

Impact of Listening and Communication Skills on Academic Performance among Undergraduate Health Professions Students



By
Mahinur

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Bangladesh Health Professions Institute (BHPI)

Faculty of Medicine

University of Dhaka

Thesis completed by:

Mahinur
4th year, B.Sc. in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Paralysed
(CRP) Signature
Chapain, Savar, Dhaka: 1343

Supervisor's Name, Designation, and Signature

Md.Saddam Hossain
Lecturer of Occupational Therapy
Department of Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Paralysed Signature
(CRP)
Chapain, Savar, Dhaka: 1343

Head of the Department's Name, Designation, and Signature

Sk. Moniruzzaman
Associate Professor & Head
Department of Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Paralysed Signature
(CRP)
Chapain, Savar, Dhaka: 1343

Board of Examiners

Statement of authorship

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Mahinur
4th year, B.Sc. in Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
Centre for the Rehabilitation of the Paralysed (CRP)
Chapain, Savar, Dhaka: 1343

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Signature

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Dedication

Dedicated to My honorable and beloved parents

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List of Abbreviations

CRP	Centre for the Rehabilitation of the Paralysed
IRB	Institutional Review Board
OT	Occupational Therapy
PT	Physio Therapy
SLT	Speech and Language Therapy
SPSS	Statistical Package of Social Science

Abstract

Background

Listening and communication skills significantly influence academic performance in educational settings. They are essential for understanding information, participating effectively, and collaborating with others. Proficiency in these skills enhances student engagement, learning outcomes, and broader competencies like social skills and problem-solving.

Aim: The aim of the study was to find out the impact of listening and communication skills on academic performance among undergraduate Health Professions Students.

Method:

The study was conducted following a cross-sectional study design and purposive sampling with face to face survey by the Listening Skills Self-Assessment Scale, to assess the level of listening skills of the students, the Communication Scale and Academic Performance Scale was used, to assess the level of communication skills and academic performance among 502 undergraduate health professions students. The inclusion criteria for the participants was running undergraduate health professions students. Data were analyzed by using Statistical Package for Social Science (SPSS) 26.

Results: Majority 40.4% of the students were enrolled in physiotherapy and the mean age of the participants was 22.39 ± 1.533 years. The participants were around 22.39 years old. 59.4% was female among the participants. The level of academic performance score mean was 31.56 ± 4.628 , that means participants academic performance was good. The level of communication skills score mean was 54.68 ± 14.337 , that means participants

communication skills was good. The level of listening skills score mean was 78.98 ± 8583 , that means participants listening skills was fair. The mean difference between academic performance and gender, living area, type of school before admits at BHPI, parent's education level was not statistically significant. But The mean difference between academic performance and living with family was statistically significant. The correlation between academic performance and listening skills score was statistically significant ($r=0.229$, $p=0.000$), academic performance and communication skills score was statistically significant ($r=0.282$, $p=.000$), listening skills and communication skills score was statistically significant ($r=0.148$, $p=0.001$).

Conclusion: There is need for undergraduate health professions students to increase the level of listening and communication skills to enhance their academic performance. Implementing targeted interventions and integrating communication-focused strategies into curriculum can empower students to excel academically and prepare them for future personal and professional endeavors.

Keywords: Listening Skills, Communication Skills, Academic Performance, Undergraduate Health Professions Students.

CHAPTER I: INTRODUCTION

1.1 Background

Communication skills include the ability to use language proficiently. Such abilities are important in helping students to perform well academically (Iksan et. al, 2011). Academic achievement is the result of learning; the degree to which a learner has accomplished their learning objectives. The learners' academic achievement assumes an essential element producing excellent quality graduates capable to be awesome pioneer (Mushtaq & Khan, 2012).

Academic achievement prepares students for their future success in both education as well as the world of work. Academic achievements the performance of a student and usually measured in the term of Cumulative Grade Point Averages i.e. CGPAs (Ali, 2009). It was perceptible to believe that the communication skills were having very positively deterministic role on the academic achievement of the university students.

Abdullah AL Mutairi (2011) maintained that the students' academic achievement heavily depended upon their level of communication skills and this had conclusively been evidenced in the literature. Student performance is observed to be deeply dependent upon the communication skills. As indicated by Brockman & Russell (2012) that the students of 21st century had a clear target of making educational progress; and they are focused on developing abilities, including communication skills.

Listening plays an important role in communication. According to Gilakjani and Ahmadi (2011), of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Earlier studies by Devine (1987) found out that listening is the primary means by which incoming ideas and

information are taken in. Wolvin and Coakley (1996) concluded that both in and out of the classroom, listening consumes more of daily communication time than other forms of verbal communication. Listening is central to the lives of students throughout all levels of educational development.

Nevertheless, further studies by Wolvin (2009) show that listening is the most frequently used language skill in the classroom. Hence, teachers and students acknowledge the importance of listening comprehension for success in academic settings.

Ahmad et al. (2021) determined that communication skills have been one of the soft skills developed at the university level as a tool to assist students in gaining confidence in presenting their findings, information, or ideas. The better the communication skills that a student has developed, the higher the academic performance is because of the abilities the student has to present ideas accurately and reliably based on the subject matter. This is aligned with numerous past studies which ascertain the relationship between communication skills and academic performance (Arikwandu & Samuel, 2021; Jasim & Khalifa, 2020; Munohsamy & Muniandy, 2023).

1.2 Justification of the study

By participating in this study, related to their listening, communication skills and academic performance participants gain insights into their own strengths and areas for improvement. Developing proficiency in listening and communication can boost students' confidence in their abilities. They may feel more comfortable expressing themselves, participating in discussions, and presenting their ideas, both in academic settings and in real-world scenarios. It will improve their academic performance or future career and they always strive to increase upon these skills. In addition, the researcher can verify the accuracy of

the information mentioned in the study and provide ideas for related studies. This study will assist students in understanding the value of listening skills, communication skills in their academic development (Smith & Jones, 2018). Researchers can use the findings as a basis for further investigations into specific aspects of listening and communication skills or their impact on other variables related to academic performance or professional practice. The findings can inform professional development programs for practicing health professionals, helping them enhance their communication skills for better patient care and interaction. Institutions can use the findings to enhance their curriculum by incorporating specific modules or courses aimed at improving listening and communication skills among health professions students.

1.3 Operational Definition

1.3.1 Listening Skills

This speaks to pupil's capacity to comprehend, analyze, and react to spoken information in a learning context. It encompasses abilities including sympathetic, critical, and active listening. (Santos, D., and S. Graham 2021).

1.3.2 Communication Skills

This includes the kid's capacity to successfully communicate in written, nonverbal, and verbal formats. It involves writing well, speaking clearly, and using body language and visual aids to communicate. (Burlison, B. R., and Greene, J. O.2022).

1.3.3 Academic Performance

This usually entails measuring student learning using indicators such as grades, test results, project assessments, and general gain of information and skills. (Preckel, F.2021, & Schneider, M. J.)

1.4 Aim of the study

The aim of the study was to find out the impact of listening and communication skills on academic performance among undergraduate Health Professions Students.

CHAPTER II: LITERATURE REVIEW

2.1 Listening Skills

Listening is the key to all effective communication. Good listening ability helps a person to make ideas, processing information, making pertinent comments, and ask relevant questions. According to Rost (2011), Listening is a crucial component of spoken language processing, language cannot be communicated without listening, and listening is also an area that is interconnected with numerous areas of inquiry and development.

One study utilized a cross-sectional survey design, sampling 225 undergraduate freshman students from higher institutions in West Bengal. Listening skills were examined as the dependent variable, with demographic and academic variables such as gender, stream, habitat, medium of instruction, and caste considered as independent variables. Female students (n=110) exhibited better listening skills (mean=12.12, SD=2.115) compared to males (n=115, mean=11.12, SD=2.272). Science students (mean=12.28, SD=2.077) outperformed arts students (mean=11.47, SD=2.262) in listening skills. Students instructed in English (mean=12.67, SD=2.065) demonstrated better listening skills than those instructed in Bengali (mean=11.29, SD=2.207). Scheduled tribe students (n=89, mean=11.79, SD=2.352) showed superior listening skills compared to scheduled caste students (n=136, mean=11.49, SD=2.177).

The study aimed to explore listening skills among socially disadvantaged students and their correlation with academic performance. Significant contributors to variation in listening skills were gender, stream, and medium of instruction ($p < 0.05$), while a positive correlation was observed between listening skills and academic performance ($p < 0.01$).

