

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.

INTRODUCTION

“Children are expected to be active readers with positive reading habits and strong reading motivation” (Li and Kai Wah Chu 2021: 160). Motivation to read is what allows the learners to effectively engage in reading willingly. Year after year the reading levels of foundation phase (Grade three) learners are not getting better in as far as reading is concerned. This is despite efforts by government to increase the education budget and interventions by various non-governmental organisations to raise the levels of reading among learners. It has been noted that from 2011 to 2013, the Annual National Assessment (ANA) results for the Grade three learners’ literacy levels were shockingly low and disastrously poor (John 2012; Spaul 2013). This situation is worse in rural areas of provinces such as Limpopo and the Eastern Cape (Mavhungu 2018). While considerable steps are taken to improve the literacy level of learners by motivating them through the employment of various reading activities, research into the causes and possible solutions in this regard seems to be lagging behind. It is difficult to draw conclusions about why learners are unable to become habitual readers and read at acceptable levels in South Africa, without also looking into how well the existence and use of reading motivation in the foundation

phase could address this problem. It is hoped that the study will add value with respect to the reading habits of learners in South Africa for the following motives: Teachers will be positive, patient and nurture hope towards those learners who are slow in learning without commenting badly when the learner is reading poorly or cannot even start to read. This will be of good course if the authors of children’s books can include articles focussing on interesting matters in their reading materials.

“Young people often prefer to spend their leisure time using alcohol and other drugs rather than reading books for pleasure” (De la Rocha Díaz et al. 2020: 1150). Before the introduction of Outcomes Based Education (OBE), which came with its resources, teachers used to teach by using one of the books called “English Through Activity.” The book would compel the teacher to encourage and motivate learners to participate effectively in reading since all the reading lessons were accompanied by the relevant and interesting activities. However, of late, the book used for reading, is called the workbook which consists of both the reading and writing lesson in one book. Teachers are compelled to strictly use the workbook. “The library enables crucial reading and it offers sufficient information to assist the learners comprehend more” (Mahwasane 2017b: 42).

It is also important to understand what constitutes reading motivation to be able to effectively implement motivation strategies because, it seems that no qualitative study has been undertaken in Limpopo to determine the utilisation of motivation in reading by foundation phase learners. Therefore, the objective of this study is to describe how teachers employ the reading activities to motivate foundation phase learners towards reading. The concept reading motivation is illustrated in brief in the section below.

Objectives of the Study

In order to realise the aim of the study articulated above, the researcher sets out to achieve the following objectives:

To describe the Library Usage in Reading Motivation of the Foundation Phase Learners; to examine the attitude of the foundation phase learners towards reading, and finally to explore the strategies used by teachers to motivate foundation learners to read.

Reading Motivation

Although there are contrasting opinions concerning motivating learners, it is still an important thing to do. Moreover, reading motivation is crucial in schools for the reason that learners are envisaged to be able to read so as to acquire information or knowledge. "There is need for an improved and uninterrupted library user education geared towards authorising students to be adequately habitual with different information sources, format and peculiar characteristics" (Mahwasane 2017c: 95). Teacher librarians and subject teachers should be well informed and have resources on what they can utilise to motivate learners to read for enjoyment and also for gaining knowledge (West 2014). Gambrell (2011) defines motivation to read as the likelihood of engaging in reading or choosing to read.

Extrinsic reading motivation is connected with commitment in an activity in reaction to external consequences and requirements.

According to Cambria and Guthrie (2010: 16), motivation is concerned with "values, and beliefs may lead to determined hard work." There are many factors that influence learners to read such as family, associate but the teachers are the most

important motivators of the learners in developing the reading interest. Moreover reading motivation is concerned with the interest, commitment and confidence to read (Cambria and Guthrie 2010). Although it is preferable for learners to read a variety of materials, studies have shown that light reading provide motivation for more reading and does improve fluency and comprehension (Hughes-Hassell 2003; Krashen 2004). Teachers should motivate learners to reflect on what they have read and write for three minutes about how the material connects to their own lives (Gambrel 2011).

Intrinsic and Extrinsic Motivation

There are two types of motivation namely: extrinsic and intrinsic motivation. Intrinsic motivation is concerned with doing something like for example reading because one wants to read. On the other hand, extrinsic motivation has much to do with doing something for example reading with the intention of being rewarded something in return for doing something (Cambria and Guthrie 2010).

