

# **INTERNATIONAL RESEARCH JOURNAL OF MANAGEMENT SOCIOLOGY & HUMANITIES**



**ISSN 2277 – 9809 (online)**

**ISSN 2348 - 9359 (Print)**

*An Internationally Indexed Peer Reviewed & Refereed Journal*

[www.IRJMSH.com](http://www.IRJMSH.com)  
[www.isarasolutions.com](http://www.isarasolutions.com)

Published by iSaRa Solutions

10. Moral awareness develops through value education
  - a. Strongly Agree b. Agree c. Strongly Disagree d. Disagree
11. Value education helps students to show concern towards others
  - a. Strongly Agree b. Agree c. Strongly Disagree d. Disagree
12. Does Value Education promote equality
  - a. Yes b. No
13. Does value education influence the manners of the students towards others.
  - a. Yes b. No
14. Value based education plays an important role in strengthening the spiritual behavior of an individual's
  - a. Strongly Agree b. Agree c. Strongly Disagree d. Disagree
15. Does the emergence of technology destroy the values in students?
  - a. Yes b. No

#### References

- Dr. S. Arulsamy, Peace and Value Education, Neelkamal; First edition (2016)
- N. Venkataiah, Value Education, APH Publishing, 1998
- Awasthi D. Value based Education is the only solution to the problem of Crisis of Moral Values among the youth of India. Retrieved from: worldwide, 2014. journals.com/gra/file:php? 2014. 1411110022\_81.pdf.
- Gailbraith R, Jones T. Teaching strategies for moral dilemmas: An application of Kohlberg's theory of moral development to the social studies classroom. Social Education. 1975; 39:16-22.
- Gandhi J. Experiences and Innovations: Value Education in City Montessori School, Lucknow. Retrieved from, 2005. www.ncert.nic.in/publication/journal/pdf file/value education /value\_edu\_2005pdf.
- <http://www.financialexpress.com/jobs/why-we-mustfocus-on-value-basededucation/40450/>
- <http://ezinearticles.com/?Importance-of-Moral-Values-inthe-Present-day-Situation&id=382706>
- <http://www.iosrjournals.org/iosr-jhss/papers/ICAET-2014/volume-1/4.pdf>
- [http://www.caiss.ca/uploaded/CAIS\\_Connect/Boarding\\_Program/the-value-of-education.pdf](http://www.caiss.ca/uploaded/CAIS_Connect/Boarding_Program/the-value-of-education.pdf)
- <https://jme.bmj.com/content/medethics/21/3/174.full.pdf>
- <https://www.gktoday.in/gk/importance-and-need-of-value-education/>

## Listening Styles of the Postgraduate Students of Library and Information Science: A study of Karnataka State

**Yashavanth K N1**

Research Scholar

Department of PG Studies and Research in Library and Information Science,  
Gulbarga University, Kalaburagi-585106.  
yashursgug@gmail.com

**B S Maheswarappa2**

Professor (Retired),

Department of PG Studies and Research in Library and Information Science,  
Gulbarga University, Kalaburagi-585106.  
maheswarappabs@gmail.com

---

### Abstract

*The main purpose of the present study has undertaken to discover the four types of listening styles and constraints of the 397 students with [Feminine 255 viz. (64.2%) and Masculine 35.8% respondents (142)] who enrolled for the Library and Information Science regular programs offered by the 10 universities and 2 postgraduate centres, located in the different locations within the Karnataka State, India. Further, the response of the 397 respondents was collected haphazardly on a face-to-face basis via the designed questionnaire (Selected Standard Inventory.). Besides, the quantitative data were analyzed using crosstabs in SPSS version 21. Subsequently, the generated results have meticulously organized and computed in tabular forms, while the qualitative data probed deductively and inductively set up on the research questions to draw the pattern of outcomes. Finally, the findings revealed that the 'Passive' listening style has offers highest figure with 244 respondents viz. 61.5%, followed by the 112 'Involved' educates, videlicet 28.2%, and the 'Detached' listeners who stood in the third position at 35 (8.8%) pupils, whereas 'Active' listening recorded barely 06 partakers viz. 1.5% of the overall participants involved in this study.*

**Keywords:** Listening Preference, Acoustics, Communicator Style, Listening Behavior, Learning Constraints, Problems, difficulties, Impediments.