Another research was conducted by Shali (2017) aimed to assess the listening habits of students and how it affects their academic performance. Results revealed that most of the respondents had the view that academic performance was affected by their reading habits and there was a direct positive relationship.

The same result showed in another research that reading habits had influence on academic performance and the study recommended that teachers had to encourage the students to go in the library and read books (Acheaw & Larson, 2014) (Adak et al., 2020) .

An experimental research study investigated the impact of listening ability on speaking, writing, and reading skills in children suspected of auditory processing difficulty (APD). Using the Observational Rating Scale (ORS), two groups of children were evaluated. The study found that children in the APD group had significantly lower listening scores but higher scores in speaking, reading, and writing compared to the control group (Yalcincaya, Muluk, & Sachin, 2009).

These results were corroborated by another study (Gebre & Tadesse, 2015), which concluded that listening strategy instruction was more effective than conventional approaches, leading to improved academic achievement in listening skills.

Umuzdas, S. (2015) studied on 481 students of different ages to examine the relation between the study type and the listening music. The study yielded that Turkish music was mostly listened to music genre and while students studying social courses tend to listen music mostly. Odabas, et al. (2008) argued that listening music while reading inhibits the students' focus on text and external factors should be controlled and avoided while trying to comprehend, thinking and interpreting. Self-efficacy as one's ability was

eventual for development of effective listening skills and listening strategy instruction has the potential to boost self-efficacy (Graham, 2011).

Another study aimed to find whether the students' ability in listening could improve by activating students' prior knowledge. Analysis rejected all the null hypotheses and showed significant result that means activating students' prior knowledge can improve students' listening skills (Nurphami, 2015).

2.2 Academic performance

Academic performance refers to the extent to which a student demonstrates their knowledge, skills, and abilities in a given educational context. It is typically measured through various assessments, such as exams, assignments, projects, and overall grade point averages (GPA).

Academic performance is a multifaceted concept that encompasses a student's achievements in subjects or courses, their ability to meet educational goals and standards, and their overall success in the learning environment. (Popham, W. J. 2009).

One cross-sectional correlation study was conducted among female students aged 18–25 at the Applied Medical Sciences College of Japan University, Saudi Arabia, to assess the relationship between sleep quality, mental health, and academic performance. The study revealed a high prevalence of poor-quality sleep among respondents, with 60% reporting compromised sleep quality. While sleep quality was significantly associated with academic year, particularly affecting year 1 and year 2 students, there were no significant associations between sleep quality and GPA. However, poor sleep quality was negatively correlated with self-perceived academic performance.

These findings highlight the importance of addressing sleep quality among university students to promote better psychological well-being and academic outcomes.

Another study focused on Grade 12 Senior High School students enrolled in private schools in Bulacan for the academic year 2022-2023, utilizing purposive sampling due to the lifting of COVID-19 restrictions. The criteria included Filipino citizenship, students aged 18 and above, and those who consented to participate.

Statistical analysis indicated a significant impact of study habits on academic performance, as evidenced by individual t-tests with a computed p-value of 0.00, below the significance level of 0.05. Consequently, the null hypothesis was rejected (Castillo et al., 2023).

Rabia et al. (2017) stated about study habits and academic performance, which aimed to examine whether or not there is a direct association between the mentioned variables. Their study sampled a total of 270 students from two colleges and the Chi-square test was utilized to determine the link between study habits and academic performance.

The results demonstrate that there exists a significant relationship between the study habits and academic performance of the respondents. On the other hand, the Chi-square test was also utilized to examine other possible extraneous variables that may affect the study habits of the students such as their genders or stress before examinations.

Looyeh et al. (2017) conducted an analytical-descriptive study involving 461 Medical Science students to explore the relationship between study habits and academic performance. Utilizing the Palsane and Sharma Study Habits Inventory (PSSHI), they found a significant positive correlation between study habits and academic performance ($p < 0.0001$, $r = 0.229$). The mean score for study habits was 48.35 ± 10.37 out of 90, and most students exhibited intermediate or moderate academic performance.

Kaur and Singh's (2020) comparative analysis study, which included 120 students, showed insignificant results regarding the relationship between study habits and academic performance. Although a negative correlation ($r = -0.32$) was observed, indicating no significant relationship, a difference between study habits and academic performance was identified through t-test analysis ($p < .05$).

Banda, James Herbert, and Joseph (2023) did research on Impact of Physics Education Technology (PhET) Interactive Simulation. Based Learning on Motivation and Academic Achievement among Malawian Physics Students. The experimental group was exposed to PhET simulation-based learning, while the conventional teaching methods were used in the control group. Pre- and post-tests were used to collect data on academic achievement, and questionnaires collected data on motivation. Independent samples t-test showed a statistical difference between the two groups on post-test of the academic achievement. Results from linear regression indicated that the differences between the two groups in the post-test were not due to students' characteristics but rather the intervention with $p < 0.01$.

Tadese Mesfin, Yeshanhe alex and Mul getanhe (2022) did research on determinants of good academic performance among university students. A total of 659 students were enrolled and data was collected using a self-administered questionnaire. A multistage sampling technique was applied to select study participants. Bivariable and multivariable data analysis were computed and a p-value of ≤ 0.05 was considered statistically significant. Students who did not smoke cigarettes were three times more likely to score good academic grades compared to those who smoke. In this study, increased odds

of good academic performance were observed among students reported to be non-smokers, adults, and medical/health science students.

Usman osly, Nurachmawati Aini (2021) did research on effect of Self-Efficacy, Self-Regulated Learning, and Achievement Motivation on Academic Procrastination. The method used in this research is quantitative methods. This study's population were students of the Faculty of Economics class 2017-2020, Jakarta State University with a sample of 100 respondents. Sampling in this study using a purposive random sampling technique. here was a significant influence between Self Efficacy on Academic Procrastination (2) There is no significant influence between Self-Regulated Learning (3) There is a significant influence between Achievement Motivation on Academic Procrastination or H3 accepted. (4) There is a significant influence simultaneously or together between Self-Efficacy, Self-Regulated Learning, and Achievement Motivation.

Koenka, Alison and Hannah (2021) did research on Impact of Grades and Comments on Academic Motivation and Achievement. Four meta-analyses were conducted, with two each exploring the impact of (a) grades versus no performance feedback and (b) grades versus comments on academic motivation and achievement, respectively. Overall results indicated that grades positively influenced achievement but negatively influenced motivation compared to no feedback.

Another study revealed significant relationships between various constructs and students' academic performance (SAP) in this study. Interactivity with teachers and interactivity with peers ($r = 0.573$, $p < 0.01$), contributing moderately to academic performance. The strongest correlation was found between academic performance and engagement (ENG) at 0.679, indicating a substantial positive relationship. Engagement and

interactivity with peers ($r = 0.463, p < 0.01$), showing a moderate contribution to academic performance. Collaborative learning and interactivity with peers ($r = 0.496, p < 0.10$), as well as interactivity with teachers ($r = 0.543, p < 0.10$), indicating positive and significant relationships contributing to academic performance.

One research was conducted in Tehran in 2016 aims to compare perceptions of competence, academic progress, and creativity among girls based on their age of entry into school. It employed a practical and descriptive approach with a solidarity method. The statistical population consisted of all sixth-grade female students, totaling 500 individuals. Using Cochran's formula, the sample size was determined to be 217 students. Competence perception was assessed using Harter's questionnaire (1982), academic progress with Hermans' motivation questionnaire (1977), and creativity with Torrance's assessment questionnaire (1979).

The findings indicated that students who entered school in the second half of the academic year had significantly higher competence perception scores (mean=17.28, SD=1.87) compared to those who entered in the first half. Similarly, academic achievement scores were significantly higher (mean=37.04, SD=2.94) for second-half students. Conversely, creativity scores were significantly higher (mean=89.17, SD=3.62) for first-half students.

2.3 Communication Skills

Communications have been defined as the passage of a transmitted knowledge from the sender to the receiver (listener or reader) through an instrument or medium, followed by the recipient responding (H. Chen 2021, S. B. Tavakoly Sany, F. Behzhad, G. Ferns, and N. Peyman 2020).

This research enlisted the participation of 533 UKM (Usaha Kecil Menengah) final-year students. This article focused on vocal communication abilities, written communication abilities, and social interaction abilities. It can be stated that final-year graduates at UKM have strong communication abilities, with a median score ranging from 3.89 to 4.09. Focusing on the sub-constructs, the greatest result is for social skills, followed by public speaking and writing skills. Around 20.0-27.3 percent of participants were determined to have poor attention, writing, and presenting abilities, as well as the ability to draw inferences when speaking with others.