With extrinsic motivation, the learner is given the award by the teacher that is something tangible. With intrinsic motivation there is no tangible rewards, it is doing something (reading) for the reason that it is integrally fascinating or pleasant. When one is said to be motivated is when one is inspired to stand up and do something.

Intrinsic motivation is concerned with performing something or an activity for its essential enjoyment instead of some distinguishable result (Ryan and Deci 2000). According to Ryan and Deci (2000: 56), "In humans, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is a pervasive and important one from birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creature, displaying an ubiquitous readiness to learn and explore and they do not require extraneous incentives to do so." Engaged readers are intrinsically motivated to read for a variety of personal goals, strategies in their reading behaviours, knowledgeable in their construction of new understandings from text and socially interactive about the reading of text (Gambrel 2011; Guthrie and Humenick 2004; Tracy and Morrow 2006).

Intrinsic reading motivation has much to do with the importance of reading which refers to the

belief that reading is more valuable; curiosity being the desire to learn (read) about a particular topic of personal interest (Clark and Rumbold 2006). Students do not need rewards to read they would rather be allowed to choose their books based on topics, characters and personal interest (Haycock 2005).

Motivated students spend most of their time in reading, the more the students read the more their reading skills and understanding become better (Capen 2010). Reading motivation encompasses self-efficiency, reading ambitions, social inspiration and intrinsic and extrinsic encouragement (Aarnoutse and Schellings 2003). When students are motivated to read, their reading accomplishment and confidence is highly improved (Guthrie et al. 2006). The learners who are motivated by their teachers to read may become better or good and habitual readers they also develop positive self-esteem. Those learners who are motivated to read grew up into responsible adult readers. Therefore, the libraries play a crucial role in providing learners with library collection to improve their reading interest.

Motivating learners at their early ages of schooling is of vital importance as it may determine their development of reading skills and habits. It is wise to motivate the beginner to read at their primary levels because motivation to read decreases as the learners advance in their grade levels (Applegate and Applegate 2010; De Naeghel et al. 2012; Wigfield et al. 2004). As a result, it is important to find and use effective means to motivate learners to read at the lower grades. It is important that teacher teaching the lower grades should concentrate on motivating the learners to read, because the primary background determines the learners' success or failure in their future studies (Castle 2015). For learners to be able to read proficiently, the learners should be exposed to the different library should they need to have mastered all the skills needed to be able to read.

Other studies indicated that utilizing extrinsic motivation to promote the learners' interest to do something, can decrease their performance as well as unconstructively affect the learner inspiration. The learners who motivated to read for example in order to gain certain grade will rarely work harder than the effort needed to gain that grade. Learners should concentrate on grasping the skills on their own pace rather than starting to compare

how they outperform their classmates as this may disappoint them than inspiring them. According to McGeown et al. (2012) learners participate in reading activities because they want to gain individual fascination or satisfaction. Moreover, extrinsically motivated learners engage in reading because they want to get tangible rewards like for example earning a better grade, stickers and other related articles. Learners may become used to be given incentive to read, instead of reading for the sake of reading. They may be reluctant to read because there is no tangible reward.

On the other hand, extrinsic motivation is also important in the classroom because there are some activities that learners found boring and would not develop in them intrinsic enjoyment on its. It is then the extrinsic motivation that come into play to give that learner a push to read because he wants to earn a grade or to stay away from chastisement. As a result, it is important for teachers to use extrinsic motivation to compel learners to participate in the activities of gaining skills in an interesting way. Learners who are readers did not become readers by chance, but they were motivated and become aware that reading is amusing, educative and fascinating and then start to read for enjoyment.

Teachers must regard motivating learners critically because it is through motivation that learners are able to advance in their reading abilities and in mastering reading skills (Wigfield 2000). Reading together is also a central element of early years' programmes such as Sure Start. Therefore schools are urged to capitalise on and encourage reading that is also done at home by providing guidance on how to build on materials used at school while also engaging their children with reading for fun (Clark and Rumbold 2006). Teacher should make connections in their reading, teaching units like for example, there might be a thematic unit of survival in the wilderness, how do animals survive, how do plants survive, and how do human survive in the wilderness? Learners can read for six weeks or twelve weeks. They can read stories; they can read poems; they can read biology about plants and animals and when they do this integrate multi-genre, they are able to connect (Guthrie 2010).

