

# Students' Attitude Towards Reading and Its Associated Factors in Samara University, North East Ethiopia

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**Abstract:** Reading is mentally stimulated, attain knowledge and ideas, reduce stress in their lives, advance their vocabularies and memory, and develop keener analytical skills. All of these skills and abilities are critical to a student's success in school and life. Accordingly, this study was intended to identify and analyze the factor that affect student's attitude towards reading at Samara University. This study used cross sectional study design and 345 students were nominated by via stratified random sampling method and the data have been collected using structured questionnaires. Binary logit model was used under this study. Descriptive statistics result out 345 students 55 (15.9%) had negative attitude towards reading and the remaining 290 (84.1%) had positive attitude towards reading, most students had a positive attitude towards reading. Binary logit regression result that showed: educational level of student's family, palace of coming students, participation of group discussions and students reading schedule are significant and significantly affect attitude toward reading. This study suggested that: students should have a reading schedule, students must be attending in class & participate group discussion, and the university should provide materials that control the effect of weather condition such as air cooling (AC) and ventilator.

**Keywords:** Attitude, Binary Logistic, Reading, Samara, Afar, Ethiopia

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## 1. Introduction

Reading is the identification of the symbols and the association of suitable meaning with them. It requires identification and comprehension. Understanding skills help the learner to understand the meaning of words in isolation and in context [8]. He trusts reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving [8].

Reading plays a very important role in our lives. It is so much a part of everyday living that one can hardly imagine a life without it. In the age of the Internet and information technologies, reading retains its importance as an essential skill for learners of any language [3]. Reading is amongst the most vital determinants in developing an individual's vision that shapes his or her personality and that makes him or her become closer to other individuals. Reading makes individuals truly free and protects them from unawareness and false beliefs [9]. Also, skills in reading enable individuals to benefit from educational activities, and to participate fully in the social and economic activities in which they take part

[8].

Reading has been described in a variety of ways to explain the process of what happens when one reads and how one comprehends a text. However, a widely accepted explanation of reading is not found in the literature [6].

Grabe and Stoller [6] define reading as the ability to draw meaning from the printed page and interpret the information appropriately. Reading is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs [5]. The common characteristics of definitions relating to reading are that it is an activity that is realized through comprehension. Reading is not an activity that takes place individually but one that encompasses many events and situations [9].

Reading is a crucial tool of learning. Every course of study is talented partly through reading. Lecturers in the University usually have high expectations of a student's ability to cope with the demands of reading. However, reading as a practice and an art has tended to diminish. The general expectations of these students reading ability have not been encountered. Students have a key role to play for them to succeed

academically. Required information, skill and more information can be acquired through reading [2].

### 1.1. Operational Definitions

Attitude – a mental position, a feeling or emotion towards the acts of reading.

Reading understanding – the ability to comprehend and interpret a written text.

Reading – the process of constructing meaning from writing

This is the tricky of most students have that contributes to their poor routine in reading attitude or lack of proper reading habits. For a first-rate performance, there is the need for the student to form good reading and study habits. At present, due to the influence of the mass media, people do not show much interest in reading books; magazines and journals, among others [7].

### 1.2. Objective

The aim of this research was to determine the reading attitudes of samara university students based on some variables. The main objective of this study was to determine the factor that affects students' attitudes in the direction of reading at samara university students. In accordance to that,

- To determine the significant factor that affects students' attitude towards reading using logistic regression.
- To determine whether a significant difference in reading attitude among male & female undergraduates.

## 2. Methodology

### 2.1. The Study Area

This study was conducted in Samara University. Samara University (SU), Ethiopia, is a government higher education institution located in the small town of Samara (population range of 2,500-9,999 inhabitants), Afar Region. Officially attributed by the Ministry of Education (MOE), Ethiopia, Samara University is one of higher education institution. It offers courses and programs important to officially recognized higher education degrees such as bachelor's degrees in several areas of study. Since its beginning in 2008, Samara University is making great jumps towards producing competent and dynamic graduates who fulfill the needs and aspirations of the people. SU also provides several academic and non-academic facilities and services to students including a library, as well as administrative services.

