


**THE IMPACTS OF THE ENGLISH LANGUAGE AND THE LEADERSHIP STYLE ON
LEARNING OUTCOMES AT JAZAN UNIVERSITY**

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ARTICLE INFO	ABSTRACT
<p>Article history:</p> <p>Received 01 September 2023</p> <p>Accepted 11 December 2023</p>	<p>Aim: This study aims to identify the best leadership style applied by the business school lecturers that has improved students' performance and their willingness to pursue studies in marketing in the English language at Jizan University.</p> <p>Theoretical Framework: The current study was designed to verify and validate students' current knowledge and their performance when the module is taught in English. Based on the constitutive theory of creativity, this study developed a theoretical model with transformational, empowering, authoritative, and participative leadership as independent variables.</p> <p>Methodology: Students were selected by simple sampling technique and were issued a leadership-style questionnaire to aid the data collection. The validity of the questionnaire was checked, and Cronbach alpha was measured high with a value of 0.75, respectively.</p> <p>Research, Practical, and Social Implications: The result of this study suggests that maximum students were satisfied with the leadership style of teaching applied in business school and were prepared to pursue a major in marketing with English as a primary language. Statistical significance was noted between the English language and teaching style in all four phases. The result of current study supports that the major marketing subjects and modules should be taught in English language. This could help students to pursue their future in international business and marketing. Eventually, helping them to develop better prospects.</p> <p>Originality/Value: Within the limitations of this study, it could be concluded that females are exploring their career choices in marketing and are positive in pursuing further prospectus in this field with the English language as a major.</p>
<p>Keywords: English Language; Leadership Style; Learning Outcome; Marketing; Student Satisfaction; University.</p> <div data-bbox="172 987 480 1234">  </div>	<p>Doi: https://doi.org/10.26668/businessreview/2023.v8i12.3698</p>

**OS IMPACTOS DA LÍNGUA INGLESA E O ESTILO DE LIDERANÇA NOS RESULTADOS DE
APRENDIZAGEM NA UNIVERSIDADE DE JAZAN**

RESUMO

Objetivo: Este estudo visa identificar o melhor estilo de liderança aplicado pelos professores da escola de negócios que melhorou o desempenho dos alunos e sua vontade de prosseguir estudos de marketing na língua inglesa na Universidade de Jizan.

Estrutura Teórica: O estudo atual foi projetado para verificar e validar o conhecimento atual dos alunos e seu desempenho quando o módulo é ensinado em inglês. Com base na teoria constitutiva da criatividade, este estudo desenvolveu um modelo teórico com liderança transformacional, capacitadora, autoritativa e participativa como variáveis independentes.

Metodologia: Os alunos foram selecionados por simples técnica de amostragem e receberam um questionário de estilo de liderança para auxiliar na coleta de dados. A validade do questionário foi verificada, e Cronbach alfa foi medido alto com um valor de 0,75, respectivamente.

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Pesquisa, Prática e Implicações Sociais: O resultado deste estudo sugere que os alunos máximos estavam satisfeitos com o estilo de liderança de ensino aplicado na escola de negócios e estavam preparados para perseguir um curso de marketing com o inglês como língua primária. A significância estatística foi notada entre a língua inglesa e o estilo de ensino em todas as quatro fases. O resultado do estudo atual apoia que as principais disciplinas e módulos de marketing devem ser ensinados em inglês. Isso poderia ajudar os estudantes a buscar seu futuro em negócios internacionais e marketing. Eventualmente, ajudando-os a desenvolver melhores perspectivas.

Originalidade/Valor: Dentro das limitações deste estudo, pode-se concluir que as mulheres estão explorando suas escolhas de carreira no marketing e são positivas na busca de prospectos adicionais neste campo com a língua inglesa como um dos principais.

Palavras-chave: Língua Inglesa, Estilo de Liderança, Resultado de Aprendizagem, Marketing, Satisfação do Aluno, Universidade.

EL IMPACTO DEL IDIOMA INGLÉS Y EL ESTILO DE LIDERAZGO EN LOS RESULTADOS DE APRENDIZAJE EN LA UNIVERSIDAD DE JAZAN

RESUMEN

Objetivo: Identificar el mejor estilo de liderazgo aplicado por los profesores de la escuela de negocios que ha mejorado el rendimiento de los estudiantes y su voluntad de seguir estudios de marketing en el idioma inglés en la Universidad de Jizan.

