Students' Learning Environment in Relation to their Perception in Listening Comprehension Skills

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ABSTRACT

Students' learning environment plays a crucial role in their learning process and their perception of and abilities in listening comprehension. This study aims to determine the relationship between students' learning environment and their perception of listening comprehension skills. A descriptive correlational research design was used in the study. One hundred thirty-three respondents were chosen. Dundee Ready Educational Environment Measure (DREEM) questionnaire and Foreign Language Learning Survey (FLLAS) were used. Mean, Standard Deviation, and Pearson Product Moment Correlation Coefficient, were the statistical tools used in the study. Results showed that students' perception of their learning environment was satisfactory, and students' listening comprehension was satisfactory. The findings revealed a highly significant relationship between student's perceptions of the learning environment and their listening comprehension skills. Future researchers are encouraged to conduct more studies on the students and their listening comprehension skills since only a few research have tackled this.

Keywords— classroom, management, language, learning, environment, listening, comprehension, skills, students, perception

INTRODUCTION

Students' learning environment plays a crucial role in their learning process and their perception of and abilities in listening comprehension. The students have been adapting to their learning environment due to the changing nature of the world, from the traditional style of learning to online, then to blended learning, and finally back to the face-to-face modality. It refers to the overall environment – structures, procedures, and attitudes – found in classrooms, all of which significantly impact students' learning. Moreover, this environment significantly impacts students' progress, contentment, and accomplishments. It is essential to determine the student's learning success (Rahmat, 2018).

The world is ever-evolving, and the digital age has influenced every aspect of life. As a result, it requires everyone to adjust to these changes. This education must be current with the new generation's way of learning, accessing information, locating resources, sharing information, and communicating since they are raised in the digital age (Oliveira et al., 2018). Educational institutions worldwide are observing a significant trend toward incorporating technology within their teaching and learning techniques due to its growth and the enrichment of online educational resources (Harahap et al., 2019).

Before the adaptation of technology, traditional and face-to-face learning were the predominant modes of learning. Traditional learning is one of the first methods used in schools, colleges, and universities across

various subject areas (Hafeez & Akhter, 2021). The lecture teaching method relies on transmitting knowledge from the instructor to the learners. The traditional learning strategy could have been more exciting as it did not include the students in the learning process. However, combining information with technology may increase its effectiveness (Fulford & Mahon, 2018). In contrast, online and blended learning have emerged as new forms of instruction due to the use of technology in education. The development of online learning has been propelled by the pervasiveness of digital technologies and sudden disruptions to traditional in-person education (Abuhmaid, 2020).

One of the disruptions to traditional learning and teaching was the COVID-19 pandemic. In recent years, the COVID-19 pandemic has prompted schools, colleges, and universities to use online and blended learning modalities (Ahmad et al., 2023). Hence, the sudden transition from face-to-face classes to online classes affected the majority of universities around the world. The online modality occurs in an online learning environment (Pearson, 2020). In this environment, students felt that online learning altered their perspectives regarding learning and that the Internet was an effective tool for the medium of education (Krishnan et al., 2020). After the COVID-19 pandemic slowly died down, blended learning was applied. Blended learning contains two primary learning delivery methods: face-to-face classroom instruction and online learning experiences. Moreover, it refers to using online learning resources and activities alongside traditional classroom instruction (Sriwichai, 2020).

The modalities have their pros and cons. Traditional learning depends on the face-to-face connection between teachers and learners. In contrast, online learning replaces this by having learners interact with online instructional resources and indirectly communicate with the instructor (Abuhmaid, 2020). The ability for students to learn anytime and anywhere is the main benefit of online education. Nevertheless, it has drawbacks, such as the absence of social support, particularly peer support, and the instructor's lack of physical visibility (Vaona et al., 2018). Meanwhile, because of its benefits for students' academic success and critical thinking abilities, blended learning is supported by numerous colleges and universities across a range of fields (Lu et al., 2018). Since we are now experiencing the new normal, online and blended learning modalities would still be useful to teachers, especially if unexpected crises occur in the community.

Despite the advantages and disadvantages of these learning modalities, they are still effective if they thoroughly benefit the learners' academic performance. A positive environment provides a positive learning experience and vice versa (Ahmad, 2023). Moreover, getting students' input about their experience in the learning environment is crucial since it is related to the student's academic success (Ahmed, 2018; Byers, 2018). Therefore, these learning environment modalities are beneficial, effective, and useful according to the present circumstances of society.

