

Original Research

Public education teachers' perspectives on the role of active listening in enhancing students' well-being in educational environments

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Abstract: The study investigated public school teachers' perceptions of how active listening contributes to students' well-being in educational environments. Twelve teachers from different regions in Greece, with diverse educational backgrounds and experience participated in this research. A qualitative approach was employed in this study to examine teachers' understanding of active listening, its implementation in classrooms, and its impact on students' well-being. The findings revealed that active listening is a crucial tool for supporting students' mental well-being and improving educational outcomes cultivating a climate of trust, emotional safety and acceptance, allowing students to express their feelings and needs. The teachers highlighted that active listening develops empathy, patience and communication skills.

Keywords: Active listening, Students' well-being, Educational environments, Communication, Critical thinking, Learning

Introduction

Active listening is a fundamental communication skill which is recognized as a critical factor in fostering positive relationships and improving the emotional climate in educational environments (Varga, 2023). In modern pedagogy, students' well-being is increasingly recognized as crucial in academic success, highlighting the significance of active listening in strengthening teacher-student relationships (Guo et al., 2024). In contemporary education, students' mental health and well-being are

paramount, active listening serves as a tool to strengthen the emotional connection between teachers and students. Through this process, students feel understood, valued, and develop a more positive self-image, contributing to their overall well-being. Emotion regulation and self-efficacy have important effects on survival, employment, learning, interpersonal communication, physical and mental health, and are important psychological skills that individuals need to adapt to society (Sun et al., 2022).

Moreover, is a powerful tool that promotes the effectiveness of the learning process through the quality of

Received: Dec.31, 2024; Revised: Feb.16, 2025; Accepted: Mar.14, 2025; Published: Apr.3, 2025

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DOI: <https://doi.org/10.55976/rppe.320251347101-114>.

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teaching. It is a basic foundation in the educational process as it strengthens the relationship between teacher-student. Active listening enables individuals to understand others more deeply, interpret verbal and nonverbal cues accurately and respond appropriately (Abdurashidova, 2023). The act of listening entails absorbing the verbal communication of others with the aim of comprehending their intended message (Kurniawan, 2025). Therefore, listening comprehension is one of the most essential skills in the competence of speech communication that should be perfectly taught (Tursunova & Khalikova 2022).

Through the use of active listening techniques and strategies, collaboration and critical thinking skills are fostered within a supportive learning environment.

However, individuals need to listen critically and produce new ideas, using critical thinking skills to evaluate the content of the input conveyed through oral language (Baki, 2025). In this context, it is important to be clear about educators' ethical responsibilities for students' well-being, to understand how students' well-being and educational outcomes are connected, and to rethink the purposes of education (Curren et al., 2024)

The aim of this study was to examine the perceptions and implementation of active listening by public school teachers in relation to enhancing student well-being. Despite its acknowledged benefits, the practical application of active listening in classrooms remains a challenge due to factors such as time constraints and the range of student needs (Su et al., 2024).

Literature review

Active listening: Theoretical approaches

Active listening is more than mere listening. It's a foundation for developing meaningful human relationships and effective communication (Sofou, 2022). It involves a conscious effort to fully understand a speaker's message, both verbally and non-verbally (Varga, 2023). This entails focusing attention on the speaker, avoiding interruptions, observing body language and providing feedback to ensure comprehension (Brame, 2016).

It is intrinsically connected to various theoretical frameworks such as humanistic psychology. This approach emphasizes the inherent value of each individual and the acceptance, considering active listening as a cornerstone for cultivating meaningful relationships (Makratzi, 2016). The application of active listening in education aligns with constructivist learning theories, which advocate for an interactive and student-centered pedagogy (Howell, 2021). Communication theory highlights the importance of two-way communication and accurate decoding of messages, positioning active listening as a central element of effective communication.

Similarly, learning theory suggests that active listening enhances the learning process by enabling individuals to

comprehend the speaker's ideas and develop a more effective perspective (Paschalidou, 2020). In the literature, critical listening is accepted as one of the basic foundations of critical thinking (Aslan, 2021).

Indeed active listening is closely intertwined with empathy—the ability to understand and share another person's feelings. Tustonja et al., (2024), explored the development about the concept of active listening as an empathetic model of communication that ensures understanding, acceptance, and involvement of individuals in communication processes and interactions.

By actively listening, individuals perceive the world from the speaker's perspective (Kourmoussi, 2022). This skill is fundamental for building stronger relationships, resolving conflicts and fostering effective collaboration (Brame, 2016). On a broader scale, active listening contributes to creating safe and supportive environments and enhances our understanding of others' needs (Maxwell, 2017).

Overall, active listening is an essential skill that facilitates deeper connections with others, enhances our understanding of the world and fosters the development of more meaningful and authentic relationships.

The importance of active listening in education

School's support exerts a substantial influence on students' learning processes and outcomes (Li, Hu, and Pan 2022). According to Mălureanu & Enachi-Vasluianu (2016), both teachers and students benefit from active listening, as it contributes significantly to the effectiveness of the teaching process and fosters a climate of mutual understanding and cooperation.

