

**PUNISHMENT AND REWARDS ON THE ACADEMIC PERFORMANCE OF FEMALE
STUDENTS IN SELECTED SECONDARY SCHOOLS OF GASABO DISTRICT,
KIGALI CITY, RWANDA**

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DECLARATION A

"This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

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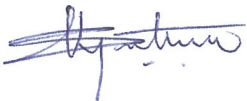
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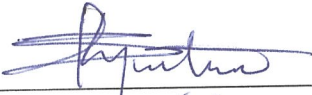
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APPROVAL SHEET

This thesis entitled **"PUNISHMENT AND REWARDS ON THE ACADEMIC PERFORMANCE OF FEMALE STUDENTS IN SELECTED SECONDARY SCHOOLS OF GASABO DISTRICT, KIGALI CITY, RWANDA"** prepared and submitted by Musengimana Regine in partial fulfillment of the requirements for the degree of Master in Education Management and Administration has been examined and approved by the panel on oral examination with a grade of PASSED.

Name and Sig. of Chairman



Name and Sign of Supervisor

Name and Sig. of Panelist

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DEDICATION

To the Almighty God,

To my Beloved Husband

To my children

To my parents,

To my brothers and sister,

To my friends and relatives,

I dedicate this work.

ACKNOWLEDGEMENT

I am sincerely grateful to Doctor Sarah KYOLABA who aroused my interest in education, and who helped me in selecting a research topic in this area. In addition to this, she accepted to supervise this research work and encourage me since its beginning up to its completion.

I am also grateful to all Professors, Doctors and others who have assisted me ,in one way or an other particularly Doctor SUMIL Novembrieta ,Doctor KAMYA Edward and Doctor OCHEN Joseph who participated in my Viva Voice.

First and foremost I would like to extend my gratitude to Almighty God and to all my family members.

My special gratitude also goes to my beloved husband YARAMBA Anastase,my mother MUKANAMA Dancille and my children SENG A YARAMBA Sympathique, SEZERANO YARAMBA Serieuse and SUGIRA YARAMBA Regis, and also my brothers and sisters.

Thank you so much and my God bless you.

ABSTRACT

This study focuses on "Punishment and Rewards on the Academic Performance of female students in selected schools of Gasabo district, Kigali City in Rwanda". The objectives of this study were the following: to; Determine the profile of respondents in terms of age, gender, combinations and classes in selected secondary schools of Gasabo District. Determine the degree of punishment of female students in selected secondary schools of Gasabo District. Determine the level of rewards of female students in selected secondary schools of Gasabo District. Examine the level of academic performance of female students in selected secondary schools of Gasabo district. Determine the relationship between the degree of punishment and female students' Academic Performance in selected secondary schools of Gasabo District. Determine the relationship between the level of rewards and female students' Academic Performance in selected secondary schools of Gasabo District.

The population of the study comprised female students picked from 10 selected schools of Gasabo District. The sample also participated in research was 204 female students picked from those 10 selected schools. Thus by computing coefficient of determination, we found that punishment level contribute more significantly to academic performance (62.8%) while rewards level is 19.6%.Indeed, the recommendations have been suggested to Government, education managers, parents and further research in order to increase the students' Performance. Recommendations for teachers and school managers Teachers should reward commonly the weak and shining students equally after the desirable behavior.Teachers should be informed that smiling students is needed and necessary after good behavior as a kind of motivation. Teachers should increase also the level of rewards as they increase the degree of punishment to contribute more on the level of Academic Performance.

Recommendation for parents ,Follow up their female students in order to identify the cause of their low or high performance for remedying some problems they are meeting at school. Suggestions for further research, it is the task of the further research to find out other factors that affect Academic Performance in secondary schools of Rwanda.

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ABREVIATIONS

ACP: Academic Performance

EFA: Education for all

MINECOFIN: Ministry of Economics and Finance

MINEDUC: Ministry of education

UNESCO: United Nations of Education, Science and Culture organization.

MDGS: Millennium Development Goals.

PACFA: Protection and Care of Families against HIV/AIDS.

SRS: Sample Random sampling.

TIMSS: Third International and Science study.

ACT: American College Testing

PBS: Positive Behavior Supports

LEAs: Local Education Agencies

G.S: Groupe scolaire

E.S: Ecole secondaire

CVI: Computing Content Validity Index.

SPSS: Statistical Package for the Social Sciences

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

Teachers play the most important and practical role in education .They are said to be the builders or architects of the nation. Teacher is the central log in the machinery of education. The quality and worth of teachers determines the quality of education.(Slavin,1997).Teaching facilitate learning .Learning is a complex phenomenon that has been explained differently.

Over a long period of the past, education psychology has used a variety of approaches to explain the concept of learning. There are four approaches to explain learning which include behavioral approach, cognitive approach, social learning approach and humanistic approach. Though the cognitive approach to explain learning is very popular today, the behavioral approach has much to contribute to the practice of education.

Behavioral psychologists use the concept of conditioning to explain how learning takes place. Learning to behaviorists is nothing but conditioning (Woolfolk, 1998).They use two types of conditioning to explain learning. Those are classical conditioning and operant conditioning. Operant conditioning has however achieved predominant role than classical conditioning (Crowl et al, 1997).

Behaviorists use the concept of conditioning to explain how learning takes place. Conditioning is the process by which the behavior of an organism becomes associated with a stimulus in the environment so that whenever the stimulus appears, the response (behavior) occurs. Operant conditioning is a type of learning in which behavior becomes more or less likely to occur in the future based on the consequences following the behavior. Unlike classical conditioning, the behavior is freely given by the organism, not reflexively (Hilgard and Bower, 1971).

Skinner describes operant conditioning as a form of learning in which the consequences of behavior lead to changes in the probability of that behavior's occurrence. The consequences i.e; rewards or punishment are contingent on the organism's behavior (Halonen, 1996).

Behavior modification is systematic application of operant conditioning to change behaviors .It is used for clinical purpose, as well as in educational settings.

According to skinner's theory of operant conditioning, a teacher can use four basic principles which are positive reinforcement, negative reinforcement, punishment and extinction. In order to modify behavior ineffectively, the teachers tend to use traditional methods of punishment and rewards. The main purpose of giving punishment and reward is the decrease or increase the behavior of the learner. Punishment i.e. presenting an unpleasant stimulus after the occurrence of undesirable response, at times, does not help in stopping the undesirable behavior and reward i.e; presenting something pleasant after the occurrence of desirable behavior does not often result in enhancing the performance of students. The basic reason behind the yielded circumstances is that teachers are not well familiar with different types of rewards and various kinds of punishments along with their effective use. Teachers are not fully aware of the appropriate use of reward and punishment techniques for the desired change in character, behavior and performance of the students.

Statement of the Problem

Often the teachers inadvertently select and use inappropriate types of reward and punishment for the students as they are devoid of the knowledge of the modern behavior psychology .Therefore, in order to bring out change into behavior and learning of the students, the use of modern knowledge about behavior modification techniques is necessary so that deterioration in the quality of education and behavior may be stalled.

Operant conditioning is mostly used in every sphere of the world. What are its major conditions and what are the most appropriate ways of presenting rewards and giving punishment to modify students' behavior and enhance their academic performance?

These must be researched on. There is great need of examining the degree of punishment and level of rewards practices in schools and their effect on their academic performance. There are seemed to have been done a little work in this field in Rwanda.

The results of this study may hopefully bring out a clear picture of the level of reward and the degree of punishment practices followed in selected schools of Gasabo district in Rwanda, which may serve as a useful input for improving these practices to influence development of desirable students' behavior specifically females.

Purpose of the study

This study intended to investigate the effect of Punishment and rewards on the Academic Performance of female students in selected secondary schools of Rwanda, using Gasabo as a sample district located in Kigali City.