The most widespread form of communication in our daily lives is listening. When we listen to something, we should comprehend the sound to understand what we are listening to, which is usually called listening comprehension (Nan, 2018). The intricate process of listening should be noticed in language classes. Learning a language requires listening, a crucial skill (Aulia et al., 2022). It is highly relevant to find out the students' perception of listening comprehension to help them succeed in their listening comprehension skills. It is a contributing factor as the students learn a second language. English language proficiency is the main goal of any language learner. Individuals need listening skills to understand and be understood (Hamuda, 2023). Due to that, English has become crucial in this process. Since English is not our mother tongue, some sounds are hard to understand, especially if the speaker uses accents and unfamiliar words. English listening comprehension is entirely different from other listening exercises. As a result, the students need help comprehending what the speaker ought to say. Correspondingly, comprehension is a necessity in listening. The process seeks to measure and understand the speaker's message.

Listening comprehension is a tool for students to learn the language effectively, and it develops their self-autonomy and motivation in listening. The student's ability to increase comprehensible input would be enhanced by developing their listening comprehension skills (Hamuda et al., 2023). It helps language

learners acquire pronunciation, word stress, vocabulary, syntax, tone of voice, pitch, and accent. Thus, if there is no input, learning will not happen. Students need listening skills to listen to academic lectures, debates, classes, or group discussions (Nguyen, 2020).

On the contrary, students may need help to develop listening comprehension. It is the hardest language skill to acquire and the fastest to lose. It can be time for the teacher to innovate listening tasks to help students engage in the class. Indeed, listening comprehension is an elusive and complex process to research because of the influential interplay of several components, including emotion, metacognitive awareness, and language skills (Oxford, 2019).

This study further builds our understanding of how the learning environment, furniture, and resources can support and facilitate the student-centered pedagogical approaches used in flexible learning spaces. When properly planned and implemented, flexible learning environments give students greater liberty to choose how they will study in a way that promotes self-control, collaboration, and interaction while also assuring their wellness. The learning environment that elicits listening activities facilitates the students' listening comprehension. The learning environment was conceived as the "social, physical, psychological, and pedagogical contexts in which learning occurs and which affect student achievement and attitudes" and which allow an organic understanding of the student's learning experience in higher education (Closs et al., 2019). A quiet learning environment helps the learners concentrate better, positively influencing their understanding.

Almost all of the eleventh graders at a Vietnamese high school encountered several listening problems in their listening process. First, these high school students faced perception problems as they needed help understanding English pronunciation or controlling the speed of the spoken material. The first language (L1) probably influences the second language's (L2) acquisition. Thus, the researchers recommended that high school students familiarize themselves with extensive listening via authentic materials (Tran & Duong, 2020). Another study in Hong Kong tested the perceptual errors of Chinese ESL learners towards English-connected speech, informing us that through the teaching practices of Teaching English to Speakers of Other Languages (TESOL), educators subsequently enhanced the English-connected speech listening comprehension skills of non-native speakers (Wong et al., 2021).

Furthermore, a study revealed that the L2 learners used various listening strategies from time to time (Velasco & Acuña, 2021). The high school students were flexible enough to adapt strategies for learning English as their second language and were also found to have a developing listening comprehension. However, they did not have sufficient skills to infer, discriminate, process, and retain essential information from a listening source. These are attributed to several factors, including the unplanned, random, and uncontrolled use of metacognitive, cognitive, and socio-affective listening strategies. Therefore, it is concluded that the frequent, systematic, and appropriate use of listening strategies can positively affect the listening proficiency of L2 learners.

Additionally, it was recommended that teachers of English not focus on speaking, reading, and writing alone. Lessons in the following macro skills will be more effective if listening comprehension activities and lessons are included in each lesson. It is also highly recommended that listening materials be localized to understand better students (Costo, 2019).

Based on another study, undergraduate students in Malaysia felt less anxious when lecturers provided a non-threatening or mentally healthier environment for students to learn in their classrooms (Sabri et al., 2021). The researchers concluded that a lecturer's teaching styles and strategies affect students' anxiety levels and can help ensure a mentally healthier language learning environment. Moreover, there is also a need to teach all communication skills along with various classroom activities and strategies that are unique, engaging, entertaining, and learner-based. In doing so, language teachers should ensure that all Grade 12 senior high

school learners in a national high school in Nueva Ecija will actively participate in the learning process (Torres & Alieto, 2019). Similarly, it was stated in his study that ESL learners from a state university in Northern Luzon, Philippines, are advised to know their strengths and weaknesses to address their anxiety in classrooms (Cabansag, 2020). This scenario can help them boost their morale by encouraging them to participate in class discussions and other related communication activities in English classes and other disciplines requiring full participation. Likewise, teachers are potent agents of rekindling students' awareness regarding anxiety to free them from this great disturbance in their studies.

