

Teachers Humanistic Role Regarding Listening Students Attentively

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Abstract

Regarding this research, the key objective of the researcher was to investigate the “teachers’ humanistic role regarding listening students’ attentively”. Attentive listening of students under the umbrella of eight variables i.e. keep focus on content, show patience in listening, listen motives of the speakers, know values, the speakers believe, make eye contact with the speaker during listening, do reflective listening, don’t interrupt the speaker and receptivity through body language. So the current research study was conducted in twenty-eight higher secondary schools & thirteen girls’ higher secondary schools of District Dera Ismail Khan, to know and compare the perceptions of teachers about students attentive listening. The population of the study consisted of 267 male subject specialists & 102 female subject specialists and the sample of the study was 168 male SS & 91 female SS. The data was collected through valid and reliable questionnaire from the respondents. The collected data was analyzed through mean p-value and t-test. The results revealed that there was no significant difference between the perception of male teachers and female teachers. It was also found that the perceptions of respondents were almost negative and same/ similar about the use of attentive listening at higher secondary school level by the teachers. At the end it was recommended that the teachers might use attentive listening technique in their classes for overall development of the personality of their students.

Keywords: Humanistic approach, Attentive listening, subject specialists (SS), Students, Higher secondary schools

Introduction

Students don’t know the full scope of human rights until they are fully aware of their duties and perform them accordingly. Education is an institution that is launched to make civil, supportive and humane societies (Orend, 2002) to serve humanity in all respects. It also makes the respective societies peaceful, colourful and more sustaining. Education was responsible for the complete, all round, comprehensive development of human personality. It puts concentration on dignity of human beings irrespective of their cost, creed, country, tribe locality, gender, health condition, religion, age and so on. It was supporting to respect and guard human rights across the world. It may

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provide reverence, autonomy, freedom, responsibility to all without any discrimination (Sharon, 2013).

Education is a human right that is internally common and inevitable for every society to contribute in an educational revolution. It is helpful to create student centered environment in all schools to fulfil the unique needs of individuals. It makes them more unique and precious for human world and provide them knowledge and skills necessary to maximize their intellectual and personal development in all respects (Pogge, 2002 & 2005).

Humanistic teachers keep excellence skills of observation and listening to diagnose the characteristics and needs of their students very thoroughly and carefully. They make them good humans to serve and work for the betterment of all humanity across all boundaries. They are impressive to make learning an effective and lifelong activity for themselves and for their students through positive deal with their students. They discover the hidden potential and creative abilities of their students through deep observation and attentive listening of all voices of their students. They develop critical thinking skills in them through creating democratic and human loving environment in their class. They always do free and fair exchange with their students. They teach effectively, diagnose students thoroughly, polish their potential completely, create democratic environment in the class and provide their students opportunities for free discussion in the teaching learning process through attentive listening technique (Al-Khalidi, 2015).

It has been stated by Hoppe, (2018) that attentive listening is the state of mind that gives careful and complete attention to the speakers to listen, reflect, decode, understand, interpret and share with others. Attentive listening is essential for successful and strong relationships among humans. It is the necessary element of trust development among individuals and organizations. Precious advices and indeed friendships are based on it. It is the primary element of successful and effective interpersonal communication. Attentive listening involves understanding, memorizing, analysing, decision making and emotional intelligence to reach in the depths of spoken words. It also calculates and extracts what is at the bottom of these words. Attentive listening of students is the most important feature of teachers' pedagogical skills and careful listening is a component of fruitful and effective communication with the students in the class. It is needed at all levels and classes to make teaching effective and fruitful and to develop personality of all students. It is helpful to increase the self-confidence among students. It assists to sharpen their emotional intelligence and it prepares them to face the challenges of life with full patience, wisdom, analytical and critical thinking skills. So the researcher decided to dig out and compare the perceptions of teachers about teachers' humanistic role regarding listening students attentively in the current research study (Flavia & Enachi-Vasluianu, 2016).

Problem Statement

The problem under investigation was “teachers’ humanistic role regarding listening students attentively”

Research Objective

The objective of the study was to explore and compare teachers’ perception regarding teachers’ humanistic role in perspective of listening students’ attentively at higher secondary school level.

