

# INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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**IDENTIFYING LISTENING SKILLS AMONG BOYS AND GIRLS OF ARTS AND SCIENCE COLLEGE STUDENTS**

**K.ELAMATHI**  
**ASST. PROFESSOR**  
**INDIAN COLLEGE OF EDUCATION**  
**VELLORE**

**ABSTRACT**

*This study aimed at exploring the Listening skills of boys and girls at college level under different managements and locations. The results revealed that there is a slight significant difference between aided and government college students; urban girls from aided college and rural boys from aided college in their Listening Skill.*

**KEYWORDS**

listening skills, student behaviour.

**INTRODUCTION**

Education in its general sense is a form of learning knowledge, skills and habits of a group of people are transferred from one generation the next through teaching, training, research, or simply through auto didacticism. Higher education is more about acquiring skills than assimilating an inert body of language and the purpose of higher education is to foster and develop potentials in the individual. It offers opportunities for personal enrichment and serves a variety of intellectual, aesthetic and creative interests. The curriculum provides opportunities for introspection and testing one's own values as well for enlarging one's vision. The several kinds of study required in General Education are designed to contribute to the development of higher intellectual skills such as critical thinking, and essential communication skills. In college, students do not just receive their information from books; instead, they must obtain their knowledge by listening to in-class lectures. It will be a prime source of information. Unfortunately students do not instinctively listen well in the class well. In order for college students to obtain the most information during their class time, they must work to improve their listening skills.

Listening is a skill. Listening is an act which needs to be cultivated for effective education. Listening is an integral part of the learning process and is perhaps one of the most basic social skills as "we are given two ears and one mouth so that we can listen more and talk less." Listening can induce better comprehension of personal and professional situations. Students can fare better if they listen attentively to what is being imparted. Thus listening is an active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed (verbal and non verbal) needs, concerns and information offered by other human beings. A good listener is always regarded positively.

**NEED FOR THE STUDY**

Good listening is arguably one of the most important skills to have in today's complex world. Families need good listening to face complicated stresses together. Corporate employees need it to solve complex problems quickly and stay competitive. Students need it to understand complex issues in their fields. Much can be gained by improving listening skills.

When the question of how to improve communication comes up, most attention is paid to making people better speakers or writers (the "supply side" of the communication chain) rather than on making them better listeners or readers (the "demand side"). More depends on listening than on speaking. An especially skillful listener will know how to overcome many of the deficiencies of a vague or disorganized speaker. On the other hand, it won't matter how eloquent or cogent a speaker is if the listener isn't paying attention. The listener arguably bears more responsibility than the speaker for the quality of communication.

Listening is a vital skill in all aspects of life. Being able to listen well will contribute to a person's overall success. Listening is an important skill for students to improve and develop while in college as they are preparing to enter the workforce.

**EDUCATIONAL SUCCESS**

Students who are active listeners use new information more productively. They are better equipped to access their prior knowledge, which allows them to make connections with new information. It also enables them to decide how to use this information. By activating their schema, they have a framework for understanding new content and whether or not the content is relevant. As a result, they are much better at sifting through all of the information they receive and determining what the main points are and what are extraneous details. Because, good listeners tap into their prior knowledge when hearing new information, they can more readily integrate new ideas into their schemas. Students who use active listening strategies also exhibit better concentration and memory. Active listeners filter information, connect to what is important, use it and store it in a meaningful way. Consequently, they often seem to have a better grasp on academic content than their peers who listen more passively. **Stephen Robbins and David Decenzo**, in *Fundamentals of Management*, Prentice says that "College-level listening activities help sharpen listening skills. Although thinking, feeling, and doing go hand in hand, the thinking (or cognitive) domain of learning is perhaps the best place to begin. After all, effective listening takes effort—it requires maximum thinking power.

**LISTENING**

**Sheila Steinberg**, in her book "**An Introduction to communication Studies** says that, Listening is more complex than merely hearing. It is a process that consists of four stages: Sensing and attending, understanding and interpreting, remembering and responding. The stages occur in sequence but we are generally unaware of them".

Zeno of Citium says that "the reason why we have two ears and only one mouth is that we may Listen the more and talk the less".

Listening is the process of receiving, constructing meaning from, and responding to spoken and or nonverbal messages. People listen in order to comprehend information, critique and evaluate a message. Effective listening includes both literal and critical comprehension of ideas and information transmitted in oral language.

**OBJECTIVES OF THE STUDY**

1. To find out the difference in the skill of listening among the Arts and Science College students on the basis of Gender (a) Girls (b) Boys.
2. To find out the difference in the skill of listening among the College students on the basis of Colleges (a) Government (b) Aided.
3. To find out the difference in the skill of listening among the College students on the basis of Location (a) Rural Colleges (b) Urban colleges.

**HYPOTHESES**

- There will be no significant difference between the college boys and college girls in their listening skill.
- There will be no significant difference between rural college students and urban college students in their listening skill.
- There will be no significant difference between the Aided college students and Government college students in their listening skill.



**METHODOLOGY**

In order to achieve the objectives of the study, the survey method was used.

**SAMPLE**

The aims of the study, 340 students (173 boys and 167 girls) at the Rural and Urban Arts and Science College Students from Vellore District are taken as the sample.