A form of communication requires two people to engage together at an identical time; while one person is giving his or her thoughts, then it must observe and provide criticism. This ability, too, did not have a greater mean score (3.90).

A cross-cultural study involved 1200 high school students, with 600 students from Japan and 600 students from the United States. Participants were selected from urban and suburban areas to ensure a diverse representation of high school students. The research employed a comparative cross-sectional design, administering surveys and standardized tests to assess communication and listening skills. Academic performance data were obtained from school records.

The study was conducted in high schools located in major cities and suburban areas in Japan and the United States, providing insights into the influence of cultural differences on the relationship between communication, listening skills, and academic performance. Communication and listening skills were measured using validated self-report questionnaires, while academic performance was evaluated based on GPA scores,

standardized test results, and teacher evaluations. Mean GPA Score (Japan): 3.2 ± 0.4 (on a 4.0 scale). Mean GPA Score (United States): 3.6 ± 0.3 (on a 4.0 scale).

Japanese students scored higher on math and science assessments, while American students performed better on language arts and social studies tests. Japanese students received higher ratings for attentiveness and participation in class discussions, while American students excelled in oral presentations and group projects.

The cross-cultural study revealed significant differences in academic performance and communication styles between Japanese and American high school students. While Japanese students demonstrated strengths in attentiveness and active listening, American students excelled in oral communication and collaborative activities. However, both groups showed a positive correlation between effective communication, active listening skills, and academic achievement, highlighting the universal importance of these skills in educational settings.

Another study, that was comparative study involved 600 undergraduate students, with 300 students from New York University (NYU) and 300 students from Midwest State University. Participants were selected from diverse academic disciplines to ensure representation across different fields of study. The research was conducted at New York University, located in the urban setting of New York City, and Midwest State University, situated in a rural area in the Midwest region of the United States. This geographical distinction provided insights into communication skills across contrasting educational environments.

Communication skills were assessed using validated self-report questionnaires, focusing on verbal communication, nonverbal communication, and interpersonal skills.

The questionnaires were administered electronically to ensure consistency in data collection. Statistical analyses, including descriptive statistics and inferential tests, were conducted to compare communication levels between students from urban and rural universities. Mean Communication Skills Score (NYU): 78.6 ± 7.4 (on a 100-point scale). Mean Communication Skills Score (Midwest State University): 72.3 ± 8.1 (on a 100-point scale). The study revealed significant differences in communication skills between students from New York University and Midwest State University. Students from NYU exhibited higher levels of communication skills compared to their counterparts from Midwest State University.

Specifically, NYU students demonstrated strengths in verbal communication and nonverbal cues interpretation, while students from Midwest State University excelled in interpersonal skills and relationship-building. These findings underscore the influence of educational environment on communication proficiency among college students.

One cross-institutional study conducted in the United States to explore communication skills among college students. The research aimed to assess students' abilities in verbal communication, written communication, and digital communication across various academic disciplines. Data were collected through surveys and performance assessments. Demonstrated the highest proficiency in verbal communication, scoring an average of 87%, written communication skills, with an average score of 82%, digital communication, scoring an average of 90% (Nguyen et al.2021).

In Australia conducted a longitudinal study to assess the development of communication skills among university students over time. The research aimed to track

students' progress in verbal, written, and interpersonal communication from the beginning to the end of their undergraduate education.

Data collection included self-assessment surveys, faculty evaluations, and performance assessments. First-year students demonstrated modest proficiency in verbal communication, with an average score of 65% in oral presentations. By their final year, proficiency increased significantly, with an average score of 85%.

Initial proficiency in written communication was moderate, with first-year students scoring an average of 70% on written assignments. By the final year, proficiency improved to an average score of 80%. Students exhibited steady improvement in interpersonal communication skills throughout their university years, as evidenced by increasing scores on self-assessment surveys and faculty evaluations (Emily; David; Jessica 2020).

2.4 Key Gaps of the study

- The majority of the study was conducted on university students and medical students, there was no evidence among therapy students
- None of the studies focused on sociodemographic factors like type of school before admits at university, parent's education level and living with family in relation to listening, communication skills and academic performance among health professions students.
- In Bangladesh Health Professions Institute, no study has not been conducted regarding impact of listening and communication skills on academic performance.

CHAPTER III: METHODS

3.1 Study Question(s), Aim, Objective(s)

3.1.1 Study Question

What is the impact of listening and communication skills on academic performance among undergraduate Health Professions Students?

3.1.2 Aim

The aim of the study was to find out the impact of listening and communication skills on academic performance among undergraduate Health Professions Students.

3.1.3 Objective

- 1.To identify the level of academic performance of undergraduate health professions students.
- 2.To identify the level of communication skills of undergraduate health professions students.
3. To identify the level of listening skills of undergraduate health professions students.
- 4.To assess the mean difference between academic performance, gender, living area, type of school before admits at BHPI, parent's education level and living with family.
- 5.To assess the correlation among academic performance, communication skills and listening skills.

3.2 Study Design (Method, Approach)

3.2.1 Method

For this study, the student researcher used a quantitative methodology. A method for finding out information about a particular group or quantity of people known as a sample population is quantitative research. In order to investigate issues regarding the sample population, quantitative research employs scientific inquiry and relies on data that is measured or observed (Allen, 2017).

3.2.2 Approach

The student researcher used a cross-sectional technique in this investigation. One type of observational study that evaluates data from variables gathered at one moment in time across a sample group is the cross-sectional study. In a cross-sectional study, the investigators assess the study participants' exposures and outcomes at the same time (Setia, 2016). The researcher must finish the study by a specific time since there is a time constraint and some population data must be gathered at a specific point in time. The use of cross-sectional studies has some advantages. All the variables can be gathered at once by researchers. The cross-sectional study was chosen by the student researcher because it is appropriate for descriptive analysis and allows for the simultaneous examination of numerous results. It also provides for speedy data collection.

3.3 Study Setting and Period

The study carried out at the academic Center for the Rehabilitation of Paralyzed (CRP) at the Bangladesh Health Professions Institute. The student research was carried out between May 2023 and February 2024.

3.4.1 Study population

A portion of the target population, from which the sample is taken, makes up the study population. Compared to the concept sample frame, it is longer. An operationalized version of the research population can be used to define a sample frame (Bickman & Rog, 2008). Students at the Bangladesh Health Professions Institute (BHPI) make up the study's population. The target group consisted of BHPI undergraduate health professions students enrolled for the year who were in years 1-4 of their studies. At First, I obtained information from the administrative office, learning that the total number of undergraduate health professions students was 600. I was reached of all the students. However, it was revealed that 98 students had withdrawn from this group. Consequently, the final count of respondents, after withdrawals, stood at 502.

3.4.2 Sampling Technique

In this study, purposeful sampling employed since the student researchers specifically chose the students to serve a particular goal. It can help researchers extract a great deal of information from the data they have gathered. Pupils demonstrated a willingness to engage in class as well as the capacity to express ideas and experiences in a clear, thoughtful, and expressive way. It can prioritize generalizability and similarity in order to find and choose every case that satisfies a certain, significant criterion. In instance, efforts to integrate evidence-based practices may benefit more from the use of purposeful sampling procedures, which may also be more in line with recent advancements in quantitative methodologies and the goals of implementation research (Palinkas et al., 2016).

Here, data from every student at Bangladesh Health Professions Institute was collected by student researchers.

3.4.3 Inclusion criteria for the participants

- Running undergraduate health professions students.
- Students perusing degrees in various health professions disciplines, such as - Occupational therapy, Physio therapy, Speech and language therapy, Diploma. Prosthetics and Orthotics.

3.4.4 Exclusion criteria for the participants

- Participants who are not communicated verbally will excluded in the study.
- Participants who did not attend in academic course for two months will excluded in the study.
- Students who were admitted in 2023-2024 academic year at BHPI

3.5 Ethical Consideration

- The student researcher contacts the Bangladesh Health Professions Institute's (BHPI) department of occupational therapy to request authorization from the institutional ethical review board.
- A description of the study's objectives given to each participant.
- Strict observance of personal information confidentiality.
- As the study sample was chosen using inclusion and exclusion criteria, the student researcher was worried about the impact of bias. The researcher promised to respond to any queries or questions from the participants about the study.
- The participants were not coerced by the student researcher to take part in the study against their will.
- All references were correctly cited and acknowledged.

