



A Study Of The Relationship Between Listening Skills And Academic Achievement Of Senior Secondary Students

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ABSTRACT: -

Listening is a fundamental language skill that plays a vital role in students' learning and academic success. At the senior secondary level, effective listening is particularly important due to the increasing complexity of classroom instruction and academic content. The present study aims to examine the effect of a listening skill intervention programme on the listening skills and academic achievement of senior secondary students using a one-group pre-test-post-test experimental design. The sample comprised senior secondary students who participated in a structured listening skill intervention programme. Data were collected before and after the intervention using a standardized listening skill test and an academic achievement test. The findings revealed a significant improvement in both the listening skills and academic achievement of the students following the intervention. The results indicate that systematic listening skill training enhances students' listening abilities and contributes positively to their academic achievement. The study highlights the importance of incorporating structured listening skill activities into classroom teaching to improve students' overall learning outcomes.

KEYWORDS: Listening Skills, Academic Achievement, Experimental group, Control group, Senior Secondary Students.

INTRODUCTION: -

Education at the senior secondary stage plays a decisive role in shaping students' academic and professional futures. At this level, students are expected to process complex information, engage in abstract thinking, and demonstrate higher-order cognitive skills. Classroom learning largely depends on students' ability to listen effectively to lectures, explanations, instructions, and peer interactions. Listening, therefore, is not a passive act but an active cognitive process that involves receiving, interpreting, evaluating, and responding to spoken information. Among the four language skills—Listening, Speaking, Reading, and Writing (LSRW)—listening is the most frequently used in classrooms, yet it receives the least instructional attention. Teachers often assume that listening develops naturally without explicit training. However, research indicates that ineffective listening can lead to misunderstanding of concepts, reduced classroom participation, and poor academic performance. Senior

secondary students who struggle with listening may find it difficult to follow lectures, take accurate notes, and respond appropriately in assessments.

Listening skills are closely associated with metacognitive processes. Metacognition refers to learners' awareness and regulation of their own learning through planning, monitoring, and evaluation. In listening contexts, metacognitive strategies enable students to prepare for listening tasks, monitor comprehension while listening, and evaluate understanding after listening. These strategies can significantly enhance listening effectiveness and, consequently, academic achievement. In this context, examining the relationship between listening skills and academic achievement of senior secondary students becomes crucial. Understanding this relationship can help educators design effective instructional practices and interventions to improve students' learning outcomes.

Listening skills play a significant role in the academic development of senior secondary students. As a receptive language skill, listening enables learners to understand spoken information, follow classroom instructions, comprehend subject-related explanations, and participate effectively in academic interactions. Academic achievement, on the other hand, reflects students' attainment of expected learning outcomes through various forms of assessment. At the senior secondary level, where students encounter increasingly complex academic content, effective listening becomes essential for understanding and processing information. Therefore, the development of listening skills may contribute to improved learning outcomes and academic achievement. The present study focuses on examining the relationship between listening skills and academic achievement among senior secondary students and highlights the educational significance of developing effective listening abilities in the classroom.

Listening skill -

Listening is a multidimensional communication skill that involves receiving, interpreting, evaluating, and responding to spoken messages. Depending upon the purpose and nature of listening, it can be broadly classified into four major types: appreciative listening, comprehensive listening, critical listening, and empathic listening. Each type serves a distinct purpose and contributes to effective communication and learning.

