

Nexus Between Teacher's Attitude and Students' Academic Performance in English Listening Comprehension: Stakeholders' Perception

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Abstract

This study investigates the nexus between teachers' attitudes and students' academic performance in English listening comprehension, focusing on stakeholders' perceptions within the Nigerian educational context. Despite the critical role of listening skills in language acquisition, this area has often been neglected in English language education, leading to significant challenges in students' proficiency. The research aims to explore how teacher's attitudes influence students' performance, considering factors such as gender and college location. Utilising a mixed-methods approach within a descriptive survey research design, this study sampled 58 language and literature teachers from three state-owned Colleges of Education in Kwara State, Nigeria. Data were collected through a structured questionnaire titled "Teacher's Attitude and Students' Academic Performance in English Listening Comprehension Questionnaire" (TASAPELCQ), which assessed teacher's attitudes towards teaching listening comprehension. The reliability of the instrument was established with a Cronbach Alpha index of 0.77. The findings revealed a generally positive attitude among teachers towards their students' academic performance in listening comprehension. This aligns with existing literature that highlights the importance of teacher enthusiasm in fostering a conducive learning environment. Furthermore, the study found no significant difference in attitudes between male and female teachers, suggesting a shared commitment to promoting effective listening instruction across genders. However, a significant disparity was observed between urban and rural teachers, indicating that urban educators tend to have more positive attitudes, likely due to better access to resources and professional development opportunities. The study underscores the necessity of addressing the attitudinal challenges faced by rural teachers and advocates for targeted professional development programmes to enhance instructional strategies in listening comprehension. Additionally, mentorship initiatives that facilitate collaboration between urban and rural teachers are recommended to promote effective teaching practices.

Keywords: *Teacher's Attitudes; English Listening Comprehension; and Students' Academic Performance*

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Background to the Study

Listening is a crucial language ability that significantly impacts the development of English language competency, yet, it has often received inadequate attention in Nigeria's English language education. According to Iliyas et al. (2017), effective listening involves not only hearing but also mentally processing sound to assign meaning. Attitude, defined by Köse (2017) as a psychological tendency towards a behavior or object, plays a vital role in how teachers engage with their students and the learning process. Teacher's attitudes can directly influence students' motivation and performance, highlighting the importance of fostering positive educational environments. The significance of listening comprehension extends beyond mere sound perception; it involves active engagement with language and problem-solving skills. Listening comprehension is essential for students to make connections between spoken language and their experiences, aiding in their overall understanding of the material. However, in the context of Nigerian education, the development of listening skills has been overlooked, contributing to students' struggles with language proficiency (Adegbile & Alabi, 2017). This lack of focus has raised concerns among stakeholders regarding students' performance in external English language assessments.

On the other hand, teacher's attitudes towards instructional methods, particularly in the realm of listening comprehension, can either facilitate or hinder students' learning experiences and competence. Research has shown that negative teacher attitudes can lead to a lack of engagement with interactive activities and real materials, limiting students' opportunities for practice and feedback (Oladejo, 2019). Conversely, positive attitudes can enhance students' confidence and competence in language acquisition, underscoring the need for teacher training programmes that promote constructive attitudes and effective teaching strategies.

In summary, exploring the relationship between teacher's attitudes and students' academic performance in English listening comprehension is vital for enhancing educational outcomes. This study, therefore, seeks to investigate this connection, considering variables such as teachers' gender and college location. Examining these factors, the research aims to generate valuable insights that can inform evidence-based educational practices and policymaking. Ultimately, the findings are expected to contribute to the improvement of students' listening skills and overall language proficiency, particularly within Kwara State and across Nigeria more broadly.

Statement of the Problem

Researchers (Iliyas, Rasaq Ayodeji and Abdulmalik, Sabitu 2017, Maende 2012, Oluremi 2013, and Richard 2019) have studied the problem of low student performance in the teaching and acquisition of English language skills, particularly the listening skill, but their findings are equivocal. Without a question, teachers play a crucial part in affecting how well students acquire languages academically. They are given the power to oversee instruction and manage all classroom activities. Oluremi (2013) suggests that, the low academic performance of Nigerian students may be partly attributed to the employment of low-quality teachers, alongside other factors. The literature identifies several teacher-related issues as key contributors to poor student academic outcomes, including poor communication, classroom

management, pedagogical skills, and subject matter mastery. Equally, the persistent poor performance of college students in English language skills has been partly attributed to their deficiencies in listening, a core aspect of language proficiency. It is on basis of these problems that, this study (Nexus between Teacher's Attitude and Students' Academic Performance in English Listening Comprehension: Stakeholders Perception) was carried out.