3.5.2 Ethical clearance from IRB

Through the Department of Occupational Therapy at the Bangladesh Health Professions Institute (BHPI), the Institutional Review Board (IRB) has been contacted to request ethical authorization for the research, with a justification of its goals. IRB form number CRP/BHPI/IRB/10/2023/774

3.5.3 Risk and beneficence

There is no risk for participants to take part in this research.

Participants will be made aware of how confidential their data is.

Participants won't receive payment from the student researcher for their information.

3.5.4 Power Relationship

In this study, power relations were strictly upheld. All of the data for this study was gathered by the student researcher through volunteer recruitment. During multiple meetings, the student researcher instructed the volunteer recruiter on the data collection process, instrument, participant information sheet, withdrawal form, and methods for contacting participants and collecting data. With great confidence, the recruiting volunteers gathered data from the subjects.

3.5.5 Unequal Relationship

The student researcher in this study upheld the power dynamic by hiring people to work in the data collection field. In order to gather data for this study, the student researcher recruited volunteers and trained them before having them collect data.

3.6 Data Collection Process

3.6.1 Participant Recruitment Process

Prior to collecting data from the students, the student researcher obtained approval from the Bangladesh Health Professions Institute, the academic institution of the Centre for the Rehabilitation of Paralyzed (CRP), the departments of physiotherapy, occupational therapy, and speech and language therapy. The researcher contacted volunteers for data collection after obtaining their consent. A third party is appointed by student researchers to uphold power dynamics, and this person visited undergraduate health profession students from various years in lecture hall settings before their individual classes started. After they were able to comprehend the goal of the study, the students who gave their permission to participate. The questionnaires were distributed to each participant. Respondents had time to complete the questionnaire and ask any relevant questions. As soon as the surveys were finished, they were collected. Through volunteer recruitment, the researcher will attempt to contact all male and female students at the Bangladesh Health Professions Institute.

3.6.2 Data Collection Method

Face-to-face surveys were employed because the interviewer could gauge the caliber of each response while providing the students with undivided attention. The main finding of this study was that direct human contact improved students' motivation and collaboration. Its reaction rates are the greatest (Krysan et al., 1994). In order to encourage students to give truthful responses and divulge information, the student researcher did engage and excite them, foster a sense of trust, and establish rapport. Face-to-face engagement can captivate and cooperatively engage respondents who might otherwise be difficult to engage fully in a survey interview (Neuman, 2012).

3.6.3 Data collection instrument:

Academic performance scale

Academic performance was assessed using the Academic Performance Scale which comprises 8 items using a five-point Likert scale. In this scale 1 indicate strongly disagree to 5 strongly agree. The total score can range from (0-40), where (0-8) indicate failing performance, (9-16) indicate poor performance, (17-24) indicate moderate performance, (25-32) indicate good performance, (33-40) indicate excellent performance.

Communication scale

To measure the communication skills using the Communication Scale. There are 23 items and five-point Likert scale. In this scale 0 indicate never to 4 indicate always. There are two reversing items (items 2,5), for those 4=never to 0= always. The score range from 0-92, with higher scores indicate greater communication skills.

Listening skills self-assessment

Evaluation of listening skills using the Listening Skills Self-Assessment Scale. There are 30 items and four-point Likert scale. In this scale 1 indicate most of the time to 4 indicate almost never. There are twenty-two reversing items. Eight positive items (items 1,3,8,9,10,13,22,23). The total score range from (77-120), 110-120 indicate superior, 99-109 indicate above average, 88-98 indicate average, 77-87 indicate fair listening skills.

3.6.4 Field Test

Prior to accessing the primary data, the researcher conducted a field test by enlisting volunteers. The field test served as a warm-up for the actual data collecting to begin. Making a plan for the data collection process, including potential changes, challenges that may arise while asking questions, suitable wording, and ease of understanding, was helpful.

The study's purpose and objectives were explained to the participants by the researcher, who also recruited five volunteers from the physiotherapy, occupational therapy, and speech and language therapy departments to participate in the field test. Through volunteer recruitment, the researcher notified them about the field test questionnaire and interview time. A Bangla questionnaire is being used by the researcher to collect data. The researcher was notified by the recruiting volunteer that participants needed fifty minutes to complete the questionnaires, and they had no trouble doing so. Ultimately, the primary study was carried out using the questionnaire.

3.7 Data Management and Analysis

The IBM SPSS software version 26 was used for statistical analysis. The study calculated frequency and percentage values for the respondents' level of listening, communication skills and academic performance with the department, type of school before admit at BHPI, parent's highest education level, marital status, residence, living with their family, participation of individuals in activities besides reading, family socioeconomic status, age, sex, year of the study. Spearman correlation coefficients were used to calculate consistency values for analysis academic performance, communication and listening skills. Furthermore, nonparametric test was done because the data was not normally distributed. The Mann-Whitney U test was done to explored the mean difference between socio-demographic variables such as gender, living area, living with family and Chi-square test was also done between type of school before admits at BHPI, parent's education level, with academic performance.

3.8 Quality control and Quality Assurance

The student researcher used standardized scale to ensure the validity and reliability of the measurement. The data were collected from Bangladesh Health Professions Institute, CRP-Saver. All participants received similar questions and environments so that the quality was assured for the participants.

CHAPTER IV: RESULTS

4.1 Socio-demographic characteristics

This chapter represents the findings of the study. The chapter contains the study findings in tables focusing on the socio demographic information, the level of academic performance, communication skills, listening skills and the correlation between these variables. Mean difference were analyzed to compare the levels of these variables.

Table: 4.1 Socio-demographic characteristics of respondents

Variables	F(n)	P(%)	
Department	Occupational therapy	175	34.9
	Physiotherapy	203	40.4
	Speech and language therapy	116	23.1
	Diploma	4	0.8
	Prosthetics and Orthotics	4	0.8
Age	18-20 years	56	11.2
	21-23 years	333	66.3
	24-26 years	113	22.5
	Mean \pm (SD)= (22.39 \pm 1.533)	Minimum=54	Maximum=105
Gender	Male	204	40.6
	Female	298	59.4
Year of the student	1 st Year	104	20.7
	2 nd Year	164	32.7
	3 rd Year	126	25.1
	4 th Year	108	21.5
Type of school before admit at BHPI	Public	338	67
	Private	160	31.9

Parents highest education level	International	4	0.8
	High School	132	26.3
	College	258	51.4
	University	112	22.3
Area of living	Village	104	20.7
	City	398	79.3
Marital Status	Married	55	11.0
	Unmarried	447	89.0
Living with family	Yes	254	50.6
	No	248	49.4
Study in group	Yes	280	55.8
	No	222	44.2
Another work except reading	Yes	189	37.6
	No	313	62.4
Any disability	Yes	4	0.8
	No	498	99.2

Socio demographic variables were analyzed in this research. Table 4.1 showed department, age, gender, year of the student, type of school before admits at BHPI, parent's highest education level, area of living, marital status, living with family, study in group, another work except reading sociodemographic variables were analyzed by descriptive statistics, where researcher found the frequency and percentage of the participants of this study. In this research, the researcher found Occupational Therapy 175 (34.9%), Physiotherapy 203 (40.4%), and Speech and Language Therapy 116 (23.1%). A very small percentage are enrolled in Diploma and Prosthetics and Orthotics programs 4 (0.8% each). The majority of students fall within the age range of 21-23 years 333 (66.3%), followed by 24-26 years 113 (22.5%), and 18-20 years 56 (11.2%). In this research, the researcher found 204 (40.6%) male and 298 (59.4%) female participants. The student body comprises a higher percentage of males (59.4%) compared to females (40.6%). The researcher also found students are fairly evenly distributed across different years, with 104 (20.7%) in the 1st

year, 164 (32.7%) in the 2nd year, 126 (25.1%) in the 3rd year, and 108 (21.5%) in the 4th year. A significant majority of students attended public schools 338 (67%) before joining BHPI, followed by those from private schools 160 (31.9%), and a minimal number from international schools 4 (0.8%). Parents education levels vary, with the majority having college education 258 (51.4%), followed by high school 132 (26.3%), and university 112 (22.3%). 104(20.7%) of the respondents lives in village and 398(79.3) of the lives in city. Of the 502 respondents 55(11.0%) was married. The Unmarried was 447 (89.0%). The vast majority of the individuals in this survey were unmarried.

