinsic rewards by teachers will increase students' performance in Kiswahili subject and vice versa.

5.2 Conclusions

The study has observed that motivation in students predicts motivation later in life, and the stability of this relationship strengthens with age. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation. As observed from the study findings, students appear to enter school with high levels of intrinsic motivation, although motivation tends to decline as students progress through school. The study findings have shown that students could have more intrinsic motivation when they came in Form I but it has diminished as time progressed. Rewarding students to perform is a fundamental part of the role of being a teacher. It is important to consider a teacher's reasons for choosing a particular form of reward to use in the classroom. The majority of teachers in this study reported using tokens in their classroom. The results show that (91%) of students have positive perceptions towards the use of extrinsic rewards in motivating them to perform well in Kiswahili. Overall, teacher's attitudes about rewards were positive, and did not feel they were a threat to students' extrinsic rewards. Teachers in the study expressed positive attitudes towards student goal setting and felt students should be rewarded for academic performance.

The present study showed that the majority of elementary teachers in this sample used token economies on a daily basis to increase student motivation. The study findings also showed that as a result of lack of extrinsic motivation in secondary schools, students' performance in Kiswahili subject was low. The results show that (91%) of students have positive perceptions towards the use of extrinsic rewards in motivating them to perform well in Kiswahili.

The findings are supported with the fact that students believed that they were willing to work hard if they were motivated by their teachers. It is clear that the use of rewards encourages motivation and later lead to improved performance for students in Kiswahili. In addition, teachers of Kiswahili should create a supportive classroom environment with respect to goal structures, attributions, and external evaluation.

5.3 Recommendations

The study makes the following recommendations;

(i)   There is need for contribution by all stakeholders in schools (parents, teachers, head teachers, students and other interested people) towards rewarding of students who perform well in Kiswahili throughout the year

(ii)   There is need for schools to create a rewarding committee that will help in deciding and designing a variety of rewards and appropriate reward system as far as students' performance is concern.

(iii)   There is need for school teachers to balance between intrinsic and extrinsic rewards. This is because for extrinsic rewards to be given, adequate assessment needs to be performed before giving students extrinsic rewards, otherwise they will assume that they are studying because of their teachers and parents.

(iv)   There is need for immediate administration of the reward after a success for the student to associate the reward with the response which elicited it.

5.4 Suggestion for Further Studies

Although many significant results were reported in this study, there are some recommendations that should be considered by future researchers.

(i)   More research about teacher's attitudes and use of rewards and the students academic performance is still needed.

(ii)   Experimental studies need to be conducted to determine the effect of the programme after the control is removed.

(iii)   Student goal setting and rewards for academic achievement.

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APPENDICES

APPENDIX I: LETTER TO PRINCIPALS

CHERUIYOT MUTAI GEOFREY

MOI UNIVERSITY,

P.O BOX 3900,

ELDORET.

THE PRINCIPAL

I am a student at Moi University undertaking master of philosophy degree in education. As part of my course I am required to carry out a research on "*Influence of extrinsic rewards on students' performance in Kiswahili internal examinations in selected Secondary schools in Sotik district, Bomet County, Kenya,*" your school has been selected as among others that will participate in the study. I kindly request you to allow me undertake this research in your school. The data will be collected through interviewing the teachers of Kiswahili, and analysis of monetary rewards administered. The study will provide practical guidelines for educationalist curriculum developers, publishers and policy makers. The information acquired in your school will be treated as confidential and findings will be availed to you if so you desire.

Yours faithfully

CHERUIYOT MUTAI GEOFREY

APPENDIX II: STUDENTS QUESTIONNAIRE

Serial no……………………………………………..

Instructions:

This questionnaire is divided into 2 parts;

- Part A. Part A requires general information about yourself and the school

- Part B. requires information regarding the implication of extrinsic rewards

Note:

- You are kindly asked to answer all questions.

- You are kindly asked to be honest.

- The information you give will be treated with confidentiality.