Active listening encourages students to analyze information, form their own judgments, and develop problem-solving skills (Kourmoussi, 2012). Also, similar studies support this result and reveal the effect of critical listening on developing critical thinking (Aghaei & Rad, 2018; Gunawan et al., 2023). It enhances students' understanding of subject matter by enabling them to integrate new information into their existing knowledge. It fosters greater participation in teaching activities by valuing students' perspectives and encouraging their active engagement in discussions (Tabieh et al., 2021). Therefore, it has the potential to transform the school environment, making communication more creative and enhancing teaching effectiveness (Jovanovska, 2021; Mălureanu & Enachi-Vasluianu, 2016).

Furthermore, it cultivates critical thinking and strengthens interpersonal relationships by promoting a positive classroom climate and fostering meaningful connections among students (Jovanovska, 2021). Teachers can identify students' challenges and adjust their teaching methods to address individual needs effectively. By practicing and employing active listening as a tool, educators can enhance their own listening skills and improve the overall effectiveness in the classroom (Howell, 2021).

In conclusion, active listening is a multidimensional skill

that enhances both teaching quality and the effectiveness of the learning process. When students feel valued, they are more likely to actively participate in classroom activities and show increased interest in the learning process (Karasova & Kleckova, 2023). The integration of active listening into education, contributes to the complete development of individuals enhancing their capacity to function effectively in a dynamic social and professional environment (Tabieh et al., 2021). As a multi-dimensional concept, self-efficacy is related to motivation, emotion regulation, cognition, self-regulation and control (Tülübaş, 2023)

Relationship between active listening and well-being

Active listening is a fundamental pillar of effective education and impacts students' well-being and development on multiple levels. Through active listening, teachers create an environment of mutual trust and respect that empowers students' self-esteem and cultivates positive psychology connected to happiness and life satisfaction. It can be argued that active listening plays a significant role in reducing the need for social desirability and enhancing students' well-being by creating an environment in which students perceive their opinions as important. Consequently, this approach reduces students' tendency to conceal their true thoughts or adjust their responses in order to satisfy social expectations (Lavidas et al., 2022).

When students feel valued, they are more likely to actively participate in classroom activities and show stronger interest in the learning process (Karasova&Kleckova, 2023). Thus, active listening has been linked to enhanced student engagement, emotional safety and academic motivation.

Guo et al. (2024) study provided evidence for the link between social and emotional skills (SES) and students' engagement in high-impact educational practices. Because active listening is indeed considered a vital SES, enhancing students' listening abilities can not only increase their participation but also positively impact their academic development and well-being.

Research suggests that students who feel heard exhibit lower stress levels and stronger self-esteem (Stamatis, 2015). Stamatis also (2015) advocated the importance of open dialogue among all school community members for improving students' mental health. Active listening fosters strong bonds of trust between students and teachers, as well as among students themselves. This contributes to a positive classroom climate, healthy interpersonal relationships, and effective conflict management. Consequently, when we have positive relationships, we feel supported, valued and empowered to perform at our best (Dempster and Robbins, 2024).

Su et al. (2024) investigated the dynamics of the teacher-student relationship and its impact on knowledge sharing among graduate students, emphasizing the moderating role of proactive personality. Positive interactions characterized

by mutual respect and open communication form the foundation for creating a supportive learning environment. Within this context, active listening—an essential social and emotional skill—emerges as a key factor in building strong teacher-student relationships. Professors who practice active listening by dedicating time and attention to students' needs and concerns foster a sense of safety and trust. This, in turn, lays the groundwork for the free expression of ideas and the seamless exchange of knowledge, which promotes students' academic growth and well-being. Furthermore, encouraging active listening among students themselves promotes a sense of community and solidarity, enhancing their psychological well-being and contributing to cooperative learning.

Moreover, active listening contributes to conflict resolution in classrooms by fostering open dialogue (Nicolaou, 2015). In accordance with Nicolaou (2015), educators due to their daily interaction with students, are crucial in identifying and supporting them with psychological difficulties. Feeling understood and supported can reduce stress and anxiety levels. Additionally, it improves mental resilience, enhancing a sense of control and self-efficacy.

Stronger interpersonal relationships and a supportive atmosphere, fostered by active listening which subsequently bolster individuals' sense of self-efficacy. Students with higher emotional intelligence are more likely to proactively listen and be attuned to the needs of others. A strong sense of self-efficacy is associated with better mental well-being in students (Sun & Lyu, 2022). Active listening encourages students to analyze information, form their own judgments and develop problem-solving skills (Kourmoussi, 2012).

Excessive use of digital media has been shown to negatively affect students' mental and emotional well-being. In this context, teachers' active listening emerges as a critical factor for preventing and addressing digital addiction. By cultivating a safe and supportive learning environment in which students feel that their needs are acknowledged and valued, teachers can help students better manage their digital consumption and mitigate its negative impact on both academic performance and mental well-being. In conclusion, enhancing active listening in educational settings can contribute to improving students' well-being by equipping students with healthy strategies for balancing their digital engagement and academic responsibilities (Tülübaş et al., 2023).