Research objectives

This study intended to;

1. Determine the profile of respondents in terms of age, gender and combinations and classes in selected secondary schools of Gasabo District.
2. Determine the degree of punishment of female students in selected secondary schools of Gasabo District.
3. Determine the level of rewards of female students in selected secondary schools of Gasabo District.
4. Examine the level of academic performance of female students in selected secondary schools of Gasabo district.
5. Determine the relationship between the degree of punishment and female students' academic performance in selected secondary schools of Gasabo District.
6. Determine the relationship between the level of rewards and female students' academic performance in selected secondary schools of Gasabo District.

Research questions

1. What is the profile of female students in selected secondary schools of Gasabo District?
2. What is the degree of punishment of female students in selected secondary schools of Gasabo District?
3. What is the level of rewards of female students in selected secondary schools of Gasabo District?
4. What is the level of academic performance of female students in selected secondary schools of Gasabo District?
5. Is there the relationship between the degree of punishment and academic performance of female students in selected secondary schools of Gasabo District?
6. Is there the relationship between the level of rewards and academic performance of female students selected secondary schools of Gasabo District?

Hypotheses

1. There is no significant relationship between the degree of punishment and academic performance of female students in selected secondary schools of Gasabo District.
2. There is no significant relationship between the level of rewards and academic performance of female students in selected secondary schools of Gasabo District.

Scope

Geographical scope

This study carried out in Gasabo District. This District is located in Kigali City, capital of Rwanda. To its north is Buriza and Rulindo Districts of north province, to its south is Kicukiro District, to its east is Rwamagana District of eastern province and to its west is Nyarugenge District.

Theoretical scope

Many studies have been developed concerning punishment and rewards on the Academic Performance. Indeed, this work is based on theory of Skinner (1948) which is Operant conditioning. He emphasized that the basic datum for the student of behavior is simply an observed correlation between stimulus-response (S_R) connections. He held that it is necessary to study something simpler i.e the relationship of a part of behavior (a response) to a part of environment (stimulus)

Time scope

This study was done from 2006 to 2010.

Content scope

This study intended to carry out the effect of punishment and rewards on the Academic Performance of female students in secondary schools of Gasabo District. Gasabo district is one of 3 districts of Kigali city the capital of Rwanda and the schools will be chosen from all categories: government, private, mixed, single sex, day and boarding schools. These include: E.S Gikomero, Apaer, Fawe Girls School, E.S Kacyiru, G.S Bumbogo Aperwa, Ifak, G.S Musave, G.S Rubingo, Doctrina Vitae. It would look at a period of five years of academic performance of female students in 10 selected secondary schools of Gasabo District in national examinations (2006 to 2010).

Significance of the study

The research findings and conclusions will help the future researchers to apply the principles of punishment and rewards on the Academic Performance on female students in secondary schools of other districts of Rwanda. This work will encourage policy makers and educators to work hand in hand to increase the level of rewards as they increase the degree of punishment in order to increase the students' Academic Performance.

The research will provide information on appropriateness of use of punishment and rewards of some educators and its influence on the Academic Performance of students particularly females.

This study will help parents and teachers in guidance of their female students. For the government, this study will show the areas where an effort is needed to develop female capacity through education. In terms of the literature in Africa, the research will add to the little and insufficient literature concerning female education and their performance in general and specifically in Rwanda.

Operational definition of terms

Punishment: it is the means of suppressing behavior, either by presenting of some thing negative or by removal of some thing positive

Reward : something which is offered or given in return for some service or attainment, as for excellence in studies.

Academic performance: it refers to how Students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers in a fixed time or academic year.

Academic sanctions: are penalties that school officials use to penalize students for poor academic performances.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

Punishment

The concept of punishment in educational settings has been discussed for years. As with other issues, educators cannot seem to fully agree on the best way to discipline students in different situations. Because this is a popular subject in the field of education, many experts have written articles and books as well as given lectures on discipline and punishment. Interestingly enough, according to Barbara Coloroso, most kids do not understand that what they do or do not do brings the punishment. They think it mainly depends on the mood of the teacher at the time of the action (Charles, 1999). Another expert supports this general idea. When discussing his experiences as a student who received physical punishment, Jerry Mills, quoting Tom Falling in his lecture on October 5, 2001, said, "Ninety percent of physical pain (punishment) that children endure is an adult temper tantrum" (qtd. in Mills lecture).

Many theorist believe there is no room in the classroom for punishment. In fact, Rudolf Dreikurs believes that effective discipline "...makes no use of punishment" (Charles, 1999). He also states that knowing what to do in a given circumstance is the way to produce good discipline; however, I feel this is obvious! Furthermore, Dreikurs promotes the idea that there must be a "...respect for orderly processes and for recognizing that actions lead to natural or logical consequences..." in order for there to be discipline in the classroom. With this I agree. Dreikurs teaches that kids need to feel like they identify and can contribute to the class. According to Dreikurs, this is the best way to "...smooth, productive functioning in schools..." (Charles, 1999). Agreed! However, how does one get to that place?

According to B. F. Skinner, positive reinforcement is the key to producing desired behaviors. Skinner believed that people "...work harder and learn more quickly when rewarded for doing something right than when punished for doing something wrong" (Charles, 1999). He, at least, gave several ideas as to how to implement this idea, and most of what he offered makes sense. For instance, he promoted a reward system that actually allows for many different types of reinforcements (Charles, 1999).

His system is divided into four kinds of reinforcement: tangible, activity, graphic, and social. To begin, tangible reinforcers are rewards like certificates, pens, posters, or candy, given to conforming students. These types of rewards are often implemented for the "... students who have special behavior problems" (Charles, 1999). Another avenue to take, according to Skinner, is to offer students a deal. For instance, if they behave themselves, they may study with a friend or take time to work on something they want to rather than the given assignment. This is called an activity reinforcer (Charles, 1999). A third way to promote good behavior is to do it graphically. Skinner felt that a teacher could use charts with stickers, checks, or smiling faces in order to encourage the desired classroom behavior. According to Skinner, social reinforcers also help to encourage good behavior. This type of reinforcement includes "...comments, gestures, facial expressions, and verbal expressions" (Charles, 1999).

While strongly believing in influencing students using positive reinforcement, Skinner did recognize that it may not work in every instance. As presented in C. M. Charles's book *Building Classroom Discipline*, Skinner believed, "Teachers are advised to use a positive approach instead (of punishment) and to resort to punishment only when everything else fails" (Charles, 1999). He stressed that punishment should be the last resort. Skinner would prefer that teachers recognize the students when they behave appropriately. That's why he stressed that teachers should use the "Catch ' Being Good" method, offering the incentives mentioned earlier (Charles, 1999).

Rewards

Child (1993) gives importance of rewards in teaching learning process as the rewarding of appropriate behavior is bread and butter to the teacher.

Lepper and Greene(1978) mention that the use of reinforcement in the vocabulary of instrumental conditioning was promoted in the mid-1930, particularly by Skinner and primarily as a substitute for the traditional term "reward", whose very age tainted it with the suspicion of mentalism.

By Skinners' definition, reinforcers favorite for scientific purposes .A reinforcer is any stimulus or strengthen behavior .This definition is Skinner's favorite for scientific purposes .Areinforcer is any stimulus event that follows an operant response and there by increases the strength (or probability of occurrence of that response. Response rate provides the usual performance measure of increased response probability.

Skinner (1953) identifies two main classes of reinforcers positive and negative. Positive reinforcers increase response probably by being added to the situation, negative reinforcers increase response probability by being removed. Positive reinforcers are those desired, sought-after stimuli such as food, praise and money that we ordinarily call rewards.

According to Madsen (1970), behavior that goes unrewarded will extinguish: the teacher must watch the student carefully to determine the payoff. The teacher must also recognize individual differences, the payoff is often different for each child .For example students A,B and C talk in class. After many warnings, the teacher finally sends them to the principal's office. This is just exactly what student A wanted: he finally managed to go and the teacher into "punishing" him. Student B just liked to make the teacher angry. Every time she got stern it just "broke him up."He knows he was bothering her, and he enjoyed her distress."Wow she gave me such stern looks". Student C did not care about the teacher or the principal .He did care about student A and B.Every time he talked, they listened .On the way to the principal's office ,student A

filled the others in."Listen, the principal sit you down and comes and comes on with all this you have got to be good boy stuff. The last time I was in there I really had him snowed .Besides, he never checks to see if you go back to class, they will continue to talk even more.