Following chart describes main listening skills:-

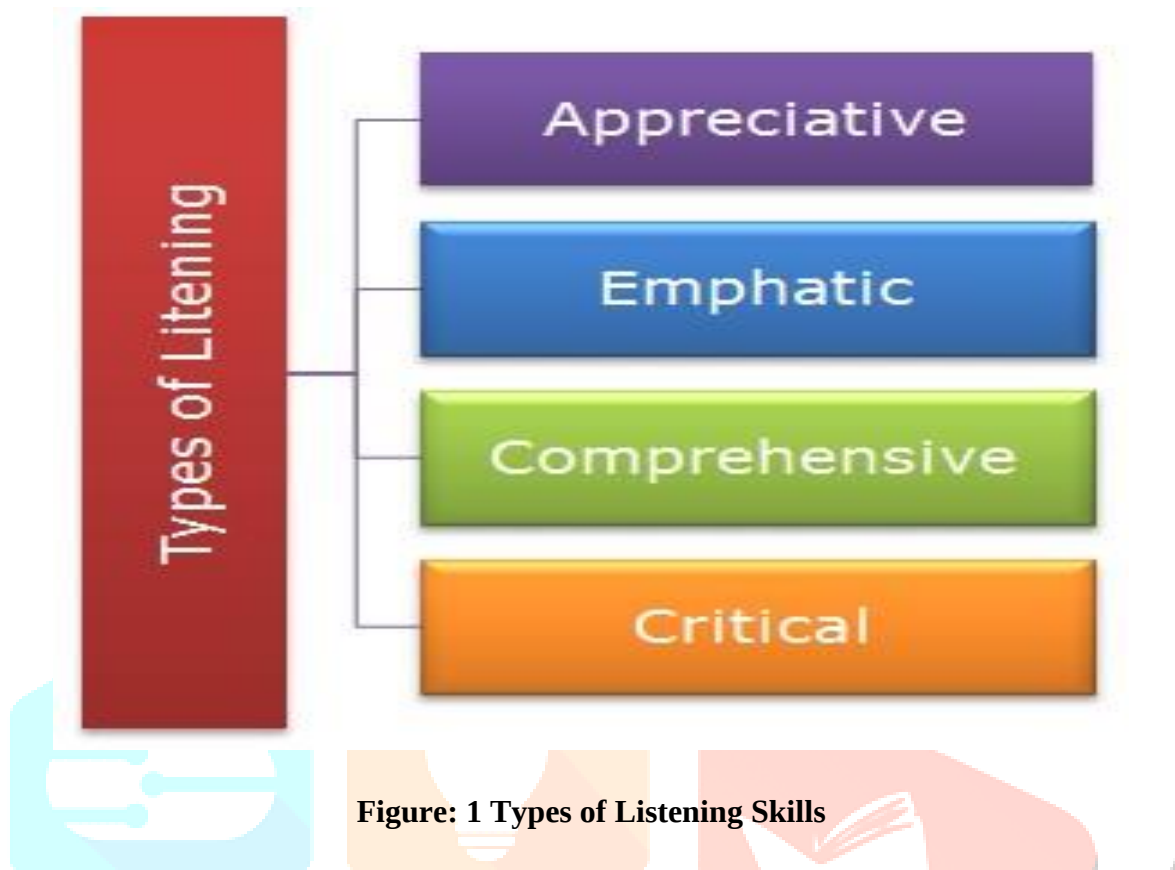


Figure: 1 Types of Listening Skills

1. Appreciative Listening:

Appreciative listening refers to listening for enjoyment, pleasure, relaxation, or personal satisfaction. The main purpose of this type of listening is to appreciate and enjoy the auditory experience rather than to analyse or evaluate the information in detail. Students may engage in appreciative listening while listening to music, poetry, stories, songs, speeches, or other forms of creative expression. It can develop students' interest and motivation towards listening and enhance their sensitivity to pronunciation, rhythm, stress, intonation, and emotional expression. In an educational context, appreciative listening provides learners with opportunities to experience language in an enjoyable and meaningful manner.

2. Empathic Listening

Empathic listening refers to listening with the intention of understanding the speaker's feelings, emotions, experiences, perspectives, and underlying needs. The listener attempts to understand the message from the speaker's point of view without making premature judgments. Empathic listening involves careful attention, patience, sensitivity, respect, and appropriate responses. In an educational setting, it helps teachers and students develop positive interpersonal relationships, mutual understanding, cooperation, and emotional support. It also enables students to understand different perspectives and respond appropriately to the feelings and experiences of others. Consequently, empathic listening contributes not only to effective communication but also to students' social and emotional development.

3. Comprehensive Listening:

Comprehensive listening refers to listening with the primary purpose of understanding and interpreting the message communicated by the speaker. The listener focuses on identifying the main ideas, important details, explanations, instructions, and relationships among different pieces of information. This form of listening is particularly important in academic settings, where students are required to understand

classroom instruction, lectures, discussions, presentations, and explanations. Effective comprehensive listening requires concentration, vocabulary knowledge, memory, prior knowledge, and the ability to relate new information to existing knowledge. Therefore, it plays an important role in classroom learning and academic achievement.

4. Critical Listening:

Critical listening involves listening with the purpose of analysing, evaluating, and judging the information presented by a speaker. Unlike comprehensive listening, where the primary objective is understanding, critical listening requires the listener to examine the accuracy, relevance, logic, credibility, and evidence supporting the information. A critical listener distinguishes between facts and opinions, identifies assumptions and biases, recognises inconsistencies, and evaluates the strength of arguments. This type of listening is especially important for senior secondary students because it promotes higher-order thinking, analytical reasoning, informed judgment, and decision-making. It is useful during debates, discussions, presentations, classroom interactions, and exposure to information from media and digital sources.

Developing these four forms of listening can enhance students' communication competence and support their cognitive, academic, social, and emotional development. Therefore, systematic development of different listening skills should be an important component of language education, particularly at the senior secondary level.

