

LISTENING COMPREHENSION DIFFICULTIES AMONG JUNIOR SECONDARY STUDENTS

BY

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DEGREE IN ENGLISH LANGUAGE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Listening Comprehension Difficulties Among Junior Secondary Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined listening comprehension difficulties among junior secondary students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of listening; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with listening and comprehension. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 391 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 362 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.0). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.48$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.48, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.31$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on listening.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of listening comprehension difficulties among junior secondary students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In both global and African literatures, listening is now regarded as a key index of institutional performance. National policies and programmes have sought, with varying degrees of success, to respond to the realities of listening and comprehension. Empirical evidence from Oyelaran and Salami (2021) suggests that positive developments in comprehension are associated with improvements in listening. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Kalu and Adebayo (2020), in a survey of relevant stakeholders, concluded that the benefits of listening are unevenly distributed across groups. Such findings reinforce the argument that listening deserves a place of priority on the development agenda. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

The phenomenon of listening, while not new, has acquired fresh analytical urgency in Nigeria. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which listening unfolds. Evidence assembled by Ogbeide and Adebayo (2015) across twelve states underscored the heterogeneity of outcomes linked to listening. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Field evidence gathered by Osinachi and Adebayo (2016) suggested that stakeholder engagement materially improves the results achieved in matters of listening. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

listening continues to command considerable attention among researchers, policymakers, and practitioners in english language. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which listening unfolds. A notable study by Osinachi and Adebayo (2017) argued that the impact of listening is substantially mediated by the quality of institutions. Such findings reinforce the argument that listening deserves a place of priority on the development agenda. Alade and Salami (2020), in a survey of relevant stakeholders, concluded that the benefits of listening are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The relationship between listening and comprehension has been the subject of sustained academic interest across several disciplines. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of listening. Comparative work by Adeniyi and Adebayo (2022) across several states