Teachers can motivate students in the classroom by giving them chances to be social in their reading, and many little opportunities for collaboration

can come up every day and every lesson. So teachers can support motivation by helping kids collaborate as partners. For example a teacher might instruct the learner to read the first part of the story with her classmate they can also read it together and after that they have to tell each other what the exciting part of that they read was (Guthrie 2010). Children can also go home and read these books to their siblings and come back with the story about how their siblings liked what they were able to explain to them, what they were able to read to them (Guthrie 2010). Teachers should encourage students to make connections in their reading.

Gambrel (2011) revealed that offering different reading resources conveys to learners that reading is a meaningful and appreciable activity and establishes the platform for learners to acquire reading habits. Haycock (2005:38) states: "Collaboration between teacher librarians and classroom teachers to develop and implement literature-based reading programmes with motivational components has the greatest effect on reading motivation and ability". Therefore, teacher librarians should develop reading motivation and attainment by facilitating learners to discover the importance of classroom reading events and activities.

Teacher librarians can also motivate learners in the classroom by providing chances of get-together in their reading session, and countless slight chances for cooperation can come up on a daily basis in each lesson.

METHODOLOGY

Research Design

The study adopted or followed a qualitative research method. Qualitative research approach or method was adopted because its methods are typically more flexible, that is, they allow greater naturalness and adjustment of communication between the researcher and the study participants. The advantage of using qualitative methods was that these asked mainly "open-ended" questions where the participants had the opportunity to respond more elaborately and in greater detail. Moreover, researchers have the opportunity to respond immediately to what the participants say by shaping subsequent or follow-up questions to responses provided by the participant. Data was

collected immediately after pilot testing which was conducted on teacher librarians and subject teachers in the similar population as my sampled teacher librarians and subject teachers. The types of questions asked in the interviews revolved around what they were doing to motivate the foundation phase learners to read. The participants were also asked about the attitudes of learners towards the library usage and their attitude towards the reading programmes and activities initiated by teacher librarians and subject teachers.

According to McMillan and Schumacher (1993), research design is the plan and structure of the research used to answer the research question. The design explains the processes of carrying out the investigation. The research design followed here is a case study.

Data Collection

Polit and Hungler (1999: 267) refer to data collection method as the means used to attain information during the course of a research or study. The study used interviews as the method for data collection to accomplish the objectives of this study. The teacher's interview schedule was made up of the following questions: the teachers were asked for information concerning the reading habits of learners as they are directly involved with their reading development. They were asked questions such as what their perception concerning the motivation, they provide learners to encourage them to read; learners' attitudes towards the use of school library to develop their reading habits. The researcher recorded the teachers' views during interviews by making use of an audio tape recorder. After the interview the researcher transcribed word by word the recorded interview in a two-quire foolscap. The researcher documented the responses in a large diary.

Data Analysis

Miles and Huberman (1994: 50) indicate that data analysis is concerned with the systematic searching and arranging of interview transcriptions, field notes, etc. that are collected to enable the researcher to better understand them and be able to present the findings. Bryman and Cramer (1996: 6) state that in data analysis, the researcher describes his/her subjects according to the variables obtained

from the study. Hesse-Biber and Leavy (2006: 344) are of the opinion that “there is no one right way to go about analysis.”

For qualitative data the researcher will follow the Richard Hycner’s model of qualitative data analysis where themes and categories will be developed through the data again and again. For qualitative data, it was important to follow the Richard Hycner’s model where the guideline steps were provided on how to conduct interview data analysis. Qualitative data analysis will also follow immediately after the process of data collection.