OBJECTIVES OF THE STUDY:-

The objectives of the present experimental study are:

1. To assess the listening skills of senior secondary students before and after the intervention.
2. To assess the academic achievement of senior secondary students before and after the intervention.

HYPOTHESES OF THE STUDY:-

The following null hypotheses were tested:

Ho1: There is no significant difference between the pre-test and post-test listening skill scores of the experimental group.

Ho2: There is no significant difference between the pre-test and post-test academic achievement scores of the experimental groups.

METHODOLOGY:-

Research Design-

The study employed a pre-test and post-test for control group and experimental design.

Sample and Sampling Procedure-

The sample for the present study consisted of 50 senior secondary students studying in selected schools of Bulandshahr District, Uttar Pradesh. The participants were selected through a random sampling technique to ensure that each eligible student had an equal opportunity to be included in the study. The

selection of the sample was carried out with due consideration to the objectives and experimental requirements of the study.

The total sample of 50 students was randomly divided into two equal groups:

- **Experimental Group: 25**
- **Control Group: 25**

The Experimental Group received the planned intervention programme designed to enhance students' listening skills, whereas the Control Group continued with the regular teaching-learning practices followed in the school. Before the implementation of the intervention, a pre-test was administered to both groups to assess their existing level of listening skills and academic achievement. The groups were made as comparable as possible pre-test performance. This procedure was adopted to minimize the influence of extraneous variables and to strengthen the internal validity of the study.

The Experimental Group participated in the structured listening skill activities, including guided listening tasks, comprehension exercises, audio-based activities, question-answer sessions, and classroom interaction. The Control Group did not receive the specific intervention during the experimental period. After completion of the intervention, a post-test was administered to both groups to determine the extent of improvement in listening skills and academic achievement.

Thus, the sample and group formation provided an appropriate basis for examining the effectiveness of the listening skill intervention and for comparing the performance of students in the Experimental and Control Groups. The design also enabled the researcher to determine whether any observed improvement in the post-test scores could be attributed to the intervention programme.

Table 1: Distribution of Sample

Group	Number of Students	Percentage
Experimental Group	25	50%
Control Group	25	50%
Total	50	100%

The total sample of 50 senior secondary students from Bulandshahr district was equally divided into experimental and control groups to ensure comparability and internal validity of the experimental design.

Variables of the Study-

- **Independent Variable:** Listening Skill Intervention Programme
- **Dependent Variables:** Academic Achievement

Tool of the Study:

The selection and development of appropriate research tools are essential for collecting reliable and valid data. In the present study, appropriate tool was used to assess the listening skills and academic

achievement of senior secondary students. The tool was developed in accordance with the objectives of the study and the educational level of the participants.

Listening Skills Rubrics

The researcher used Listening Skills Rubrics as a structured assessment tool to evaluate the listening performance of senior secondary students in the present study. The rubric was designed to provide a systematic, transparent, and objective method of assessing students' listening abilities across different dimensions of listening. It enabled the researcher to assess not only whether students could understand spoken language but also the quality and level of their listening performance.

Scoring Procedure:

A **five-point rating scale** was used to evaluate students' performance on each criterion of the rubric. The performance levels were classified as follows:

Score	Performance Level	Description
5	Excellent	Demonstrates a very high level of listening ability with accurate understanding, interpretation, evaluation, and appropriate response.
4	Very Good	Demonstrates a strong level of listening ability with only minor errors or limitations.
3	Good	Demonstrates an adequate level of listening ability but requires some improvement in understanding or responding.
2	Needs Improvement	Demonstrates limited listening ability and requires considerable improvement and support.
1	Unsatisfactory	Demonstrates very limited listening ability and has considerable difficulty understanding and responding to spoken communication.

The researcher assigned a score from **1 to 5** for each criterion based on the student's observed listening performance. The total score obtained by a student represented his or her overall level of listening proficiency. A higher score indicated better listening performance.

Academic Achievement:

The Academic Achievement Measure served as the criterion measure of students' academic performance. It enabled the researcher to investigate whether students possessing stronger listening skills also demonstrated better academic achievement. Therefore, the measure played a significant role in examining the association between the two major variables of the study and in drawing conclusions regarding the contribution of listening skills to students' academic performance.

Overall, the Academic Achievement Measure provided a systematic, objective, and quantitative means of assessing the academic performance of senior secondary students and was an important tool for fulfilling the objectives of the present investigation.

Intervention Programme

The experimental group was exposed to a structured listening skill intervention programme for a fixed duration. The programme included:

- Audio-based comprehension tasks
- Listening for main ideas and details

The control group was taught through conventional teaching methods without any special listening training.

Procedure of Data Collection

Both groups were administered a pre-test on listening skills. After the intervention, post-tests were administered. Data were collected after the intervention.