Research Questions of the Study

The following were the research questions of the study

1. What were the perceptions of male and female subject specialists in perspective of listening students’ attentively?
2. There was no significant difference between the perceptions of male and female subject specialists in perspective of listening students’ attentively.

Delimitations

The current study was delimited to all the male and female subject specialists who were teaching in the higher secondary schools situated in the jurisdiction of District Dera Ismail Khan

Literature Review

Conscientious listening is the essential constituent of communication. It is the primary activity of managers, teachers, organizers and professionals working in various fields to serve humanity (Harris, 2017). It is the most important interactive skill among skills to bring individuals closer. It is the essential element for upward mobility to take humanity at the highest point of prosperity. It is an indispensable part of general intelligence for wise quick and appropriate decisions (Jian-jun, 2011). Its practice is necessary to increase knowledge of organizational communication to solve the problems instantly. It is an unavoidable thing for job satisfaction in every organization and in individual or personal matters. It is the key of interpersonal relationships for everyone and everywhere (Donald Boudreau, Cassell, & Fuks, 2009).

Attentive listening provides wisdom that enhances judgements. It is the mandatory indicator of productivity for human survival and growth. It is helpful when dealing with difficult people in the world. It is the essential norm of all conversation to conquer hearts and bring them closer. It is considered the essential section of leadership to guide people. It is counted as the significant ingredient of the tasks related to ambassadors, leaders and politicians (Kryeziu, & Rugova, 2018). It is the greatest facilitator to understand situations and find the new ways. It is also helpful to understand needs, challenges, patients and persons around you to help them accordingly. It is very helpful in the process of adjustment and decision making. It is a

ground-breaking method for humanistic and democratic teaching in the modern era. It is the strength of successful and effective employees. Attentive listening is a way to get the energy to achieve the desired results and it is the most powerful weapon to deal with conflict situations and make correct decisions simultaneously (Sullivan, 2011).

Listening students attentively is an integral part of teaching learning process and the shared focus of attention and shared meanings make the instructional process complete and successful. Attentive listening declares the teachers as caring, sincere, receptive, emphatic and effective humane teachers (Smith, 2003) listening students attentively is a very skilful activity on teachers' part as it is the application of different ways to sustain questioning, conversation, discussion, analysis to unpack and check students view point. It is helpful to enhance their confidence, knowledge, reasoning skills, personality, language and communication style as well (McNaughton et al, 2008).

The indicators like eye contact, focus on content, patience, diagnose motives of the speakers, get awareness of the values, they believe, reflection of the speaker, mutual respect, listening whole message, receptivity through body language, answering all questions, clarification and synthesizing the received message reveal the process of attentive listening in the classroom by the respective teachers. The present research activity was aimed to measure the perceptions of higher secondary school teachers with the help of above mentioned indicators about listening students attentively. It is closely related with humanistic approach applied in education to make students humane. Students skilled with attentive listening are always ready to serve humanity across all the boundaries of world (Veck, W. (2009).

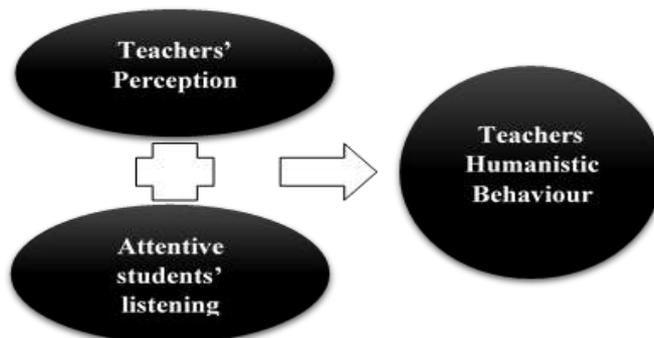


Figure 1. Teachers' humanistic role vs listening students' attentively

Attentive listeners employ cognitive faculty, affective and psychomotor based ways to infer meaning from the spoken words. They listen beneath the said words to understand their students thoroughly. Those teachers who are uninterested in their teaching, they always listen their students reluctantly and they never allow them to ask

questions in the class. They humiliate them openly and they waste the precious time of students. They do not develop bond of respect and reverence with their students and they try to end class as soon as possible. Moreover, they never deal their students as dignified humans. (Canpolat, Kuzu, Yildirim & Canpolat, 2015)