Marco Teórico: El presente estudio fue diseñado para verificar y validar los conocimientos actuales de los estudiantes y su desempeño cuando el módulo se imparte en inglés. Con base en la teoría constitutiva de la creatividad, se desarrolló un modelo teórico con el liderazgo transformacional, empoderador, autoritario y participativo como variables independientes.

Metodología: Los estudiantes fueron seleccionados mediante una técnica de muestreo simple y se les aplicó un cuestionario de estilo de liderazgo para ayudar a la recolección de datos. Se comprobó la validez del cuestionario, y se midió el alfa de Cronbach alto con un valor de 0,75, respectivamente.

Implicaciones Investigativas, Prácticas y Sociales: El resultado de este estudio sugiere que el máximo número de estudiantes se mostraron satisfechos con el estilo de liderazgo de la enseñanza aplicado en la escuela de negocios y estaban preparados para cursar una especialización en marketing con el inglés como lengua primaria. Se observó significancia estadística entre el idioma inglés y el estilo de enseñanza en las cuatro fases. El resultado del estudio actual apoia que las principales asignaturas y módulos de marketing se impartan en inglés. Esto podría ayudar a los estudiantes a perseguir su futuro en los negocios internacionales y el marketing. Con el tiempo, ayudarles a desarrollar mejores perspectivas.

Originalidad/Valor: Dentro de las limitaciones de este estudio, se podría concluir que las mujeres están explorando sus opciones de carrera en mercadotecnia y son positivas en la búsqueda de nuevos prospectos en este campo con el idioma inglés como especialidad.

Palabras clave: Idioma Inglés, Estilo de Liderazgo, Resultados de Aprendizaje, Marketing, Satisfacción del Estudiante, Universidad.

INTRODUCTION

Business schools these days concur that marketing specialization has a dominant position in the job market due to its variety of forms and subfields, which include e-marketing, social marketing, service marketing, and tourism marketing. Perceptive necessities are the most important factor to identify and define in the marketing strategy and graduates of the Marketing Department. Since the purpose of universities is to teach and train qualified graduates with marketing skills, it is important to make sure that the students have a sufficient level of understanding and familiarity with the area of specialization so that in the future, they will be able to identify the needs of the customer and the consumer.

Female graduates are the leaders of the future and even an essential factor in advancing the development and economy in the country, especially after the announcement of Vision 2030, universities have been seeking attention to measure the impact and reflection on what female graduates are studying as their majors. This will eventually help the visionaries to understand their current needs and requirements to pursue their majors. Overall, improving their performance in the labor market enables them to practice and apply what has been studied in actual workplace situations.

Within the globalization of society, more and more females are applying for master's and working equally in a co-operate environment. As a head of the department and maker of future society, it is of utmost importance for the Ministry of Education to measure the current situation and plan the courses in an international language such as English, which will eventually help students to stand on the international platform and make a difference. Employers are interested in attracting and hiring recent graduates with a high skill level in persuasion and influence, communication, situation management, and decision-making due to the dynamic nature of our work environment and ongoing economic changes. Building trusting relationships with clients and customers is essential for the marketing process to succeed because it allows the employee to win over the client's trust. High-level communication skills are needed for this, and one of those skills is the “English language”.

In addition to providing the researcher the opportunity to perform a separate study on each topic, reviewing prior research gives the researcher full knowledge and information about the aspects covered by earlier researchers in that field and which aspects should be further investigated. Therefore, the use of previous research and studies related to the English language in terms of its importance and its impact on the academic performance of non-native speakers, the researcher in determining the impact of English as a foreign language on female students studying at a Saudi university with a specific specialization - Marketing. Numerous studies demonstrate that English is the language spoken by the most significant number of people worldwide.

In a 2017 study on the English language, researcher Dalia Al-Ghamdi explained that even though English is not spoken daily in the Kingdom of Saudi Arabia and is therefore considered a foreign language, both male and female students use it for academic purposes in schools, colleges, and universities. Al-Ohaidib stated that the Ministry of Education adopted “English” as a foreign language in schools starting in 1985 to meet the new challenges, according to Alghamdi (2017). Alghamdi pointed out that in 2017, Al-Hujailan referred to the

Ministry of Education's initiatives, adding that the ministry is making serious efforts to strengthen the English language because it is a worldwide language that Saudis need to learn as an important language.