Samara town is the hottest in Ethiopia that is placed 588km far from the northeast of Addis Ababa. It is considered by an arid and semi-arid climate with low and erratic rainfall.

Samara town has a latitude 11°47'32"N 41°0'31" and longitude of E11°47'32"N 41°0'31"E. One of the complete buildings is Samara University, which began land classes in 2007 [4].

### 2.2. Sampling Strategy

The sampling design used in this study was cross-sectional data by self-administered questionnaire for the purpose of performing this research in the year 2021 G.C. The target population of the study was Samara University three colleges purposely selected, Collage of natural and computational science, Collage of Engineering and Technology, & Collage of Veterinary Medicine students.

### 2.3. Method of Data Gathering

In order to answer the research questions in the study, the data was gathered by using a self-administrated structured questionnaire. The attitude level towards reading gomeksiz (2004) was used in the study in order to distinguish the reading attitude of the student.

### 2.4. Sampling Method

The sampling technique used for this study was stratified random sampling. A stratified probability sampling technique was used when separate information is needed among the study population. College of students was used as strata for the purpose of sampling. But in this study due to a shortage of time and budget, we used only three colleges selected randomly from the strata. The major reasons using stratified random sampling technique were to increase the efficiency of the sample by dividing the study population into strata to create as great homogeneity as possible within each stratum and as a marked difference (heterogeneity) as possible between the strata. This also increases the accuracy of the estimator and allocates the sample to each college. In stratified sampling, the population of size N is divided into i sub-population (strata) of size  $N_1$ ,  $N_2$ , &  $N_3$  and the arbitrary sample of size n is drawn from stratum i;  $i=1,2,3$ .

### 2.5. Sample Size Determination

Due to shortage of time and other resources the whole populations were not feasible to study. As a result of the representative sample size were taken. To calculate the sample size, we used that stratified random sampling method. Since the sampling method is stratified random sample, the sample were taken from each stratum (in this case the strata are CNS, CET, CVM, students). Sample of undergraduates from each stratum was taken by using the way of proportional allocation which means that the sample allocated to each stratum was comparative to the total number of populations in the stratum.

$$n_o = \frac{\left(\frac{z_{\alpha}}{2}\right)^2 \frac{p(1-p)}{d^2} - \frac{(1.96)^2 0.5*(1-0.5)}{0.05^2}}{1} = 385 \quad (1)$$

$$n = \frac{n_o}{1 + \frac{n_o}{N}} = \frac{385}{1 + \frac{385}{3413}} = 345 \quad (2)$$

Where: N=3413: total number of students, n=345 sample size needed for the study p=proportion of students having positive reading attitude=0.5, q=proportion of student having

negative reading attitude=0.5, d=the error term=0.05 and  $Z_{\alpha/2}=Z_{0.025}=1.96$ .

Proportional allocation is used when the stratum has big difference in size. It means a small sample selected from a

small stratum and large sample taken from a large stratum and the sample size in each stratum is fixed. The samples were calculated by the formula:  $n_h = \frac{nNh}{N}$ .

**Table 1.** Total number of sampled undergraduates.

Name of collage	Total Population size	Sample
Collage of natural and computational science students	924	94
Collage of engineering and Technology	2296	232
Collage of Veterinary Medicine students	193	19
Total	3413	345

Source: Samara University Registrar and own computation, 2021.

## 2.6. Study Variables

### 2.6.1. Dependent Variable

The students' attitude towards reading (positive, negative) was determined by gomleksiz, 2004 attitude scale towards reading.

**Table 2.** Description of the dependent variable.

Variable	Symbol of variable	Category
Students attitude towards reading	Y	1=positive attitude 0=negative attitude

### 2.6.2. Independent Variables

Independent variables are the explanatory variables that provide to explain the response variables – student's attitude towards reading.