The researchers have observed that several students in the college are passive regarding listening, especially if their environment is not conducive to learning. Due to the paradigm shift in the learning environment in a tertiary education facility in Misamis Occidental, the students need help adapting to these changes, affecting their listening comprehension skills. Furthermore, this study aims to identify the relationship between students' learning environment and their perception of listening comprehension skills. Knowing its relationship will help teachers and learners provide ample understanding of learning the English language. For the past five years, no study has been conducted that focuses on the students' face-to-face learning environment, which was caused by the COVID-19 pandemic outbreak, to their perceived listening comprehension skills.

Statement of the Problem

This study aimed to know the student's learning environment and their perception of listening comprehension among the education students in Ozamiz City, Misamis Occidental.

The research questions guiding this study were:

1. What are the students' perceptions of their learning environment in terms of learning, teacher, academic self-perception, atmosphere, and social self-perception?
2. What are the students' perceptions of listening comprehension skills in terms of background knowledge, listening text and strategies, and listeners' characteristics?
3. Is there a significant relationship between the students' learning environment and their perception of listening comprehension?

METHODS

Research Design

The descriptive correlational research design was used in the study. A correlational research design investigated the relationships between variables without the researcher controlling or manipulating them. A correlation reflects the strength and direction of the relationship between two variables. The direction of a correlation can be either positive or negative. The design was appropriate for the topic since, in conducting the study, the researcher was required to collect data based on the perceptions and responses of the respondents. The design was deemed appropriate in determining the relationship between the student's learning environment and their perception of listening comprehension skills.

Research Setting

This study was conducted at a tertiary educational institution in Ozamiz City, Misamis Occidental. This institution was established in 1929 in Lanao del Norte, and its founders built one of the private high schools in Northern Mindanao. The said organization was awarded Centers of Development for Teacher Education, Criminology, and Information Technology programs. Furthermore, the current president and the administration, faculty, and staff continue to deliver quality academic programs and maintain effective

management systems. Due to their premium academic pursuits and services, the school was granted an AUTONOMOUS STATUS. The university's College of Education offers courses such as Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd). These students encountered English classes as part of their course.

Research Respondents

The respondents to the study were students enrolled in the College of Education. The researchers used Simple Random Sampling with a total of 202 students. Using the Raosoft Calculator resulted in 133 sample sizes of students. The researchers evaluated the respondents' ability to answer and participate in the survey. The researchers were aware of the student's confidentiality and accepted it if the respondents refused to share their views during the data gathering. The respondents were given enough time to identify and distinguish their perceptions stated in the survey questionnaires. Instructions for the study and an explanation of its help were thoroughly specified to the respondents.

Research Instruments

Dundee Ready Educational Environment Measure (DREEM). This generic and highly reliable questionnaire was used to collect data to measure student's perception of the educational environment. DREEM is a valid tool for referring to the deficient areas in the learning process, and an international Delphi panel developed it.

The respondents' perception of their learning environment was measured through their choices in response to the Likert-scale type questions that were given to them, in which they would choose from a scale of 1 to 5. Scale 1 indicated that the respondents had a Strong Disagreement (SD) with the statement given, and it was considered the lowest choice in this study. In turn, choosing five showed that the respondents had a Strong Agreement (SA) with the statement given, and it was recorded as the highest choice. The instrument was subjected to Cronbach alpha to determine its reliability and validity.

In determining the respondents' perception of the learning environment, the following scale was used:

Responses	Continuum	Interpretation
5 – Strongly Agree	4.50-5.0	Very Satisfactory
4 – Agree	3.50-4.49	Satisfactory
3 – Neutral	2.50-3.49	Fair
2 – Disagree	1.50-2.49	Poor
1 – Strongly Disagree	1.0-1.49	Very Poor

Listening Comprehension Questionnaire. The research data collected before the intervention used the Foreign Language Learning Survey (FLLAS), developed by Kim (2000), as its main instrument. The scale was employed in studies measuring second language listening comprehension and perception (Kimura, 2008). The instrument was subjected to Cronbach's alpha to determine its reliability and validity.

The participant's perception of their listening comprehension was measured through their choices in response to the Likert-scale type questions given to them, which they chose from a scale of 1 to 5. Scale 1 indicated that the respondents had a Strong Disagreement (SD) with the statement given, and it was considered the lowest choice in this study. In turn, choosing five showed that the respondents had a Strong Agreement (SA) with the statement given, and it was recorded as the highest choice.