A. Background information

1. State your gender (tick the appropriate)

   Male [ ]   Female [ ]

2. What type of school are you in? (Tick the appropriate)

District [ ]   Provincial [ ]   National [ ]

Part B

Instructions to respondent:

- Please indicate how you feel by showing the extent of agreement by using the following words: strongly agree, agree, undecided, disagree and strongly disagree

- put a tick inside the box of your choice

- Note that there is no correct or wrong answer in this section.

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Key
SA- strongly agree   A —Agree   UD — Undecided   D – Disagree SD- strong disagree

B, Type of rewards used in schools

3. Please state the grade you scored in Kiswahili in your:

K.C.P.E ……………….

    i. Recent exam (mid- term)……………

    ii. Previous exam (openers)…………

4. Were you the leading in Kiswahili in your class?

    Yes [ ]   No [ ]   (tick the appropriate)

If **yes**, what kind of reward did your teacher of Kiswahili give you?

    Monetary reward   [ ]

    Kiswahili badge or stickers   [ ]

    Made to stand before the others [ ]

    Promised a field trip   [ ]

    Bought a snack (biscuits for me) [ ]

    Other Specify…………………………………………………….

On a scale of 1-5 rate on the frequency of rewards using the following key

SA- strongly agree   A —agree   UD — Undecided D – Disagree   SD- Strong disagree

	Frequency of rewards given				
	SA	A	UD	D	SD
Monetary rewards					
Kiswahili badge					
Made to stand before the other					
Promised a field trip					
Bought a snack					

Others (specify)…………………………………………………………

5. How long did it take for you to receive the reward after the release of the results?

Immediately   [ ]

1 day   [ ]

2-7 days   [ ]

1-2 weeks   [ ]

Other (Specify)……………………………………………………………

6. Options of students on use of rewards

   Please indicate your rating of the following statement in the table below:

   Key: Strongly agree -1 Agree-2 Undecided-3 D - Disagree   4

   Strongly disagree - 5 Tick as appropriate

Statement	1	2	3	4	5
I want to work hard in Kiswahili in order to be rewarded.					
The best students in Kiswahili are liked by teacher of Kiswahili					
If I am rewarded for being best in Kiswahili, I will always work hard to be at the top.					
Use of rewards can make the students perform very well in Kiswahili.					

7. If you perform well in Kiswahili, what kind of reward will you want your teacher of Kiswahili to give you?

   Monetary reward [ ]   Special meal [ ]

   Be taken for a trip [ ]   Be given Kiswahili badge   [ ]

   Others (specify) ……………………………………………………………

8. What is the remedy of: a) speaking in mother tongue in your school?

   …………………………………………………………………………

   9. Speaking in other language apart from Kiswahili during Kiswahili day?

   ………………………………………………………………………….

APPENDIX III: INTERVIEW SCHEDULE

1. Gender of the interviewee.

2. Type of the school they are teaching in.

3. How long have they been teaching Kiswahili?

4. State the level of reward allocation that are normally given to students in their schools. Using the key below please tick on the level of satisfaction of reward allocation given to students. Tick as appropriate

1-Very satisfied 2 -Satisfied 3-Not sure 4-Dissatisfied   5-Very dissatisfied

Rewards	1	2	3	4	5
Books					
Files					
Pens					
Geometric sets					
Champion Badge					
Monetary					
Taken for Trips					
Made to stand before the other					
Sweaters					

5. Which ones are commonly used? And why?

Reason(s)

……………………………………………………………………………………

……………………………………………………………………………………

6.   What is their perception on the use of extrinsic rewards? Can they help in improving the performance of Kiswahili?

……………………………………………………………………………………

……………………………………………………………………………………

7.   What challenges do they face in their attempt to reward best performing student in Kiswahili?

……………………………………………………………………………………

…………………………………………………………………………………………

8. How do they overcome the challenges mentioned above?

…………………………………………………………………………………………

…………………………………………………………………………………………

9 a), What is the ratio between teachers of Kiswahili: students in their school?

…………………………………………………………………………………………

…………………………………………………………………………………………

APPENID IV: DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	*S*	*N*	*S*	*N*	*S*
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
        S is sample size.