Applications of active listening in educational practice

A central skill in education is active listening that enhances the teacher-student relationship. If teaching lacks active learning, it becomes one-sided talk rather than effective instruction. This underscores the need for interactive teaching methods.

Teachers can apply active listening by restating students' views, asking questions and acknowledging their feelings. This approach fosters respect, increases students'

confidence and participation. However, challenges such as limited teaching time and diverse student needs can hinder implementation. Also, teaching listening and speaking skills can also be challenging due to the factors such as limited class time, learners' anxiety, and lack of motivation and engagement (Bakhtiyarovna, 2023).

Active listening plays a crucial role in preventing conflict, building trust and creating a collaborative learning environment. Techniques and strategies such as working groups, extended listening, multimedia use, the dictogloss method, problem-based learning, group discussions, think-pair-share, and audiovisual aids have been shown to enhance collaboration, critical thinking skills and engagement (Sastry et al., 2016; Tsai, 2019; Niamah & Kristanti, 2022; Rakhmawati et al., 2023; Rojas, 2023; Nguyen, 2023). These methods transform students from passive listeners to active participants, improving performance and knowledge retention.

Developing active listening skills in students through educational programs yields positive results, enhancing not only listening skills but also communication, cooperation and critical thinking. By incorporating these diverse methods into the primary school curriculum, educators can create a rich and enaging learning environment that not only develops students' listening skills but also enhances their overall communication competencies (Usanova, et al., 2024). Strategies such as multimedia, collaborative learning, and technology integration are effective. Multimedia tools improve comprehension and information assimilation, while the flipped classroom method cultivates active listening and participation (Yasirani et al., 2023; Makrodimos et al., 2017). The use of technology in the teaching of listening, has proven to be an effective and efficient method for improving students' abilities (Akapo et al., 2024).

Riedel et al. (2020) evaluated students of a positive education program, examining the students' experience of programs that purportedly improve learning about well-being. Incorporating "student voice" within educational systems is important for comprehending individual experience of well-being and thus for creating, evaluating, and improving approaches to promote it (O'Malley et al., 2022).

Collaborative learning encourages interaction and idea exchange, enhancing listening and understanding in diverse perspectives (Dakopoulou et al., 2016). Educating pedagogues in collaborative teaching strategies is also important for teaching quality and student engagement.

Successful applications of active listening demonstrate the benefits of incorporating technologies such as Edmodo and Edpuzzle to enhance interaction and engagement (Makrodimos et al., 2017). In virtual spaces, digital resources (e.g. software and tools) and devices (e.g. computers) enable students to seamlessly interact and collaborate in a stable and flexible environment (Limniou et al. 2022). Ongoing teacher training, promoting social justice, and implementing differentiated instruction can

improve active listening in the classroom (Alexopoulou, 2023).

Research methodology

Aims and objectives of the survey

The present study aims to explore the viewpoints of educators in the public sector on the contribution of active listening to students' well-being and how its practical application can positively impact students' mental and emotional state in the school environment.

The main objectives arising from the investigation of this topic through teachers' perspectives are:

- To understand the importance of active listening to students' well-being.
- To identify challenges in implementing active listening in classrooms.
- To recognize the impact of active listening on students' psychological and social well-being.

Research questions

The research questions arising for the implementation of the study are as follows:

- How do teachers perceive the contribution of active listening to students' well-being?
- To what extent and in what ways do teachers implement active listening in their classrooms?
- How can active listening facilitate students' emotional expression and improve the classroom climate?

Materials and methods

A qualitative methodology was employed to study teachers' views derived from their experiences. Qualitative research aims to describe, analyze, interpret and understand social phenomena, situations and groups by answering "how" and "why" (Iosifidis, 2001).

To conduct the study, the strategy of geographically stratified sampling was employed to gather members of the population under investigation. This is a particularly useful strategy in field research, as the population is divided into geographical subgroups (strata) based on specific spatial distribution criteria such as region, city or district. Then, a sample is randomly or purposefully selected from each geographical stratum to confirm that each area is adequately represented (Babbie, 2011). In this case, as it is a pilot study, the population was selected from four regions of Greece: the region of Eastern Macedonia and Thrace, the region of Central Macedonia, the Thessaly Region and the Western Greece Region.

A semi-structured interview guide was used as a research tool, which was developed by the researchers. The guide consisted of seven questions, which were divided into three

research axes: basic concepts, implementation of active listening in schools, and students' well-being.

Twelve interviews were conducted with teachers from different primary and secondary educational institutions.

All participants were initially informed verbally about the process and purpose of the study and were then provided with a consent form confirming the agreed terms for confidentiality and privacy. Interviews were recorded and lasted approximately 30 minutes, taking place at locations chosen by the participants. Almost all interviews were conducted within the educational institution, with the participants having free time from their school schedule. There were no factors that affected the responses or the length of the process in any of the interviews.