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Data Gathering Procedure

While gathering the data, the researchers received confirmation from the Dean of the College of Education to conduct the study. Afterwards, the researchers sent a request letter to the School Registrar to conduct the survey questionnaires with the students. Then, the researchers reached out to the respondents to explain the purpose and etiquette of the study. The researchers have considered the consent of the respondents in their participation. Moreover, with the approval of the students' involvement in the study, the researchers scheduled the distribution of the survey questionnaires. They asked them to answer them based on their preferred date and time, which did not go beyond the study's time frame. The duration of participation was 40–60 minutes. When the students' responses were received, the researchers checked them to ensure the integrity of the data. The data was then tallied and tabulated for statistical analysis and interpretation.

Ethical Considerations

Before the study's implementation, certification and confirmation from the authorities were highly anticipated. The approval of the Dean of the College of Education was obtained. The benefits and objectives of the research were elaborated, and consent forms were provided for all the respondents who agreed to participate in this research. The respondents were assured of their safety and privacy in the study. Furthermore, respect for the personal adherence and confidentiality of the respondents was recognized. Each respondent's preference for anonymity for comfort and personality protection was addressed. It was avoided to present misinformation or portray the outcomes of primary data in a biased manner, and all data shared about the study was honest and open.

Data Analysis

This study used the following statistical tools to analyze the data that was gathered. *The mean and standard deviation* were used to determine the students' perception of the learning environment and their perception of listening comprehension skills.

Mean and Standard Deviations were used in determining the frequency of the use of textism.

Pearson Product – Moment Correlation Coefficient was used to determine the relationship between the students' learning environment and perceived listening comprehension skills.

RESULTS AND DISCUSSION

Students' Perception of Learning Environment

The student's perception of the learning environment was measured in areas of learning, teacher, academic self-perception, atmosphere, and social self-perception (*Table 1*). The data revealed that their learning

environment was satisfactory (M = 4.00; SD =.56). This showed that students had a satisfactory learning environment regarding their acquisition, instructors, scholastic personal insight, environment, and social sense to engage in the learning environment with ample understanding.

All areas in students' perception of the learning environment were satisfactory, and the students' assessment of their learning environment was positive. It implied that the students expressed contentment regarding their learning, teacher, academic self-perception, atmosphere, and social self-perception in which they are learning. The students' feedback or assessments regarding their learning environment met their educators' or institution's expectations or standards.

The students' perception of learning was closely intertwined with their learning environment, as it is the context in which they engaged with educational content, interacted with others, and developed their knowledge and skills. Students' perceptions of learning implied that the students believed that their learning experiences were positive, beneficial, and aligned with their educational goals. They had a favourable opinion of the learning process and felt it contributed to their personal growth and development. In connection to this, Walankar et al. (2019) study showed that a problem-based evaluation might provide students with stimulating opportunities for learning and thereby build their confidence. As presented in this study, teachers were sufficiently focused on developing competence and ample knowledge of the learners.

The student's perception of the teacher entailed the teacher's knowledge, attitude, and communication skills with students. This study resulted in the students having a satisfactory perception of their teacher. The teacher's ability to handle the students in English teaching was comprehensive and elicited students' understanding. The learning environment was evaluated based on a variety of factors, such as students' perceptions of the learning environment, which were operationalized as their course experiences and evaluations of teaching (Guo et al., 2021); level of academic engagement, skill development, and satisfaction with the learning experience (Lu et al., 2018); teacher-student and student–peer interactions and curriculum (Bolliger & Martin, 2018); perceptions of classroom personalization, involvement, opportunities for and quality of interactions with classmates, organization of the course, and how much instructors make use of more unique methods of teaching and working (Cayubit, 2021).

Academic self-perception encompassed the students' ability to learn confidently through the teaching strategies that were beneficial to them and the surroundings that allowed them to concentrate well. The result of the study was satisfactory, which meant that the learners believed they performed well and were content with their academic achievements. According to the study by Bista et al. (2020), the findings indicated a more positive perception of the educational or academic environment among postgraduate students. Teaching factual learning, memorizing learning, supporting students during stress, and the social environment needed to be emphasized to enhance the student's educational environment in the academic institution. It is, therefore, important to create a learning environment that supports meeting the standards expected by the students.