Academic performance

Individuals' actual achievement behaviour depends not only on their motivation to achieve but also on whether they expect to achieve and whether they fear failure. People are more likely to work hard when they perceive a reasonable chance to succeed than when they perceive a goal to be out of reach (Atkinson, 1964). Children's expectations of success can be measured by asking them to predict a certain grade, indicate how sure they are that they can solve a particular problem, and select the hardest task they think they can do from a collection of tasks varying by degree of difficulty (Philips, 1987). Children with high expectation for success on a task usually persist at it longer and perform better than children with low expectations Eccles, 1983; Eccles et. al.1998). Researchers like (Carr et. al.1991) have found that children with high IQs and high expectations of success in school do, in facts get the highest grades. Children with high IQs and children with low IQs and low expectations receive lower grades than children with low IQs and high expectations. In addition to child rearing practices, reviewed previously, teaching styles and communication pattern affect children's attributions. When teachers are caring and supportive emphasize the teaching learning process over the performance outcomes, and when they give feedback, children tend to be motivated to achieve and to expect success (Daniels, Kalkman, and McCombs, 2001).

Theoretical Perspectives

Many studies have been developed concerning punishment and rewards on the Academic Performance. Indeed, this work is based on theory of Skinner (1948) which is Operant conditioning.

Operant conditioning

Chauhan (1987) states that history of operant conditioning begins with skinner (1948) of Harvard University. When he was a graduate in the department of psychology of Harvard University, he wrote his dissertation in 1931 entitled as the concept of the reflex in the description of behavior. He made historical survey of previous studies and an operational analysis of the concept of the reflex. He emphasized that the basic datum for the student of behavior is simply an observed correlation between stimulus-response (S_R) connections. He held that it is necessary to study something simpler i.e the relationship of a part of behavior (a response) to a part of environment (stimulus)

According to Hilgard and Bower (1971), in series of papers beginning in 1930, skinner proposed a formulation of behavior which arose out of observations of animal performance in a type of experiment that he invented: the Skinner box. Skinner believed that, in this setting, most of the important concepts of behavioral control could be examined and revealed.

Operant conditioning focuses on what happens following a response rather than on what precedes a response (Geiwitz, 1980) Naime (2003) is of the view that it is a procedure for studying how organisms learn about the consequences of their own voluntary action (also called instrumental conditioning).

According to Nayak and Rayo (2002). Operant conditioning is demonstrated when the reinforced consequences immediately following the response decrease its future likely hood. It is a learning process in which the consequences of an action determine the likelihood that it will be performed In future (Gazzaniga andHeatherton, 2003).

According to hills (1982), the process of operant conditioning involves the modification of behavior by its consequences. Typically a relationship is established between some form of voluntary behavior t obtain the the reinforcement or reward .

Knowledge of the pattern of reinforcement enables prediction to be made about the individual's behavior.

According to Sprinthall and Sprinthall (1990), operant conditioning (or instrumental conditioning) is a form of associative learning in which the consequences of behavior produce changes in the probability of a behavior occurrence. Skinner chose the term operant to describe the behavior of the organism the behavior of that operates on the environment in turn operates on the behavior. For example in operant conditioning, performing a great skating routine in competition (behaviour) is likely to result into a high score from the judges (consequences), which in turn encouraged the skater to continue training and competing thus, whereas classical conditioning involves respondent behaviour that acts or operates on the environment.

According to Hilgard and Bower (1971) operant conditioning is another approach to the study of habit formation. Operant conditioning refers to increasing the probability of response in a particular stimulus environment by following the response with reinforcement. Usually the reinforcement is something that can satisfy a drive, like a food pellet to satisfy thirst, but it needs to be. It is reinforcing event if it strengthens the response that proceeds it.

According to Gazzaniga and Heatherton (2003), it is a learning process in which the consequences of an action determine the likelihood that it will be performed in the future. A stimulus that is not originally a reinforcing one can become reinforcing through repeated association with one that is (Keller and Schoenfeld, 1950)

Skinner (1953) specifically rejects this psychodynamic interpretation. For him, motives, wishes, or desires are not explanations of behavior. For Skinner, behavior is to be accounted for in terms of the present stimulus complex and the past training history of the person with respect to similar situations. The past history provides the person with a large fund of information, skills and values (analyzable in objective terms)

Related Studies

The Effects of Reward Systems on Academic Performance

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, 1986; 1993; 1996).

The Skinnerian model of changing behavior by immediate feedback such as praise or negative response remains in classrooms even though the theory itself has been found ineffective for changing behaviors long term (Brophy, 1998; Carter, 1996; Jensen, 1998, Johnson, 1999; Kohn, 1993). It is possible to control only low-level, physical behaviors through extrinsic rewards (Brophy 1998; Jensen 1998; Kohn 1993; 1996). Based on current research, however, it seems inappropriate to use behaviorist models to motivate students to achieve academically. For the purposes of this overview, we will not address the complex issues of extrinsic rewards used as social tools, such as behavior reward systems and their effects on bullying behaviors, paying for pregnancy prevention, or rewarding students for attendance. The focus of this article is on what research says about rewards and punishments on students' academic performance.

Extrinsic vs. Intrinsic Rewards

Intrinsic motivation theory and research has a 40-year history beginning with White (1959) who first challenged Skinner's empirical reinforcement theory with the theory of competence as a crucial element in motivation. Personal causation theory was developed by deCharms (1968) as he researched young men's motivation to achieve

measured against some internal standard of excellence. Bandura (1982) proposed the theory of social learning and self-efficacy by studying people's self-regulation. This sense of self influences the choice of activity, how much effort one is willing to expend, and how persistent one will be in accomplishing a task. Deci and Ryan (1986; 1992) provided evidence that extrinsically caused behavior actually undermines motivation in the long run. Another aspect of self-efficacy is attribution theory, the individual's belief that persistence will get a job done (Lent, Brown, & Larkin, 1984; Schunk, 1989; Weiner, 1974). This research consistently demonstrates that a student's internal or intrinsic sense of self and belief in working hard to achieve a goal are the determining factors in whether or not he will succeed. More recent studies have focused on goal orientation and the idea that motivation is determined jointly by the expectation that the effort will lead to the goal (self-efficacy) and that the goal is worth attaining (Csikzentmihalyi & Nakamura, 1989; Patrick, Ryan, & Pintrich, 1999).

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 (1992) 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. No one individual carries the same balance of motivations. Bandura (1977) found that "different aspects of human behavior are regulated by different combinations and levels of incentives" (p.114). Educators have a difficult task developing a single extrinsic reward system that will match the motivational needs of various people.

Glasser in *The Quality School* (1990) repeated his assertion that to "understand what motivation actually is, it is necessary first to understand that control theory contends that all human beings are born with five basic needs built into their genetic structure: survival, love, power, fun and freedom" (p.43). No matter what teachers use as extrinsic motivations for students to learn, some students will exert their need for power or control and simply not learn if they do not agree with the reason for learning.

If students believe that they can succeed and choose to do so, they will. Csikszentmihalyi and Nakamura (1989) studied intrinsic motivation and persistence in young adolescent males. They noted that students who were challenged at just above their level of competence and who had an intrinsic reason for attempting the challenge would reach a stage of "flow." The theory embraces the idea that the student is competing against himself or herself rather than others. Low achievers, on the other hand, have experienced so many failures, especially in relation to other students, that they will not put forth the effort (Lent, Brown & Larken, 1984). Students who have experienced repeated failure often use self-handicapping strategies such as procrastination or deliberately not trying so as to convey the idea that these problems rather than lack of ability are the reasons for low performance (Midgely & Urdan, 1995).