The Ministry of Education has made some decisions regarding the English language curriculum taught in schools, where the study of English started in the first grade in the primary stage in 2021 and started in the fourth grade in the primary stage in 2014, respectively. This demonstrates the Ministry of Education's desire and dedication to teaching both male and female students the English language from the instant they enroll in the institution.

Leighton clarified that even though both male and female students in the Kingdom of Saudi Arabia study the English language for seven years, beginning in the sixth grade of primary school, they continue to do so until they graduate from secondary school. This is like what Alghamdi (2017) stated. However, their English proficiency is low. Therefore, Leighton also proceeded to both male and female students in Saudi Arabia to take an English language course in their first year of university study. Despite professors' best efforts to assist and motivate both male and female students, some challenges or barriers still need to be examined for comprehending why male and female students struggle to learn English.

In a qualitative study by Haduck (2018) on the perspectives of international students attending the University of Maryland in the United States of America, the issue is that several international students who attend English-speaking universities face numerous challenges, including language barriers, cultural gaps, financial struggles, and unfamiliar assessment methods, all of which have an impact on their academic performance. The findings of this study suggested that informal conversational language is more hazardous for international students than speech or academic speaking. The English language, cultural differences, and social interaction are the main difficulties and problems faced by overseas students, according to research done over the past three decades by Kaplan and Steves (2017), Taylor and Ali (2017), Yeoh and Terry (2018), and others (2013). According to the research by Ching, Renee, McMurray, Simpson, String, Mah, and McMahan (2018), language proficiency has been theorized to be a more crucial factor in determining the level of academic proficiency of international students attending English universities. According to Haduck's (2018) research, Cowley, Hyams, Gartman, Yoh, and Terry found that many new immigrants struggled to assimilate and comprehend lectures, participate in class discussions, and complete written projects because of the inadequate English language. Insufficient English proficiency prevented international students from interacting socially with their native-English-speaking professors

and peers, Heh and McMahon explained, and even negatively impacted them with feelings of anxiety, mistrust, and low self-esteem. Haduck (2018) made the same point.

Regarding the significance of the English language, Al-Ghunaimi (2003) acknowledged that it is the language of globalization and is of utmost significance in the curricula in most Arab countries because it enables students to adjust to the modern world and contribute to the development of their nations. He further stated that it is the best method of communication between native and non-native English speakers. According to Lazaro and Medalla (2004), a quarter to a third of people worldwide can comprehend and speak English to some degree. English is also the official language in 52 countries throughout the world.

The comprehension made it apparent that, despite the challenges that non-native English speakers face when learning the language, English is crucial as a global language that needs to be taught to female students in a variety of ways because it is a requirement to meet the demands of the labor market and adapt to its variables. Therefore, in this paper authors illuminate the dynamic leadership role of the instructor in terms of the student's academic performance and the outcomes of the educational process.

Theoretical Framework

This study was planned due to the needs and requirements of the Department of Marketing and E-commerce students. With a focus group discussion with the university students, it was established that learning a bachelor's and master's in English could help students build their confidence in the workplace. The basics of English language teaching at the university level were not enough for students to pursue their majors. Hence, this study was planned to cover the essential requirement of students' learning outcomes at the university level and to make a report for Ministry of Higher Education and educational leaders to design courses that can help build workplace confidence for female graduates. This research was performed at the University college of Abu-Arish in the Department of Marketing and E-commerce in 2020.

To the researcher's knowledge, this is the first study planned that focuses on the relationship between the English language as a major and the specialization in marketing at the University college of Abu-Arish. Hence, this study aimed to observe the relationship between the English language as a major in pursuing marketing among female students studying in the school of Marketing and e-commerce in the college of Abu-Arish.

METHODOLOGY

This research is mainly a survey-based study on the effect on learning outcomes when the teaching mode is English in marketing and e-commerce. This study involves testing the empirical hypothesis set forth for the study, which was conducted at the Institute of Management in Abu-Arish.

Research Sample

This research is focused on the Business Management Institute in Abu-Arish, Jizan, Saudi Arabia, and the student's mother tongue is Arabic, a middle eastern language. The population represents students in the third and fourth year of college, and the total number of students was around 200. A simple random sampling technique was used in this research to collect the data. In this technique, all the participants have an equal chance of participating in the study. The researcher posed no defining inclusion criteria for the study. This research's sample size comprises 151 participants out of 200 students.

Data Collection

The technique employed for data collection in this research was a questionnaire-based survey. Sekaran (2000) demonstrated that one of the reliable and efficient ways to collect data for survey-based studies is a questionnaire, provided the researcher should know exactly what is required and how to measure the variable of interest. Hence, this research questionnaire was used to collect the information. The questionnaire was distributed amongst the participants via email to gather data, and responses were recorded.