Students' perception of the atmosphere significantly impacted their engagement, motivation, and overall well-being, influencing their academic performance and learning outcomes. Their perceptions of the atmosphere were satisfactory, meaning that students viewed and experienced their educational environment positively and favourably. It is confirmed in Walankar et al. (2019) study that the learning environment reflected a more positive atmosphere, wherein the students perceived that the institution had a healthy atmosphere to foster interpersonal skills. Moreover, the ability to solve problems and socially comfortable teaching sessions were appreciated the most.

Students' social self-perception was based on various factors, including social well-being, positive relationships, and effective interpersonal skills. The data revealed that their social self-perception was

satisfactory in the learning environment. They had a positive and contented view of themselves in their social interactions and relationships within the educational setting. According to Walankar et al. (2019), students' social self-perception resulted in the lowest mean score compared to other subscales. Items that scored less than 2 points in this domain were poor support systems for students who get stressed and tired during the course. Moreover, student mentoring, as a means of providing academic support, should be implemented to tackle these issues.

Therefore, this implies that students are positively engaged in their learning. They find the material interesting and relevant and feel motivated to participate actively in the educational process. The teaching methods and strategies educators employ are also effective, resulting in students understanding the material, feeling supported, and believing that the instructors are facilitating their learning. Hence, they feel comfortable asking questions, seeking help, and collaborating with classmates. Similarly, the results indicate that positive relationships exist between students and teachers, as well as among students. It is crucial for a healthy and productive learning environment.

Furthermore, a satisfactory perception of the learning environment implies that the educational institution or instructors have effectively organized the curriculum and overall logistics, creating a smooth learning experience. Therefore, the results imply that the students perceive a positive and supportive educational setting where they are engaged, well-supported, and valued. It generally indicates a conducive environment for effective learning and personal growth.

TABLE I: Students' Perception of Learning Environment (n = 133)

Constructs	M	SD	Remarks
Learning	4.22	0.54	Satisfactory
Teacher	4.12	0.57	Satisfactory
Academic Self-Perception	3.98	0.59	Satisfactory
Atmosphere	3.9	0.58	Satisfactory
Social Self-Perception	3.79	0.54	Satisfactory
Overall Classroom Management	4	0.56	Satisfactory

Note: 4.50-5.0 (Very Satisfactory); 3.50-4.49 (Satisfactory); 2.50-3.49 (Fair), 1.50-2.49 (Poor); 1.0-1.49 (Very Poor)

Students Listening Comprehension

Table 2 presents the students' listening comprehension in background knowledge, listening text and strategies, and listeners' characteristics. The data revealed satisfactory results on students' listening comprehension (M = 11.37; SD = 1.78). Based on the results, students have a positive view of their listening comprehension abilities. The students' listening comprehension was evaluated in background knowledge, listening text and strategies, and characteristics.

Background knowledge refers to the student's existing knowledge and understanding of the subject matter or topic discussed or presented in the listening materials. The data revealed that the students had a satisfactory perception of their background knowledge. It implied that students believed they possessed enough information and familiarity with the topic to comprehend and engage with the listening material. Moreover, the students were satisfactorily confident and relaxed in listening to the English language despite the unfamiliar topics that they may encounter.

This result was confirmed by the study of Ovilia (2018), which indicated that the students' listening

comprehension was better when they were more conversant with the subject. Additionally, most previous studies on the effects of prior knowledge on listening comprehension showed a positive correlation between students' achievement and prior knowledge (Karimi et al., 2019). In contrast, Prastiyowati (2019) stated that students who lack background knowledge are more likely to experience anxiety in their listening performances. Some of these anxieties could be worrying about missing important ideas, nervousness if not understanding every word, anxiety because of unfamiliar words and topics, or guessing the missing information.

They were, furthermore, listening to text and strategies based on the student's perception of their ability to understand and navigate through the listening text or materials, as well as the strategies they employ to enhance their comprehension. In the study, the listening text and strategies showed satisfactory results. It meant that the students were more likely to be confident in comprehending spoken information and utilize effective strategies such as note-taking, predicting, or inferencing to aid their understanding. When listening to English, they used strategies such as understanding the contents without the written text, and it was easy for them to differentiate the words from one another. Moreover, the students understood the words and what the speaker meant whenever they listened to the English language.

According to Uguma & Ukume (2019), the language teacher is encouraged to present interesting listening activities in the listening class that will involve learners in using strategies for effective learning. It encourages listeners to use their prior knowledge to comprehend effectively. Furthermore, helping students develop listening strategies is one way to ease the challenges they face when listening to the English language (Namaziandost et al., 2019). They emphasized that developing listening comprehension skills was necessary to learn and retain information, which required listening strategies. Owing to the alarming lack of teaching listening exposure in teacher education programs, Ismail and Aziz (2020) suggested in their study that teachers can incorporate various teaching listening strategies into their lessons to help improve learners' listening skills.