In the academic areas, we teachers determine the challenge inherent in a task. Vygotsky (1978) developed the theory of a zone of proximal development. It is defined as the distance between a child's actual developmental level, what a child can do independently, and the level of potential development, and the problem solving that a child can do under adult guidance or in collaboration with more capable peers. To be successful, a teacher must teach within the zone of proximal development, working just beyond what the child could problem solve independently.

Celebrations vs. Rewards

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.

The distinction between celebration and reward is demonstrated by Krogness (1995) who wrote of bringing in homemade quiche, salad, and cider to her fifth period class. When the middle school students ask what it was for, she replied, "This is my treat to you because you're engaging in learning. You're taking the lead, now. *You're* making important decisions; *you're* taking charge of your work and your lives. I imagine that you're feeling better about this class, too. I know I am" (p. 94).

Implications for the Classroom

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 in math and science. 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." Teachers can provide the social contexts including, choice ,feedback ,interpersonal involvement ,acknowledgment of feelings ,celebrations rather than rewards ,real life models ,cooperative learning.

Strategies that provide students with renewed intrinsic motivation (Anderman & Midgley, 1997) are ,having meaningful tasks ,communicating the idea that ability is not fixed ,using a variety of instructional strategies ,providing a sense of competence and achievement along with some sense of autonomy in the learning process.

These strategies along with positive teacher attitudes help young adolescents develop a sense of competence and achievement through positive recognition for their work.

Effects of Reward and Punishment on Student Motivation

Rewards can serve as effective incentives—if the person is interested in the reward. (Marshall, Marvin) The prospect of receiving something worthwhile for an effort one has exerted causes a person to work even harder towards that certain goal. Some students find that the grades they receive are enough of a reward, some students however do

not agreed .

Rewards can also serve as wonderful acknowledgements—ways of congratulating merit and demonstrating appreciation. Student of the week is an example of such acknowledgements. But notice that these are awarded after the behavior—not as bribes beforehand. As opposed to using rewards as incentives and acknowledgements, giving rewards for expected standards of behavior is counterproductive. It is also based on the outmoded idea that all behavior is modified thorough external approaches, similar to the techniques used to train animals. Internal approaches—such as self-talk—have no place in this mindset.

Marshall believed that it is a myth when it is said that rewards motivate young people to be responsible. He said that rewards do not help. The bribe, or reward, becomes the focus not the desired change. He argues that regardless of how much we may think that rewards lead toward internalizing the desired behavior of acting responsibly, there is no evidence that this ever occurs. In contrast, there is much research to suggest that an "external locus of control" (external motivation) does not transition to an "internal locus of control" (internal motivation).

Students learn most of their behaviors by associating them with consequences. These consequences, especially when repeated over time, can lead to a behavior pattern. (Robb, 2003) Pleasant consequences (rewards) are usually more effective behavior modifiers than unpleasant consequences (punishment). It is not only the type of reward, but also how it is used that determines how effective it will be. Rewards can...

Punishment and academic performance

Harsh physical punishments do not improve students' in-school behavior or academic performance. In fact, one recent study found that in states where corporal punishment is frequently used, schools have performed worse academically than those in states that prohibit corporal punishment. While most states demonstrated improvements in their American College Testing (ACT) scores from 1994 to 2008, "as a group, states that paddled the most improved their scores the least. At the same time

"the ten states with the longest histories of forbidding corporal punishment improved the most" with improvement rates three times higher than those states which reported frequent use of corporal punishment.

Many children who have been subjected to hitting, paddling or other harsh disciplinary practices have reported subsequent problems with depression, fear and anger. These students frequently withdraw from school activities and disengage academically. The Society for Adolescent Medicine has found that victims of corporal punishment often develop "deteriorating peer relationships, difficulty with concentration, lowered school achievement, antisocial behavior, intense dislike of authority, somatic complaints, a tendency for school avoidance and school drop-out, and other evidence of negative high-risk adolescent behavior." One Mississippi student interviewed for *A Violent Education* described the effects of corporal punishment on his attitude towards school:

You could get a paddling for almost anything. I hated it. It was used as a way to degrade, embarrass students. . . I said I'd never take another paddling, it's humiliating, it's degrading. Some teachers like to paddle students. Paddling causes you to lose respect for a person, stop listening to them."

Corporal punishment places parents and teachers in positions where they may have to choose between educational advancement and students' physical well-being. For instance, some parents who learn that their children are being struck at public school find themselves without recourse, unable to effectively opt-out from the practice, and unable to obtain legal or other redress when their children have been paddled against their wishes. Ultimately some parents find that the only way they can protect their children from physical harm is to withdraw them from school altogether. Similarly, teachers who work in schools where corporal punishment is administered are often reluctant to send disruptive students out of the classroom because they are afraid the students will be beaten.

Moreover, a public school's use of corporal punishment affects every student in that school, including those who are not personally subjected to hitting or paddling. The prevalent use of physical violence against students creates an overall threatening school atmosphere that impacts students' ability to perform academically. Often, children who experience or witness physical violence will themselves develop disruptive and violent behaviors, further disturbing their classmates' learning as well as their own.

Corporal punishment is a destructive form of discipline that is ineffective in producing educational environments in which students can thrive. Rather than relying on harsh and threatening disciplinary tactics, schools and teachers should be encouraged to develop positive behavior supports (PBS), which have proven effective in reducing the need for harsh discipline while supporting a safe and productive learning environment. The Positive Behavior for Safe and Effective Schools Act (H.R. 2597) would help states and Local Education Agencies (LEAs) create positive learning environments by allowing them to use Title I funds to develop PBS practices. This bill would also require the Department of Education to provide assistance and support so that states may fully realize the potential of supportive and flexible behavior discipline practices. By abandoning ineffective and brutal disciplinary practices, and by encouraging the adoption of PBS methods, our nation can provide opportunities for all students to achieve academic success in a supportive and safe school environment.

CHAPTER THREE

RESEARCH METHODOLOGY

Research Design

This study is a descriptive correlation and ex post facto research. It used both quantitative and qualitative research approaches. Quantitative approach used when dealing with tabulation, presentation of data analysis and frequencies as well as calculation of percentages.

Research population

The population of this study is female students of 33 secondary schools of Gasabo District. The target population of the study is 622 female students picked from s_4 , s_5 and s_6 of secondary schools of 10 selected schools of Gasabo district.

Sample size

In view of the nature of the target population where the number of people is many, a sample is taken from Gasabo District. Table 1 shows the Respondents of the study with the following categories: school, number of female students in o'level and respondents sample size. The Slovin's formula is used to determine the minimum sample size.

$$S = \frac{N}{1 + N(e^2)} \quad \text{where:}$$

S = sample

N = Population

e = the confidence level at 0.05

Sampling procedure

The method for selecting the sample from female students was Sample Random Sampling (SRS) which is the one of fundamental sampling methods in statistics.

Table 1**Sampling**

| School | Number of female students in o'level | Sample size |
|-------------------|---|-------------|
| E.S GIKOMERO | 97 | 20 |
| IFAK | 65 | 20 |
| G.S MUSAVE | 39 | 20 |
| E.S KACYIRU | 57 | 20 |
| FAWE GIRLS SCHOOL | 100 | 24 |
| G.S RUBINGO | 37 | 20 |
| DOCTRINA VITAE | 51 | 20 |
| G.S BUMBOGO | 44 | 20 |
| APAER | 59 | 20 |
| APERWA | 73 | 20 |
| TOTAL | 622 | 204 |

SOURCE: School annual report, 2011

Research instruments

The research tools utilized in this study include the following: (a) face sheet to gather data on the respondents' profile (gender, age, combinations and classes) (b) researcher devised questionnaires to determine the level of extrinsic motivation. The response modes of the questionnaire on extrinsic motivation are indicated as: strongly agree (4); agree (3); disagree (2); strongly disagree (1); (c) researcher suggested also the responses modes on requested annual results of the students about their academic performance as follows: Above 70%, very high (4); between 60 and 70%, high (3); between 50 and 60 %, low (2); below 50% very low (1).