The data provided by the participants was designed to be coded based on the socio-demographic characteristics of gender, specialty and educational level. However, for the convenience of the researchers, it was coded using numbering from one to twelve according to the order of the interviews conducted.

All participants showed great willingness to actively engage in the research process through answering all the questions, expressing their opinions, helping and striving to be as informative as possible.

Qualitative content analysis was used to analyze the results, aligning with Kalinikaki's (2010) assertion that analysis in qualitative research involves solving the multi-segmented structure and content of data, assigning meaning and interpreting them in relation to the social phenomenon

under investigation.

Results

Based on the socio-demographic characteristics of the interview guide, it was found that the participating teachers were male and female aged between thirty and fifty-five years old. To be specific, ten women and two men participated, with teaching experience between five and twenty-four years. The teachers were of different specializations, two literature teachers, one math teacher, one teacher of special education, six teachers of formal education, one teacher of German literature and one psychology teacher. Seven of them work in primary education and the other five work in the secondary education.

Graphs were used to visually represent key findings, for better comprehension and engagement. The research results by research axis showed:

The first axis of research focuses on participants' understanding of the concept of active listening and its contribution to students' well-being within the educational context.

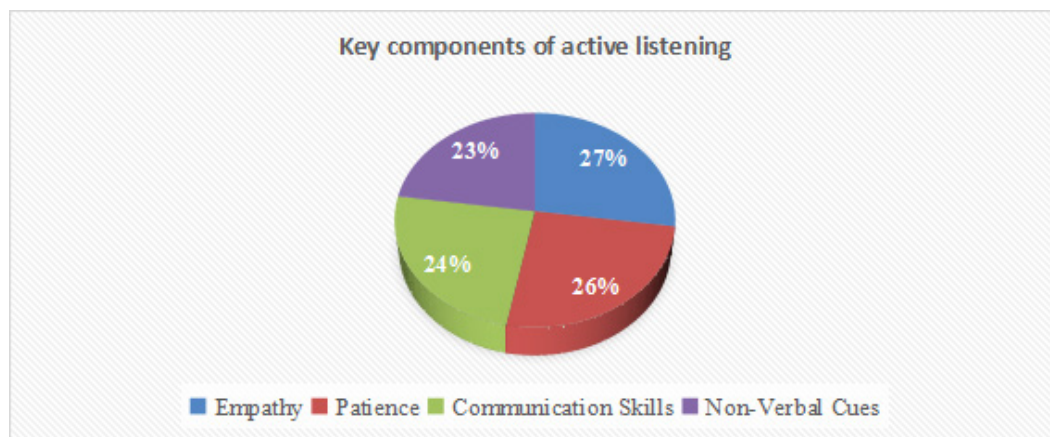


Figure 1. Key terms of the survey

Description: This graph shows the percentage of teachers who identified specific components of active listening.

As the responses showed, participants identified active listening as a process that involves: a) fully understanding both the verbal and non-verbal message while expressing respect, and b) empathy, using an approach aimed at understanding the emotional world of the interlocutor, c) the careful analysis of information by focusing on both the words and the speaker's intention in order to understand the message and d) contributing to the formation of effective dialogues by using it as a tool for dialogue, as well as

for decision making and understanding the needs of the interlocutor.

A participant's report shall be provided, which showed the perspectives in above:

"... a method of communication that requires the full attention and understanding of the speaker, based as much on the words the speaker uses as on the emotions he or she expresses without criticizing his words". (Respondent10)

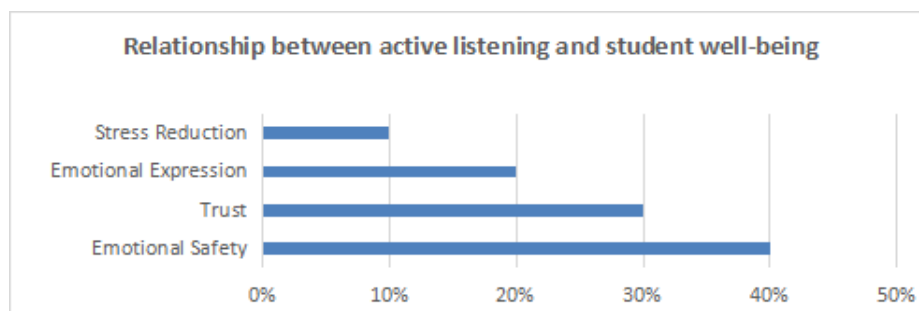


Figure 2. Active listening and students' well-being

Description: This graph illustrates the perceived impact of active listening on students' well-being, as reported by teachers.

It is noticeable to the participants that there is a strong correlation between active listening and students' well-being. Specifically, the majority of participants emphasized that active listening contributes to the cultivation of a positive psychosocial climate in the classroom, characterized by feelings of safety, acceptance, and trust, where students feel heard and understood. This type of climate enhances students' self-esteem by allowing them to express their feelings more comfortably and promotes open communication, resulting in a reduction of anxiety and social isolation.