The listeners' characteristics refer to the student's perception of personal traits or qualities contributing to their listening comprehension. These characteristics included the student's concentration skills, ability to focus, patience, and overall receptiveness to auditory information. Thus, the results explained that the students viewed their characteristics satisfactorily and believed they possessed the necessary attributes to excel in listening comprehension tasks. Overall, this implied that the students considered their characteristics conducive to listening comprehension.

Based on the study of Puspita & Amelia (2020), it was confirmed that students were found to be more relaxed about learning English and perseverant in listening when they had confidence in themselves. Thus, these characteristics showed ownership of confidence and the ability to learn and use the target language. On the contrary, students also negatively perceived listening because they stated that listening is difficult and boring (San, 2020). Additionally, Saito et al. (2019) compared the characteristics of lenient and strict listeners. They claimed that lenient listeners considered many different things when evaluating speech, while strict listeners were mostly concerned with getting the pronunciation right. Therefore, students should recognize their listening difficulties and apply strategies to overcome them to improve their listening skills in English.

The research results provide valuable insights into the role of students' background knowledge in listening comprehension. Understanding how background knowledge influences comprehension can help educators tailor instructional strategies to bridge knowledge gaps and enhance students' ability to comprehend listening materials effectively. By exploring the relationship between listening text and strategies, the research offers guidance for educators to select appropriate materials and design effective listening activities. Identifying the most effective strategies employed by successful listeners can inform instructional

practices and support struggling students in developing their listening skills. The research sheds light on the impact of individual differences and characteristics on listening comprehension. This knowledge can guide educators in recognizing diverse learner needs and preferences. Teachers can adapt their teaching methods to accommodate different learning styles and foster a supportive learning environment that caters to the specific characteristics of their students.

TABLE II: Students Listening Comprehension (n = 133)

Constructs	M	SD	Remarks
Background Knowledge	3.73	0.54	Satisfactory
Listening Text and Strategies	3.73	0.57	Satisfactory
Listeners' Characteristics	3.91	0.59	Satisfactory
Overall Classroom Management	11.37	1.78	Satisfactory

Note: 4.50-5.0 (Very Satisfactory); 3.50-4.49 (Satisfactory); 2.50-3.49 (Fair), 1.50-2.49 (Poor); 1.0-1.49 (Very Poor)

Relationship between the Students' Learning Environment and their Listening Comprehension Skills

Pearson Product Moment Correlation Coefficient was used to determine the significant relationship between the student's learning environment and their listening comprehension skills (Table 3). The data revealed a highly significant relationship between students' perception of learning and their listening comprehension skills. So, it rejected the null hypothesis.

The data results indicated that learners' perception of learning was highly significant to their listening comprehension skills, pertained to their background knowledge ($p=0.00$; $r=0.42$), listening text and strategies ($p=0.00$; $r=0.48$), and listeners' characteristics ($p=0.00$; $r=0.40$). Hence, learners have good listening comprehension skills because the teaching method was stimulating, student-centered, well-focused, sufficiently concerned to develop their competence, and encouraging them to be active learners. The students possessed adequate listening comprehension skills whenever they were motivated to participate in class and when the teaching time was maximized. Students' perception of their learning, specifically their listening comprehension skills, influenced their motivation, engagement, confidence, strategy use, and metacognitive abilities. As a result, they were aware of their course's learning objectives and felt they were well-trained for their future profession. Overall, a positive perception of the learning process enhanced listening comprehension.

It was confirmed through the study of Al-thresher (2020), that classrooms must transformed from teacher-centered to student-centered. Students may benefit from this by expanding their skills, which is essential for listening comprehension. Furthermore, some well-known teachers confirmed that one way to help students learn how to listen and improve their listening was to help them develop metacognitive listening strategies (Tan et al., 2019). Similarly, another method to improve learners' listening skills was by taking charge of their learning (Pham et al., 2023). The researchers emphasized that learners should take responsibility and actively engage in activities and practices that improve their listening skills rather than just relying on the instructor. In doing so, learners can enhance their listening abilities and become more effective listeners.