### INTRODUCTION

In the era of “hyperactive information, communication”--the learning-teaching and classroom setups witnessed radical changes [1], observe that technology significantly involves the teachers to enhance their appearance as productive pedagogue trainers or leaders for fruitful educates learning [1]. Further, human beings, listen on a routine basis as per our needs and the demands of the specific condition. While some listeners very attentive, others have carefree towards the attitude defined the quality of productivity. As a proclamation by [2] clarify that “listening is a key factor for academic and professional success as research has indicated that effective listeners tend to be more successful than those who are not.”

As perceived by Wolvin and Coakley, [3] the Listening is the significant thinking and “a more potent issue as studying skills or instructional aptitude within the success and retention of university or college students”. Further, Listening is not restricted to purely the academia which

works as guiding force to learners towards adapting lifelong learning to assimilate data in multiples [4] this type of listening practice has been a productive and insightful experience for the students.

Brownell [5] who aptly commented that “learning to listen successfully is a complicated, difficult, and lifetime assignment, a dynamic method that calls for skillful amalgamation of appropriate listening attitudes, knowledge, and behaviors”. Subsequently, this interconnectivity proves that the act of listening is not merely access knowledge, but also, closely related to our behaviours. Moreover, listening itself a potent tool and exercise in the learning phases and [6] stated that “powerful listening requires commitment, information, and exercise affords the students with valuable long-term blessings: competence, confidence, and productivity of their academic, non-public, and professional lives”. Besides, "listening as a process involving attitudes, knowledge, and behaviours, of students, they will not only listen to learn but also learn to listen; with the help of their instructors, they will increase their listening competence and apply their skill in multiple learning contexts" [7]. As defined by [8] “listening skill is a very important branch of communication and leaders should talk less and listen more to clarify and justify the needs of other people”. Ultimately, listening requires involvement, confidence, strength and a well-developed approach to facilitate learning academically and lifelong.

### **1. OBJECTIVES OF THE STUDY**

The present study makes an effort to assess the listening styles of the Library and Information Science postgraduate students enrolled at the 12 selected tertiary institutions across Karnataka state. The paper discusses to fulfill the research objectives as are follows:

1. Identify the demographic characteristics and socioeconomic status of the pupils.
2. Illustrate the listening styles and their associated variables of the respondents
3. Find out the constraints of the students in the listening process.

### **3. RESEARCH DESIGN**

The primary purpose of this research intends to examine the listening styles and constraints on the listening process of postgraduate students enrolled in Master of Library and Information Science professional program [two years duration (4 semesters) regular mode] offered by the 10 universities in Karnataka state viz. 1. University of Mysore (1916), Mysuru; 1 (a). Dr B R. Ambedkar Post Graduate Centre (2016), Chamarajanagara; 1 (b). Government First Grade Women`s College (2017), Holenarsipur; 2. Karnatak University (1949), Dharwad; 3. Bangalore University (1975), Bangaluru; 4. Gulbarga University (1979), Kaluburagi; 5. Mangalore University (1982), Mangalore; 6. Kuvempu University (1993), Shimoga; 7. Akkamahadevi Women's University (2003), Vijayapura; 8. Tumkur University (2004), Tumkur; 9. Rani Channamma University (2010) Belgaum; and Vijayanagara Sri Krishnadevaraya University (2010) Ballary; selected for the study of the universe.

#### **3.1 RESEARCH PROCEDURE**

A questionnaire was designed as the main instrument (tool) to collect the required data from the respondents for the research study. Further, the questionnaire has subdivided into 3 main components, namely Part I Demographic characteristics and Socioeconomic status of the students, while Part II illustrates the Listening Style Inventory [9] constituting of 10 items

(conversely, 02 items were reversed scores) has applied to investigate the various listening styles of the learners prefer to listen or acoustic sound. Additionally, Part III consists of 09 items which dealing with constraints in the listening process. Moreover, supported with the Statistical Package for Social Sciences (SPSS) inferential statistical analysis has conducted through the data collected from the questionnaire were tabulated and rehabilitated into 'Frequency' and 'Percentage'.