Focus on Content

Focus on content includes grammar, pronunciation, selection of words and understanding the meaning of used words. It is to connect the situation and intended meanings to reach the depth of meanings. It is a reality that listening is very crucial process where attentive and careful listeners make sense between the words, gestures and background. They also match the recent information with the previous information to get the complete and correct meanings from the presented content. It is a fact that listening is a mental activity which helps us to get meanings from the things around us. We make successful communication with other human beings in various settings and contexts (Roost, 2013).

Listener may make the whole body ear to give respect to the speakers as worthy and respectable human beings. He focuses on every word spoken by his fellow beings to gather all information without missing a point. He discriminates the words and sounds to reach the correct meanings. He evaluates the words with various meanings and he also matches the real and situational meanings of the spoken words. Attentive listener criticizes or to enjoys the received content through deep focus on it. He can perceive and persuade his fellow beings. It is defined that hearing is receiving the sounds while listening is attaching the meaning to the received sounds. Listening is active, attentive and focused mental activity to listen what is not said and what is intended. It is the medium through which people get education, information, wisdom, understanding of the world and they also develop human affairs, concepts, ideals, ideas and values (Berne, 2004).

Listening is complex activity for language students as well. They encounter difficulties like understanding the colloquial vocabulary, comprehending various accents of students from various backgrounds. They face understanding intonation, stress, limited vocabulary, negligence by teachers. They also go through shyness, lack of confidence, failing to follow signals and transitions. They only concentrate on the presented content and same is the case with teachers. Listening the content profoundly plays significant role in classroom settings and it makes both teachers and students efficient. It provides input for all learners and it facilitates interactions between teachers and students. It gets students' attention and guides them properly but unfortunately the behaviours of their teachers are mostly devoid of this important skill in teaching activity in classroom (Anderson and Lynch, 2003).

Patience in Listening

Patience increases your capacity where you work. Impatience leads all to take rash decisions and meet the failure fastly. It is necessary to listen students and all others with patience to make them feel what they are saying is very important to you and you have due respect for them. Showing patience in listening others makes you wise. It gives teachers more time for thinking, judgements and decision making. It helps to start and develop rapport with students in the class. It is helpful to start and maintain friendships and relationships and it brings peace and calmness in life. It supports teachers to demonstrate caring attitude to their students. It facilitates them to be sympathetic and emphatic with their students. It helps them to show positive attitudes, sincerity and serenity in the class (Robertson, 2005).

Patience in listening keeps them healthier and happier physically, mentally, socially, academically and psychologically. It is observed that teachers are almost impatient with students in listening matters as they snub them fiercely, never allow them to ask questions, criticise students openly and loudly in the class. They often scorn the presented content, style and persons. They make objections about their ideas, words, style, pronunciation, presentation. Sometimes they discourage students with impatience, turning deaf ear to their voices and questions, ordering them to be quiet during and after the lecture. They cut them when they speak or express themselves in the class so they fail to get confidence, personality development or success. (Mc-Goon, Ferrari, Armstrong, Denis, Howar, Lowe & Wong, 2019).

Patience or self-control is attractive and essential feature on part of successful and humane teachers. Their impatient attitudes in listening students during classes lead students toward using cigarettes and alcohol. Teachers' impatience takes them towards lack of interests in curricular and co-curricular activities. It leads them towards low performance and grades. It is the cause of deteriorating mental, moral and physical health. It affects personality development, cognitive development and confidence development in students. It is need of the day that the students may be listened patiently in the classroom so they have groomed personalities. They may be skilled with innovation and invention. They have confidence and courage to face the challenges bravely. They may get meaningful and useful education and they may serve humanity with patience. They give respect and reverence to all humans and listen other humans patiently though their words are unpleasant to them (Alan & Ertac, 2018).