Objective of the Study

This study would examine the nexus between teacher's attitude and students' academic performance in English listening comprehension: The stakeholders' perception.

Specifically, the study aims to:

1. Examine the influence of teacher's attitude on students' academic performance in English listening comprehension
2. Investigate stakeholders' perception (students, parents, teachers and school administrators) on teacher's attitude towards students' academic performance in English listening comprehension,
3. Determine the extent to which teacher's gender influence on teachers' attitude towards students' academic performance in English listening comprehension,
4. Determine the extent to which the college location influence the teacher's attitude towards students' academic performance in English listening comprehension,

Research Questions

The following research questions are raised in the study:

1. What is the influence of teacher's attitude on students' academic performance in English listening comprehension?
2. What is the stakeholders' perceptions on teacher's attitudes towards students' academic performance in English listening comprehension?
3. To what extent does gender influence the teacher's attitude towards students' academic performance in English listening comprehension?
4. To what extent does the college location influence the teacher's attitude towards students' academic performance in English listening comprehension?

Research Hypotheses

The following research hypotheses are tested in the study:

HO1: There is no significant difference in the male and female teacher's attitudes on students' academic performance in English listening comprehension.

HO2: There is no significant difference in the urban and rural teacher's attitudes on students' academic performance in English listening comprehension.

Literature Review

Meaning and Nature of Listening Comprehension

One of most crucial English language abilities is listening. When someone is listening, they are processing phonetic language information and using their syntactic, phonetic, and semantic language expertise to generate a message from a stream of sounds (Rost, 2016). Through the

medium of the auditory organs, sound waves transmit messages to the ears of the listeners (Vandergrift & Goh, 2012). Discourse markers, lexicon, grammar, sound recognition, and world knowledge all interact during the listening process (Bacon, 1989; Vandergrift, 2007). Thus, listening may be understood as a talent that involves processing information based on what is heard, and communicating it to others through the use of certain organs within complex recognition systems (Goh, 2017). However, in the Nigerian context, the teaching of English as a second language has often overlooked the development of listening skills, which has significantly impeded the overall English language competency of students (Adegbile & Alabi, 2017). This lack of emphasis on listening skills has been a persistent challenge in the English language education landscape (Oladejo, 2019).

To Richard (2019), listening is the deliberate act of taking in and reacting to spoken-and occasionally unspoken-messages. Although, listening is essentially a receptive speaking activity, it also requires intense mental effort and processing processes in addition to the reception and the understanding of the information received (Shamsitdinova, 2021). Therefore, it suffices to say that, listening comprehension is an active process where the listener assimilates aural information into meaningful associations. Understanding the ramifications and clear meanings of spoken language words and sentences is another aspect of listening comprehension. A child's capacity to comprehend spoken language and draw connections between it and their own experiences is known as listening comprehension. For example, when children hear a story, effective listening comprehension helps them to comprehend, recall, discuss, and even recount the narrative again in their own words. Hence, the process of thoroughly understanding the language and determining the meaning that the speakers are communicating can be referred to as listening comprehension.

Listening is more than just perceiving sounds; it is a sophisticated problem-solving skill. Basic language understanding is a component of listening. It serves as a conduit for a lot of information that kids, teens, and adults receive, as well as their comprehension of the world and human affairs, sense of values, aspirations, and appreciation.