### 3.2 RATIONALE FOR THE STUDY

The investigation carried out with quantitative and qualitative data collected through the designed questionnaire (open and close ended questions) for the research work. Further, five point Likert scale has used to evaluate participants' responses that is to say a) Almost always (5) b) Often (4) c) Sometime (3) d) Seldom (2) and e) Almost never (1) as well as reverse scale, i.e. a) 1 becomes 5, b) 2 become 4, c) 3 remain 3, d) 4 become 2, e) 5 becomes 1. Subsequently, the questions 02 and 08 were used to report reverse-scored of the participants' response on listening style inventory. Moreover, it is broadly classified as four sections viz. 1) Active (45-50 score) 2) Involved (38-44 score) 3) Passive (28-37 score) 4) Detached (0-27 score) as these scores mentioned in the listening inventory [9]. Even though the above groups have judged by score obtained by the students through the response given to the questionnaire. Finally, constraints of the learners on the listening process discovered by the four-point Likert scale, namely a) Never [1] b) Sometimes [2] c) Often [3] and d) Always [4].

### 4. DATA ANALYSIS AND INTERPRETATION

Under heading of this section detail analysis and interpretation of the response collected through the designed questionnaires from the respondents as follows.

#	Variables	Category	Frequency	Percent
01	Gender	Male	142	35.8
		Female	255	64.5
		<b>Total</b>	<b>397</b>	<b>100</b>
02	Domicile	Rural	288	72.5
		Urban	109	27.5
		<b>Total</b>	<b>397</b>	<b>100</b>
03	PG in LISc Semester	II	208	52.4
		IV	189	47.6
		<b>Total</b>	<b>397</b>	<b>100</b>
04	Annual Income	Low	289	72.8
		Middle	69	17.4
		High	39	09.4
		<b>Total</b>	<b>397</b>	<b>100</b>
05	Family Size	Small	296	74.6
		Medium	86	21.6
		Big	15	03.8
		<b>Total</b>	<b>397</b>	<b>100</b>

**TABLE 1:** Demographic characteristics and socioeconomic status of the respondents.

Table 1 portrays the demographic characteristics and socioeconomic status of the respondents of ten universities of Karnataka state. Besides, gender was considered as a variable which

significantly influences the approaches to listening in various ways related to the sexual category. Further, the ‘Female’ respondents collected the highest frequency of 255 (64.2%) and remaining Male participants record a frequency of 142 with a minimal 35.8 % only in the total unit of the population.

The second statement exhibits the domicile-wise study of respondents, which is the living milieu or location, highly influences the listening process of the students in various situations. Subsequently, the computed data indicate the frequency of 288 out of 397 respondents hailing from ‘Rural’ domicile category as well as remaining 109 correspondences represent the ‘Urban’ students. In terms of percentages, the rural learners illustrate 72.5%, whereas the urbanized learners show a small figure of 27.5%.The third statement on the table 1.1 opted to understand the listening styles of the 397 students enrolled in the regular program in Library and Information Science studies on a semester basis in the selected 10 universities. Moreover, out of the total 397 respondents, the second-semester, learners attained a highest ‘Frequency’ of 208 respondents with 52.4%, whereas the rest of the respondents recorded 47.6% viz. 189 participants belong to the ‘Fourth’ Semester.

The fourth variable of Table 1 depicts the annual income-wise study of the parents. Besides, the financial condition (economical Status) was one of the most important factors of the students’ parents. In addition to students hailing from the ‘Low’ income category family demonstrating the highest frequency of 289 respondents viz. 72.8%, followed by ‘Middle’ annual income families register 69 candidates 17.4%. Similarly, the ‘High’ annual family earns the lowest with 39 respondents at 9.4% of the total correspondents approached for the study.