**Table 3.** Description of the explanatory variable in the study.

Explanatory variables	Symbol	Categories
Sex of students (Sex)	X <sub>1</sub>	0=female, 1=male
Place of coming	X <sub>2</sub>	0=urban, 1=rural, 2=suburban
Family education level	X <sub>3</sub>	0=illiterate, 1=elementary, 2=high school, 3=diploma & above
Reading time	X <sub>4</sub>	0=sometimes, 1=usually, 2=long time
Class attendance	X <sub>5</sub>	0=sometimes, 1=always
presence group discussion	X <sub>6</sub>	0=never, 1=sometimes, 2=always
Economic status of family	X <sub>7</sub>	0=low, 1=medium & 2=high
Weather condition	X <sub>8</sub>	0=no influence, 1=no such much & 2=strict fact

## 2.7. Method of Data Analysis

### 2.7.1. Descriptive Statistics Analysis

This method often used for describing the characteristics of the sample and the study variables were displayed in the form of frequency distribution, percentage [1]. So, we were applying this method in this study.

### 2.7.2. Inferential Statistics

Inferential statistics is statistical method deals with making inferences or conclusions about a population based on data obtained from a limited number of observations that come from the population. Inferential statistics contains of the estimation and hypothesis testing [1]. In this study chi-square test and binary logistic regression were applied to measure the association between two categorical variables.

### 2.7.3. Binary Logistic Regression

Binary logistic regression is used when the dependent variable is dichotomous and the independent variables are either continuous or categorical variables. The assumption in binary logistic regression is that observations are independent

of each other. Violations of the assumption of independence of observations may result in improper statistical inferences due to biased standard errors. The binary logistic regression function is defined as:

$$\text{logit}[\pi(X)] = \log \left[ \frac{\pi(x)}{1-\pi(x)} \right] = \beta_0 + \beta_1 X_1 + \beta_2 X_2 \dots + \beta_k X_k \quad (3)$$

### 2.7.4. Odds Ratio

Logistic regressions work with odds so it is necessary to define both odds and odds ratio. The odds are simply the ratio of the probabilities for the two possible outcomes. If  $\pi$  is the probability that positive attitude towards reading, then  $1 - \pi$  is the probability that negative attitude towards reading: odds =  $\frac{\pi}{1-\pi}$

In  $2 \times 2$  tables, row 1 indicates the odds of success equal  $\text{Odds}_1 = \frac{\pi_1}{1-\pi_1}$ , and within row 2 the odds of success equal  $\text{Odds}_2 = \frac{\pi_2}{1-\pi_2}$ .

The ratio of the odds from the two rows,

$$\text{OR} = \frac{\text{Odds}_1}{\text{Odds}_2} = \frac{\frac{\pi_1}{1-\pi_1}}{\frac{\pi_2}{1-\pi_2}}$$
 is odds ratio.

If the parameter  $\beta_j$  is positive then the odds increase and if the parameter  $\beta_j$  is negative, the odds decrease.

## 2.8. Parameter Estimation for Logistic Regression

### 2.8.1. Maximum Likelihood Estimation

The technique of maximum likelihood used to estimate the parameters from the linear transformed model  $Xi'\beta$ .  $\beta$  be the estimate of the model parameters.

$$E(\hat{\beta}) = \beta \text{ And } \text{var}(\hat{\beta}) = (X'vX)^{-1} \quad (4)$$

Where the matrix  $v$  is  $n \times n$  diagonal matrix holding the estimated variance of each data points on the main diagonal; that is the  $i^{\text{th}}$  diagonal element of  $v$  is  $v_{ii} = ni\hat{\pi}(1 - \hat{\pi})$  the estimated value of the linear predictor is  $\hat{\eta}_i = Xi'\hat{\beta}$ , and the fitted value of the binary regression model.

$$\hat{y}_i = \hat{\pi}_i = \frac{e^{\hat{\eta}_i}}{1 + e^{\hat{\eta}_i}} = \frac{\exp(Xi'\beta)}{1 + \exp(Xi'\beta)} \quad (5)$$

The likelihood specifies how likely the observed sample is a function of parameter values. The likelihood of a set of parameter values,  $\beta$  given outcomes  $x$  is equal to the probability of those observed outcomes given these parameter values that is. The likelihood functions the joint probability density function of random variable but, it's observed as the meaning the parameter given the realized random variable.

$$L\left(\frac{x}{x_1, \dots, x_j}\right) = \prod_{i=1}^n e^{-\lambda \frac{x_i}{x_i!}} = \frac{1}{\prod_{i=1}^n x_i!} e^{-n\lambda} \lambda^{\sum x_i} \quad (6)$$