RESULTS

Four findings transpired from data analysis. The first finding was that learners are motivated and inspired to read, they enjoy it. This is illustrated by the following comments by teacher librarian 1 who said: “*They are motivated and their attitude is positive because during other periods they come and ask when will they go to the library.*” Another teacher librarian 2 added by saying: “*Children are very happy, they like it [reading]*” teacher librarians expressed the use of reading programmes and activities to motivate and encourage learners to read. The former indicated that learners showed positive attitudes towards reading activities. The participating teacher librarians of this study indicated that the reading programmes and activities are of paramount importance in encouraging and motivating the learners to be interested in reading for both pleasure and study. In the context of this survey, motivation to read is the choice to read or preferring to read. Engagement in this circumstance is associated to motivation and has much to do with practice (Gambrel 2011). Teacher librarian 3 commented that: “*Their attitude is positive towards the reading activities*” (Teacher librarians from schools D). Moreover, teacher librarian 4 indicated that: “*The attitude towards the reading programmes and activities is very good*” (Teacher librarians from schools E). From the responses above it is clear that teachers are using reading activities to encourage learners to read. However, for these activities to be effective, there is a need that teacher librarians select and provide learners with library reading books that will be able to provide various texts for learners to develop reading habits. Clark and Rumbold (2006) reported that individuals who read beyond

are advanced readers, and that the reading extent and reading accomplishment are believed to be mutually associated with each other: as the reading extent rises, the reading attainment rises too, which in turn, improves reading quantity. It was apparent from their responses that they understand how to motivate learners to develop positive attitudes towards reading and reading activities. What was lacking was enough library books that would help learners to develop reading habits.

The second finding was that teachers motivated learners by giving them tangible rewards as an encouragement to motivate learners to read and develop reading interest. For example, subject librarian said the following about the how they motivate their learners to make them to read and to develop their reading habits: “*When it comes to reading, my learners know that we will be going to the library, sharing information that comes from books. But when it comes to boys it is like a burden to them. They feel alienated from this programme.*” “*I try to motivate them by giving them some sweets, some fruits so that they feel that if you stand up, you volunteer, you will be rewarded for the work well done.*” It was clear that they believe that motivating learners by giving them substantial rewards such as sweets and fruits or being praised encourages learners to read. Participating subject librarian made the following remark: “*I have initiated the reading competition to motivate learners to read. I have grouped them the group that read better than other groups are rewarded. I have also introduced the debate and the winner is also rewarded at the assembly which motivate them to want to be the best readers*” (Subject teacher). This finding was not surprising since extrinsic motivation learners are made to do something like reading because there is an outside factor like a reward. The main important reason for motivating learners is to make them to develop intrinsically motivated to read (Ryan and Deci 2000).

The third finding was that learners are motivated to read through various reading activities and programmes that promote their reading interest and generate pleasure. For example subject librarian said: “*The attitude of learners towards the reading programmes and activities is so positive because we are able to see the talents that our learners have. They are really motivated to read for pleasure.*” This remark suggests that learn-

ers should be motivated to read for pleasure. Learners should have positive attitude toward the reading programmes and activities provided to motivate them towards reading. This finding is reiterated by Guthrie and Wigfield (2000), who emphasised that motivation to read allows learners to effectively engage in reading willingly. It is true that reading motivation relates to an individual's objectives, standards and viewpoints concerning the subject matter, procedures and consequences of reading; hence it is a multidimensional concept that comprises reading goals, intrinsic and extrinsic motivation, self-efficiency and social motivation for reading. This idea can be related to what the following teacher highlighted during the interviews when she said: *"The attitude of learners is positive; they want to come before other learners to show them that they can read. It motivates others that they also want to come and read in front of the class."* It is true that Individuals who read beyond are advanced readers, the reading extent and reading accomplishment are believed to be mutually associated to each other: as the reading extent rises, the reading attainment rises too which in turn improves reading quantity (Pressley 2000). Therefore, it is significant for both the subject teachers and teacher librarians to understand that if learners are not motivated and encouraged to read, they will certainly not acquire the reading competences essential to flourish in their learning (Gambrel 2011). This implies that motivation to read is an influential and significant approach of encouraging the learners to participate in reading for pleasure and not due to coercion.