Table 1 details about family size has decisive factor that determines the availability of family members or household- that influence of the listening and learning styles of the students. Further, the compiled figures show the 'Frequency' and 'Percentage' of the partakers from 3 main family patterns, namely 'Small' (1-5), 'Medium' (6-10) and 'Large' (>11). Out of 397 participants, 296 respondents viz. 74.7% agree that they came from small family units followed by the ‘Medium’ family structure records 85 participants that is to say 21.5%, whereas the larger family demonstrate a minimal frequency of 15 responses with 03.8%.

Listening Style	Frequency	Percent
Detached	35	8.8
Passive	244	61.5
Involved	112	28.2
Active	06	1.5
Total	397	100

**TABLES 2:** Listening Style Study of the Respondents

Table 2 emphases on the 4 qualities, namely 'Detached', 'Active', 'Passive' and 'Involved' to understand the listening attitudes of the respondents in learning process. Further, the highest number of respondents with 244 that is, 61.5% under the ‘Passive’ category, followed by 112 partakers at 28.2%, represent the involved respondents as well as 1.5% of the active students

record the least frequency of 06 candidates, unlike the 'Detached' listeners register 35 participants at 8.8% of the total number of responses.

Gender	Listening Styles				Total
	Detached	Passive	Involved	Active	
Male	14	86	38	03	141
	40.0%	35.2%	33.9%	50.0%	35.5%
Female	21	158	74	03	256
	60.0%	64.8%	66.1%	50.0%	64.5%
Total	35	244	112	06	397
	100%	100%	100%	100%	100%

**TABLE 3** Gender and Listening Styles of the Participants

Table 3 depicts the statistical representation of the listening style from the gender perspective whereby 141 (35.5%) Masculine partakers and 256 (64.5%) Feminine, out of the N=397 respondents. Besides, 86 passive male correspondences at 35.2% attain the highest numeral followed by the involved with 38 (33.9%) listening style, as well as 03 active male listeners, reached 50.0% out of the 141 respondents, whereas the detached stand out with 40.0% (14) in their listening technique. Likewise, in the second section of the female respondents owned 158 (64.8%) and 74 (66.1%) in passive and Involved listening styles respectively and remaining learners obtained 21 viz. 60% in detached listening style as well as least 50% with 3 educates shows in active listening among the total respondents on female category.

Domicile	Listening Styles				Total
	Detached	Passive	Involved	Active	
Rural	26	186	73	03	288
	74.3%	76.2%	65.2%	50.0%	72.5%
Urban	09	58	39	03	109
	25.7%	23.8%	34.8%	50.0%	27.5%
Total	35	244	112	06	397
	100%	100%	100%	100%	100%

**TABLE 4** Domicile and Listening Styles of the Educatee

Table 4 depicts the 'Detached', 'Passive', 'Involved' and 'Active' listening styles of the 397 learners from the 10 selected institutions. Furthermore, the respondents from the villages emerge with 72.5%, unlike the urban domicile which makes up barely 27.5%. Besides, the difference in

frequency and percentage underpins that the select universities host a greater number of rural respondents.

From the ‘Rural’ perspective, the data elucidate that the 186 passive listeners contributed 76.2% and the 26 detached respondents listed 74.3%. Similarly, the ‘Involved’ and ‘Active’ found 73 viz. 65.2% and 03 viz. 50.0% of the 288 responses. Likewise, in the second scenario, the ‘Urban’ collected 03 ‘Active’ viz. 50.0% of the lowest responses’ followed by ‘detached’ contributed 09 (25.7). At the same time the 39 involved learners showed 34.8%, as well as 58 passive listeners’ corresponded highest percentage with 23.8% of their total response rates.

Semesters	Listening Styles				Total
	Detached	Passive	Involved	Active	
Semester 2	17	127	61	03	208
	48.6%	52.0%	54.5%	50.0%	52.4%
Semester 4	18	117	51	03	189
	51.4%	48.0%	45.5%	50.0%	47.6%
Total	35	244	112	06	397
	100%	100%	100%	100%	100%

**Table 5:** PG in LISc Semester and Listening Styles of the Correspondences

Table 5 indicates that out of the 208 educates in the II Semester owned up to 127 (52.0%) under the ‘Passive’ category for the listening mode although 61 registers 54.5% under the ‘Involved’ column. At the same semester, the detached students provided 48.6% with 17 responses, whereas the ‘Active’ listeners managed the lowest data with 50.0% (03) respondents. Further, the IV Semester students contribute the highest number of participants with 117 at 48.0% in their listening style under the ‘Passive’ section; followed by 03 students (50.0%) active listeners. Later on, the ‘Detached’ compute 51.4% with 18 listeners and the ‘Involved’ share with 45.5% (51) respondents in elucidating their approach to listening.