Questionnaire Description

The leadership style in the management questionnaire was utilized in this research. This questionnaire consists of 25 phrases with different aspects from the current level of education with seven questions, desire to study specialization or pursue a job with five questions, satisfaction regarding current specialization with five questions, and English language consistency in education with eight questions.

The questionnaire used a scale of 1 to 3, with three numbers representing “No,” which means students are not satisfied with the mode of learning the English language. Choice 2 indicates “somewhat” agree with the learning outcome, and choice 1 indicates “Yes” the

learning outcome is desirable. The degree of response was recorded, and the maximum degree recorded for the questions was 75 degrees.

Reliability and Validity of the Questionnaire

When designing and evaluating a specific questionnaire, it is important to check its reliability and validity. These measures define if the study has a valid conclusion and if the study design is reproducible.

This instrument was designed according to previous studies done in a similar university setting and around the same sample size. This study was designed for Arabic students; hence, first, the questionnaire was developed in Arabic, and the faculty members at the Business School of Abu-Arish checked the validity of the questionnaire. Further, this questionnaire was converted into English with the help of a language expert, and piloting this questionnaire was done by 20 students. The actual value of this instrument was calculated for which past studies done in similar setting was utilized.

The Cronbach alpha value was calculated using the SPSS program to calculate the reliability of this questionnaire. The value of 0.754 was calculated as high reliability. This questionnaire showed reliability measures as In Phase 1, “the current level” $\alpha=0.623$. In phase 2, “desire to learn” $\alpha=0.673$; in phase 3, “satisfaction with learning” $\alpha=0.644$ and in phase 4, “English learning” $\alpha=0.721$, respectively. Overall, these values indicate that this questionnaire has high validity and reliability (supplementary table 1).

The validity and reliability of the questionnaire were also checked by the degree of strength of each question. An internal coefficient measured this, and the measurement unit for each question was statistically significant and positive (<0.01), indicating the presence of consistency between the questions (supplementary table 2).

Data Capturing and Analysis

Once all the questionnaire was collected, the data were gathered and recorded in Microsoft Excel for further analysis. The data for further analysis were entered into the SPSS system.

The data were organized to enable Statistical Product and Service Solutions testing and analysis simple (SPSS). The researcher then continued to calculate the appropriate scores following the specific grading keys submitted along with the questionnaires from the respective organizations after importing the data from the Microsoft Excel spreadsheet into an SPSS spreadsheet. Using SPSS, the cross-tabulation, standard deviation, and single variance were

computed. The Pearson correlation coefficient test was employed to record the relationship between the English language and study outcomes. After that, statistical tests were conducted based on the requirements of the hypotheses, and the results of these various tests are provided in the analyses section.

Ethical Consideration

Ethical approval was provided to this survey-based study by the ethical committee for business school. All the ethical rules for research participants were followed, from confidentiality, anonymity, freedom to participate, and right to privacy. All the participants explained the need to study in their native and English language, and a written they signed consent.

The participants completed the questionnaire in their leisure time, and the response rate was 100 percent.

RESULTS AND DISCUSSIONS

This study includes 25 questions in total which are divided into four different phases. Based on different tables and tests, we are about to find the validity of each question.

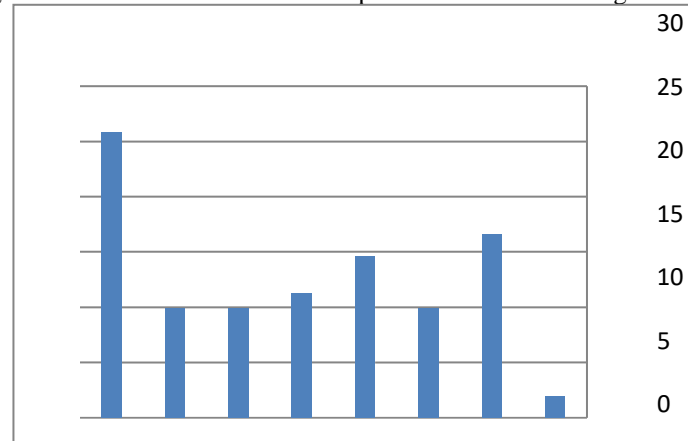
Table 1 illustrates the sample according to the level of education, that means from first year to final year. The response rate recorded was maximum in year eight (25.5%), and the minimum was recorded in the first year (2%), respectively (Table 1 and Figure 1).