Validity and reliability of the instruments

Content validity was done by subjecting the questionnaires on extrinsic motivation and academic performance to judgment by the content experts (who shall estimate the validity on the basis of their experience) in education field. This was done by computing Content Validity Index (CVI). If CVI is greater than 0.7, the instruments would be considered as valid (Amin, 2005).

CVI= Number of items declared valid/Total number of items

CVI = 26:30 = 0.86

Thus, our instrument may be considered as valid because CVI is greater than 0.7

The test-retest technique is used to determine the reliability. The researcher devised instruments to fifteen respondents from Gasabo district. These respondents are not included in the actual study. In this test- retest technique, the questionnaires is administered twice to the same subjects. Thus, because our results were consistent and essentially the same in both times, we can say that our instrument is reliable (Treece, 1973).

Data Gathering procedures

Before the administration of the questionnaires

An introduction letter is obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective people of selected schools of Gasabo district,

When approved, the researcher secures a list of the respondents from selected schools and select through random sampling from this list to arrive at the minimum sample size,

Reproduce more than enough questionnaires for distribution,

Select research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

The respondents are requested to answer completely and not to leave any part of the questionnaires unanswered,

The researcher and assistants emphasized to retrieval of the questionnaires within five days from the date of distribution,

On retrieval, all returned questionnaires are checked if all are answered.

After the administration of the questionnaires

The data gathered are collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data analysis

The following statistical tools were used:

The frequency and percentage distribution were used to determine the profile of the Respondents.

The mean were applied for the degree of punishment, the level of rewards and the level of the Academic Performance. To interpret the obtained data, the following numerical values and interpretations were used:

A. For the degree of punishment.

| Mean Range | Response Mode | Interpretation |
|-------------------|----------------------|-----------------------|
| 3.26-4.00 | Strongly agree | Very high |
| 2.51-3.25 | Agree | High |
| 1.76-2.50 | Disagree | Low |
| 1.00-1.75 | Strongly disagree | Very low |

A. For the level of reward

| Mean Range | Response Mode | Interpretation |
|-------------------|----------------------|-----------------------|
|-------------------|----------------------|-----------------------|

| | | |
|-----------|-------------------|-----------|
| 3.26-4.00 | Strongly agree | Very high |
| 2.51-3.25 | Agree | High |
| 1.76-2.50 | Disagree | Low |
| 1.00-1.75 | Strongly disagree | Very low |

B. For the level of academic performance

| Mean Range | Response Mode | Interpretation |
|-------------------|----------------------|-----------------------|
| 3.26-4.00 | Above 70% | Very high |
| 2.51-3.25 | Between 60 – 70% | High |
| 1.76-2.50 | Between 50 - 60% | Low |
| 1.00-1.75 | Below 50% | Very low |

The Pearson coefficient correlation to determine the correlation between the level of rewards and the level of Academic Performance is used. It is also used to determine the correlation between the degree of punishment and the level of the Academic Performance. The coefficient of determination R^2 was computed to determine the percentage of influence of the dependent variable on independent variables in the model.

Ethical consideration

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities are implemented by the researcher:

Seek permission to adopt the standardized questionnaire on extrinsic motivation and academic performance through a written communication.

The respondents of the selected schools are coded instead of reflecting the names.

Solicit permission through a written request to the concerned officials of the selected schools included in the study.

Acknowledge the authors quoted in this study and the author of the standardized instruments through citations and referencing.

Present the findings in a generalized manner.

Limitations of the study

In view of the following threats to validity, the researcher claims an allowable 5% margin of error at 0.05 level of significance. Measures are also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

Extraneous variables: Those are beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

Instrumentation: The research instruments on extrinsic motivation and academic performance are not standardized. Therefore a validity and reliability are done to produce a credible measurement of the research variables.

Testing: The use of research assistants can bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants are oriented and briefed on the procedures to be done in data collection.

Attrition/Mortality: Not all questionnaires may be returned neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by not exceeding the minimum sample size. The respondents are also reminded not to leave any item in the questionnaires unanswered and are closely followed up as to the date of retrieval.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Introduction

This chapter provides presentation, analysis and interpretation of the data. The data collected from the field was analyzed and interpreted in a way that portrays scientifically the scope of the problem that was researched on.

Profile of the Respondents

Table 2 shows the profile of the respondents. It is in terms of gender, combination, classes and age.

Table 2

Profile of the respondents

| Category | Frequency | Percentage(%) |
|-------------------------------------|-----------|---------------|
| Gender Female | 204 | 100 |
| Age Above 21 | 49 | 24.02 |
| Between 18 – 21 | 122 | 59.80 |
| Below 18 | 33 | 16.18 |
| Combinations | | |
| MATHEMATICS-ECONOMICS AND GEOGRAPHY | 98 | 48.03 |
| HISTORY- ECONOMICS AND GEOGRAPHY | 75 | 36.77 |
| MATHEMATICS- PHYSICS AND COMPUTER | 31 | 15.20 |
| Classes Senior 4 | 54 | 26.47 |
| Senior 5 | 87 | 42.64 |
| Senior 6 | 63 | 30.89 |

Source: School annual reports, 2011

According to the table 2, our Respondents were female students 100%. The majority of them have age between 18 and 21years (59.80%), below 18 years (16.18%) and above 21 years (24.02%). We find also that, the majority of them study in MEG combination (48.03%),in HEG combination are 36.77 % while 15.20 % of the

Respondents are in MPC. Concerning the class,26.47% of the Respondents are in senior four,42.64 of them are in senior five while 30.89 of the Respondents in senior six .

The degree of punishment

The table below shows the degree of punishment of female students in selected secondary schools of Gasabo District.

Table 3
Degree of punishment

n =204

| Indicators | Mean range | Response mode Very high | Interpretation |
|--|------------|-------------------------|----------------|
| You understand the relationship between your behavior and punishment. | 3.9 | 4 | Very high |
| Your teachers commonly make his behaving student stands for sometime in the corner of the classroom. | 3.9 | 4 | Very high |
| Your teachers commonly use punishment immediately, consistently and fairly | 3.7 | 4 | Very high |
| Your teachers commonly use big punishment for major violation | 3.7 | 4 | Very high |
| Your teachers generally offer punish with being furious | 3.4 | 4 | Very high |
| Your teachers in general give equal punishment | 3.4 | 4 | Very high |
| Your teacher deprives you from some facilities that you previously enjoyed | 3.3 | 4 | Very high |
| Your teachers in general punish you when you have done something wrong | 2.9 | 3 | High |
| Your teachers generally shout at his student when he/she has done something wrong | 2.9 | 3 | High |
| Your teachers hit student with a stick/slips when done something wrong. | 2.7 | 3 | High |
| Your teachers in general use punishment only as a last resort | 2.6 | 3 | High |
| Your teachers send you out of classroom | 2.1 | 2 | Low |
| Your teachers punish you on small violation of rules with major punishment. | 1.9 | 2 | Low |
| Your teachers generally give you corporal punishment | 1.9 | 2 | Low |
| Your teachers generally punish your wrong behavior. | 1.8 | 2 | Low |
| Your teachers commonly shape your behavior slowly and gradually. | 1.4 | 1 | Very low |
| Overall mean | 2.84 | 3 | High |

Source: Primary data

Table 3 indicates that the students being punished, commonly understand the relationship between their behavior and punishment (mean = 3.9). The teacher punishes them depending on the wrong behavior (mean = 2.9). It indicates also that the teacher offer punish with being furious (mean = 3.4).