Total Annual Income	Listening Styles				Total
	Detached	Passive	Involved	Active	
Low	29	188	68	04	289
	82.9%	77.0%	60.7%	66.7%	72.8%
Middle	03	38	28	00	69
	08.6%	15.6%	25.0%	00.0%	17.4%
High	03	18	16	02	39
	08.6%	07.4%	14.3%	33.3%	09.8%
Total	35	244	112	06	397
	100%	100%	100%	100%	100%

**TABLE 6:** Total Annual Incomes of the Parents and Listening Styles of the Respondents

Table 6 establishes the relationship between the annual income of the parents and the listening style of the respondents. Therefore, the total annual income of the parents divided into the 3 range – ‘Low’(< ` 20,000), ‘Middle’(` 20,001≥ ` 50,000) and ‘High’(> ` 50,001) - to grasp the listening styles classified as 4 types – ‘Detached’, ‘Passive’, ‘Involved’ and ‘Active’.

Lower-income earners hoarding the utmost figure in the ‘Detached’ classification with 29 at 82.9%, followed by the ‘Passive’ category with 188 at 77.0% and the ‘Active’ with 04 at 66.7% participation respectively. Although, the last figure is collected by the involved participants with 68 viz. 60.7% under the same section of the income. Unlike the low-income parents, reduction in the ‘Middle’ class earners where the ‘Detached’ records a minimal of 03 participants at 08.6% and the ‘Active’ listeners emerge with 00.0% of 0 respondents as well as the ‘Passive’ and ‘Involved’ listeners under the middle-income of parents’ owned 15.6% by 38 and 25.0% with 28 participants of total sample collected in the selected universities. Subsequently, out of 397 respondents, 39 participation represents the ‘High’ income of the parents with the highest figure compiled by active listeners at 33.3% (02) and the involved at 14.3% (16). With 18 listeners, the ‘Passive’ collects the least percentage of 07.4%, while the detached respondents who indexed with 03 at 08.6%.

Family Size	Listening Style				Total
	Detached	Passive	Involved	Active	
Small	22	192	77	05	296
	62.9%	79.0%	68.8%	71.4%	74.6%
Medium	11	44	29	02	86
	31.4%	18.1%	25.9%	28.6%	21.6%
Large	02	07	06	00	15
	05.6%	02.9%	05.3%	00.0%	03.8%
Total	35	243	112	07	397
	100%	100%	100%	100%	100%

**TABLE 7:** Family Size and Listening Styles of the Educatee

The compiled Table 7 shows the 'Frequency' and 'Percent' of the partakers from 3 main family structures viz. 'Small' (<5 households), 'Medium' (< 9 ménages) and 'Large' (>10 households) and four types of listening styles, namely detached, passive, Involved, Active as discussed in (Table 1).

The ‘Detached’ listening style projects 62.9% with 22 respondents from the ‘Small’ family unit and 31.4% with 11 participants in the ‘Medium’ family structure. Nevertheless, the ‘Large’ family records 05.6% with 02 responses out of the total of 35 detached respondents from all three categories of family dimension. Out of the total 243 passive respondents, 192 interlocutors with 79.0% belong to the small family group and 44 participants at 18.1% collected data of the passive listeners under the ‘Medium’ family unit. In spite of that the ‘Large’ family contributed 02.9% (07) responses. Moreover, from the 112 involved respondents, 77 (68.8%) and 29 (25.9%)

illustrate the data collected for small and medium-sized family units respectively. Likewise; the large families are likely to track 05.3% with 06 partakers.