Where  $Xi' = (1, x_{i1}, x_{i2}, \dots, x_{ik})$  are explanatory variables and,  $\beta' = (\beta_1, \beta_2, \dots, \beta_k)$  are the logistic regression coefficients.  $\pi(Xi)$  Denotes the "success" probability at value  $Xi$  and given by: -

$$\pi(Xi) = \frac{1}{1 + e^{-(Xi'\beta)}} \quad (7)$$

### 2.8.2. Model Diagnostic Test

After the model is fitted the next vital step is checking the model adequacy. There are several steps elaborate in assessing the appropriateness, adequacy and usefulness of the model. First, the overall goodness of fit of the model is tested. Second, the importance of each of the explanatory variables is measured by carrying out statistical tests of the significance of the coefficients.

### 2.8.3. The Likelihood Ratio Test

The likelihood ratio test, also called the log-likelihood test, is based on -2LL (deviance). The likelihood ratio test is a test of the importance of the difference between the likelihood ratio (-2LL) for the fitted model and the likelihood ratio for a reduced model. This difference is called "model chi-square".

### 2.8.4. Test of the Overall Goodness of Fit

Test of the overall goodness of fit is used to assess the overall goodness fit of the model. likelihood ratio test aspects at the model chi-square (chi square difference) by subtracting deviance (-2LL) for the full model from deviance for the intercept-only model. The degrees of freedom in this test equal the number of terms in the model minus one. This is the same as the difference in the number of terms between the two models, since the null model has only one term.

Model chi-square measures the improvement in fit that the explanatory variables make compared to the null model. The likelihood ratio test is thus a test of the overall model. The overall test statistic for likelihood ratio test is given as: Likelihood ratio test is

$$G^2 = -2\ln(l_{null}/l_k) = -2\ln(u_{null}/u_k) \quad (8)$$

Where,  $l_{null}$  is likelihood of the null model and  $l_k$  is the likelihood of the model with  $k$  factors.

The null hypothesis,  $H_0: \beta_1 = \beta_2 = \dots = \beta_p = 0$  the likelihood ratio test statistic,  $G^2$ , a chi-square distribution with  $p$  degrees of freedom.

### 2.8.5. Test of Individual Parameters

The likelihood ratio test measures the overall logistic model but does not tell us if particular explanatory variables are more important than others. A non-important likelihood ratio test indicates no difference between the full and the reduced models. Note that the likelihood ratio test of individual parameters is a better condition than the alternate Wald test when considering which variables to remove from the logistic model.

### 2.8.6. The Wald Test

The Wald test is an alternative test which is commonly used to test the significance of individual logistic regression coefficients for each covariate variable (that is, to test the null hypothesis in logistic regression that a particular logit (effect) coefficient is zero. (Alan Agresti, 1990)

The Wald test statistic is:

$$-W = \left( \frac{\hat{\beta}_j}{\text{se}(\hat{\beta}_j)} \right)^2 \quad (9)$$

### 2.8.7. Hypothesis Testing

The hypothesis testing for the  $i^{\text{th}}$  explanatory variable.

$H_0$ : The coefficient of parameter is no associated with the predictor is equal to zero ( $\beta_i = \text{zero}$ )

$H_1$ : The coefficient of parameter is associated with the predictor is not equal to zero ( $\beta_i \neq \text{zero}$ )

$$W = \left( \frac{\hat{\beta}_j}{\text{se}(\hat{\beta}_j)} \right)^2 \approx \chi^2 \quad (10)$$

Where: -  $\hat{\beta}_j$  is the estimated parameter for the population  $\beta_j$ ,  $\text{se}(\hat{\beta}_j)$  is the standard error of  $\hat{\beta}_j$ .

### 2.8.8. Decision

If  $p$ -value is less than  $\alpha$ -value=0.05  $H_0$  will be rejected at a given level of significance and we can conclude that the independent variable  $Xi$  has significant effect on the probability of success (binary response).