The fourth and last finding is that teachers use various sources that will be able to amuse and stimulate learners towards reading. These responses seem to indicate that teachers understood how make learners to develop positive attitude towards reading by making use of various sources of reading materials. This is substantiated by teacher librarian who said: *"They are positive because as you know that learners like to see things like movies or anything that is visual, they enjoy seeing those things. Therefore, they make them to be motivated and encouraged to read."* So, motivation is improved as soon as instructional practices concentrate on relationship concerning the educational reading and the individual life of the learner (Hulleman et al. 2010). Therefore,

subject teachers and teacher librarians should develop reading motivation and attainment by facilitating learners to discover the importance and connotation in classroom reading undertakings and activities (Purcell-Gates et al. 2007). As a result, the learners become motivated and therefore have positive attitude towards the reading activities. Another teacher librarian added and said on the use of various sources to encourage learners to read: *"Learners are very interested in reading. Their attitude is positive towards reading activities. They are motivated to read books and magazines."* This finding is supported by Kim (2004) who attach great importance to fact that learners will be motivated to read and their reading accomplishment will be advanced when the classroom atmosphere is plentiful in reading sources such as: magazines, internet, and real-life-documents. As a result, offering different reading resources converse to learners that reading is meaningful and appreciated activity and establishes the platform for learners to acquire reading habits (Gambrel 2011). It is true that motivation grows when learners have chances to make selections concerning what they learn and when they suppose they have some self-sufficiency or command upon their personal learning (Jang et al. 2010).

Therefore, providing selections concerning reading materials is successful technique to encourage the advancement of intrinsic motivation. Learners who are permitted to select their personal reading resources are further motivated to read, exercise extra determination, and achieve better comprehension of the text (Guthrie et al. 2007; Spaulding 1992).

DISCUSSION

According to Ryan and Deci (2000) and Hidi (2000) there are two types of motivation, that is, intrinsic and extrinsic motivation. However, Intrinsic motivation is concerned with commitment in an activity of reading and that learners who are intrinsically motivated are expected to obtain a diversity of subject matter that fascinate them and to gain from the complementing sense of enjoyment (Ryan and Deci 2000; Hidi 2000). Therefore intrinsic reading motivation is important in that it is concerned with greater reading frequency and greater breadth of reading, greater reading

enjoyment, greater retention of key information, greater persistence in coping with difficulties, mastering the required skills and becoming self-determined in reading tasks (Cox and Guthrie 2001; Hidi 2000; Wang and Guthrie 2004).

The response about motivation indicates that the teacher believes that motivating learners by giving them substantial rewards such as sweets and fruits, encourages them to read. On the contrary according to Cox and Guthrie (2001) extrinsically motivated learners may possibly not read for the reason that they are fascinated to read but for the reason that they want to accomplish specific consequences like for example reading for acknowledgement in which the learner has enjoyment in obtaining substantial form of acknowledgement for achievement; reading for results where the learners requires to be advantageously assessed by the teacher. Wang and Guthrie (2004) confirmed that learners who are extrinsically motivated are less likely to receive pleasure from the books. This idea was supported by Mckool (2007) who revealed that motivating learners to read is significant to develop the reading habit as a result there should be a caution exercised by the teachers and others concerning extrinsic rewards for the reason that learners were found to read for receiving the reward and not for the pleasure of reading itself students were offered extrinsic rewards like for example stickers, certificates and trophies.

One of the findings indicated that the teacher librarian used rewards to motivate learners to read. Motivation is the internal drive that urges a person [learner] to progress in the direction of the objective in pursuit of distinguishing a strategy, for example the necessity for achievement. On the other hand extrinsic motivation is concerned with commitment in an activity in reaction to external standards and requirements. When learners read to get rid of chastisement or to encounter teachers' or parents' anticipations, they are extrinsically motivated for the reason that their aspiration to read is regulated externally (Clark and Rumbold 2006). The teacher librarian's response concerning that sweets and fruits will motivate learners and make them think that if they volunteer they will be rewarded for the work well done contradict with several studies (Deci 1971, 1972, 1975; Lepper and Green 1978) which indicate that providing learners substantial rewards, such as cash or awards, for accomplishing

an intrinsically motivating activity result in a decline in intrinsic motivation.