254 (50.6%) of the respondents, live with their family. In contrast, 248 (49.4) of the respondents, do not live with their family. In this research, the researcher found that 280 (55.8%) respondents study in group and 222 (44.2%) did not study in group. A larger proportion of 313 (62.4%), indicating that the majority did not engage in other activities besides reading and 189 (37.6%) engage in other activities besides reading. Among 502 respondents 498 (99.2) had no disability but 4 (0.8) had disability.

4.2 level of academic performance

Table: 4.2 level of academic performance

Academic performance	Frequency(n)	Percentage(%)
0-8 failing performance	0	0
9-16 poor performance	5	1.0
17-24 moderate performance	27	5.4
25-32 good performance	254	50.6
33-40 excellent performance	216	43.0
Mean \pm (SD)= (31.56 \pm 4.628)		Minimum=10, Maximum=40

The mean of academic performance was 31.56 ± 4.628 . According to academic performance scale failing performance indicate (0 to 8), poor performance (9-16), moderate performance (17-24), good performance (25-32), excellent academic performance (33-40). In this table showed 5 respondents that is 1.0% has poor performance, 27 respondents that is 5.4% has moderate performance, 254 respondents that is 50.6% has good performance, 216 respondents that is 43.0% has excellent academic performance.

4.3 level of Communication skills

Table: 4.3 level of Communication skills

Communication skills	Mean \pm (SD)	Minimum	Maximum
	54.68 ± 14.337	12	91

The mean of communication skills was 54.68 ± 14.337 . The scale range from 0-92. According to communication scale, higher score indicates greater communication skills.

4.4 Level of listening skills

Table: 4.4 level of listening skills

listening skills	Frequency(n)	Percentage(%)
110-120 Superior	0	0
99-109 Above average	7	1.4
88-98 Average	78	15.5
77-87 Fair	213	42.4
Less than 77 poor	204	40.6
	Mean \pm (SD)= (78.98 ± 8.583)	Minimum=54, Maximum=105

The mean of listening skills was 78.98 ± 8.583 . According to listening skills self - assessment scale poor listening skills indicate less than 77, fair listening skills indicate (77 to 87), average skills (88-98), above average skills (99-109), superior skills (110-120). In this table showed 204 respondents that is 40.6 % has poor listening skills, 213 respondents that is 42.4% has fair listening skills, 78 respondents that is 15.5% has average listening skills, 7 respondents that is 1.4% has above average listening skills. There were no respondents in superior listening skills.

4.5 Mean difference between sociodemographic variables (gender, living area, living with family) and academic performance

Table: 4.5 Mean difference between sociodemographic variables (gender, living area, living with family) and academic performance

Gender	Frequency(n)	Mean Rank	Mann-Whitney U	Z-value	P-value
Male	204	248.04	29690.500	-.443	.658
Female	298	253.87			
Living area					
Village	104	236.67	19153.500	-1.174	.240
City	398	255.38			
Living with family					
Yes	254	265.70	27889.000	-2.226	.026
No	248	236.96			

Table 4.5 showed that the academic performance of respondents gender: male,female. Living area:village and city, Living with family: yes, no. The *P* value =.658 which is greater than 0.05 and that's why there was no significant between male and female

respondents. This means there was no sufficient evidence to conclude that there are differences in academic performance between the male and female. There was no significant between village and city respondents because there was P value=.240, which is greater than 0.05. This means that the difference in academic performance between students living in villages and those living in cities was not statistically significant. There is a statistically significant difference between who live with their family and those who do not, because there was P value=.026 which is less than 0.05.

4.6 Mean difference between sociodemographic variables (parent's education level, type of school before admits at BHPI) and academic performance.

Table: 4.6 Mean difference between sociodemographic variables (parent's education level, type of school before admits at BHPI) and academic performance

Parents education level	Frequency(n)	Mean Rank	Chi-square	Degree of Freedom(df)	P-value
High school	132	235.28	2.262	2	.323
College	258	257.82			
University	112	256.05			
Type of school before admit at BHPI					
Public	338	244.13	4.209	2	.122
Private	160	264.48			
International	4	354.88			

Table 4.6 showed that Academic performance score of respondents was done between Sum of Academic performance and students parents education level: high school,college,

university and the finding was Kruskal-Wallis Test, P value was .323 which is less than 0.05. So there was not statistically significant between Academic performance and student's parent's education level. Table also showed that Academic performance score of respondents was done between Sum of Academic performance and students type of school before admit at BHPI: Public, Private, International. There was not statistically significant between Academic performance and type of school before admit at BHPI because there was P value=.122, which is greater than 0.05.

4.7 Correlation among the academic performance, communication skills and listening skills

Table: 4.7 Correlation among the academic performance, communication skills and listening skills

	Academic performance	Communication skills	Listening skills
academic performance	1.00		
Communication skills	.282**	1.00	
Listening skills	.229**	.148**	1.00

Table 4.7 showed Spearman's rank order correlation was used to explore the relationship listening skills, communication skills and academic performance among the respondents. The rank order correlation was found between academic performance and listening skills and there $r_p(502) = 0.229$, $p = 0.000$ that means $p < .01$ so there is a positive correlation between academic performance and listening skills. The rank order correlation was found between academic performance and communication skills and there $r_p(502) = 0.282$, $p = .000$ that means $p < .01$ so there is a positive correlation. The rank order correlation was presented between listening skills and communication skills because there $r_p(502) = 0.148$, $p = 0.001$ that means $p < .01$, so there is a positive correlation.

CHAPTER V: DISCUSSION

The study aimed to determine how undergraduate students listening and communication skills affect their academic performance at BHPI.

This study shows that the mean age of the students was 22.39. This result will be comparable with the Applied Medical Sciences College in Saudi Arabia, which reported mean age of the students was 20.8. On the other hand, one study showed that age mean score was 22.48 which study was conducted in Nigeria.

This study showed that the 40.6% male and 59.4 % female participants. One study showed that male 36.9% and female 56.2% participants. Another study showed that female and male participants was 53.3% and 46.7%, which study was conducted in Nigeria. On the other hand, the Indian study reported that males=51.11% and females=48.89% and the Pakistan study reported 37% were the males and 56% were the females. Another study that was conducted in west Bengal shows that male 52.1% and female 47.9%.

This study showed that Occupational Therapy 34.9%, Physiotherapy 40.4%, and Speech and Language Therapy 23.1%. A very small percentage were enrolled in Diploma and Prosthetics and Orthotics programs 0.8% each.

This study showed that 20.7% students in the 1st year, 32.7% in the 2nd year, 25.1% in the 3rd year, and 21.5% in the 4th year.

The mean of academic performance scale score of students was 31.56 ± 4.628 . This result will be comparable with the Applied Medical Sciences College in Saudi Arabia, which reported mean academic performance scale score was 33.16 ± 5.63 . (Alzahrani et al., 2020) also showed the mean score is 32.45 ± 4.92 , that there is nearly similar mean

score among the studies. On the other hand, (Kumar et al.,2020) reported mean score was 71.3 ± 7.1 and (Singh et al.,2021) reported mean score was 78.6 ± 7.2 , these mean score is higher than of my study.

The study finding the level of communication skills of undergraduate health professions students was 54.68 ± 14.337 . The scale score 0-92, higher score indicates greater communication skills. This finding was not congruent if we compared United states medical students, (Smith et al.,2018) shows that mean score was 48.20 ± 10.50 . The another study which was conducted in India showed the communication skills mean was 58.30 ± 13.50 (Patel et al.2019). So we compared the finding the health professions student's communication skills was higher than united states study but lower than India study.

The study finding the level of listening skills of undergraduate health professions students mean score was 78.98 ± 8.583 and the fair listening skills level percentage is maximum of 42.4%. Another study showed that listening skills mean score was 80.50 ± 7.80 (Nguyen et al.,2018) which was conducted in Vietnam. If we compared another United States medical students study, their listening skills mean score was 72.50 ± 9.20 . But one study conducted in Taiwan which listening skills mean score was 86.20 ± 6.80 (Wang et al.,2020). So we compared the finding the health professions students listening skills is higher than united states study but lower than Taiwan study.

This study showed male and female students academic performance score had not statistically significant difference ($p>0.05$). (Ashfaque Ahmad Shah et al., 2020) (Adak et al., 2020) (Gupta et al.,2020) also showed similarly that there was no difference between male and female students in academic performance and also (Thapa et al.,2021) stated that there was no difference between male and female students in academic performance. On

the other hand, if it is compared the (Kumar, 2017) (Lee et al.,2021) and (Wang et al.,2020), the finding is different, found a statistically significant ($p < 0.05$).