Listen Motives of the Speakers

Effective teaching emphasizes independent, purposeful and lifelong learning. Such diagnostic teaching can be done only by understanding students' abilities, interests, motives, objectives, needs, family background and personality through diagnostic listening and diagnostic observation. These qualities earnestly required by humanistic teachers who want to treat students as humans and make them good humans

for the betterment and service of all humanity across the world (Rost, & Wilson, 2013). Humanistic teachers monitor understanding, performance, progress, confusion and plans of students by listening the motives of their students. These motives are conveyed sometimes through unspoken words and sometimes beneath the surface. Effective teachers remain in closer contact with their students that they listen those unspoken words of their students. They understand those under the lines intended meanings to make teaching effective and fruitful in the class. They have background knowledge and information about students' attitudes. They relate new information with the previous knowledge to listen the motives of their students. They integrate various components of perception, thoughts, beliefs and linguistic knowledge. They can make quick assessment of what students really want and what they listen. They do capturing of students' feelings, intentions and motives through in the class at various situations and stages (Wolvin 2010).

Know the Values, the Speakers Believe

The taxonomies of listening require various enabling and enacting micro skills on part of teachers to listen students effectively and completely. One of them is to be aware of students' values to reach the meanings and intentions of students directly. Teachers prepare students for future roles playing in the humanistic society. They train them loving humanity and living for humanity. They get their students working for the success and betterment of humanity. They make them starting and sustaining friendship with other humans. They train them believing in mutual respect of all humans' sans boundaries, classes, regions, religions, castes and colours. They teach them tolerance through active and effective listening of others. The knowledge of students' values enables teachers to find their view point. This knowledge supports teachers in difficult and ticklish situations in the discussion carried out in the classes. This helps them to make correct decisions for the better and golden future of their students. The knowledge encourages them to implement the decisions positively with no disturbance and hindrance. This helps them to clear out clutter when surrounded by ambiguities and confusions and support students to develop their positive image or self-image. This knowledge builds their confidence to reach success in teaching and learning process in the class and helps teachers to know their students profoundly. Teachers can get happiness in their profession through knowing students' values but it has been revealed that teachers never bother to be familiar with these values that are followed by their students (Kitteric, Bailey, & Summerfield, 2010).

Eye Contact

It is a fact that eyes convey sincerity, integrity and attention to the speakers because eyes are windows to soul. The eye contact makes the course of conversation smooth, effective and successful. Good eye contact is the indicator that communication has gone well and attentive listening has been done. Eye contact makes the work of

teachers easy because it is helpful to create trust, rapport, good feelings for their students. It helps them to understand emotions, status and mood of their students. It makes their teaching and learning process successful through attentive listening via eye contact (Ledbury, White, & Darn, 2004). Making eye contact with the students is very difficult job for teachers as they have to make eye contact with every student in the class. They make them interested in the class through eye contact. This eye contact makes students eager to learn and psychologically sound. It gives them emotional intelligence and makes them innovative. It assists them to be bold, obedient, creative, and confident. It makes them lover of all human beings living in various parts of the world (Barati, (2015).

Eye contact transforms the whole group and it develops trust between sender and the receiver. It builds strong relationships and provides social skills to attentive listeners. It reinforces learning and gives a lot of nonverbal information. It helps to listen what is not said and supplies the deeper understanding of others' feelings. It frees from misconceptions and facilitates to transfer greater part/ larger amount of information. It makes useful and effective interactions and shows convincing presence. It breaks down all the barriers to learning and understanding pm the classroom between teachers and students (Kochoska & Gramatkovski, 2015)

Gaze, an action of eye contact, affects thoughts, deeds, perceptions, emotions, bodily reactions. It also influences consequent actions, positive or negative interactions, core interests and situation. It changes the processing of received information. It shades understanding, intentions, awareness and pro social behaviours of individuals (Coney, George & Hietanen, 2016). Eye region is the key area where people pay attention to get deep, true, correct information. They pay more attention to eyes than other parts of the face. People prefer open eyes over closed eyes to see the inner self of the speakers. They hold attention of the listeners and prepare the individuals to respond the stimulus correctly, appropriately and quickly (Laine, Spitler, Mosher, & Gothard, 2009).