Similarly, the data results showed a highly significant relationship between the student's perception of the teacher and their listening comprehension skills related to their background knowledge ($p=0.00$; $r=0.34$), listening text and strategies ($p=0.00$; $r=0.42$), and listener's characteristics ($p=0.00$; $r=0.38$). It denoted that factors on the teacher's knowledge, patience, encouragement, permissiveness, communication skills, and

feedback correlate and impact the learner's listening comprehension skills. Since learners perceived the teachers this way, they were confident to inquire about what they wanted. Additionally, the teacher's constructive criticism, clarity of instruction, endurance, and preparedness in the class greatly influenced the students' listening comprehension skills.

According to Setianingsi (2020), students' perception of the strategies used by the teachers in listening class is very beneficial for development in listening teaching. He stated that they can give opinions on the teacher's strategies in teaching listening, which they consider effective or ineffective to expand their listening perception. This feedback helps develop teaching techniques catering to students' needs and preferences, ultimately benefiting their listening development. Similarly, the instructors should be able to positively influence the students to develop good consciousness toward their beliefs in English (Pikirang et al., 2021). Teachers play a crucial role in shaping the student's perspectives and attitudes. In this case, the researchers suggested that instructors should be able to impact students' mindsets and understanding of English positively. A comparison was made by Prastiyowati (2019) between overly serious teachers and teachers who were easygoing. He stated that teachers who were too serious provided the class with pressure, while even-tempered teachers were likely to be humorous in the class, which allowed the students to relax.

The third variable in Table 3 resulted in a highly significant relationship between the student's academic self-perception and listening comprehension skills. With regards to their background knowledge ($p=0.00$; $r=0.24$), listening text and strategies ($p=0.00$; $r=0.33$), and listeners' characteristics ($p=0.00$; $r=0.28$). This relationship refers to how students' beliefs and perceptions about their academic abilities can influence their ability to understand and comprehend what they hear. It implied that the students' learning strategies, confidence in academic performance, memorization, and problem-solving development greatly influence and correlate to their listening comprehension abilities. Hence, the learners perceived that the English they acquired was relevant to their future profession, which enhanced their listening comprehension.

A study by Pikirang, et al. (2021) showed that students' self-efficacy beliefs were at moderate levels when they participated in listening tasks and maintained their focus. On a different note, a study to view metacognitive intervention among lower-proficiency students by Milliner and Dimoski (2021) showed no empirical evidence that the lower-proficiency learners' listening performance improved. Findings by Latip et al. (2022) stated that students with better self-efficacy had less tendency to translate their thoughts while listening. The listening and speaking activities integrated during the lessons as scaffolding activities to support the learners' acquisition of language skills might have helped learners improve their listening comprehension skills. Bakar et al. (2019).

Students who had a positive academic self-perception meant they believed in their abilities and saw themselves as competent learners. It had a positive impact on their listening comprehension skills. They confidently approached listening tasks, actively engaged in the process, and employed effective listening strategies. This positive mindset enhanced their overall comprehension and understanding of spoken information.

Students' perception of the atmosphere and their listening comprehension skills revealed a highly significant relationship in Table 3 pertained to their background knowledge ($p=0.00$; $r=0.37$), listening text and strategies ($p=0.00$; $r=0.42$), and listeners' characteristics ($p=0.00$; $r=0.41$). It indicated that a relaxed atmosphere during classes, a well-time-tabled school, and minimal cheating problems correlate with the student's listening comprehension skills. Aside from that, the learners' listening comprehension abilities also corresponded to their opportunities for developing interpersonal skills, comforting feelings in class socially, concentration, motivation for the learner, and response to the tasks given by the teacher, which were relevant factors to their perception of the atmosphere. The way students perceived the learning environment had an impact on their listening abilities.

Teaching must be such that students must memorize the subject, be well prepared for their profession, have new learning strategies, be motivated to concentrate and support the lonely and bored students (Kaur et al., 2021). With that, the external factors included the speaker, the context of the material, and the physical setting. It was found that the external factors in listening have a higher potential to influence the students' focus negatively than the students' physical condition and behaviour, known as internal factors (Pratiwi, 2019).

An atmosphere that promotes clear and effective communication between the teacher and students enhances listening comprehension. When instructions, explanations, and information are concisely conveyed and understandably, students can better grasp the intended message and meaning. Students can focus on the listening tasks and process the information more effectively with reduced disruptions and distractions. A relaxed atmosphere can motivate students to engage in listening activities actively. It helped establish a structured routine within the school day, creating a sense of order and predictability for students. It can reduce anxiety and help students feel more comfortable and focused in the learning environment.