Listening Comprehension Component in Nigerian NCE Curriculum

The Nigeria Certificate in Education is the primary teaching credential (National Policy Brief, 2005), qualifying graduates to teach the first nine years of education. To strengthen this, the National Commission for Colleges of Education has severally reviewed the Minimum Standards (Curriculum), forming framework and courses (NCE Implementation Framework, 2016). Notably, the NCE Minimum Standards for Languages (2012, p.32) state a programme goal of “developing the four language skills: *listening, speaking, reading, and writing* for communicative purposes”. However, the implementation of policies envisioned by policy makers for the betterment of the nation remains a significant challenge in Nigeria's higher education institutions. Despite the foresight and intent behind these policies, the actual execution often faces obstacles and struggles.

Relatively, stakeholders in the education industry are becoming concerned about Nigerian students' dismal performance in external English language examinations (Patrick, Sui, Didam

and Ojo, 2014). It simply means that, as it is essential to junior secondary students' success in the English language, the teacher trainees' attainment of this goal will require the joint efforts of all programme stakeholders. This is a result of the fact that secondary English language learners' success depends largely on teacher's capacity to help learners develop the language skills - listening comprehension, in particular, which is the subject of this study (Aduwa & Iyamu, 2006).

Equally, new research has brought attention to the shortcomings in the Nigerian National Certificate curriculum's listening comprehension section. On Adedeji and Olaniyan's (2021) analysis, the NCE English Language curriculum's listening comprehension content mostly emphasises theoretical elements, with little attention paid to the development of practical skills. The results of their research indicate that, pre-service teachers are not sufficiently prepared by the curriculum to teach listening comprehension in the classroom. Furthermore, Akinyemi and Ogundele (2022) looked into how NCE English language students felt about the programme's listening comprehension component. According to the survey, students felt that there was not enough material on listening comprehension, and they had few opportunities for practice and feedback in addition to little exposure to real listening materials. This, in turn, has been found to negatively impact the students' confidence and competence in teaching listening comprehension to their future students (Adegbile & Alabi, 2017; Oladejo, 2019).

Teacher's Attitudes in the Teaching and Learning of NCE Students' Listening Comprehension

One of the most important factors in the development of listening comprehension skills among Nigerian National Certificate of Education (NCE) students is the attitude of teachers toward the teaching and learning of these abilities. This topic has been the subject of recent research, which has shown how important teacher attitudes are to the success of listening comprehension training. Oladejo (2019) posits that, one of the reasons students' listening comprehension skills continue to be difficult to develop is because some teachers have unfavorable views regarding the use of interactive activities and real materials. Similar findings were made by Akinyemi and Ogundele (2022), who discovered that, students thought their teacher's attitudes toward teaching listening skills were frequently contemptuous or apathetic, which resulted in few opportunities for practice and feedback. It has been demonstrated that, this has a detrimental effect on the students' confidence and competence in teaching listening comprehension to their future students.

The success or failure of human endeavors can be significantly influenced by the attitudes of teachers, not only in language classes but also in other professions (Pang, 2021). While gaining a psychological understanding of both teachers and students is beneficial, it is just as vital to examine the attitudes of teachers concerning instructional changes in the classroom. As Alexiou-Ray, Wilson, Wright, and Peirano (2003) suggest, negative teacher's attitudes often result from "discomfort with the unknown," underscoring the need for teacher training programmes to foster positive attitudes and equip educators with the necessary knowledge and strategies to teach listening comprehension effectively.

Adegbile and Alabi (2017) investigated the strategies used by teachers to improve listening skills in English language learning in Nigerian schools. Their findings suggest that many teachers lack the necessary knowledge, skills, and positive attitude towards teaching listening comprehension, which hinders their ability to effectively implement appropriate strategies. The researchers emphasize the need for teacher training programmes to address this issue and equip teachers with the requisite skills and positive mindset to teach listening effectively. Similarly, Oladejo (2019) examined the status of English language education in Nigeria and the emergence of Nigerian English. The study revealed that, the negative attitudes of some teachers towards the teaching of listening skills, particularly in the use of authentic materials and interactive activities, contribute to the persistent challenges in developing students' listening comprehension abilities. The author underscores the importance of fostering positive teacher attitudes to enhance the teaching and learning of listening comprehension.