It is true that there is a concern that rewarding learners for participating in an activity which because they take pleasure in may lead them to conclude that they took part of extrinsic motive, which may induce them not to take part in the activity in the future when there will be no reward offered (Clark and Rumbold 2006). Therefore, teachers can motivate learners in the classroom by providing chances to get-together in their reading, and countless slight chances for cooperation can come up on a daily basis for each lesson. The different roles of the school library positively influence the reading abilities of learners but where the relevant, current and timely reading material is readily available (Mahwasane 2017a: 49). So, teachers can promote motivation by assisting learners cooperate as associates (Guthrie 2010). As a result the employment of suitable inducements that are obviously connected to the preferred performance of reading would incorporate books, bookmarks, additional time for leisure reading, and additional teacher read aloud time will possibly convey the importance and significance of participating in reading (Gambrel 2011). Therefore, with substantial compensation which is related with the preferred performance like offering a book as a reward for reading, reading motivation is not compromised (Marinak and Gambrel 2008).

From the response above it is a clear indication that the teacher in my study attached a great value in rewarding learners by giving them tangible incentives as a means to motivate and encourage them to read. However, study by Guthrie and Wigfield (2000) reveals that teachers' praise plays a crucial role in encouraging and motivating learners to read than substantial inducements like for example rewards. It is important that teachers motivate learners making use of the right measures in order to develop in learners the love for reading for both pleasure and learning. For that reason, in order to gain the advantages that reading can generate to school require to employ a reading programme that will make reading an experience. Schools need to recognise that a diverse range of reading materials will encourage students to read, and they will need to engage learners in the planning and delivery of reading and library activities, offering them the chance to select and purchase reading material for their use (Clark and Rumbold 2006).

CONCLUSION

The findings shed light on the various perception of teachers towards reading motivation in the foundation phase learners. Teachers motivate learners to develop their reading culture. Both types of motivation, that is, the intrinsic and extrinsic motivation are used by teacher to motivate the learners to become readers. As a result, teachers use a number of tangible things to reward learners as an incentive for reading. Teachers should use the extrinsic motivation with caution when providing learners with some tangible reward to encourage them to read as this can mislead learners if not handled well. The learners who are motivated by their teachers to read they become better or habitual readers they also develop positive self-esteem. Those learners who are motivated to read, read for pleasure and grew up into responsible adult readers.

RECOMMENDATIONS

Based on the finding of this study, it is recommended that teachers should spend enough time in motivating learners to develop the reading culture because is a habit that cannot be developed over night. Teacher should use both types of motivation with caution so as not to mislead the learners. Teacher librarians should motivate learners to read for pleasure by taking them to the library. They should be allowed to choose the reading books that amuse them because the more learners spend their time reading the more their reading skills improve. Learners should have positive attitudes towards reading programmes and activities provided to motivate them to read. When working with learners from different ability groups, teachers should be patient to those learners who struggle to read and encourage them to read in a positive way.

It is also important for teachers to offer different reading resources by conveying to them that reading is a meaningful and appreciated activity and establishes the platform for learners to acquire reading habits. There need to be an effective teamwork among teacher librarians and subject teachers to advance and employ literature-based reading programmes with motivational elements that has the most influence on reading motivation and ability. Therefore, teacher librarians should develop reading motivation and attainment by facilitating

learners to discover the importance of classroom reading undertakings and activities.

Teacher librarians can also motivate learners in the classroom by providing chances of get-together in their reading, and countless slight chances for cooperation can come up on a daily basis in each lesson. Motivation grows when learners have chances to make selection concerning what they learn, and when they suppose that they have some self-sufficiency or command upon their personal learning.

