

Perception of Teachers towards Library Usage in Enhancing Reading Motivation in the Foundation Phase Learners

N. P. Mahwasane

*University of Venda, Department of Library and Information Services, South Africa
E-mail: Nkhangweni.mahwasane@univen.ac.za*

KEYWORDS Attitude. Extrinsic Motivation. Intrinsic Motivation. Reading Activities. Library

ABSTRACT Motivation is one of the ways that can be used to give encouragement to oneself or to others to do well. The aim of this paper is to examine the perception of teachers towards the motivation of learners to read. This paper focuses on the different types of motivation, which the teachers use to encourage the foundation phase learners to read. A qualitative research methodology was followed where a case study design was used for this study. A purposive sampling approach was used to select four subject teachers and four teacher librarians to participate in the survey. Interviews, observations and document analysis were the methods used to collect data. The findings revealed that teacher librarians motivate learner to read by giving them incentives/encouragements. Secondly, the attitude of learners is positive towards the activities used by teachers to motivate them towards reading. Thirdly, motivation helps learners to volunteer to participate in reading without being forced to stand up and read. Based on these findings, the study recommended the following: that Teacher librarians should motivate learners to read for pleasure making use of intrinsic motivation where learners are not always given tangible things. Teachers should always use the effective motivation strategies that will be able to encourage learners to develop positive attitudes towards reading. Lastly, when working with learners, teachers should be more cautious about how they talk with learners when motivating them, they must be selective of words that they use in order not to demotivate learners.