Regarding the contribution of active listening to students' well-being, the following are indicative reports: "Children feel emotionally secure, and this is what stimulates them

and surrounds them with positive feelings, a hallmark of well-being". (Respondent 1). "It can foster trust between pupils and more effectively solve problems that may arise between them" (Respondent 2). "The speaker uses affirming comments and signals with the ultimate aim of building confidence in understanding the message..." (Respondent 3). "With active listening, we understand the speaker's words better and therefore can recognize needs, etc." (Respondent 8).

The second axis of research refers to the implementation of active listening within the school community, specifically focusing on how teachers achieve it, the challenges and obstacles they face during implementation, the skills they need to possess, and how the classroom climate can be improved.

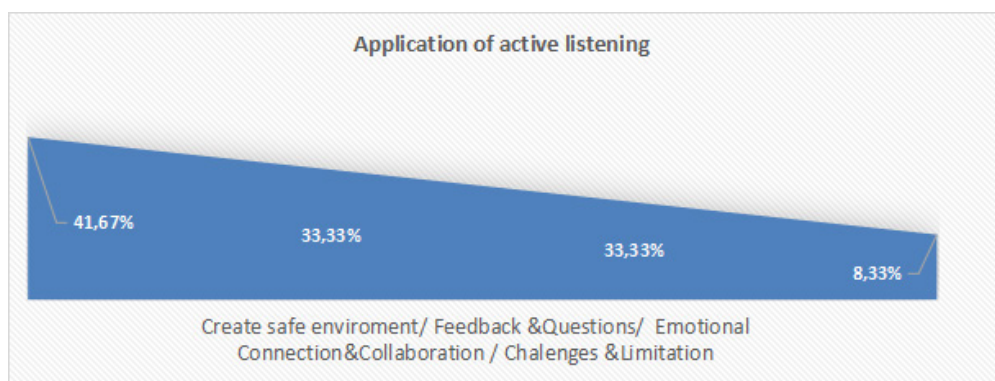


Figure 3. Application of active listening

Description: This bar chart represents the implementation of active listening in the school community.

Regarding the implementation of active listening within the school community, participants reported that they had practiced active listening in the classroom.

By creating a climate of psychological safety, five of the participants aim to promote trust and acceptance so as to make students feel comfortable when expressing their opinions. It was indicated: "I personally try as much as I can to use active listening in the classroom. Achieving this aim involves concepts such as empathy, concentration, reflection of emotions, the use of verbal and nonverbal

signals, etc." (Respondent 3).

Four of the participants practice active listening through techniques such as providing feedback on what students say, using questions for clarification, and promoting collaboration to enhance the emotional connection with students. However, only one participant acknowledged that factors such as time constraints and large class sizes are significant challenges in implementing this teaching approach. Indicative references are the following:

"Yes, holding classroom councils among students, giving them the opportunity to talk meaningfully with each other". (Respondent 5)

"Emotional connection, encouragement, participation in discussions and collaborative groups". (Respondent 6)
 "Unfortunately, this is not always possible. Departments are

crowded, and time outside of class is limited."(Respondent 8)

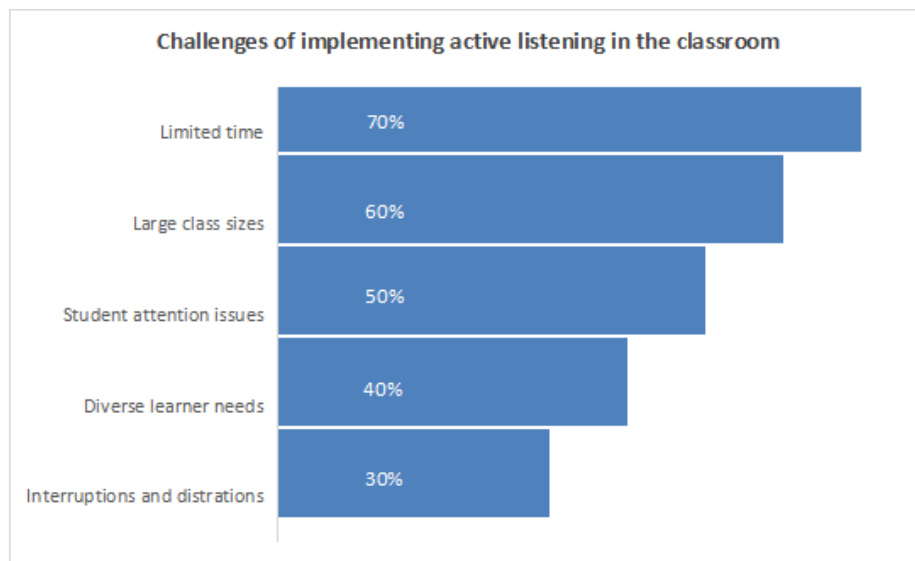


Figure 4. Challenges of implementing active listening in the classroom

Description: This bar graph shows the percentage of teachers who encounter specific challenges.

Regarding the difficulties and obstacles faced by teachers in the effective implementation of active listening in the educational process, it is noted that time constraints, managing students' attention, diversion of teaching and external environmental factors are the main challenges.