The table also shows that the teachers commonly use big punishment for major violation (mean =3.7). In general he gives equal punishment to the weak and bright students after their disruptive behavior (mean =3.4). The teachers commonly send disruptive student out of classroom for some time (mean= 2.1). They commonly make his behaving student stands for sometime in the corner of the classroom (mean 3.9). They also generally shout at his student when he/she has done something wrong (mean = 2.9). In general teacher hit his student with a stick/slips him /her when he/she has done something wrong (mean = 2.7).

We find also that teachers commonly use punishment immediately, consistently and fairly (mean = 3.7). They deprive some facilities to the students who show wrong behavior (mean = 3.3). In general, teachers use punishment as a last resort (mean = 2.6). The overall mean = 2.84 shows that the level of punishment is high. This may have positive impact on the performance of the females' students in Gasabo District.

Table 4
Level of rewards

n=204

| Indicator | Mean range | Response mode | Interpretation |
|--|-------------------|----------------------|-----------------------|
| Your teachers in general give you school materials as reward | 3.9 | 4 | Very high |
| Your teachers in general reward you soon after your good behavior | 3.7 | 4 | Very high |
| Your teachers generally reward results | 3.7 | 4 | Very high |
| Your teachers in general reward you soon after your good behavior | 3.7 | 4 | Very high |
| Your teachers commonly reward your efforts | 3.3 | 4 | Very high |
| Your teachers in general provide opportunities for weak students to obtain rewards in their class. | 2.6 | 3 | High |
| Your teachers in general use activities as a reward | 2.4 | 2 | Low |
| Your teachers in general give you food as reward | 1.6 | 1 | Very low |
| Your teachers commonly reward the weak and shining students equally after the desirable behavior. | 1.6 | 1 | Very low |
| Your teachers in general give you food as reward | 1.5 | 1 | Very low |
| Overall mean | 2.58 | 3 | High |

Source : Primary data

As far as reward is concerned, teachers in general give students school materials as reward (3.9). They reward them soon after a good result (mean = 3.7). Teachers in general provide opportunities for weak students to obtain rewards in their class (mean = 2.6) and they commonly reward their efforts (mean = 3.3), in sometime teachers use

activity as a reward (mean = 2.4). The general mean (2.58) shows that there is a high level of reward. This help female's student to perform very well in their school activities.

Level of Academic Performance

The following table indicates the average of marks obtained by female students in o'level national examinations from 2006 to 2010.

Table 5
Level of Academic Performance

n=204

| Indicators | Mean range | Response mode | Interpretation |
|---------------------|-------------------|----------------------|-----------------------|
| Above 70% | 3.9 | 4 | Very high |
| 60 to 70% | 3.2 | 3 | High |
| 50 to 60% | 2.4 | 2 | Low |
| Below 50% | 1.4 | 1 | Very low |
| Overall mean | 2.72 | High | 3 |

Source : primary data

Based on the table 4, we find that the majority of female students have a very high level of Academic Performance in their school activities with the marks above 70% (mean = 3.9). The others who have a high level of Academic Performance (mean=3.2) have the marks which are between 60 and 70%. According to the general mean =2.72, the female students have a high level of performance.

Relationship between the degree of punishment and level of Academic Performance

To determine the relationship between the degree of punishment and level of Academic Performance, we can compute Pearson's correlation coefficient and coefficient of determination r^2

Table 6

Relationship between the Degree of punishment and level of Academic Performance

| Variables correlated | r- value | Significant | Interpretation of Correlation | Decision on Ho |
|--|-----------------|--------------------|--------------------------------------|-----------------------|
| Degree of Punishment and Level of Academic Performance | 0.810 | 0.000 | Significant correlation | Rejected |

Source :primary data

The coefficient of correlation shows the degree of correlation between two variables which are the Degree of Punishment and Level of Academic Performance . The theoretical value of correlation lies between -1 and +1. When it is closer to 1, the correlation between variables is strongly positive, when it is near to zero, there is no correlation between variables, and when it is closer to -1 the correlation is strongly negative.

Therefore, through our results we found that r is equals to 0.810. This means that dependent variable (Academic performance) and independent variable (degree of Punishment) are strongly and positively correlated because r -value is equal to 0.810 near to 1.

Relationship between the level of rewards and level of Academic Performance

To determine the relationship between the level of rewards and level of Academic Performance, we can compute Pearson's correlation coefficient and coefficient of determination r^2

Table 7

Relationship between the Level of rewards and level of Academic Performance

| Variables correlated | r- value | Significant | Interpretation of Correlation | Decision on Ho |
|--|-----------------|--------------------|--------------------------------------|-----------------------|
| Level of rewards and Level of Academic Performance | 0.591 | 0.000 | Significant correlation | Rejected |

Source : Primary data

Through our results we found that r is equals to 0.591. This means that dependent variable (Academic performance) and independent variable (level of rewards) are strongly and positively correlated because r -value is equal to 0.591 near to 1.

Regression Analysis between the Dependent and Independent Variables

The following table shows the regression analysis between the dependent and independent variables. It indicates also adjusted r -square which shows the percentage of total variation of dependent variable explained by the variation in independent variable.

Table 8**Regression Analysis between the Dependent and Independent Variables**

| Variables regressed | Adjusted r^2 | F | Sig. | Interpretation | Decision on H_0 |
|-------------------------------------|----------------------------------|----------|-------------|-----------------------|-------------------------------------|
| Academic Performance and Punishment | 0.651 | 384.160 | 0.000 | Significant effect | Rejected |
| Academic Performance and rewards | 0.349 | 54.942 | 0.000 | Significant effect | Rejected |
| Coefficients | Beta | T | Sig. | | |
| (Constant) | | 7.028 | .000 | | |
| Level of Punishment | .628 | 6.538 | .000 | | |
| Level of Rewards | .196 | 2.045 | .042 | | |

Source : Primary data

According to the table 8, we find that the degree of punishment level contribute more significantly to Academic Performance (62.8%) while rewards level is 19.6%. Adjusted R Square for Academic Performance on the degree of punishment is equal to 0.654. This means that 65.1% of variation in Academic performance is caused by the degree of punishment. Only 34.9% of the variation in Academic Performance is explained by the level of rewards.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The general objective was to determine the correlation between the degree of Punishment and the level of Academic Performance and the correlation between the level of rewards and the level of Academic Performance. The major findings are presented and summarized in the following paragraphs. Then after, the conclusions and recommendations are also presented.

FINDINGS

The analysis of the Respondents' answers to the research questions revealed the following aspects;

According to the table 2, our Respondents were female students 100%. The majority of them have age between 18 and 21years (59.80%), below 18 years (16.18%) and above 21 years (24.02%). We find also that, the majority of them study in MEG combination (48.03%),in HEG combination are 36.77 % while 15.20 % of the Respondents are in MPC. Concerning the class,26.47% of the Respondents are in senior four,42.64 of them are in senior five while 30.89 of the Respondents in senior six .

Regarding the degree of punishment, research indicates that the students being punished, commonly understand the relationship between their behavior and punishment (mean = 3.9). The teacher punishes them depending on the wrong behavior (mean = 2.9). It shows also that the teacher offer punish with being furious (mean = 3.4). They commonly use big punishment for major violation (mean =3.7). In general they give equal punishment to the weak and bright students after their disruptive behavior (mean =3.4). The teachers commonly send disruptive student out of classroom for some time (mean= 2.1). They commonly make his behaving student stands for sometime in the corner of the classroom (mean 3.9). They also generally shout at his student when he/she has done something wrong (mean = 2.9). In general

teacher hit his student with a stick/slips him /her when he/ she has done something wrong (mean = 2.7).

The research also indicates that teachers commonly use punishment immediately, consistently and fairly (mean = 3.7). They deprive some facilities to the students who show wrong behavior (mean = 3.3). In general, teachers use punishment as a last resort (mean = 2.6). The overall mean = 2.84 shows that the level of punishment is high. This may have positive impact on the performance of the females' students in Gasabo District.