Eye contact plays a very pivotal, comprehensive, constructive role to make education easy, understandable, and fruitful because a teacher gets maximum reimbursement from his/her students. It improves the performance of students and removes the disruptive behaviours of students. Eye contact improves the discipline of the class & school and controls students and their attention in the class. It conveys the real meanings of the spoken words and arouses participation of students in the class. Eye contact enhances the motivation of students in classroom activities and reveals interest of the teacher in teaching. Teachers observe the behaviours of students and diagnose the potential of students through eye contact. It expresses sincerity and exposes command over the subject matter. Eye contact shows confidence and creates confidence in students (Atta & Ayaz, 2014). Unfortunately, teachers focus on white

board books, notes and points so they lose the attention of their students, lose control over the class and meet failure ultimately (Moore, 2009).

Reflective Listening

The reflective listening consists of reflection of thinking, self-esteem and self-awareness. Reflection of actions and self-knowledge are necessary for the full physical, social and academic development of students. Reflective listening helps to overcome social problems of students and successful socialization of students depends on it. It is helpful in social adjustment and development of effective communication skills (Tuuri, Mustonen & Pirhonen, 2007). It is needed in effective dealings of practical life. Reflective listening improves interpersonal skills and gives reliable friends. It helps to start and sustain creativity. It also builds a developed career and makes the life cycle arranged and systematic. Unfortunately, it has been revealed by various studies that majority of teachers do not have developed reflexive listening skill as they teach students without understanding their students. As a result, they remain totally unsuccessful to make their students true humans. The successful teachers must possess ability to contact his students and they demonstrate comfort and understanding reactions to students during listening. They implement purposeful pedagogical influence on their students and show positive attitude in the class. Reflective listening teachers remain desirous to help and care students and give students opportunity to speak completely. They record important moments of conversation and they look at posture, position, tone and facial expression of students. They have the ability to hear without interference and they wait for responses and feedback. Reflexive listening teachers know expectations and needs of their students. They solve problems wisely and above all treat students as respected and respectable humans. (Perezva, Velieva & Kostrubina, 2018)

Do Not Cut/Interrupt the Speaker

Interruptions in conversation reveal that teachers are less interested to listen their students. They do not give importance to the spoken words of their students and do severe humiliation of their students openly by turning deaf ear to them. They often divert and ignore the said words through interrupting students in the middle of conversation that represent violations of all ethics and principles of conversation. They reveal powers to control the behaviours of their students in the class at any stage and exhibit dominance over their students (Farley, 2008). They reveal veto power over students and demonstrate decision making power. They never understand their students, their interests, likes, emotions, ideas, feelings, confusions and problems rather they increase their problems, increase communication gap and enlarge the distance between teachers and the schools. They kill the sense of belongingness and take away from them human norms. They make them hostile to education and humanity through continuous

interruptions in the class. They decrease the confidence and courage of students and grow the index of failure and shyness in students (Smith-Lovin, & Brody, 1989).

Receptivity through Body Language

Active listening means concentrating, reflecting, clarifying, summarizing and sharing with effort, empathy, attention and powerful show of body language. It is turning face towards the speaker, and moving close to the speaker. It is inclining head to the speaker and holding eye contact for longer duration. It is a fact that 55 % of listening is done through body language because powerful and effective use of body language changes the context. Body language builds trust and establishes rapport. It demonstrates concern and shows care. It reveals love and exhibit emotional intelligence. Body language responds appropriately and minimise misinterpretation. When teachers do not do active listening through body language then students do not feel pleasure, respect, interest and belongingness with education and its process (MacDonald, Badger & White, 2000).

Procedure

The questionnaire was used to collect the data from teachers. The questionnaire was consisted of eight items; focus on content, patience in listening, listening motives of speakers, know values of speakers, eye contact, reflective listening, no interruption, and receptivity through body language. These eight elements make the procedure of attentive listening complete and attentive listening is an essential part of humanistic approach in education. Humanistic approach makes the educational process successful and fruitful and it is the theoretical frame work of the present research study as delineated below (McNaughton, et al 2007).