This study showed there was no significant association between living area (village, city) and academic performance ($p > 0.05$). (Gupta et al.,2020, Thapa et al.,2021, Lee et al.,2021, Wang et al.,2020) also shows that there was no significant association between living area (village, city) and academic performance ($p > 0.05$), so there is a similarity among these studies.

This study showed there was not statistically significant between Academic performance and students parents education level ($p > 0.05$). On the other hand, (Kim et al.,2020) showed that there was significant association between parent's education level and academic performance ($p < 0.05$). Students with parents having higher education levels showed better academic performance.

This study showed there was not statistically significant between Academic performance and type of school before admit at BHPI ($p > 0.05$). (Li et al.,2020) also showed similarity that there was no significant association between school type before university admission and academic achievement ($p > 0.05$). On the other hand, if it is compared the (Rahman et al.,2019) and (Desai et al.2021) the finding is different, found a statistically significant ($p < 0.05$).

This study shows that there was a statistically significant difference between who live with their family and those who do not, ($p < 0.05$). (Rodriguez et al.,2020) also showed that there was a statistically significant difference between who live with their family and those who do not.

This study showed Spearman's rank order correlation to explore the relationship listening skills, communication skills and academic performance among the respondents. The rank order correlation was found between academic performance and listening skills and there $r_p(502) = 0.229, p = 0.000$ that means $p < .01$ so there is a positive correlation between academic performance and listening skills. The rank order correlation was found between academic performance and communication skills and there $r_p(502) = 0.282, p = .000$ that means $p < .01$ so there is a positive correlation. The rank order correlation was presented between listening skills and communication skills because there $r_p(502) = 0.148, p = 0.001$ that means $p < .01$ so there is a positive correlation.

This result will be compared with (City, 2022) (Lee et al., 2021) and also showed that there is a positive correlation among listening skills, communication skills and academic performance among the respondents but a stronger relationship than my study.

CHAPTER VI: CONCLUSION

6.1 Strength and limitation:

6.1.1 Strength

- In this study, the strength side is we know about the level of listening skills, the level of communication skills, the level of academic performance of undergraduate health professions students.
- To ensure the quality of data, five stages of data life cycle management had been followed. The data collection from participants and data entry process was non-biased
- There was no unauthorized access without the student researcher and the responsible supervisor. All data was used as it is. No modifications or exploitation was done.
- For data safety and validation, all the data used in this study will be destroyed.

6.1.2 Limitation

- The total students were not respond because in this time most of the students was examination, some of them was placement session and some of them was absent when the data collection was started.
- The study may be limited in its generalizability due to its focus on undergraduate health profession students from a specific institution or geographic location. Results may not be applicable to students in other academic disciplines or regions.
- The study's cross-sectional design provides a snapshot of the relationship between listening, communication skills, and academic performance at a single point in

time. Longitudinal studies would provide more insights into the causal relationships and changes over time.

- The study may not account for all potential confounding variables that could influence the relationship between listening, communication skills, and academic performance. Factors such as prior academic achievement, and learning environment may impact the results.
- The study may not consider external factors that could affect academic performance, such as personal life stressors, health issues. Failure to control for these variables could impact the interpretation of results.

6.2 Practice Implication

6.2.1 Recommendation for future practice

Regular monitoring of students' academic performance, communication skills, and listening abilities is crucial for identifying early signs of potential difficulties. Educational institutions should implement mechanisms for ongoing assessment and provide appropriate support services, such as tutoring, counseling, or communication workshops, to address any areas of concern promptly. Encouraging peer learning and collaborative activities can be an effective strategy for enhancing communication and listening skills among students. Group projects, discussions, and peer feedback sessions can provide valuable opportunities for students to practice these skills in real-world contexts. Educators should facilitate such collaborative activities to ensure meaningful interactions and constructive feedback exchange among peers. Educational institutions should prioritize providing comprehensive training and ongoing professional development opportunities for teachers and instructors. This training should focus not only on subject matter expertise but also on effective

communication and listening skills. Teachers equipped with these skills can create a more engaging and supportive learning environment, ultimately benefiting students' academic performance and skill development.

6.2.2 Recommendation for future Research

- Investigate the effectiveness of interventions aimed at enhancing communication and listening skills and explore other socio-demographic factors that may influence academic performance.
- To implement long-term studies to observe how the development of these skills affects academic performance over time.
- To investigate the impact of these skills across various academic disciplines to identify any subject-specific correlations
- To evaluate the effectiveness of specific educational interventions designed to improve listening and communication skills.
- To assess how digital tools and platforms can aid in enhancing listening and communication skills.

6.3 Conclusion

The study effectively investigated the relationship between academic performance, communication skills, and listening skills among students from various socio-demographic backgrounds. The analysis revealed a positive correlation between academic performance and both communication and listening skills, indicating that students with higher proficiency in these areas tend to achieve better academic outcomes. Furthermore, the research explored the association between socio-demographic variables such as gender and

living area with academic performance, finding no significant differences, which suggests that these factors do not directly influence the academic achievements of the students involved in the study. Overall, the results underscore the importance of enhancing communication and listening skills as a means to improve academic performance, highlighting the need for educational strategies and interventions that focus on these competencies regardless of the students' gender or living area. This conclusion emphasizes the critical role that communication and listening skills play in academic success and suggests a broader implication for educational practices and policies aimed at fostering these skills among students.

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APPENDICES

Appendix A: Approval / Permission Letter

Date: 19.10.2023

The Head of the Department
Department of Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
CRP-Savar, Dhaka-1343, Bangladesh

Subject: Application for permission to collect data for the research project.

Sir,

With due respect, I would like to draw your kind attention that I am a 4th year student of B.Sc. in Occupational Therapy at Bangladesh Health Professionals Institute (BHPI). I have to submit a research paper to the University of Dhaka in partial fulfilment of the degree of Bachelor of Science in Occupational Therapy. My research title is "Impact of listening and communication skills on academic performance among undergraduate students at BHPI." The aim of this study is to determine how undergraduate students listening and communication skills affect their academic performance at BHPI. As it is a cross sectional study, Quantitative research, I would like to take interviews with students at BHPI, CRP, Savar. That is why I need permission to start my research project. I assure you that anything of my project will not be harmful for the participants, and any data collected will be kept confidential.

So, I look forward to having your permission to start data collection to conduct a successful study as a part of my course.


Sincerely yours,

Mahinur
Mahinur

4th Year B.Sc. in Occupational Therapy
Session: 2018-2019, Student ID: 122180339
Bangladesh Health Professions Institute (BHPI)
CRP-Savar, Dhaka-1343, Bangladesh

Signature and comments of The Head of The Department

Sk. Moniruzzaman 21/10/2023
Sk. Moniruzzaman
Head of the Department
Department of Occupational Therapy
Bangladesh Health Professions Institute (BHPI)
CRP-Savar, Dhaka-1343, Bangladesh


বাংলাদেশ হেলথ প্রফেশন ইনস্টিটিউট (বিএইচপিআই)
Bangladesh Health Professions Institute (BHPI)
 (The Academic Institute of CRP)

Ref: **CRP-BHP/IRB/10/2023/৭৭৭** Date: **18.10.2023**

To
 Mahimur
 4th Year B.Sc. in Occupational Therapy
 Session: 2018-2019; Student ID: 1221R0339
 Department of Occupational Therapy
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh

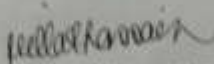
Subject: Approval of the thesis proposal "**Impact of listening and communication skills on academic performance among undergraduate students at BHPI**" by ethics committee.

Dear Mahimur,
 Congratulations.
 The Institutional Review Board (IRB) of BHPI has reviewed and discussed your application to conduct the above mentioned dissertation, with yourself, as the principal investigator and Md.Saddam Hossain thesis supervisor. The following documents have been reviewed and approved:

Sr. No.	Name of the Documents
1	Dissertation/thesis/research Proposal
2	Questionnaire (English & / or Bengali version)
3	Information sheet & consent form

The purpose of the study is to determine how undergraduate students listening and communication skills affect their academic performance at BHPI. The study involves use of Standardized scales (Listening skills self-assessment, communication scale, Academic performance scale) to measure the level of listening, communication skills and level of academic performance that may take about 20 to 25 minutes to fill in the questionnaire and there is no likelihood of any harm to the participants. The members of the Ethics committee have approved the study to be conducted in the presented form at the meeting held at 8:30 AM on 23rd September 2023 at BHPI 38th IRB Meeting.