In addition, the data indicated a highly significant relationship between students' social self-perception and listening comprehension skills related to their background knowledge ($p=0.00$; $r=0.34$), listening text and strategies ($p=0.00$; $r=0.50$), and listeners' characteristics ($p=0.00$; $r=0.46$). The relationship between their social self-perception and listening comprehension skills refers to how students' perceptions of themselves in social interactions and their social relationships can impact their ability to understand and comprehend the utterance. It denoted that a good support system, enjoyment and interest in the course, companionship, connectedness, and pleasant accommodation from the society influenced the students' listening comprehension skills. Furthermore, the findings showed that the students enjoyed their school social life and were happy with their friends, thus resulting in effective listening ability.

A study conducted by Hatice and Melek (2021) confirmed that improved listening skills benefit students individually and socially. They emphasized that listening skills are crucial for communication, learning, and language development. Recognizing its significance, these should be prioritized in the educational process. The researchers added that listening skills results in social learning, which is strengthened in educational settings. Furthermore, Aznar (2018) stated that it is important for teachers to use strategies that help increase the sense of self-efficacy of their students and their current performance. A similar result was found in the study by Sansores (2018), in which these students reported that hearing their friends speak in English helped them learn about this language. This finding may mean that when they see a classmate doing well in English, they can do it too or also that they can learn from a classmate's failure.

These results imply that the quality of the learning environment impacts how well students can understand and interpret spoken language. A positive learning environment often indicates effective teaching methods and strategies. Hence, this environment positively influences listening comprehension. The teaching methods employed, such as clear communication, active listening exercises, and engaging classroom activities, are beneficial for developing students' listening skills. A conducive learning environment encourages student engagement. Thus, the results indicate that students are actively engaged in their learning and provided opportunities to listen to and comprehend various types of spoken content, which can lead to improved listening comprehension skills. Interactive learning, active discussions, group activities, and opportunities for students to ask questions and seek clarifications are evidence that students experience a positive learning environment, which enhances their listening skills. A positive learning environment often emphasizes effective communication. It implies that students are encouraged to communicate and express themselves verbally, contributing to better listening comprehension as they become more attuned to nuances in spoken language. Therefore, the potential for positive changes in educational practices and teacher training to foster a learning environment that enhances students' listening comprehension skills leads to improved language acquisition and academic performance.

TABLE III: Relationship between the Students' Learning Environment and their Listening Comprehension Skills

Variables	r- value	p-value	Remarks
Student's Perception of Learning and Background Knowledge	0.42**	0.00	Highly Significant
Listening Text and Strategies	0.48**	0.00	Highly Significant
Listeners' Characteristics	0.40**	0.00	Highly Significant
Student's Perception of Teachers and Background Knowledge	0.34**	0.00	Highly Significant
Listening Text and Strategies	0.42**	0.00	Highly Significant
Listeners' Characteristics	0.38**	0.00	Highly Significant
Student's Academic Self-Perception and Background Knowledge	0.24**	0.01	Highly Significant
Listening Text and Strategies	0.33**	0.00	Highly Significant
Listeners' Characteristics	0.28**	0.00	Highly Significant
Students' Perception of Atmosphere Background Knowledge	0.37**	0.00	Highly Significant
Listening Text and Strategies	0.42**	0.00	Highly Significant
Listeners' Characteristics	0.41**	0.00	Highly Significant
Students' Social Self-Perception Background Knowledge	0.34**	0.00	Highly Significant
Listening Text and Strategies	0.50**	0.00	Highly Significant
Listeners' Characteristics	0.46**	0.00	Highly Significant

*Note: **p<0.01 (Highly Significant); *p<0.05 (Significant); p>0.05 (Not significant)*

CONCLUSION

Based on the findings, the following conclusion is drawn:

1. The student expresses contentment regarding their learning, teacher, academic self-perception, atmosphere, and social self-perception of the learning environment.
2. Students display good comprehension abilities regarding their prior knowledge, ability to understand and navigate listening texts and strategies, and personal perceptions towards their listening comprehension skills.
3. The students' learning environment had a highly significant relationship to their listening comprehension skills.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following are the recommendations.

1. Teachers must prioritize enhancing the students' listening comprehension skills through learner-centered activities since the listening skill is not given proper attention and importance.
2. The teachers shall engage in using computer-assisted tasks to aid students in improving their high-level listening skills.
3. Teacher educational institutions shall adopt a learner-centered learning environment that caters to students' listening problems and difficulties in the English language.
4. Future researchers are encouraged to conduct more studies that deal with the students' listening comprehension skills since only a few researchers tackle this.

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