### 2.8.9. Analysis of Inferential Statistics

It is discussed about the model summary, in order to identify variables related with students' attitude towards reading in binary logistic model was used. Moreover, the joint impact of all predictor variables on the dependent variables also determines by using the Nagelkerke  $R^2$  which is described in the model summary.

### 3. Results and Discussions

In this section, the results of this study were offered in two

key portions. In the first section, the results of the descriptive statistics for the sampled students were presented. The result of the binary logistic regression in the second section.

*Table 4. Age of students.*

Numerical Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
age of student	345	21	30	24.35	1.873	3.508
Valid N	345					

Source: own computation, 2021.

#### 3.1. Summary of Descriptive Statistics

From the above table 4, the smallest age of students is 21 years old and the highest age is 30 years old. The average age of students is 24.35 years old. The standard deviation is 1.873.

*Table 5. Univariate descriptive frequency table.*

Factors	students' attitude towards reading		
	Positive	Negative	Total
Sex of students			
Female	129	38	167 (48.4%)
Male	161	61	178 (51.6%)
Faculty of students			
CNS	72	22	94 (27.2%)
CET	203	29	232 (67.2%)
CVM	15	4	19 (5.5%)
Reading schedule			
Yes	130	34	164 (47.5%)
No	160	21	181 (52.5%)
Place of coming			
Urban	119	24	143 (41.4%)
Rural	137	27	164 (47.5%)
Suburban	34	4	38 (11.0%)
Class attending			
Always	190	46	236 (68.4%)
Sometimes	100	9	109 (31.6%)
Attend group discussions			
Always	59	19	78 (22.6%)
Sometimes	182	19	201 (58.3%)
Never	49	17	66 (19.1%)
Economic status of family			
High	31	0	31 (9%)
Medium	188	34	222 (64.3%)
Low	71	21	92 (26.7%)
Father/Mother educational level			
Illiterate	75	23	98 (28.4%)
Elementary	110	21	131 (38.0%)
High school	49	6	55 (15.9%)
Diploma and above	56	5	61 (17.7%)
Effect of weather condition			
No influence	62	8	70 (20.3%)
Strict fact	210	37	247 (71.6%)
No such that	18	10	28 (8.1%)
Reading time of student			
Sometimes	90	16	106 (30.7%)
Usually	121	21	142 (41.2%)
Long time	79	18	97 (28.1%)

Source: own computation, 2021.