The majority of participants emphasized that time is limited, especially when there are many demands on the program and crowded classes, while only one participant did not face challenges in the classroom. More specifically: "Due to a lack of time, there are very limited opportunities for meaningful discussion. Usually, when there is some kind of complaint from a student, maybe then there should be an attempt at meaningful understanding". (Respondent 8). "For me, there are no challenges or barriers

when implementing active listening". (Respondent 7).

In addition, four of the participants mentioned the difficulties for students to maintain their attention and refrain from interrupting when someone is talking, while three participants mentioned the external factors that make it difficult to implement active listening. Furthermore, three participants listed the difficulty of managing students' diverse needs as a major challenge.

The following references are typical: "Getting children to keep their patience so they can listen to their classmates without interrupting them or talking to other children while someone is speaking". (Respondent 2) . "There are many external factors, such as noise from other classes, interruptions, or students' personal problems". (Respondent 5). "Different levels of maturity, limited time, difficult family environments, numerous classes." (Respondent 6).

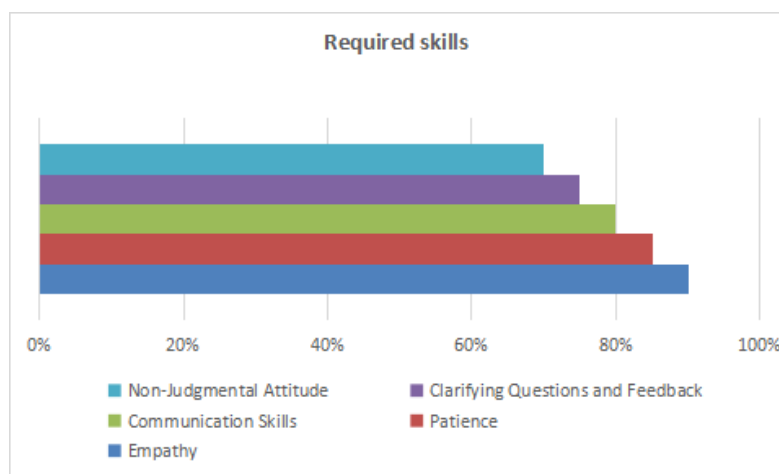


Figure 5. Required skills

Description: This graph shows the percentage of teachers who identified required skills as essential.

- Empathy: 90%
- Patience and Endurance: 85%
- Communication Skills: 80%
- Clarifying Questions and Feedback: 75%
- Non-Judgmental Attitude: 70%

The majority of survey participants recognized the importance of developing a set of specific skills that they need to master in order to effectively implement active listening. These skills include: a) empathy, which teachers need to develop in order to understand students' emotions, b) patience, c) communication skills aimed at understanding non-verbal elements of communication, d) the ability to ask clarifying questions and provide feedback, e) developing a non-judgmental attitude and acceptance towards students by offering support.

Typical reports from the participants are the following:

"..... developing skills such as being patient, showing selfless love, and observing what happens in the classroom." (Respondent 4) "I believe that teachers need to be trained on the implementation of active listening, to be willing to implement it in the classroom and beyond. It is also important to have empathy and a lot of patience to gain the trust of our students" (Respondent 6). "To develop their communication and social skills". (Respondent 2)"....., it is important to create a safe and supportive classroom environment where students feel comfortable expressing themselves without fear of criticism." (Respondent 5). "Offeringb a supportive feedback is vital for effective listening. Finally, the ability to maintain a balance between listening and decision making to ensure the smooth flow of teaching is equally important." (Respondent 10)

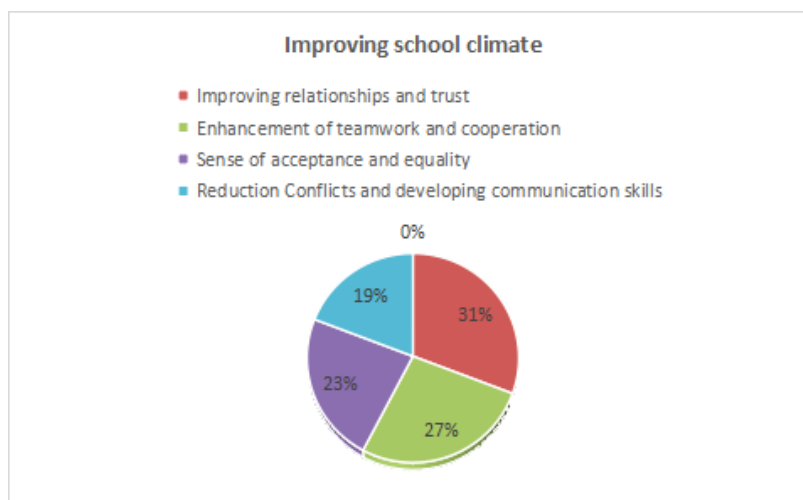


Figure 6. Improving school climate

Description: This pie graph illustrates the perceived impact of active listening on school climate, as reported.