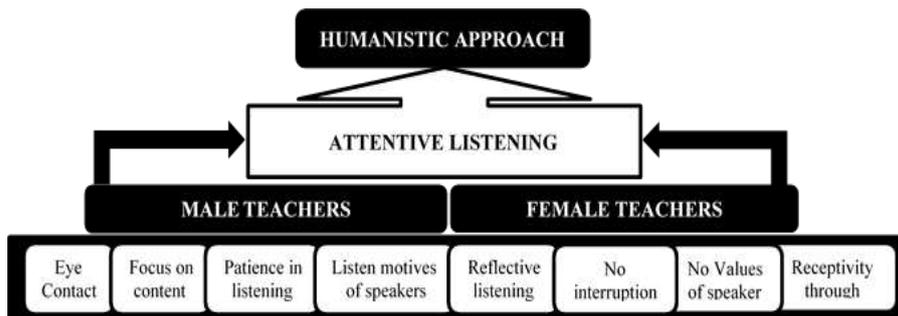


Figure 2. Theoretical Frame work

Population

The study was conducted in all 35 higher secondary school (28 Government Higher Secondary Schools & 13 Government Girls Higher Secondary Schools) of District Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. All SS teachers 369 (267

male teachers & 102 female teachers) teaching in higher secondary schools of Dera Ismail Khan of Khyber Pakhtunkhwa were included in the present study.

Table 1

Population of the study

Gender	Schools	Teachers
Male	28	267
Female	13	102
Total	41	369

(REMIS, 2017-18)

Sample

Total 259 SS teachers (168 from Government higher Secondary Schools, 6 from every school & 91 from Government Girls higher Secondary Schools, 7 from every school) were selected randomly as sample of the study. The sample was selected by following the famous table of Krejcie and Morgan, (1970) for a representative sample.

Table 2

Sample of the study

Gender	Schools	Teachers
Male	28	168
Female	13	91
Total	41	259

The data was gathered from the teachers through questionnaire. The questionnaire was made valid with the opinion of 10 doctors of the relevant field to get valid results. 259 questionnaires were sent to the respondents, 159 received back from male respondents 83 from female respondents and included in the study for data analysis process regarding teachers' humanistic role in perspective of listening students attentively. The data was analysed through mean and t test online calculator and the following results were found.

Research Instrument Development

For data collection questionnaire was designed for respondents with the following items:

1. Keep focus on content
2. Show patience in listening
3. Listen motives of the speakers
4. Know values, the speakers believe
5. Make eye contact with the speaker during listening

6. Do reflective listening
7. Don't interrupt the speaker
8. Receptivity through body language

Validity and Reliability of Research Instrument

Twenty-eight education specialists examined the content validity of the instruments. Some items were rejected and some were corrected with the advice of the experts. Pilot testing was done on the small sample. Statistical Package for Social Sciences (SPSS) was used reliability i.e. 0.753. Mean, Standard deviation, p-value and t-statistic was at 0.05 level of significance.

Table 3
Cronbach value of research instrument

Questionnaire	No. of Questions	Alpha
Teachers' humanistic role regarding listening students' attentively	08	0.753

Findings of the Study

Table 4
Description of Teachers' humanistic role regarding listening students' attentively

S#	Teacher	Gender	N	Mean	S.D	t _{cal}	t _{tab}	P-value
1.	Keep focus on content	Male	159	2.59	0.115	-1.2922	1.96	0.1976
		Female	83	2.61	0.113			
2.	Show patience in listening	Male	159	2.91	0.190	-0.7814	1.96	0.4354
		Female	83	2.93	0.187			
3.	Listen motives of the speakers	Male	159	2.07	0.192	-1.5409	1.96	0.1246
		Female	83	2.11	0.191			
4.	Know values, the speakers believe	Male	159	2.09	0.210	-0.7135	1.96	0.4762
		Female	83	2.11	0.201			
5.	Make eye contact with the speaker during listening	Male	159	2.70	0.310	-1.5226	1.96	0.1292
		Female	83	2.77	0.390			
6.	Do reflective listening	Male	159	2.65	0.390	-1.156	1.96	0.2488
		Female	83	2.71	0.370			
7.	Don't interrupt the speaker	Male	159	2.10	0.182	-1.1969	1.96	0.2326
		Female	83	2.13	0.191			
8.	Receptivity through body language	Male	159	2.77	0.116	-1.2699	1.96	0.2054
		Female	83	2.79	0.117			