REFERENCES

- Aarnoutse C, Schellings G 2003. Learning reading strategies by triggering reading motivation. *Educational Studies*, 29(4): 387-409. doi:10.1080/0305569032000159688
- Applegate AJ, Applegate MD 2010. A study of thoughtful literacy and the motivation to read. *Reading Teacher*, 64(4): 226-234. doi:10.1598/RT.64.4.1
- Bryman A, Cramer D 1996. *Quantitative Data Analysis with Minitab: A Guide for Social Scientists*. London and New York: Routledge.
- Cambria J, Guthrie JT 2010. Motivating and engaging students in reading. Feature Articles. *The New England Reading Association Journal (NERA)*, 46(1): 16-29.
- Clark C, Rumbold K 2006. *Reading for Pleasure: A Research Overview*. London: National literacy Trust.
- Capen R 2010. The role of the teacher and classroom environment in reading motivation. *Illinois Reading Council Journal*, 38(4): 20-25.
- Castle K 2015. Motivation to Read: A Study of Three Primary Age Students. Education and Human Development Master's Thesis. 554. The College at Brockport: State University of New York. From <<http://digitalcommons.brockport.edu/ehd-thesis/554>> (Retrieved on 12 January 2021).
- Cox KE, Guthrie JT 2001. Motivational and cognitive contribution to students' amount of reading. *Contemporary Educational Psychology*, 26(1): 116-131.
- De la Rocha Díaz M, Méndez I, Ruiz-Esteban DC 2020. Reading motivation, alcohol and drug use in future teachers in preschool and primary school. *European Journal of Investigation in Health, Psychology and Education*, 10: 1150-1157. doi:10.3390/ejihpe10040080
- Deci EL 1971. Effects of externally mediated rewards on intrinsic and motivation. *Journal of Personality and Social Psychology*, 81(1): 5-115.
- Deci EL 1972. Intrinsic motivation, extrinsic reinforcement, and inequity. *Journal of Personality and Social Psychology*, 22(3): 113-120.
- Deci EL 1975. *Intrinsic Motivation*. New York: Plenum.
- De Naeghel J, Van Keer H, Vansteenkiste M, Rosseel Y 2012. The relation between elementary students' recreational and academic reading motivation, reading frequency, engagement, and comprehension: A self-determination theory perspective. *Journal of Educational Psychology*, 104(4): 1006-1021. doi:10.1037/a0027800
- Gambrell LB 2011. Motivation in the school reading curriculum. In: TV Rasinski (Ed.): *Developing Reading Instruction That Works*. Bloomington, Indiana: Solution Tree Press. pp. 41-65.