Analyzing what the participants said in terms of shaping the school climate, the majority of teachers reported that active listening contributes to strengthening the interpersonal relationships. Building relationships of trust and mutual understanding between students and teachers fosters cooperation, while also promoting teamwork and mutual support. In addition, two participants also noted its contribution to reducing and avoiding conflict. It cannot be overlooked that active listening contributes to fostering a sense of acceptance and equality, as well as to the development of effective communication skills. Participants emphasized that active listening encourages students to feel accepted and treated equally, which promotes safety and a sense of belonging.

The following are two participants' reports:

"It creates strong relationships of trust, and as a result, conflicts between students and teachers are largely avoided."

(Respondent 2). "It encourages equal participation in the classroom, strengthens the teacher-student relationship, and thus facilitates the learning process." (Respondent 8) The third and final research axis investigates the effect of active listening on students' well-being through the expression of emotions.

Regarding the impact of active listening on students' wellbeing through the expression of emotions, participants pointed out that active listening is an effective strategy to enhance students' emotional expression. By creating a safe and supportive environment, active listening encourages students to share their feelings and needs. Through expressing of feelings and applying of active listening, teachers help students develop skills of self-awareness and self-expression while enhancing self-esteem and a sense of belonging in the educational community.

In conclusion, their views can be summarized in the words of one participant:

"Active listening creates a safe environment where

children feel comfortable expressing their feelings and needs. When children feel heard and understood, they are more likely to talk about their problems and ask for help."(Respondent 12)

Table 1. Well being of pupils

Expressing emotional needs	Respondent	Respondent
Growing trust and security	Respondent 1, 2, 7, 9, 10, 12	Active listening helps students to feel safe and confident, facilitating the expression of emotions.
Reflection of emotions	Respondent 3, 4, 5, 11	Reflecting feelings through active listening helps students to express their needs more clearly.
Feeling of acceptance and belonging	Respondent 8, 10	Cultivating a sense acceptance and belonging in the school community.
Strengthening self-esteem and communication	Respondent 8, 10	Active listening boosts students' self-esteem and teaches them how to communicate more effectively.

Discussion

The participating teachers demonstrated a nuanced understanding of active listening as a complex, multi-layered communication process that extends beyond the passive reception of information. Undivided attention includes hearing the words being expressed as well as grasping the hidden message and feelings (Abduvaqqosovna, 2024).

The findings of this survey highlight the critical role of active listening as a foundational skill for educators and a key determinant of improved school climate and students' well-being. However, its integration into educational practice presents notable challenges, underscoring the need for further research and the development of targeted support measures. In particular, challenges caused by limited time, the inability to maintain students' attention, the difficulty of differentiated teaching, and interruptions resulting from external environmental factors in the classroom. (Mohammed, 2023).

As listening is a complex process, it is desirable to take care of the barriers, either from the speaker to listener or the circumstances of communication, that may hamper the smooth flow of oral communication (Dash, 2022). Any potential distractions or interruption that may hinder listener's focus will prevent effective communication and show a lack of respect to the speaker (Fayzullayeva, 2023). This observation completes the existing literature, which identifies barriers such as the lack of adequate resources and insufficient teacher training as significant obstacles to the effective implementation of active listening in education (Ullah, 2023; Li et al., 2023). In addition, students often undervalue the importance of listening, which adversely impacts their engagement and participation (Ngwoke et al., 2022).

Research has demonstrated a strong correlation between the implementation of active listening in the educational process and the improvement of the psychosocial climate in the classroom. Teachers' adoption of this communication skill fosters an environment of mutual trust, acceptance and respect, which significantly enhances students' well-being.

This aligns with Umida's (2024) assertion that attentive listening enhances students' communication skills, supports the formation of healthy relationships, and improves their achievements both in school and in life. This, in turn, promotes positive relationships characterized by mutual respect, cooperation and shared goals (Kourmousi et al., 2018; Stamatis & Chatzinikola, 2021; Moreira & Montes, 2021).

Active listening is particularly demonstrated through practices such as fostering a climate of psychological safety, employing clarifying questions and providing positive feedback. These strategies encourage students to freely express their thoughts and emotions, which contributes to enhancing their self-esteem and academic performance. When individuals practice empathy, they become more sensitive to the feelings and experiences conveyed by speakers (G'ulomova & Xamrayeva, 2024).

Successful implementation of active listening requires teachers to develop specific skills, including empathy, patience, effective communication and the ability to interpret non-verbal cues. These findings of observations align with Varga's (2023) assertion that the effective application of active listening necessitates these competencies. Such skills are essential for creating an environment of trust and facilitating meaningful communication between teachers and students. This perception is confirmed by Gez-Langerman (2025) who conducted a survey among 390 early childhood educators, indicating the two major factors of active listening, namely "listening attitude" and "listening skill" and supported that listener must have a stable, open and curious emotional foundation, along with emotional regulation skills and high self-esteem.