**TABLE 8:** Analysis of variance of the Constraints of Students in the Listening

#	Statements	Never	Sometimes	Often	Always	Total
01	I find it difficult to get a general understanding of the spoken text from the first listening	66 16.6%	259 65.2%	32 08.1%	40 10.1%	397 100%
02	I find it difficult to quickly remember words or phrases I have just heard.	79 19.9%	177 44.6%	87 21.9%	54 13.6%	397 100%
03	I find it difficult to recognize the words I know because of the way they are pronounced.	61 15.4%	193 48.6%	94 23.7%	49 12.3%	397 100%
04	At the time of listening, I found it difficult to predict what would come next.	74 18.6%	186 46.9%	74 18.6%	63 15.9%	397 100%
05	I find it difficult to understand well when speakers speak too fast.	51 12.8%	202 50.9%	82 20.7%	62 15.6%	397 100%
06	I stop listening when I have problems in understanding a listening text.	66 16.6%	189 47.6%	82 20.7%	60 15.1%	397 100%
07	I find it difficult to understand the meaning of words which are not pronounced clearly.	54 13.6%	180 45.3%	97 24.4%	66 16.6%	397 100%
08	I find it difficult to understand the listening text when the speaker does not pause long enough.	72 18.1%	176 44.3%	88 22.2%	61 15.4%	397 100%
09	I find it difficult to understand well when speakers speak with a variety of accents.	54 13.6%	205 51.6%	74 18.6%	64 16.1%	397 100%

Table 1.8 revealed, analysis of variance of the constraints of the 397 students faces constraints in their listening on a varying level. Besides, pronunciation, listening skills, accents, memory issues and pace of speakers are some of the recurring issues faced by the learners. Therefore, Table 5.47 statistically portrays the listening constraints witnessed by them also displayed in terms of 09 ‘Statements’ and response to the four point Likert scale, notably: a) ‘Never’, b) ‘Sometimes’, c) ‘Often’ and d) ‘Always’.

Out of the 397 respondents, 259 videlicet 65.2% agree that they ‘Sometimes’ find it difficult to grasp a general understanding of the spoken text from the first listening. On one hand, 66 (16.6%) learners acquiesce the fact they ‘Never’ face issues in their listening style; on the other

hand, 40 participants at 10.1% acknowledge that they ‘Always’ find it difficult to grasp the general understanding of the initial hearing. Among all the respondents, the minimal number of 32 viz. 08.1% responded that they ‘Often’ cannot grasp in the first listening. The statistics are collected 13.6% viz. 54 of the learners who always ‘find it difficult to quickly remember words or phrases ‘they’ have just heard’ and 87 viz. 21.9% of the learners put forth that they often face similar troubles. On the one hand, 79 viz. 19.9% of the learners acknowledge that they never find it difficult under this listening style, on the other hand, 177 respondents at 44.6%, which is the highest data, proving that they sometimes find it difficult to quickly remember the words or phrases ‘they’ have just heard’.

The third statement - “I found it difficult to recognize the words I know because of the way they are pronounced” claims that the highest percentage collected represents of 186 (46.9%) under the ‘sometimes’ frequency, at the same time as the least figure highlights 49 students (12.3%) of the total number of respondents under ‘Always’. Unlike the 61 (15.4%) students who responded that they never face this constraint and 94 (23.7%) who acquiesced that they often witness this listening hitch are tabulated. Although, the highest figure of 46.9% (186) represents state that they sometimes ‘find it difficult to recognize the words ‘they’ know because of the way they are pronounced’, whereas the 63 at the lowest rate of 15.9% of the learners mentioned that they always face this constraint in their listening sessions.