Furthermore, Akinyemi and Ogundele (2022) explored the perceptions of NCE English language students regarding the listening comprehension component of their programme. The study found that students perceived their teacher's attitudes towards teaching listening skills as often indifferent or dismissive, leading to limited opportunities for practice and feedback. This, in turn, has been shown to negatively impact the students' confidence and competence in teaching listening comprehension to their future students. Therefore, existing literature highlights the critical role of teacher attitude in the effective teaching and learning of listening comprehension skills among NCE students in Nigeria. The studies emphasise the need for teacher training programmes to foster positive attitudes and equip educators with the necessary knowledge and strategies to teach listening comprehension effectively. Addressing the attitudinal challenges of teachers is crucial in improving the listening skills of NCE students and, ultimately, their future students.

Theoretical Framework

The Information Processing Theory is modified to direct the course of this study. According to the theory, verbal communication is understood as a process in which a speaker's meaning or information is maintained via a network of transmissions (Iliyas, 2017). In the framework of this study, the teacher's responsibility is to help students develop the capacity to reconstruct the speaker's information.

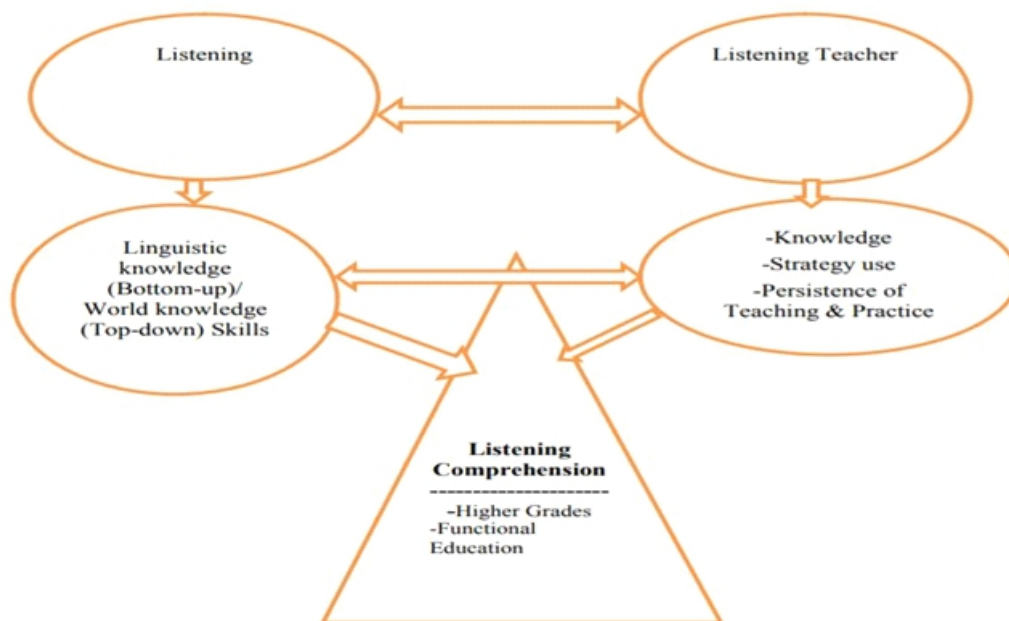


Figure 1: Shows the Listening Facilitation Process and its Results.
Source: Iliyas, Rasaq Ayodeji and Abdulmalik, Sabitu (2017)

As seen in Figure 1, the teacher acts as a mediator for the concept of listening. The teacher is expected to accomplish this by applying an in-depth understanding of listening skill, balancing bottom-up and top-down skills, and using a variety of techniques to help students listen in order to comparatively acquire higher grades and functional education. The stages of the study were particularly directed by the emphasised interactions that make up the framework, particularly when it came to creating and maintaining the participant's questionnaire. Keeping in mind that listening is the first link in the chain of synergy, and that the teacher must be deeply connected to the topic, understanding the meaning, forms, and techniques of listening instruction. Sincere adherence to the learning phases would no doubt result in effective understanding, which can lead to improved grades in all subjects and the achievement of functional education.