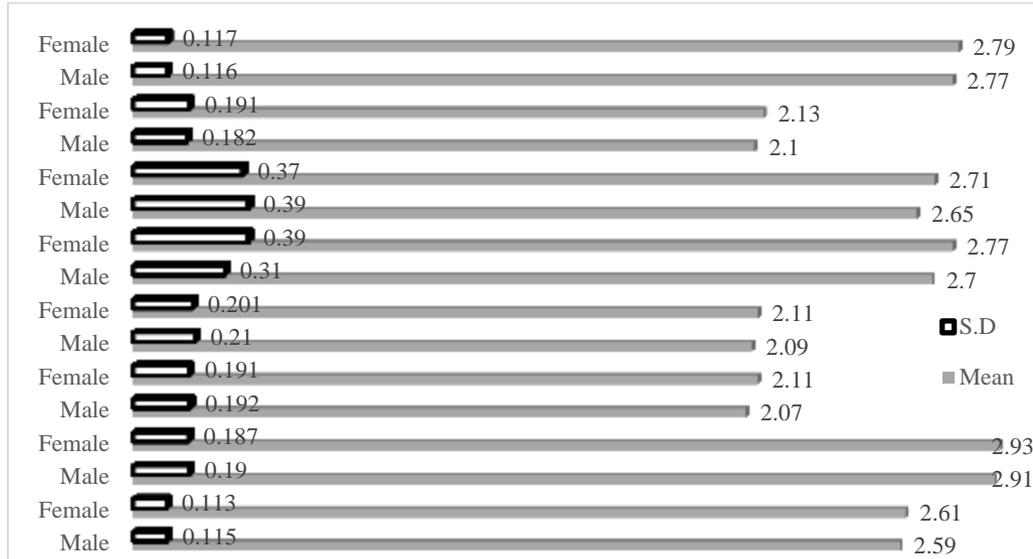


Figure 3. Description of Teachers’ humanistic role regarding listening students’ attentively

1. It was found after calculation that the mean values for male and female teachers’ responses about item no 1 were 2.59 & 2.61 with SD.0.115 & 0.113 respectively. For gender difference, the means were calculated with t test and the result was -1.2922 with P-value 0.1976 which showed no significant difference between the perceptions of male teachers and female teachers regarding keeping focus on content to listen students attentively.
2. It was found after calculation that the mean values for male and female teachers’ responses about item no 2 were 2.91 & 2.93 with SD. 0.190 & 0.187 respectively. For gender difference, the means were calculated with t test and the result was -0.7814with P-value 0.4354 which showed no significant difference between the perceptions of male teachers and female teachers regarding showing patience to listen students attentively.
3. It was found after calculation that the mean values for male and female teachers’ responses about item no 3 were 2.07 & 2.11 with SD. 0.192 & 0.191 respectively. For gender difference, the means were calculated with t test and the result was -1.5409 with P-value 0.1246 which showed no significant difference between the perceptions of male teachers and female teachers regarding listening motives of speakers attentively.
4. It was found after calculation that the mean values for male and female teachers’ responses about item no 4 were 2.09 & 2.11 with SD. 0.210 & 0.201 respectively. For gender difference, the means were calculated with t test and

the result was -0.7135 with P-value 0.4762 which showed no significant difference between the perceptions of male teachers and female teachers regarding knowing values of the speakers to listen them attentively.