- Guthrie JT 2010. *Doing What Works: Developing Student Motivation to Read*. College Park, USA: University of Maryland.
- Guthrie JT, Hoa ALW, Wigfield A, Tonks SM, Humenick NM, Littles E 2007. Reading motivation and reading comprehension growth in the later elementary years. *Contemporary Educational Psychology*, 32(3): 282-313.
- Guthrie JT, Humenick NM 2004. Motivating students to read: Evidence for classroom practices that increase motivation and achievement. In: P McCardle, V Chabra (Eds.): *The Voice of the Evidence in Reading Research*. Baltimore: Paul H. Brookes, pp. 329-354.
- Guthrie JT, Wigfield A 2000. Engagement and motivation in reading. In: ML Kamila, BP Mosenthal, PD Pearson, R Barr (Eds.): *Handbook of Reading Research*. Mahwah, NJ: Erlbaum, Vol. 3, pp. 403-422.
- Guthrie JT, Wigfield A, Humenick NM, Perencevich KC, Taboada A, Barbosa P 2006. Influences of stimulating tasks of reading motivation and 101 comprehension. *Journal of Educational Research*, 99(4): 232-245. doi:10.3200/JOER.99.4.232-246.
- Haycock K 2005. Collaborative literature-based reading programs with motivation components. *Teacher Librarian*, 33(2): 38.
- Hesse-Biber SN, Leavy P 2006. *The Practice of Qualitative Research*. Thousand Oaks, London, New Delhi: Sage Publication.
- Hidi S 2000. An interesting researcher's perspective. The effects of extrinsic and intrinsic factors on motivation. In: C Sansome, JM Harackiewicz (Eds.): *Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance*. New York: Academic Press, pp.309-339.
- Hughes-Hassel S 2003. Promoting young adult literacy. In: BK Stripling, S Hughes-Hassell (Eds.): *Curriculum Connections Through the Library*. Westport, CN: Libraries Unlimited, pp. 89-103.
- Hulleman CS, Godes O, Hendricks GL, Harackiewicz IM 2010. Enhancing interest and performance with a utility values intervention. *Journal of Educational Psychology*, 102(4): 880-895.
- Jang H, Reeve J, Deci EL 2010. Engaging students in learning activities: It is not autonomy support or structure but autonomy support and structure. *Journal of Educational Psychology*, 102(4): 588-600.
- John V 2012. Improved Annual National Assessment Results Impossible, Say Academics. Johannesburg: *Mail & Guardian*, 7 December.
- Krashen SD 2004. *The Power of Reading*. Westport, CONN: Libraries Unlimited and Portsmouth, NH: Heinemann.
- Lepper MR, Green D 1978. Over justification research and beyond: Toward a means-ends analysis of intrinsic and intrinsic motivation. In: MR Lepper, D Green (Eds.): *The Hidden Costs of Rewards: New Perspectives on the Psychology of Human Motivation*. Hillsdale, N.J.: Erlbaum, pp. 109-148.
- Li X, Kai Wah Chu S 2021. Exploring the effects of gamification pedagogy on children's reading: A mixed-method study on academic performance, reading-related mentality and behaviors, and sustainability. *British Journal of Educational Technology*, 52(1): 160-178. doi:10.1111/bjjet.13057
- Mahwasane NP 2017a. The conceptual roles of the school library. *Journal of Social Sciences*, 50(1-3): 44-50.
- Mahwasane NP 2017b. The roles of libraries in sustaining quality education in secondary schools: A concept paper. *Journal of Social Sciences*, 51(1-3): 42-46 (2017). DOI:10.1080/09718923.2017.1317512.
- Mahwasane NP 2017c. The responsibilities of school libraries in sustaining information literacy. *International Journal of Educational Sciences*, 16(1-3): 90-97.
- Marinak B, Gambrell LB 2008. Intrinsic motivation and rewards: What sustains young children's engagement with text? *Literacy Research and Instruction*, 47(1): 9-26. doi:10.1080/19388070701748546.
- Mavhungu EM 2018. Crisis of decolonising education: Curriculum implementation in Limpopo Province of South Africa. *Africa's Public Service Delivery and Performance Review*, 16(1): a179. <https://doi.org/10.4102/apsdpr.v6i1.179>
- McGeown S, Norgate R, Warhurst A 2012. Exploring intrinsic and extrinsic reading motivation among very good and very poor readers. *Educational Research*, 54(3), 309-322. doi:10.1080/00131881.2012.710089
- Mckool S 2007. Factors that influence the decision to read: An investigation of fifth grade students out of school reading habits. *Reading Improvement*, 44(3): 111-131.
- McMillan JH, Schumacher S 1993. *Research in Education: A Conceptual Understanding*. New York: Harper Collins.
- Miles MD, Huberman AM 1994. *Qualitative Data Analysis: A Source Book of New Methods*. London: Sage Publication.
- Polit DF, Hungler BP 1999. *Nursing Research: Principles and Methods*. 6th Edition. Philadelphia: Lippincott.
- Spaulding CL 1992. *Motivation in the Classroom*. New York: McGraw-Hill Inc.
- Pressley M 2000. What should comprehension instruction be the instruction of? In: ML Kamil, PB Mosenthal, PD Pearson, R Barr (Eds.): *Handbook of Reading Research*. New York: Longman, pp. 545-561.
- Purcell-Gates V, Duke N, Martineau J 2007. Learning to read and write genre-specific text: Roles of authentic experience and explicit teaching. *Reading Research Quarterly*, 42(1): 8-46.
- Ryan RM, Deci EL 2000. Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25: 54-67. From <<http://www.idealibrary.com>> (Retrieved on 15 January 2021).
- Spaull N 2013. South Africa's Education Crisis: The Quality of Education in South Africa 1994-2011. *Report Commissioned by Centre for Development Enterprise (CDE)*. Johannesburg, South Africa.
- Wang JHY, Guthrie JT 2004. Modelling the effects of intrinsic motivation, extrinsic motivation, amount of reading and past reading achievements on text comprehension between U.S and Chinese students. *Reading Research Quarterly*, 39: 162-186.
- West TM 2014. *The Use of Incentives for Motivating Students to Read*. Fredonia, New York: University of New York.
- Wigfield A 2000. Facilitating children's reading motivation. In: L Baker, MJ Dreher, JT Guthrie (Eds.): *Engaging Young Readers: Promoting Achievement and Motivation*. NY: Guilford Press, pp. 140-158.
- Wigfield A, Guthrie JT, Tonks S, Perencevich KC 2004. Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research*, 97(6): 299-309. doi:10.3200/JOER.97.6.299-310

Paper received for publication in April, 2021

Paper accepted for publication in July, 2021