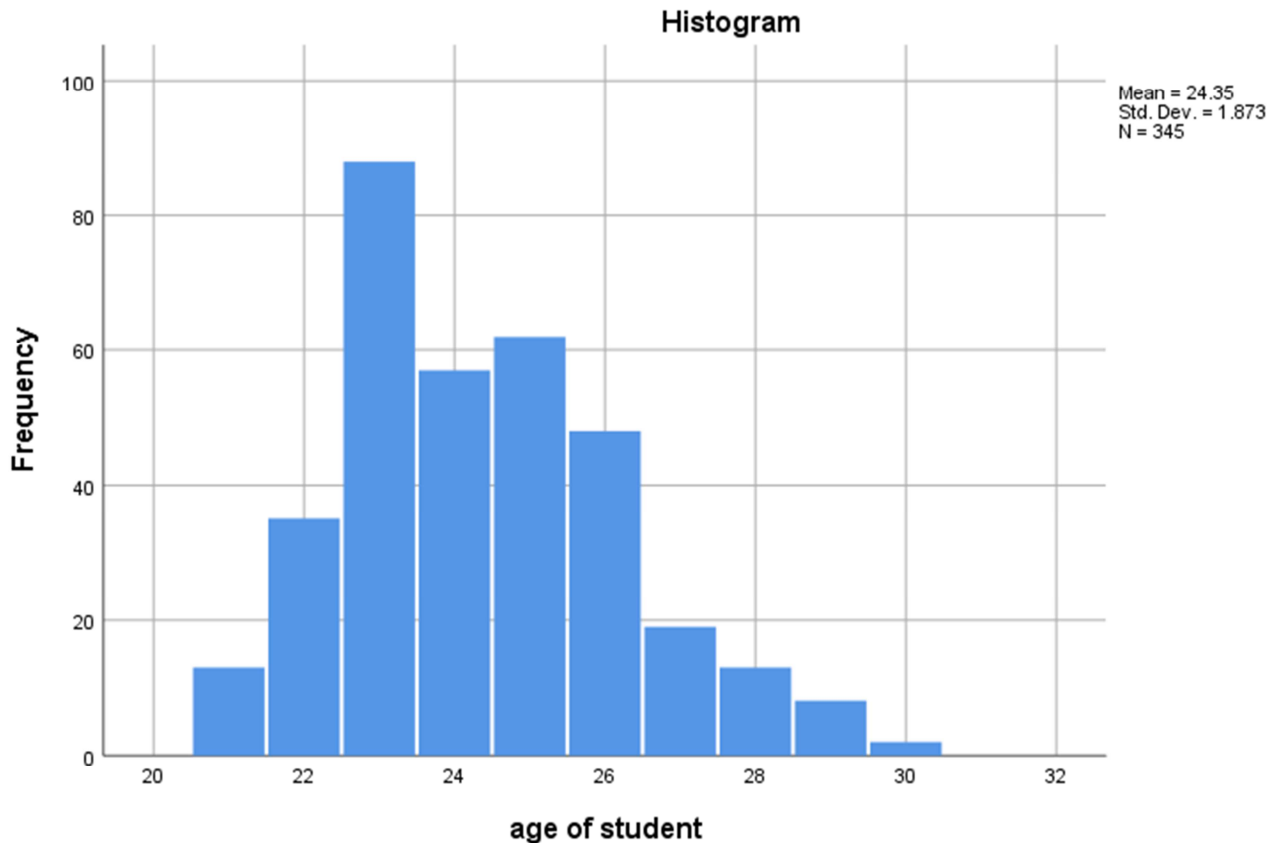


Figure 1. Distribution of student's age.

From the above table 5, among 345 students 48.4% are female and 51.3% are males. When we see place of coming 47.5% from rural students, 11% from suburban students & the remaining 41.4% are from urban students. 31.6% students attend the class sometimes but 68.4% students are always attending in class. 22.6% of students are always attending in group discussion, 58.3% students attend sometimes and the remaining 19.1% students never attend in group discussion. About 222 (64.3%) students were coming from almost medium economic status of family and the remaining 31 (9%) and 92 (26.7%) students are coming from high and low economic status of family respectively.

From our respondents 64 (27.2%) were college of natural and computational science students, 232 (67.2) were college of engineering technology students and 19 (5.5%) were college of veterinary medicine students.

The education level of the student's family (father or mother) of respondents are 98 (28.4%), 131 (38.0%), 55 (15.9%), 61 (17.7%), were illiterate, elementary, high school and diploma & above respectively.

When we see effect of weather condition, 70 (20.3%) of the respondents said that weather was comfortable for them to read, 14 (7.6%) were no such much & the remaining 247 (71.6%) are strict fact on reading. 164 (47.5%) students had reading schedule & 181 (52.5%) had no reading schedule. 106 (30.7%) students were read sometimes, 142 (41.2%) were read usually and 97 (28.1%) were read for long time.

According to the figure 2, out of 345 students 55 (15.9%) have negative attitude towards reading and the remaining 290

(84.1%) have positive attitude towards reading. Most of students about 84.1% have an interest to read.

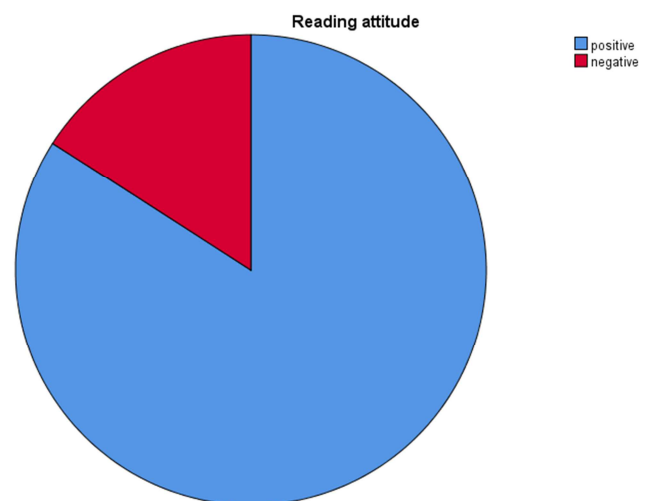


Figure 2. Students' attitude towards reading.