The institutional Ethics committee expects to be informed about the progress of the study, any changes occurring in the course of the study, any revision in the protocol and students' information or informed consent and ask to be provided a copy of the final report. This Ethics committee is working accordance to Nuremberg Code 1947, World Medical Association Declaration of Helsinki, 1964 - 2013 and other applicable regulation.

Best regards,


..... **Muhammad Millaat Hossain**
 Associate Professor
 Member Secretary **Project & Course Coordinator**
 Institutional Review Board **Dept. of Rehabilitation Science**
 BHPI, CRP, Savar, Dhaka-1343, Bangladesh **BHP, CRP, Savar, Dhaka-1343, Bangladesh**

সিদ্ধার্থী-৩৮পিইন, সারব, ঢাকা-১৩৪৩, বাংলাদেশ। ফোন: +৮৮ ০২ ২২৪৪৫৪৬৪-৫, +৮৮ ০২ ২২৪৪৫৪৬৪, মোবাইল: +৮৮ ০১৭০০ ০৫৯০৬৭
 CRP-Chapain, Savar, Dhaka-1343, Bangladesh. Tel: +88 02 224445464-5, +88 02 224441404, Mobile: +88 01730059647
 E-mail: principal-bhpi@crp-bangladesh.org. Web: bhpi.edu.bd

Appendix B: Information Sheet & Consent Form

Information sheet

The name of the researcher is Mahinur. She is a student in her 4th year of B.Sc in Occupational Therapy at Bangladesh Health Professions Institute (BHPI), the academic institute in the Centre for the Rehabilitation of the Paralysed (CRP). The study was entitled: **“Impact of listening and communication skills on academic performance among undergraduate health professions students”**

Your participation is voluntary in this study. You can withdraw your participation. There is no facility to get any pay for this participation. The study will never be any harm to you. This study will help establish a direct connection between listening and communication skills and undergraduate academic performance, offering evidence for the significance of these skills in education. The findings may inform targeted strategies to enhance student success by emphasizing the development of effective communication and listening abilities. Confidentiality of all records will be highly maintained. The gathered information from you will not be disclosed anywhere except the researcher and supervisor.

Mahinur

Student of 4th year

B.Sc. in Occupational Therapy

Department of Occupational Therapy

Bangladesh Health Professions Institute (BHPI)

Centre for the Rehabilitation of the Paralysed (CRP),

Chapain, Savar, Dhaka- 1343

Consent Form

This research is a part of Occupational Therapy course and the name of the researcher is Mahinur. She is a student of 4th year B.Sc. in Occupational Therapy in Bangladesh Health Professions Institute (BHPI), the academic institute of Centre for the Rehabilitation of the Paralyzed (CRP). The study was entitled as **“Impact of listening and communication skills on academic performance among undergraduate students at BHPI.”** The purpose of the study is to determine how undergraduate students listening and communication skills affect their academic performance at BHPI. In this study I am..... a participant and I have been clearly informed about the purpose and aim of the study. I will have the right to refuse in taking part any time at any stage of the study. I will not be bound to answer to anybody.

This study will help establish a direct connection between listening and communication skills and undergraduate academic performance, offering evidence for the significance of these skills in education. The findings may inform targeted strategies to enhance student success by emphasizing the development of effective communication and listening abilities. The field notes and answer will be not shared or discussed with others except supervisor. I have been informed about the above-mentioned information and I am willing to participate in the study with giving consent.

Signature of the participant:	Date:
Signature of the researcher:	Date:

Withdrawal form

Participants name.....

Reason for withdrawal:

.....

Participants name:

অনুমতি ফরম

আমি মাহিনুর, আমি ঢাকা বিশ্ববিদ্যালয়ের চিকিৎসা অনুষদের অন্তর্ভুক্ত বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই এর বি.এস.সি ইন অকুপেশনাল থেরাপি কোর্স এ অধ্যয়নরত ৪র্থ বর্ষের ছাত্রী। আমার পড়াশোনার একটি অংশ হিসেবে আমি একটি গবেষণা পরিচালনা করতে যাচ্ছি। গবেষণার বিষয় "শ্রবণ এবং যোগাযোগের দক্ষতা স্নাতক ছাত্র-ছাত্রীদের একাডেমিক পারফরমেন্স এ কিভাবে প্রভাব ফেলে"। আমার গবেষণাটি সম্পূর্ণ করার জন্য আপনার থেকে কিছু তথ্য নেওয়া প্রয়োজন

আমি আপনাকে অনুগত করছি যে, এটা আমার অধ্যয়নের অংশ এবং যা অন্যকোন উদ্দেশ্যে ব্যবহৃত হবে না। এই গবেষণায় আপনার অংশগ্রহণ আপনার জীবন যাত্রায় এবং আপনার বর্তমান ও ভবিষ্যৎ চিকিৎসায় কোন প্রকার প্রভাব ফেলবে না। আপনি যে সব তথ্য প্রদান করবেন তার গোপনীয়তা বজায় থাকবে এবং আপনার প্রতিবেদনের ঘটনা প্রবাহে এটা নিশ্চিত করা হবে যে এই তথ্যের উৎস অপ্রকাশিত থাকবে। এই গবেষণাতে আপনার অংশগ্রহণ স্বেচ্ছাপ্রণোদিত এবং আপনি যে কোন সময় এই অধ্যয়ন থেকে প্রত্যাহার করতে পারেন।

অনুগ্রহ করে নিম্নলিখিত বিবৃতিগুলো পড়ুন যাতে আপনি তথ্য পত্রের বিষয়বস্তু বুঝতে পারেন এবং আপনি উপরোক্ত গবেষণায় অংশ নিতে সম্মত হন।

আমি নিশ্চিত করছি যে, আমি গবেষণায় অংশগ্রহণকারীদের তথ্য পত্রটি পড়েছি এবং এর লক্ষ্য এবং উদ্দেশ্য সম্পর্কে বুঝতে পেরেছি। তথ্য পত্রটি আমাকে ব্যাখ্যা করা হয়েছে এবং আমি প্রশ্ন করার সুযোগ পেয়েছি। আমি নিশ্চিত করছি যে উপরোক্ত গবেষণাতে আমি সেচ্ছায় অংশগ্রহণ করার সম্মতি দিচ্ছি।

অংশগ্রহণকারীর স্বাক্ষর:

তারিখ:

গবেষকের স্বাক্ষর:

তারিখ:

সাক্ষীর স্বাক্ষর:

তারিখ:

তথ্য পত্র

রিসার্চারের নামঃ মাহিনুর। তিনি বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই) এর সেন্টার ফর দি রিহ্যাবিলিটেশন অফ দি প্যারালাইজড (সিআরপি) এ অকুপেশনাল থেরাপি বিভাগে চতুর্থ বর্ষে অধ্যয়নরত। গবেষণার শিরোনামঃ "শ্রবণ এবং যোগাযোগের দক্ষতা স্নাতক ছাত্র-ছাত্রীদের একাডেমিক পারফরমেন্স এ কিভাবে প্রভাব ফেলে"। এই গবেষণায় আপনার অংশগ্রহণ স্বেচ্ছায়। আপনি এই গবেষণা থেকে প্রত্যাহার নিতে পারবেন। এই অংশগ্রহণের জন্য আপনাকে কোনো মূল্য প্রদানের সুযোগ থাকবে না। এই গবেষণা আপনার কোনো ক্ষতি করবে না। সমস্ত রেকর্ডের গোপনীয়তা রক্ষা করা হবে। আপনার থেকে সংগৃহীত তথ্যটি গবেষক এবং সুপারভাইজার ছাড়া অন্যকোনো জায়গায় প্রকাশ করা হবে না। গবেষক কখনোই অংশগ্রহণকারীর নামটি কোথাও প্রকাশ করবে না।

মাহিনুর

৪র্থ বর্ষের ছাত্রী

অকুপেশনাল থেরাপি বিভাগ

বাংলাদেশ হেলথ প্রফেশনস ইনস্টিটিউট (বিএইচপিআই)

সি. আর. পি, চাঁপাইন, সাভার, ঢাকা

Appendix C: Questionnaire

Academic Performance Scale

SA-Strongly agree A -Agree N- Neutral D-Disagree SD-Strongly disagree

Questions	SA	A	N	D	SD
1. I made myself ready in all my subjects.					
2. I pay attention and listen during every discussion.					
3. I want to get good grades in every subject.					
4. I actively participate in every discussion.					
5. I start papers and projects as soon as they are assigned.					
6. I enjoy homework and activities because they help me improve my skills in every subject.					
7. I exert more effort when I do difficult assignments.					
8. Solving problems is a useful hobby for me.					