5. It was found after calculation that the mean values for male and female teachers' responses about item no 5 were 2.70 & 2.77 with SD. 0.310 & 0.390 respectively. For gender difference, the means were calculated with t test and the result was -1.5226 with P-value 0.1292 which showed no significant difference between the perceptions of male teachers and female teachers regarding making eye contact with the speakers to listen them attentively.
6. It was found after calculation that the mean values for male and female teachers' responses about item no 6 were 2.65 & 2.71 with SD. 0.390 & 0.370 respectively. For gender difference, the means were calculated with t test and the result was -1.156 with P-value 0.2488 which showed no significant difference between the perceptions of male teachers and female teachers regarding using reflective listening technique to listen students attentively.
7. It was found after calculation that the mean values for male and female teachers' responses about item no 7 were 2.10 & 2.13 with SD. 0.182 & 0.191 respectively. For gender difference, the means were calculated with t test and the result was -1.1969 with P-value 0.2326 which showed no significant difference between the perceptions of male teachers and female teachers regarding no interruption to listen the speakers attentively.
8. It was found after calculation that the mean values for male and female teachers' responses about item no 8 were 2.77 & 2.79 with SD. 0.116 & 0.117 respectively. For gender difference, the means were calculated with t test and the result was -1.2699 with P-value 0.2054 which showed no significant difference between the perceptions of male teachers and female teachers regarding receipting meanings through body language to listen students attentively.

Table 5

Gender comparison of teachers' humanistic role regarding listening students' attentively

Response	Gender	N	Mean	S.D	α	t_{cal}	t_{tab}	P-value
Teachers' humanistic role regarding listening students' attentively	Male	159	2.48	0.214	0.05	-1.0252	1.96	0.3052
	Female	83	2.52	0.220				

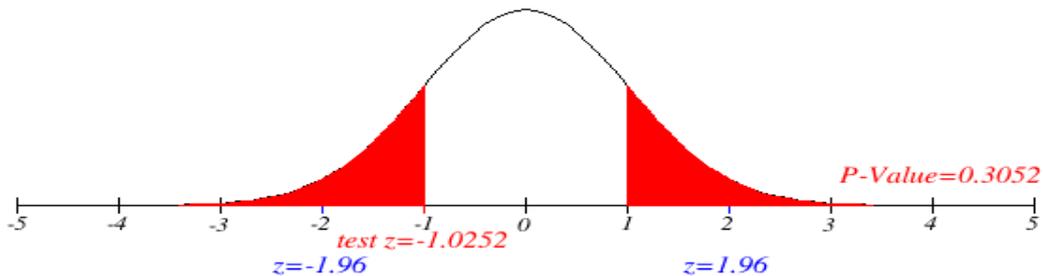


Figure 4. Normal curve showing statistical values

It was found after calculation that the mean values for male and female teachers' responses about all 8 items were 2.48 & 2.52 with SD. 0.214 & 0.220 respectively. For gender difference, the means were calculated with t test and the result was -1.0252 with P-value 0.3052 which showed no significant difference between the perceptions of male teachers and female teachers regarding teachers' humanistic role about listening students attentively.

Conclusion

It was found that there was no significant difference between the perceptions of male teachers and female teachers. Their overall perceptions were negative about teachers' humanistic role in the subject of listening students attentively. It was found that teachers did not give due respect to their students in the process of teaching and learning. They often humiliate them and they snub them openly and loudly. They interrupt loudly and deliberately when students express themselves in the class. They don't pay any attentions to students' motives and they often show impatience to listen students' objections and questions. It has been explained by Flynn, Valikoski, and Grau, (2008), Flynn and Faulk (2008), they state "that despite its central role in the success of both the manager and the organization, listening remains one of the most neglected aspects of organizational communication, particularly from a research perspective; listening as an organizational variable continues to be seen as a soft skill worthy of little attention in the scholarly business of literature, in the business of classroom, and in organizations". The results of the present study are quite identical with the above referred results and remarks of Flynn and his fellow researchers (2008).

Recommendation

It is recommended that teachers may listen students attentively. Students are living beings bestowed with immense qualities and dignity so they may be given due respect by listening them patiently, carefully and with due respect. When teachers listen them carefully, teachers are able to guide them completely. They recognize their

differences completely and treat them accordingly. They facilitate students properly and groom their personalities to the highest level.

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