Methodology

This study employed a mixed-methods approach using a descriptive survey research design to explore the influence of teacher's attitudes on students' academic performance in English listening comprehension. The target population consisted of all teachers from the three (Kwara State College of Education, Ilorin, Kwara State College of Education, Oro and Kwara State College of Education, (Technical) Lafaji) state-owned Colleges of Education in Kwara State, Nigeria. A purposive sampling technique was used to select all language and literature teachers who teach English listening comprehension across these colleges. Thus, 58 English language and literature teachers were sampled for the study. A researcher-designed instrument was used to gather both quantitative and qualitative data. The instrument was divided into three sections: Section A, B and C. Section A presented demographic data of respondents based on gender and college location; Section B was a 15 - item questionnaire titled "Teacher's Attitude

and Students' Academic Performance in English Listening Comprehension Questionnaire (TASAPELCQ)”, which assessed teacher's attitudes toward teaching listening comprehension, while, section C captured three open ended questions on stakeholders' perceptions on Teacher's Attitude and Students' Academic Performance in English Listening Comprehension. To establish reliability, the instrument was subjected to a test-retest method over a two-week interval using respondents outside the main study population (Nigeria Army College of Education, Sobi, Kwara State, Nigeria). A reliability index of 0.77 was obtained using Cronbach's Alpha. Data gathered were analysed using both descriptive and inferential statistics. Demographic data were summarised using percentages. Mean and standard deviation were used to answer Research Question 1. Research Questions 2 was analysed qualitatively using linguistic and thematic approach in other to support the quantitative findings in research question 1. Research Questions 3 and 4 were hypothesised and tested using the independent samples t-test at a 0.05 level of significance, thereby combining quantitative precision with qualitative interpretation.

Data Analysis and Discussion

Table 1: Demographic Information on Gender

Gender	Frequency	Percentage %
Male	38	65.5
Female	20	34.5
Total	58	100.0

Table 1 shows that, out of 58 respondents sampled, 38 (65.5%) were male teachers, while the rest 30 (34.5%) were female teachers. This implies that, female teachers were more than their male counterparts.

Table 2: Demographic Information on Location

Location	Frequency	Percentage %
Urban	40	69.0
Rural	18	31.0
Total	58	100.0

Table 2 also reveals that, out of 58 respondents sampled, 40 (69%) were teachers from urban centres, while the rest 18 (31%) were from rural areas. This implies that, teachers from urban centre were more than their rural counterparts.

Answering the Research Questions

Research Question 1: What is the influence of Teacher's Attitude on Students' Academic Performance in English Listening Comprehension?

In answering this question, responses of respondents on the four-point Likert scale type of Strongly Agree, Agree, Disagree and Strongly Disagree were subjected to mean analysis of

$4+3+2+1=10/4=2.5$. Thus, any item above the benchmark 2.5 is agreed upon, while any item below 2.5 benchmark is disagreed. This is presented in Table 3.

Table 3: Mean Analysis on the Influence of Teacher's Attitude on Students' Academic Performance in English Listening Comprehension

Items	Mean	Std. D	Decision
Teachers demonstrate a positive attitude towards teaching listening skills.	3.4310	.49955	Agreed
A teacher's enthusiasm enhances students' listening comprehension.	3.1897	.39545	Agreed
Students perform better in listening tasks when teachers are supportive.	3.0862	.68273	Agreed
Teacher feedback on listening activities motivates students to improve.	3.1552	.72067	Agreed
A teacher's patience affects students' confidence in listening tasks.	3.2586	.57918	Agreed
Positive teacher-student relationships enhance listening performance.	3.2414	.62996	Agreed
Teachers who use varied listening materials improve student engagement.	3.2241	.70195	Agreed
A teacher's attitude impacts students' interest in English listening.	3.1552	.74461	Agreed
Teachers' expectations influence students' listening comprehension outcomes.	3.2759	.64327	Agreed
Teachers' use of encouragement leads to higher listening comprehension scores.	3.1379	.66089	Agreed
A negative attitude from teachers hinders students' listening abilities.	3.6379	3.84205	Agreed
Training teachers in positive attitudes can improve student performance.	3.0517	.73562	Agreed
Teachers who show passion for the subject foster better listening skills.	3.1379	.71201	Agreed
Classroom environment created by the teacher affects listening comprehension.	3.1379	.66089	Agreed
Stakeholders believe teacher attitudes are crucial for academic success in listening.	2.3793	1.15208	Disagreed

Table 3 shows responses from respondents indicating positive teacher's attitude towards students' academic performance in English listening comprehension. This is reflected in the mean scores of each item in the Table except the last items which is less than 2.5 benchmark. Thus, there is a positive attitude of teachers towards students' academic performance in English listening comprehension.