**TOOL USED**

The tool used in present investigation is listening skill questionnaire, prepared by Stowell learning Center-Samonas Net work consisting of 65 items collected from internet. The investigator formed the Questionnaire consisted of sixty five statements (33 Positive statements and 32 Negatively framed) which was distributed to the students and the data were collected personally by the investigator. The 65 question items measures the listening skill level. The items are prepared in relation to boys, girls, class room attention, mind and feelings. It could be answered with the help of Likert – type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

**RESULTS AND DISCUSSION**

The data for the study were collected by applying standardized Listening skill scale. The collected data were analyzed by applying appropriate statistical tool and the results of the study are discussed below.

**HYPOTHESIS – 1**

“There will be no significant difference between the college boys and college girls in their listening skill”.

**TABLE 1: COMPARISON OF COLLEGE BOYS AND COLLEGE GIRLS LISTENING SKILL SCORE USING INDEPENDENT t-TEST**

Variables	N	Mean (S.D.)	t' Value	df	p-Value
Boys	173	201.82 (14.59)	0.825	338	0.410
Girl	167	203.16 (15.22)			

From the above table it can be observed that the p-value of the listening skill score 0.410 which is greater than the normal value (0.05). Hence Ho is accepted. It can be inferred that there is no significant difference between college boys and college girls in their level of listening skills.

**HYPOTHESIS – 2**

“There will be no significant difference between rural college students and urban college students in their listening skill”.

**TABLE 2: COMPARISON OF RURAL AND URBAN COLLEGE STUDENTS LISTENING SKILL SCORE USING INDEPENDENT t-TEST**

Variables	n	Mean (S.D.)	t' Value	df	p-Value
Rural	172	199.92 (13.79)	3.248	338	0.001
Urban	168	205.10 (15.56)			

From the above table it can be inferred that the p-value of the listening skill score is 0.001 which is lesser than the normal value (0.05). Hence Ho is not accepted. It can be inferred that there is a significant difference between Rural and Urban College Students in their level of listening skills.

**HYPOTHESIS: 3**

“There will be no significant difference between the Aided college students and Government college students in their Listening skill”.

**TABLE 3: COMPARISON AIDED AND GOVERNMENT COLLEGE STUDENTS LISTENING SKILL SCORE USING INDEPENDENT t-TEST**

Variables	n	Mean (S.D.)	t' Value	Df	p-Value
Government	167	200.87 (15.66)	1.967	338	0.050
Aided	173	204.03 (14.0)			

From the above table, it can be observed that the p-value of the Aided and Government College students listening score is 0.050 which is equal to the normal value (0.05). Hence Ho is not accepted. It can be inferred that there is a slight significant difference between Aided and Government college students in their Listening Skill.

**CONCLUSIONS**

In this study, their Listening scores are classified into the level of listening as very poor, poor, good, very good and Excellent. The information's were collected, the details were statistically treated, analyzed, interpreted and conclusions were drawn. From findings it can be concluded that regarding Listening skill, there is no significant difference between college boys and girls. But there is a significant difference between Aided and Government College students and Urban and Rural college students in their Listening Skill.

While considering the 340 samples and analyzing the findings on the whole the investigator infer that most of the students level of listening skill ranges from 60 to 69.1%with good level, 29.1% are better listeners and 1.8% of the college students are poor in listening, but the saddest finding is the very good level of listening and excellent level is 0%.

**IMPLICATION OF THE STUDY**

This study is observed that among college students the level of listening score for boys is lesser than the girls and so girls listen better than boys and with regard to Institutions, the level of listening in the Aided Institutions is better than the level of listening of Government Institutions and in the same way with regard to location, the urban college students level of listening is higher than the rural students. The findings show that there is no vast disparity, only slight difference is shown. The majority of students 69.1% of students have moderately good in listening and 29.1% are better listeners and 1.8% are poor listeners.

The reasons may be diverse and variety of reasons, depending on each individuals. The urban college students have many opportunities, and they are exposed to see, hear, and listen educative of programs and they are motivated on all sides to have a higher goals to achieve, the institutions in urban area also arrange lot of exposure programs, extracurricular activities that favor lot of discussions, listening in order to use their creativity. These may be few reasons that their skill of listening is higher, where as the rural students have less exposure and they concentrate more on their academic side, even from the part of the families, they are not highly motivated to go ahead with greater goals. Many seem to be lethargic. So, when the students study in the Institutions, the Institutions also can take sufficient effort to develop the skill of listening among the college students whether it is rural or urban by renewing the method of teaching, making students involve through group discussions, using ICT technologies in teaching and learning in the class room. So the new strategies used by the college professors and making ICT facilities feasible for the students and Professors in the college by the management will surely increase from good listening level to very high level to become more innovative in the society. The Students need to take sufficient effort to lessen their distractions to concentrate in listening,

The Professors must be innovative, to make their classes and lectures more interesting with modern strategies and ICT. The Institutions need to be open to the current Teaching Learning technologies and be forward to make it possible, feasible, and, available for the professors and students, so that the interest will be created for students to listen more actively and effectively to achieve their goals without yielding in to their distractions.

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