### 3.2. Analysis of Inferential Statistics

In this section it was discoursed as the model summary, in order to identify variables related with students' attitude towards reading in binary logistic regression model was used. Moreover, the joint influence of all explanatory variables on the dependent variables also regulates by using the notion of Nagelkerke  $R^2$  which is explained in the model summary.

*Table 6. Model Summary.*

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	207.074	.442	.644

Source: own computation, 2021.

Adequacy of overall model fit in binary logistic regression is the likelihood ratio test, which is simply the chi-square difference between the null and the model holding the explanatories. Under Model Summary the -2 Log Likelihood statistics is 207.074. This statistic measures how poorly the model predicts the student's

attitude towards reading, the smaller the statistic the better the model. The result of Cox and Snell  $R^2$  indicates that 44.2% of the variation in the dependent variable is explained by the independent variable which is supposed to be good enough.

*Table 7. Goodness of fit test of the model.*

Hosmer and Lemeshow Test			
Step	Chi-square test value	Degrees of freedom	Significance
	5.122	8	.745

Source: own computation, 2021.

The "Hosmer and Lemeshow Test" is the extent of fit which estimates the goodness of fit between predicted and observed probabilities in classifying the dependent variable.

since the p-value is 0.745 which is insignificant, that is  $0.745 > p\text{-value} (0.05)$ , so the fitted binary logistic model is good fit to the data.

*Table 8. Classification Table.*

Observed		Predicted		
		Reading attitude		Percentage Correct
		Positive	Negative	
Reading attitude	Positive	278	12	95.9
	Negative	34	21	38.2
Overall Percentage				86.7

Source: own computation, 2021

The other way of evaluating of the goodness of the fitted model is to see how well the model classifies the observed data. In the above table 8, cases with probabilities greater than or equal to 0.50 are predicted as having the event; other cases are predicted as not having the event. The results in above table indicate that (38.2%) of the respondents which is Negative attitude towards reading were correctly predicted and (95.9%) of respondents which was positive attitude towards reading were correctly predicted. Our model shows

an overall percentage (86.7%) of correct classification of respondents in their attitude towards reading either positive or negative. That is the fitted model has an overall predictive accuracy of 86.7%.

### 3.3. Binary Logistic Regression

Variables in the Equation for the relationship between students' attitude towards reading and covariates.

*Table 9. Results of binary logistic regression model.*

Variables in the Equation		B	S.E.	Wald	df	Sig.	EXP (B)	95% C.I. for EXP (B)	
								Lower	Upper
Step1	sex of students (female)	1.022	.414	6.088	1	.014	2.779*	1.234	6.260
	age of student	-.151	.106	2.026	1	.155	.860	.698	1.059
	faculty of student			3.113	2	.211			
	faculty of student (CNS)	-.076	.813	.009	1	.925	.927	.188	4.560
	faculty of student (CET)	-.773	.785	.970	1	.325	.462	.099	2.149
	reading schedule (yes)	1.350	.443	9.314	1	.002	3.859	1.621	9.187
	place of coming			4.659	2	.027			
	place of coming (urban)	1.654	.767	4.655	1	.031	5.230*	1.164	23.504
	place of coming (rural)	1.322	.723	3.345	1	.067	3.753	.910	15.481
	class attending (always)	1.662	.479	12.030	1	.001	5.268*	2.060	13.473
	attend group discussion			26.784	2	.000			