Statistical Techniques Used

- Mean and Standard Deviation
- t-test for significance of difference between means

ANALYSIS AND RESULTS:-

Table 2: Pre-test and Post-test Mean and Standard Deviation of Listening Skills and Academic Achievement

Group	Variable	Test	N	Mean	SD
Experimental Group	Listening Skills	Pre-test	25	42.36	5.21
		Post-test	25	56.84	4.87
Control Group	Listening Skills	Pre-test	25	41.92	5.08
		Post-test	25	43.15	5.12

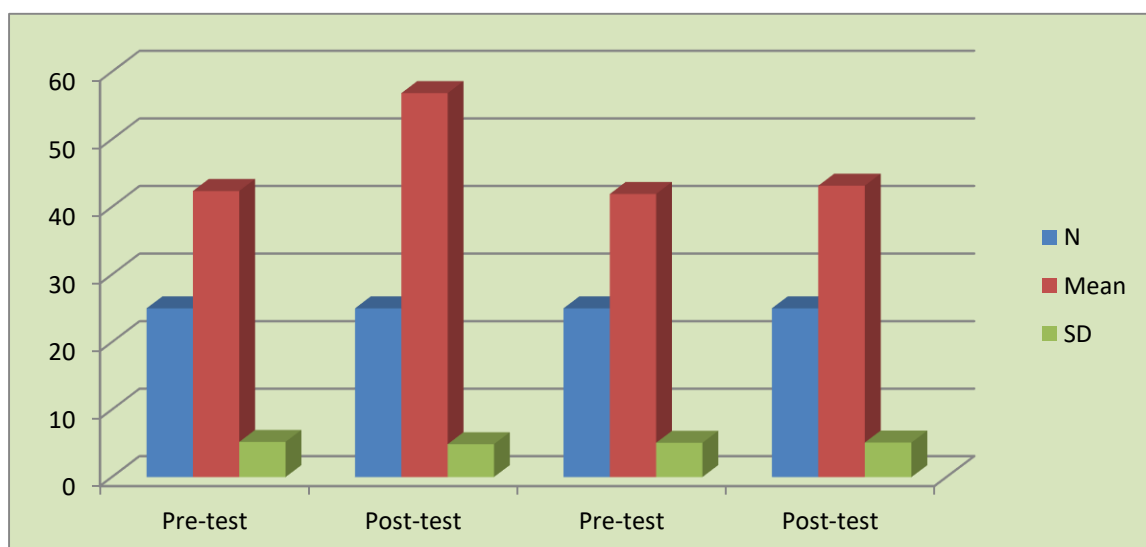


Figure: 2 Listening Skills and Academic Achievement

Interpretation:-

The present table and graph shows a substantial improvement in the mean scores of the experimental group in both listening skills and academic achievement from pre-test to post-test, whereas only marginal improvement is observed in the control group. The **Experimental Group** obtained a **pre-test mean score of 42.36 (SD = 5.21)**, which increased to **56.84 (SD = 4.87)** in the post-test. This represents a **mean gain of 14.48 points**, indicating a substantial improvement in students' listening skills following the implementation of the metacognitive learning strategy. The slight decrease in the standard deviation (from 5.21 to 4.87) suggests that students' performance became slightly more consistent after the intervention. In contrast, the **Control Group** recorded a **pre-test mean score of 41.92 (SD = 5.08)** and a **post-test mean score of 43.15 (SD = 5.12)**, showing only a **mean gain of 1.23 points**. The standard deviation remained almost unchanged, indicating little variation in students' performance over time. A comparison of the two groups shows that both groups started with nearly identical pre-test mean scores (42.36 vs. 41.92), demonstrating comparable initial listening ability. However, after the intervention, the Experimental Group outperformed the Control Group by **13.69 points** (56.84 – 43.15). This large difference suggests that the metacognitive learning strategy was highly effective in improving students' listening skills.

CONCLUSION:-

The present study the researcher concludes that a structured listening skill intervention programme can significantly improve the listening skills and academic achievement of senior secondary students. The experimental group, which received systematic listening skill training, demonstrated improvement in comparison with the control condition. The findings reinforce the view that effective listening is an important component of successful academic learning. The study further establishes that listening skills should receive greater attention in senior secondary classrooms. Planned and purposeful listening activities can help students develop concentration, comprehension, information-processing abilities, and effective classroom participation. These improvements may subsequently contribute to better academic achievement. Thus, the study recommends that teachers integrate structured listening activities into regular classroom instruction and provide students with sufficient opportunities to practise and assess their listening abilities. Schools and educational institutions may also consider incorporating listening-based activities and instructional materials into language teaching programmes. Overall, the findings demonstrate that strengthening students' listening skills is not only beneficial for language development but can also contribute to their broader academic growth and learning outcomes

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