Concerning the level of rewards, teachers in general give students school materials as reward (3.9). They reward them soon after a good result (mean = 3.7). Teachers in general provide opportunities for weak students to obtain rewards in their class (mean = 2.6) and they commonly reward their efforts (mean = 3.3), in sometime teachers use activity as a reward (mean = 2.4). The general mean (2.58) shows that there is a high level of reward. This help female's student to perform very well in their school activities.

According to the level of Academic Performance, we found that the majority of female students have a very high level of Academic Performance in their school activities with the marks above 70% (mean = 3.9). The others have a high level of Academic Performance with the marks between 60 and 70%. According to the general mean = 2.72, this indicates that females students have a high level of Performance. It results from the level of rewards and the degree of punishment.

Thus by computing Pearson coefficient, we found that r is equals to 0.810. This means (degree of punishment) are strongly and positively correlated because r -value is equal to 0.810 near to 1. Through our results again, we found that r - value between the level of rewards and the level of Academic Performance is equals to 0.591. This means that dependent variable (Academic performance) and independent variable (level of rewards) are strongly and positively correlated because r -value is equal to 0.591 near to 1. Thus by computing coefficient of determination, we found that punishment level contribute more significantly to academic performance (62.8%) while

rewards level is 19.6%. Adjusted R Square for Academic Performance on the degree of punishment is equal to 0.654. This means that 65.1% of variation in Academic performance is caused by the degree of punishment. Only 34.9% of the variation in Academic Performance is explained by the level of rewards.

CONCLUSIONS

In this study, researcher investigated punishment and rewards on the Academic Performance of female students in selected secondary schools of Gasabo District ,Kigali City in Rwanda. In order to determine if there is relationship between dependent and independent variables intended the researcher proposed descriptive research design for data analysis and appropriate test such as Pearson using SPSS.

Based on our results, the researcher identifies the following conclusions:

High level of punishment and high level of rewards are the factors which influence the performance of female's students in Gasabo district. Therefore, there is a significant relationship between the degree of punishment and the level of the Academic Performance because r-value equals 0.810 closer to 1 the reason why the first hypothesis is rejected. There is also the significant relationship between the level of rewards and the level of the Academic Performance because r-value is equal to 0.591 which is near to 0 which rejecting the second hypothesis.

Again, 65.4% of variation in Academic performance is caused by the degree of punishment. Only 34.6% of variation in Academic Performance is explained by the level of rewards.

RECOMMENDATIONS

Recommendations for government

In order to increase female students' motivation, the government should elaborate a rewarding system for them,

Making sure that punishment given to female students is given properly and is related to their age and marital status.

Recommendations for teachers and school managers

Teachers should reward commonly the weak and shining students equally after the desirable behavior.

Teachers should be informed that smiling students is needed and necessary after good behavior as a kind of motivation.

Teachers should increase also the level of rewards as they increase the degree of punishment to contribute more on the level of Academic Performance.

Being assigned to time out may also be embarrassing or shaming to the student and could therefore be considered as presentation punishment.

Recommendation for parents

Follow up their female students in order to identify the cause of their low or high performance for remedying some problems they are meeting at school,

Develop a rewarding system in their families and not only punish their children for their bad behavior,

Help teachers and education managers in education giving their contributions economically and spiritually.

Suggestions for further research

The problem of lower number of female students in secondary schools of Rwanda has been serious before genocide of 1994. So among the factors affected negatively their Academic Performance, there is indispline and lack of rewards for those who perform well in their studies for motivation.

Nevertheless, apart from rewards and punishments, they are other factors contributing to the level of Academic Performance of female students even for males. It is the task of the further research to find out other factors that affect Academic Performance on both males and females in secondary schools of Rwanda.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER



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Fax: +256- 41- 501974
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Website: www.kiu.ac.ug

OFFICE OF THE CORDINATOR OF EDUCATION SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

August 23, 2011

Dear Sir/Madam,

**RE: REQUEST FOR MUSENGIMANA REGINE MED/10029/81/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Educational Management and Administration.

She is currently conducting a field research of which the title is "**Punishment and Rewardson the Academic Performance of Female Students in Selected : Secondary Schools Of Gasabo District,Kigali City ,Rwanda**".

Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Ms. Kyolaba Sarah
Coordinator Education, (SPGSR)

APPENDIX II: TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear respondent;

I am a Kampala International University student, making a research on

"PUNISHMENT AND REWARDS ON THE ACADEMIC PERFORMANCE OF FEMALE STUDENTS IN SELECTED SCHOOLS OF GASABO DISTRICT, KIGALI CITY, RWANDA."

I kindly request you to spare me your priceless time and respond to the questions as genuinely as possible. I wish to further request you to answer all questions if possible. The information you give will be treated confidentially and used solely for the academic purpose. Thus the questions require free expression of what you feel by filling in or ticking the appropriate answers. Your cooperation and honest opinion are highly appreciated.

Yours Sincerely,

MUSENGIMANA Regina.

Student, Kampala International University.

APPENDIX III:RESEARCH INSTRUMENT

PART 1 :FACE SHEET:PROFILE OF THE RESPONDENTS

Code# :..... Date received by respondent :.../..../.....

Name of school:

Age:

Class: S₄ ☐ S₅ ☐ S₆ ☐

Combination:

PART 2: QUESTIONNAIRE ABOUT PUNISHMENT

Direction: As honestly as you can, rate yourself based on the following traits. Kindly be guided with the scoring guide bellow. Please write your score on the space provided before each item.

| Score | Response mode | Description |
|-------|-------------------|---------------------------------|
| 4 | Strongly Agree | You agree with no doubt at all. |
| 3 | Agree | You agree with some doubt. |
| 2 | Disagree | You disagree with some doubt. |
| 1 | Strongly Disagree | You disagree with no doubt all. |

| | | | | |
|--|---|---|---|---|
| 1. Your teachers generally punish your wrong behavior | 1 | 2 | 3 | 4 |
| 2. Your teachers in general punish you when you have done something wrong | | | | |
| 3. Your teachers generally offer punish with being furious | | | | |
| 4. You understand the relationship between your behavior and punishment. | | | | |
| 5. Your teachers punish you on small violation of rules with major punishment. | | | | |
| 6. Your teachers send you out of classroom | | | | |
| 7. Your teachers in general give equal punishment | | | | |
| 8. Your teachers commonly use big punishment for major violation | | | | |
| 9. Your teachers hit student with a stick/slips when done something wrong. | | | | |
| 10. Your teachers generally give you corporal punishment | | | | |
| 11. Your teachers generally shout at his student when he/she has done something wrong | | | | |
| 12. Your teachers commonly make his behaving student stands for sometime in the corner of the classroom. | | | | |
| 13. Your teachers commonly shape your behavior slowly and gradually. | | | | |
| 14. Your teachers in general use punishment only as a last resort | | | | |
| 15. Your teacher deprives you from some facilities that you previously enjoyed | | | | |
| 16. Your teachers commonly use punishment immediately, consistently and fairly | | | | |

PART 3: QUESTIONNAIRE ABOUT REWARDS

Direction: As honestly as you can, rate yourself based on the following traits. Kindly be guided with the scoring guide bellow. Please write your score on the space provided before each item.

| Score | Response mode | Description |
|-------|-------------------|------------------------------------|
| 4 | Strongly Agree | You agree with no doubt at all. |
| 3 | Agree | You agree with some doubt. |
| 2 | Disagree | You disagree with some doubt. |
| 1 | Strongly Disagree | You disagree with no doubt at all. |

| | | | | |
|---|---|---|---|---|
| 1. Your teachers commonly patting or smile as reward | 1 | 2 | 3 | 4 |
| 2. Your teachers in general provide opportunities for weak students to obtain rewards in their class. | | | | |
| 3. Your teachers in general use activities as a reward | | | | |
| 4. Your teachers in general reward you soon after your good behavior | | | | |
| 5. Your teachers in general give you food as reward | | | | |
| 6. Your teachers in general give you money as reward | | | | |
| 7. Your teachers in general give you school materials as reward | | | | |
| 8. Your teachers generally reward results | | | | |
| 10. Your teachers commonly reward efforts | | | | |

Source: <http://prh.hec.gov.pk/Chapters/290-9.pdf>

APPENDIX IV: RESEARCHERS' CURRICULUM VITAE

I.IDENTIFICATION

NAMES: MUSENGIMANA Regine

Identity number: 1 198070007221067

Father: NTIYAMIRA Azalias

Mother: MUKANAMA Dancille

Tel: 0783273879/0788776356

Date of birth: 1980

Place of birth: Gasabo in Kigali city

Nationality: Rwandese

Sex: Female

Marital status: Married

II. LANGUAGES SPOKEN

English: Very good

French: Very good

Kinyarwanda: Excellent

III.EDUCATION BACKGROUND AND QUALIFICATION

2002-2007: Higher education in Kigali Institute of Education rewarded by a Bachelor's Degree in sciences with education.