Research Question 2: What is the stakeholders' perception on teacher's attitudes towards students' academic performance in English listening comprehension?

In answering this research question 2, three open ended questions were raised and answered by stakeholders (students, parents and school administrators). Responses of the respondents were collated and transcribed using both linguistic and thematic analysis. Responses from the students indicated that, there is a positive attitude of teachers towards student academic performance in English listening comprehension. Specifically, one of the responses asserted that:

“As a student, I always feel more engaged and confident in English listening tasks when my teacher is encouraging and shows genuine interest in helping us understand - it's clear that their attitude makes a big difference in how well we perform”. - One of the students.

Also, parents acknowledged that, teachers exhibit a positive attitude toward students' academic performance in English listening comprehension. Notably, one respondent specifically stated that:

“As a father, I've observed that my son has become more attentive and confident in English listening comprehension since his teacher started using more engaging and supportive teaching methods”. - Male parent.

“As a mother, I've seen a real difference in my daughter's academic performance - her English listening skills have improved because her teacher shows patience, encouragement, and genuine concern for her progress”. - Female parent.

Moreover, school administrators affirmed that teacher's attitudes contribute meaningfully to students' academic outcomes in English listening comprehension. Notably, one respondent specifically stated that classrooms with motivated and enthusiastic teachers consistently record higher student performance:

“As an administrator, I have consistently observed that students perform better in English listening comprehension when taught by teachers who demonstrate enthusiasm, empathy, and a positive, student-centered attitude in their classrooms”. - Head Teacher.

Testing the Hypotheses

Hypothesis One: *There is no significant difference in the male and female teacher's attitudes on students' academic performance in English listening comprehension.*

Table 4: t-test Analysis on Significant Difference in the Male and Female Teacher's Attitudes on Students' Academic Performance in English Listening Comprehension

Gender	N	Mean	Std. D	df	t.value	Sig.	Decision
Male	38	47.1053	4.06561	56	.769	.156	Accepted
Female	20	48.2500	7.30447				

Table 4 shows that, there is no significant difference in the male and female teacher's attitudes on students' academic performance in English listening comprehension. Since the df (56) $t = -769$, $p < 0.05$ and calculated at sig. (.156) is less than 0.05, the hypothesis is hereby retained. Thus, there is no significant difference in the male and female teacher's attitudes on students' academic performance in English listening comprehension.

Hypothesis Two: There is no significant difference in the urban and rural teacher's attitudes on students' academic performance in English listening comprehension.

Table 5: t-test Analysis on Significant Difference in the Urban and Rural Teacher's Attitudes on Students' Academic Performance in English Listening Comprehension

Location	N	Mean	Std. D	df	t.value	Sig.	Decision
Urban	40	47.4250	6.23015	56	.157	.045	Not Accepted
Rural	18	47.6667	2.74398				

Table 5 reveals that; there is a significant difference in the urban and rural teacher's attitudes on students' academic performance in English listening comprehension. Since the df (56) $t = .769$, $p > 0.05$ and calculated at sig. (.045) is greater than 0.05, the hypothesis is hereby not accepted. Thus, there is a significant difference in the urban and rural teacher's attitudes on students' academic performance in English listening comprehension.

Discussion of Findings

The first finding of this study indicates a positive attitude of teachers towards students' academic performance in English listening comprehension. This aligns with existing literature which emphasizes the crucial role of teacher attitudes in influencing student outcomes. As noted by Oladejo (2019), teachers who exhibit enthusiasm and commitment create a more engaging learning environment, which can enhance students' motivation and willingness to participate in listening activities. A positive teacher attitude fosters a supportive classroom atmosphere, encouraging students to take risks and actively engage with the material. This is particularly significant in the context of listening comprehension, where students need to feel secure enough to practice and make mistakes in a low-stakes environment.