The Table 8 records a similar trend of 74 viz. 18.6% of the learners who often and never witnessed the same response. Under the response of the frequency ‘Never’, the Table shows that 51 viz. 12.8% of the learners do not deny the fact that they ‘find it difficult to understand well when speakers speak too fast’ whereas, 66 viz. 16.6% agree that they never ‘stop listening when “they” have problems in understanding a listening text. Whilst the highest figure of 202 to wit 50.9% of the listeners agree that they sometimes ‘find it difficult to understand well when speakers speak too fast’. Even as the 189 that is to say 47.6% of the learners said that they sometimes ‘stop listening when “they” have problems in understanding a listening text’. Besides, the two statements (5&6) carry a similar frequency whereby both chronicle 82 viz. 20.7% of the listeners who consent that they often undergo through these constraints. Subsequently, 62 (15.6%) and 60 (15.1%) accepted that they always ‘find it difficult to understand well when speakers speak too fast’ and ‘stop listening when “they” have problems in understanding a listening text’ respectively. However, the statements ‘I find it difficult to understand the meaning of words which are not pronounced clearly’, ‘I find it difficult to understand the listening text when the speaker does not pause long enough’ and ‘I find it difficult to understand well when speakers speak with a variety of accents’ record that 54 (13.6%), 72 (18.1%) and 54 (13.6%) learners under ‘Never’. Nevertheless, 180 (45.3%), 176 (44.3%) and 205 (51.6%) respondents under ‘Sometimes’ as well as 97 (24.4%), 88 (22.2%) and 74 (18.6%) listeners under ‘Often’. Similarly, 66 (16.6%), 61 (15.4%) and 64 (16.1%) participants under ‘Always’ respectively.

### Conclusion

The findings imply that effective listening skill serves as a platform to motivate instructional leaders and young learners in tertiary institutions. In addition to effective listening, patterns assist in productively change their listening style into a more appropriate listening behaviour, which may turn enhance their communication ability.



# EARN YOUR MBA

WWW.IIMPS.IN



Accreditation & Ranking



UGC / NCTE Approved.

INFO@IIMPS.IN

☎ 011-41005174

R  
S  
E  
A  
R  
C  
H  
G  
A  
T  
E  
W  
A  
Y

## STOP PLAGIARISM



**Arogyam Ayurveda**  
Holistic Healing through herbs



A  
R  
O  
G  
Y  
A  
M  
O  
N  
L  
I  
N  
E

## PARIVARTAN PSYCHOLOGY CENTER



### COLOR PSYCHOLOGY : HOW COLOR AFFECT YOUR CHILD



- BLUE** Calms your Child's Mind & Body
- YELLOW** Promotes Concentration, Stimulates the Memory
- PINK** Evokes Empathy, makes your Child Calm
- RED** Excites and energizes your Child's body
- GREEN** Improves Reading speed and Comprehension

www.parivartan4u.com



Confuse about your children's future?

**भारतीय भाषा, शिक्षा, साहित्य एवं शोध**

ISSN 2321 – 9726

[WWW.BHARTIYASHODH.COM](http://WWW.BHARTIYASHODH.COM)



**INTERNATIONAL RESEARCH JOURNAL OF  
MANAGEMENT SCIENCE & TECHNOLOGY**

ISSN – 2250 – 1959 (O) 2348 – 9367 (P)

[WWW.IRJMSST.COM](http://WWW.IRJMSST.COM)



**INTERNATIONAL RESEARCH JOURNAL OF  
COMMERCE, ARTS AND SCIENCE**

ISSN 2319 – 9202

[WWW.CASIRJ.COM](http://WWW.CASIRJ.COM)



**INTERNATIONAL RESEARCH JOURNAL OF  
MANAGEMENT SOCIOLOGY & HUMANITIES**

ISSN 2277 – 9809 (O) 2348 - 9359 (P)

[WWW.IRJMSH.COM](http://WWW.IRJMSH.COM)



**INTERNATIONAL RESEARCH JOURNAL OF SCIENCE  
ENGINEERING AND TECHNOLOGY**

ISSN 2454-3195 (online)

[WWW.RJSET.COM](http://WWW.RJSET.COM)



**INTEGRATED RESEARCH JOURNAL OF  
MANAGEMENT, SCIENCE AND INNOVATION**

ISSN 2582-5445

[WWW.IRJMSI.COM](http://WWW.IRJMSI.COM)



**JOURNAL OF LEGAL STUDIES, POLITICS  
AND ECONOMICS RESEARCH**

[WWW.JLPER.COM](http://WWW.JLPER.COM)

**JLPE**