1995-2001: Secondary education in Ecole des Sciences Saint Louis de Mont fort de Nyanza rewarded by an Advanced certificate in Mathematics and Physics.

1987-1994: Primary education at Shango Primary school.

IV.COMPUTER SKILLS

Microsoft Word, Excel, Power Point, Publisher and Access information on the Internet.

V.EXPERIENCES

Three years teaching experience in Secondary education.

I certify that all above information is true.

MUSENGIMANA Regine

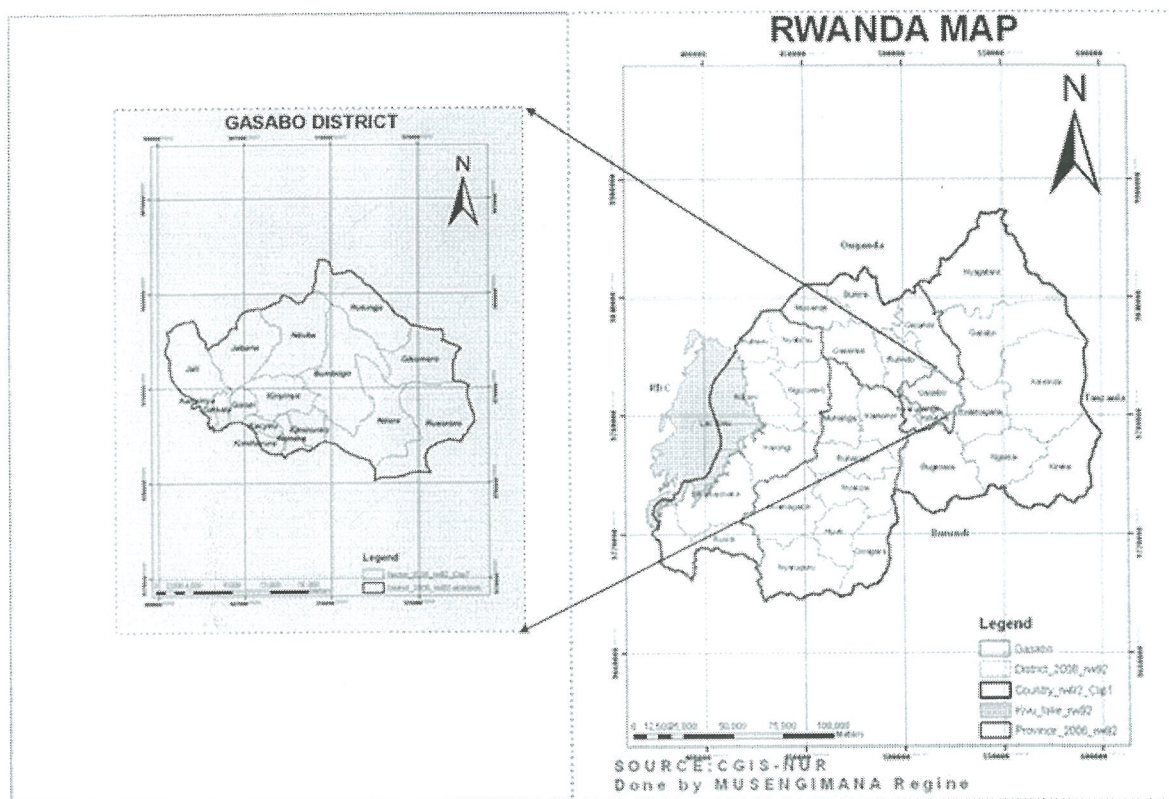
APPENDIX V: O'LEVEL EXAMINATION RESULTS (2006 to 2010)

| of / ols nero ave iru E S DOL ngo ibogo TRINA VE VER RWA rage | 2006 | | | | 2007 | | | | 2008 | | | | 2009 | | | | 2010 | | | |
|--|----------------|-----|-----------------|------|----------------|-----|-----------------|------|----------------|-----|-----------------|----|----------------|-----|----------------|------|----------------|-----|-----------------|------|
| | Candidate s | | Results in % | | Candida tes | | Results in % | | Candidate s | | Results in % | | Candidate s | | Results in% | | Candidate s | | Results in % | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| | 43 | 47 | 28 | 72 | 46 | 81 | 52 | 81 | 52 | 61 | 57 | 83 | 87 | 64 | 61 | 79 | 102 | 97 | 51 | 79 |
| | 31 | 29 | 30 | 70 | 43 | 31 | 53 | 71 | 81 | 76 | 62 | 88 | 101 | 93 | 57 | 73 | 112 | 100 | 53 | 57 |
| | 17 | 18 | 74 | 68 | 42 | 48 | 50 | 68 | 80 | 93 | 51 | 79 | 29 | 37 | 53 | 67 | 31 | 49 | 43 | 47 |
| | 37 | 41 | 39 | 74 | 43 | 58 | 62 | 78 | 94 | 101 | 53 | 67 | 72 | 83 | 54 | 65 | 76 | 67 | 60 | 40 |
| | 73 | 13 | 54 | 69 | 35 | 47 | 49 | 67 | 73 | 53 | 54 | 66 | 81 | 34 | 56 | 54 | 64 | 49 | 51 | 49 |
| | 19 | 23 | 43 | 70 | 21 | 25 | 54 | 85 | 24 | 29 | 63 | 67 | 29 | 35 | 64 | 66 | 34 | 39 | 59 | 41 |
| | 24 | 28 | 49 | 67 | 36 | 46 | 53 | 76 | 51 | 59 | 50 | 80 | 56 | 64 | 48 | 52 | 59 | 71 | 61 | 49 |
| | 41 | 42 | 53 | 69 | 48 | 54 | 51 | 54 | 51 | 57 | 51 | 69 | 62 | 58 | 49 | 61 | 67 | 64 | 52 | 58 |
| | 48 | 54 | 61 | 72 | 49 | 55 | 49 | 65 | 100 | 111 | 54 | 86 | 52 | 49 | 51 | 69 | 74 | 79 | 58 | 52 |
| | 124 | 132 | 72 | 73 | 78 | 83 | 58 | 83 | 143 | 148 | 75 | 65 | 112 | 143 | 60 | 60 | 81 | 93 | 57 | 53 |
| | 457 | 427 | 55 | 70.4 | 441 | 528 | 53 | 78.5 | 749 | 788 | 57 | 75 | 681 | 660 | 55 | 64.6 | 700 | 709 | 54 | 52.5 |

APPENDIX VI: TIME FRAME

| Task | Duration | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
|---|----------|-------------|-------------|-----|-------------|-------------|-------------|-------------|-------------|-------------|
| 1 .Research proposal | 2months | <div></div> | <div></div> | | <div></div> | | | | | |
| 2.Research proposal revising | 2 months | | | | | <div></div> | <div></div> | | | |
| 3 .data collection, analysis and interpretatiOn | 1 month. | | | | | | | <div></div> | <div></div> | |
| 4. Presentation | | | | | | | | | | <div></div> |

APPENDIX VII: MAP OF GASABO DISTRICT



LB3025
M9864
2011