Furthermore, the positive attitude of teachers can lead to the implementation of more interactive and varied instructional strategies, as suggested by Switzer (2018). Teachers who are optimistic about their students' abilities are more likely to employ diverse teaching methods that cater to different learning styles, thereby enhancing students' comprehension skills. The literature indicates that such approaches not only improve academic performance but also bolster students' self-efficacy and confidence in their language skills (Akinyemi & Ogundele, 2022). Therefore, the findings of this study underscore the importance of fostering positive teacher attitudes as a means to improve student outcomes in English listening comprehension.

The second finding reveals that; there was no significant difference in the attitudes of male and female teachers regarding students' academic performance in English listening comprehension. This suggests that teacher gender did not play a role in shaping attitudes towards teaching listening skills. Previous research has shown mixed results regarding the influence of teacher gender on pedagogical approaches, with some studies indicating that female teachers may adopt more nurturing and student - centered strategies, while male teachers may focus more on content delivery (Pang, 2021). However, the absence of a significant difference in this study indicates that, both male and female teachers may equally recognise the importance of fostering positive attitudes towards listening comprehension. This finding is encouraging, as it suggests a shared commitment among teachers, regardless of gender, to support their students' academic achievements.

Moreover, this lack of significant difference may reflect a broader trend in contemporary educational practices, where teaching philosophies emphasise equality and inclusivity, regardless of the teacher's gender. It is imperative that teacher training programmes continue to focus on equipping all educators with the skills necessary to foster positive learning environments. Thereby prioritising pedagogical strategies that enhance student engagement and comprehension, educational institutions can ensure that both male and female teachers are effectively supporting students' listening skills (Adegbile & Alabi, 2017). The final finding indicates a significant difference in the attitudes of urban and rural teachers towards students' academic performance in English listening comprehension. This disparity may be attributed to various factors, including access to resources, training opportunities, and exposure to pedagogical advancements. Teachers in urban areas often have greater access to professional development programmes and modern teaching materials, which can enhance their instructional practices compared to their rural counterparts (Richard, 2019). Consequently, urban teachers may exhibit more positive attitudes driven by confidence in their teaching methods and the tools at their disposal, leading to better student outcomes. Conversely, rural teachers may face challenges such as inadequate resources, limited training, and larger class sizes, which can negatively impact their attitudes and effectiveness in teaching listening comprehension. The literature suggests that these external factors can contribute to a sense of frustration and helplessness among rural educators, potentially leading to less favorable attitudes towards teaching (Oluremi, 2013). Therefore, it is essential to provide targeted support and resources to rural teachers, thereby enhancing their attitudes and instructional methods.

Conclusion and Recommendations

In conclusion, this study highlights the significant nexus between teacher's attitudes and students' academic performance in English listening comprehension, revealing that positive teacher attitudes can greatly enhance student engagement and success in learning. The findings indicate that teachers generally exhibit favorable attitudes towards their students' performance, which aligns with existing literature emphasising the role of teacher enthusiasm in fostering a supportive learning environment. Furthermore, the absence of significant gender differences in teacher attitudes suggests a unified commitment among educators, regardless of gender, to promote effective listening instruction. However, the significant disparity in attitudes between

urban and rural teachers underscores the need for targeted professional development and resource allocation to address the challenges faced by rural educators. By investing in training and mentorship programmes, stakeholders can bridge the gap in instructional quality, ultimately improving listening comprehension outcomes for all students. This exploration of the factors influencing teacher attitudes and their impact on student performance emphasises the necessity of fostering positive educational environments to enhance language proficiency in Nigeria.

Based on the findings and conclusion in this study, the following recommendations were made:

1. *Professional Development*: Implement targeted professional development programs for rural teachers to enhance their instructional strategies and resources for teaching English listening comprehension, thereby fostering more positive attitudes towards student engagement.
2. *Mentorship Programs*: Establish mentorship initiatives that connect urban and rural teachers, allowing for the sharing of effective teaching practices and resources to promote a collaborative learning environment.
3. *Positive Reinforcement*: Encourage school administrations to recognize and celebrate teachers' positive attitudes and successful strategies in teaching listening comprehension, thereby motivating all educators to adopt similar approaches in their classrooms.

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