Active listening is therefore a fundamental principle for effective teaching and learning. Integrating this practice into the educational process contributes to the development of strong interpersonal relationships, fosters cooperation and cultivates a positive school climate. Several researchers have affirmed this perspective, arguing that active listening enables teachers and students to work collaboratively in identifying and addressing each child's unique needs

and capabilities, thereby improving learning outcomes (Moreira & Montes, 2021; Stamatis & Chatzinikola, 2021; Laura & Jānis, 2023).

Conclusions

The investment in the development of active listening skills by teachers is thus a prerequisite for creating school environments in which all students are empowered to reach their full potentials. It aligns with Umida's (2024) assertion that attentive listening enhances students' communication skills, supports the formation of healthy relationships, and improves their achievements both in school and in life.

To enhance the implementation of active listening in education, targeted strategies should be adopted at multiple levels (Darling-Hammond et al., 2017). Professional development programs should provide teachers with experiential training, peer mentoring, and integration of active listening by incorporating it into social-emotional learning (SEL). In the classroom, structured dialogue techniques, clarifying questions, and positive reinforcement can encourage students to practice active listening. The use of digital tools, such as interactive listening apps and AI-powered feedback systems, can further support the development of skill. Additionally, fostering a psychologically safe classroom atmosphere through listening charters and restorative practices can reinforce active listening as a core value.

At the policy level, advocating for active listening training in teacher certification programs and conducting longitudinal research on its impact can ensure its sustained integration into educational systems.

Practical applications include the development of structured teacher training workshops, classroom observation protocols and evidence-based guidelines for implementing active listening in diverse educational settings (Itzhakov, et al.2023). Educators should also be provided with digital tools and interactive resources designed to facilitate active listening practices and monitor their impact on students' learning outcomes.

As education systems evolve to meet the needs of increasingly diverse student populations, a strategic focus on active listening will be instrumental in fostering inclusive, responsive, and adaptive learning experiences (Paramole et.al, 2024). Future research should explore innovative methodologies for embedding active listening into teachers' education curricula and assessing its long-term impact on students' academic outcomes and school culture.

Limitations

Several limitations arise in the assessment of this research. A significant limitation pertains to the study's population, which comprises twelve teachers from a range

of disciplines. Each participant has unique experiences and perspectives that do not necessarily reflect the views of all teachers. Consequently, the lack of representativeness limits the generalizability of the findings to the broader teaching population. Additionally, the qualitative nature of the study presents an inherent limitation, as it recorded the personal views of the participants, reflecting their subjective realities rather than an objective or universally applicable truth.

The time frame allocated for conducting the research is limited, a fact that restricts its scope. Given the demanding nature of qualitative research with content analysis, the interview guide was designed with a limited number of questions. This restriction poses a limitation, as it prevents the exploration of additional aspects of the subject matter. Moreover, time constraints obstruct the data from being reviewed by participants after transcription. This step could have allowed participants to provide feedback or clarify their statements, ensuring greater accuracy and alignment with their intended meanings.

Future suggestions

Exploring the application of active listening across diverse educational contexts, including varying educational levels and cultural settings, will enhance our understanding of the factors that influence the effectiveness of this communication strategy. Such investigations will also facilitate its adaptation to meet distinct educational needs. Simultaneously, the design and implementation of targeted training programs to develop and strengthen teachers' active listening skills should be prioritized. These programs will equip educators with the tools necessary to effectively integrate this critical skill into their practice.

As a next step, conducting quantitative studies is recommended to examine the impact of active listening on the educational process and students' well-being. Such studies would provide precise measurements on the contribution of this communication skill to academic performance and the psychological well-being of students, offering valuable data to inform future educational strategies.

To gain a more comprehensive understanding of active listening, it is essential to conduct long-term studies. Such research would enable the monitoring of students' development over time and provide insights into the sustained impact of active listening on students' academic performance, social development, mental resilience, and overall well-being.

Further research opportunities lie in the comparative analysis of the effectiveness of various active listening techniques across diverse educational contexts. Comparative studies could help identify the most effective techniques for specific subjects or age groups, offering a valuable guidance for tailored educational practices.

A particularly significant area for future exploration is the

development of evaluation tools to measure active listening skills in both teachers and students. These tools would be instrumental in assessing students' progress and evaluating the effectiveness of educational interventions aimed at fostering active listening.

In summary, these suggestions pave the way for further investigation in active listening, contributing to the establishment of a more comprehensive framework for understanding and promoting this essential communication skill.

Authors' contributions

All authors reviewed and discussed the manuscript draft and contributed to the final version gave their approval for publication.

"Conceptualization, D.P.; methodology, M.P.; validation, A.P, E.M. formal analysis, M.P; investigation, A.S; D.P; resources, M.P; data curation, M.P; writing—original draft preparation, A.P. and A.S.; writing review and editing, M.P.; visualization, M.P.; supervision, D.P.; project administration, D.P.

Data availability

The data sets generated by the survey and analyzed during the current study, are available upon reasonable request to the corresponding author.

Declarations

Ethical approval and participant consent or all procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards. Informed consent was obtained from all individual participants involved in the study.

Conflicts of interest

The authors declare no conflicts of interest.

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