Scoring Instruction: To score the scale, “**Strongly Agree**” is scored (5); “**Agree**” is scored (4); “**Neutral**” is scored (3); “**Disagree**” is scored (2); and “**Strongly Disagree**” is scored (1).

Score	Parameter
33 - 40	Excellent Performance
25 - 32	Good Performance
17 - 24	Moderate Performance
9 - 16	Poor Performance
0 - 8	Failing Performance

Communication Scale

Questions	never	rarely	sometimes	often	always
1.I use my tone of voice to reinforce what I am trying to say.					
2.I don't hear everything a person is saying, because I am thinking about what I want to say. (R)					
3.When talking to someone, I try to maintain eye contact.					
4.My body language reinforces what I am trying to say					
5.I interrupt other people to say what I want to say before I forget it.(R)					
6.I recognize when two people are trying to say the same thing, but in different ways					
7.I try to watch other people's body language to help me understand what they are trying to say.					
8.I recognize when people are using their hands to reinforce what they are saying.					
9.I recognize when a person is listening to me, but not hearing what I am saying.					
10.I use my own experiences to let my friends know that I understand what they are going through.					
11.When I am listening to someone, I try to understand what they are feeling.					
12.I try to see the other person's point of view.					

13.I change the way I talk to someone based on my relationship with them .i.e. Friend,parent, teacher, etc.					
14.I try to respond to what someone is saying, rather than just reacting to their tone ofvoice.					
15.To help a person understand me, I change the way I speak based on how the otherperson is talking to me.					
16.I find it easy to get my point across.					
17..I use my hands to illustrate what I am trying to say.					
18.I organize thoughts in my head before speaking.					
19.I use body language to help reinforce what I want to say.					
20.I make sure I understand what another person is saying before I respond.					
21.I rephrase what another person said, to make sure that I understood them.					
22.When someone gets mad, I change my tone of voice to help calm them down.					
23.I find ways to redirect the conversation when people rattle on and on.					

Scoring

- Reverse scoring (4=never to 0=always) for items indicated with an (R).
- Sum all item ratings together. Range of scores= 0 to 92. Higher scores indicate greater communication skills

Listening skills self-assessment

- 1-Most of the time.
- 2-Frequently
- 3-Occasionally
- 4-Almost never

Listening skills

Questions	Most of the time	frequently	occasionally	Almost never
1. Tune out people who say something you don't agree with or don't want to hear?				
2. Concentrate on what is being said even if you are not really interested?				
3. Assume you know what the talker is going to say and stop listening?				
4. Repeat in your own words what the talker has just said?				
5. Listen to the other person's viewpoint, even if it differs from yours?				
6. Learn something from each person you meet, even if it is ever so slight?				
7. Find out what words mean when they are used in ways not familiar to you?				
8. Form a rebuttal in your head while the speaker is talking?				
9. Give the appearance of listening when you aren't?				
10. Daydream while the speaker is talking?				
11. Listen to the whole message—what the talker is saying verbally and nonverbally?				
12. Recognize that words don't mean exactly the same thing to different people?				
13. Listen to only what you want to hear, blotting out the talker's whole message?				

14. Look at the person who is talking?				
15. Concentrate on the talker's meaning rather than how he or she looks?				
16. Know which words and phrases you respond to emotionally?				
17. Think about what you want to accomplish with your communication?				
18. Plan the best time to say what you want to say?				
19. Think about how the other person might react to what you say?				
20. Consider the best way to make your communication (written, spoken, phone, bulletin board, memo, etc.) work?				
21. Think about what kind of person you're talking to (worried, hostile, disinterested, rushed, shy, stubborn, impatient, etc.)?				
22. Interrupt the talker while he or she is still talking?				
23. Think, "I assumed he or she would know that"?				
24. Allow the talker to vent negative feelings toward you without becoming defensive?				
25. Practice regularly to increase your listening efficiency?				
26. Take notes when necessary to help you to remember?				
27. Hear noises without being distracted by them?				
28. Listen to the talker without judging or criticizing?				
29. Restate instructions and messages to be sure you understand correctly?				
30. Paraphrase what you believe the talker is feeling?				
18. Plan the best time to say what you want to say?				
19. Think about how the other person might react to what you say?				
20. Consider the best way to make your communication (written, spoken, phone, bulletin board, memo, etc.) work?				

21. Think about what kind of person you're talking to (worried, hostile, disinterested, rushed, shy, stubborn, impatient, etc.)?				
22. Interrupt the talker while he or she is still talking?				
23. Think, "I assumed he or she would know that"?				
24. Allow the talker to vent negative feelings toward you without becoming defensive?				
25. Practice regularly to increase your listening efficiency?				
26. Take notes when necessary to help you to remember?				
27. Hear noises without being distracted by them?				
28. Listen to the talker without judging or criticizing?				
29. Restate instructions and messages to be sure you understand correctly?				
30. Paraphrase what you believe the talker is feeling?				

Scoring

110 – 120 superior

99 – 109 above average

88 – 98 average

77 – 87 fair

Appendix D: Supervisor Record Sheet

Bangladesh Health Professions Institute
 Department of Occupational Therapy
 4th Year B. Sc in Occupational Therapy
 OT 401 Research Project

Thesis Supervisor- Student Contact; face to face or electronic and guidance record

Title of thesis: *Impact of listening and communication skills on academic performance among undergraduate health professions students.*

Name of student: *Mohinur*

Name and designation of thesis supervisor: *Md. Saddam Hossain*

*Lecturer
 Department of occupational Therapy.*

Appointment No	Date	Place	Topic of discussion	Duration (Minutes/ Hours)	Comments of student	Student's signature	Thesis supervisor signature
1	08.08.23	OT Dept - waiting room	<ul style="list-style-type: none"> overview of research supervision guideline 	30 minutes	Helpful introduction to initiate work	Mohinur	<i>[Signature]</i>
2	10.08.23	OT Dept - waiting room	<ul style="list-style-type: none"> Discussion of methodology, Design, Approach 	1 hour	got a clear concept	Mohinur	<i>[Signature]</i>
3	09.09.23	BHPI Library	<ul style="list-style-type: none"> overview of overall guideline about research proposal 	2 hour	Got a structured guideline	Mohinur	<i>[Signature]</i>

4	11.9.23	OT Dept. waiting room	scale feedback	15 min	Helpful for research.	Mohini	Not
5	12.9.23	BHPI Library	Research proposal according to feedback.	30 min	got clear feedback	Mohini	Not
6	17.9.23	BHPI Library	literature review	1 hour	got feedback about literature review	Mohini	Not
7	10.10.23	BHPI Library	Information sheet, Consent form, withdrawal form	45 min	Data Collection preparation	Mohini	Not
8	17.10.23	Teachers room	Guideline for data Collection	1 hour	Helpful for field trip data collection	Mohini	Not
9	07.12.23	OT Dept waiting room	Discussion about data Collection	20 min	helpful for easy on data collection	Mohini	Not
10	19.12.23	OT Dept waiting room	Discussion about data input in SPSS	30 min	Helpful for set variables	Mohini	Not
11	02.01.24	Teachers room	Discussion about data input and participants numbers	45 min	Helpful for data input	Mohini	Not
12	8.01.24	Teachers room	feedback about data input	20 min	Helpful for data.	Mohini	Not
13	10.01.24	OT Dept. waiting room	Discussion about analysis and 1st draft submission	1 hour	Helpful for analysis	Mohini	Not
14	16.01.24	OT Dept waiting room	Feedback about 1st draft	1 hour	Helpful for thesis	Mohini	Not

15	20.1.24	OT Dept waiting room	Discussion about result and discussion portion	1.5 hour	prepare next draft	Makinau	Mark
16	01.02.24	OT Dept waiting room	Ask for next draft without appendix	15 min	Helpful my thesis	Makinau	Mark
17	12.02.24	OT Dept waiting room	Feedback for next draft	10 min	Helpful for result discussion	Makinau	Mark
18	19.03.24	OT Dept waiting room	Feedback for 2nd draft	90 mins	final connection	Makinau	Mark
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Note:

1. Appointment number will cover at least a total of 40 hours; applicable only for face to face contact with the supervisors.
2. Students will require submitting this completed record during submission your final thesis.