

ABSTRACT

DISSERTATION: Gender-Specific Reading Motivation: Considering Reading from the Perspective of Five Ethnically Diverse Fifth Grade Boys

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This qualitative study used a triangulation of survey, conversational interviews, and observations in an authentic setting to explore the phenomenon of reading motivation from the perspectives of a specific group of individuals. Five participants, all African American fifth grade boys qualifying for meal subsidies, gathered in a local youth facility, where they regularly attended as members. The researcher interviewed and observed the boys over the span of three months. Three major themes from the study unveiled the influence of individual interests on reading motivation. This particular group of boys was motivated to read according to measured success and competition, familiarity of topics, and varied selections of reading materials. The study's findings could potentially influence the gender achievement gap in literacy.