Variables in the Equation							95% C.I. for EXP (B)	
	B	S.E.	Wald	df	Sig.	EXP (B)	Lower	Upper
attend group discussion (always)	1.057	.523	4.079	1	.043	2.873*	.125	.969
attend group discussion (sometimes)	-2.864	.569	25.332	1	.000	.057*	.019	.174
Economic status of family			6.581	2	.037			
Economic status of family (high)	-20.305	6276.216	.000	1	.997	.000	.000	.
Economic status of family (medium)	-1.208	.471	6.581	1	.010	.299*	.119	.752
family education level			14.857	3	.002			
family education level (illiterate)	-1.656	.727	13.351	1	.063	1.062*	3.426	59.199
family education level (elementary)	1.536	.703	4.777	1	.029	4.175*	1.172	18.433
family education level (high school)	1.487	.812	3.356	1	.047	4.042*	.901	21.696
effect of weather condition			11.199	2	.004			
effect of weather condition (no influence)	-1.176	.705	2.783	1	.095	.308	.077	1.228
effect of weather condition (strict fact)	-2.001	.611	10.714	1	.001	.135*	.041	.448
reading time of student			1.160	2	.560			
reading time of student (sometimes)	-.544	.506	1.158	1	.282	.580	.215	1.564
reading time of student (usually)	-.297	.468	.403	1	.525	.743	.297	1.858
Constant	1.323	3.007	.194	1	.660	3.756		

Source: Source: Own survey, 2021.

From the above table 9, it is observed that the estimated odds ratio is 2.779 implies that the odds of female students is 2.779 times more likely to had positive attitude towards reading compared to male students remaining constant for other variables in the model. In this study female students had more attitudes towards reading.

The coefficient of place of coming (urban, 1.654) is positive implies that respondents from this group are more likely to had positive reading attitude than from students coming from the area suburban. The estimated odds of the place of coming from urban is 5.230 times more likely to had positive attitude towards reading than students come from suburban (see table 9). According to Palani (2012), if students were given the appropriate training at school level, they can easily develop potential in reading. Teachers do not only teach in school. They play a vital role in inculcating positive attitudes that shape students into serious readers. If students were instilled with the values of reading, there is a very high possibility that they would continue to read for the rest of their life. In conclusion, students' attitudes towards reading affect their reading habits [9].

The odds ratio and confidence interval for student's class attending that is always is 5.268, 95% CI (2.060, 13.473). Students class attending which is always 5.268 times greater positive reading attitude, than students class attending sometimes. (See table 9). Patrick et al. (2007) found students perceptions of dimensions of their classroom social environment, including affiliation, cohesion, fairness, mutual respect, and support from teachers and students are associated consistently with adaptive motivational beliefs and achievement behaviors.

The estimated odds ratio of participating group discussion (always) is 2.873, indicates that, attending group discussion always 2.873 times more likely to have positive reading attitude compared to never participating group

discussion controlling other variables in the model (see table 9). The recent emphasis placed on improving children's English Language Arts test scores often leads teachers to ignore the role of student attitudes in the process of becoming literate. In order for students to develop into effective readers, they must possess both the skill and the will to read. As noted by Wigfield and Guthrie (1997), "motivation is what activates behavior." Student attitudes toward reading are a central factor affecting reading performance [10].

Regarding father's/mother education level the estimated odds ratio 1.0622 indicates that those students whose family level of education illiterate were 1.6022 less likely to positive attitude towards reading compared to those family educational level diploma and above controlling for other variables in the model (see table 9).

According to the findings of this study the coefficient of whether condition (strict fact) is negative which can be interpreted as respondent which have an influence less likely to positive reading attitude compared to no influence of whether condition. The estimated odds of whether condition (strict fact) is 0.135 less likely positive reading attitude with the reference group (see table 9).

## 4. Conclusions and Recommendations

Reading attitude towards as an individual's feelings about reading, caused learner to approach or avoid a reading situation. A positive reading attitude helps the students in many ways. The students will not be bored in complying their reading assignments. This study was undertaken to determine the effect of socio-demographic characteristics on the attitude of students towards reading. This study tried to investigate reading attitude and its determinants factor by using a binary logistic regression model. As the result obtained more than half students have positive reading



attitude and from the logistic regression analysis it was also concluded that the odds of sex of students, students place of coming, class attending, participation of group discussion, educational level of family and effect of weather condition are significant predictors on positive reading attitude in Samara university students.

Based on the above finding, this study was recommended the following implications: students should had read schedule and use this schedule. Students must be attending in class & group discussion. Families should create awareness about reading & teach for their children. The campus should prepare reading workshop, festival about reading. The campus should compliance materials that control the effect of weather condition such as air cooling (AC), ventilator.

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