Table 1. The distribution of the sample's members according to the level

Level	Repetition	Rate
First	3	2.0
Second	25	16.6
Third	15	9.9
Fourth	22	14.6
Fifths	17	11.3
Sixth	15	9.9
Seventh	15	9.9
Eighth	39	25.8
Total	151	100

Source: Prepared by Mona Aboghebra (2023).

Figure 1. The distribution of the sample's members according to the level



Source: Prepared by Mona Aboghebra (2023).

Questions in Phase 1

Question 1. Do these subjects that you study at this level help you understand your major in marketing more?

The table below reveals that the sample studied has the highest level of understanding of the subjects taught in the semester with an average score of 2.70 and a standard deviation of 0.57, respectively. The questions in the tables follow the arithmetic from the highest standard deviation to the lowest. We find that the general average has reached (2.44 out of 3) which means that the students have a high level in the current aspect.

Question 2. Do these subjects that you study at this level align with your future goals?

The table below illustrates that the participants in this study mentioned above average understanding of the subjects studied helpful for their future prospectus. The level measured was 2.68 with a standard deviation of 0.58, respectively.

Question 3. Is your current academic performance at the current level better than your academic performance at the previous level?

Participants measured that their academic performance was almost equal in both semesters, with an average of 2.66, and the standard deviation measured here was 0.63, respectively.

Question 4. Are you satisfied with your academic performance at this current level?

The table below illustrates that students were satisfied with their current academic performance. The answer here was, on an average 2.64 with the measured standard deviation of 0.63 respectively. The record of this answer was in accordance to pervious

answer where students thought their academic performance was almost similar in both the semesters.

Question 5. Do these subjects that you study at this level positively affect your satisfaction with your marketing major?

Around 2.58 participants on an average believed that subjects that they are been taught in bachelor level are helpful in pursuing them masters in marketing. This is a quiet good score as the level of understanding of the subject is important in developing future aspects.

Question 6. Are the subjects that you study at this level simple and fit your abilities?

Around 2.54% of students thought that the subjects they are learning are simple to understand and are simple to learn.

Question 7. Do these subjects that you study in this level negatively affect your satisfaction of your marketing major?

The table below illustrates that the students do not think that the subjects they are studying have a negative impact on pursuing masters in marketing with an average score of 1.57 respectively. Overall, the finding of this table provides a positive response of students towards the learning in business school, and they are positive with learning more and receiving good grades.

Table 2. Arithmetic averages and standard deviations for the sample members' responses to the phrases of the current aspect level

Phrase	Average	Standard Deviation	Arithmetic average	Order
Are the subjects that you study in this level simple and fit your abilities?	2.54	0.55	84.67	6
Do these subjects that you study in this level align with your future goals?	2.68	0.58	89.33	2
Do these subjects that you study in this level help you understand your major in marketing more?	2.70	0.57	90.00	1
Do these subjects that you study in this level affect your satisfaction of your major in marketing in a positive manner?	2.58	0.65	86.00	5
Do these subjects that you study in this level affect your satisfaction of your major in marketing in a negative manner?	1.25	0.54	41.67	7
Is your current academic performance in the current level better than your academic performance in the previous level?	2.66	0.63	88.67	3
Are you satisfied with your academic performance for this current level?	2.64	0.63	88.00	4
The aspect as a whole	2.44	0.59	81.33	

Source: Prepared by Mona Aboghebra (2023).

Questions in Phase 2

Question 1. Do you have a desire to continue marketing?

The table below (Table 2) illustrates that the students have higher desire to pursue marketing with the average of 2.74 out of 3 with the standard deviation of 0.59 respectively.

Question 2. Do you think your future career positively affects your desire to continue studying marketing?

On average 2.65 out of 3 students believed that they are positively sure to continue their education in marketing (Table 2).

Question 3. Did your previous knowledge about marketing make you study it?

Table below illustrates 2.09 out of 3 students assumed that their previous knowledge about marketing make them study the subject with the standard deviation of 0.87 respectively.

Question 4. Do you choose marketing by your own accord?

Table 2 reports that 1.80 out of 3 students believed they chose marketing by their own accord.

Question 5. Does thinking about your future career negatively affect your desire to continue your studies in marketing major?

Table 3 demonstrate that 1.47 out of 3 students do not believe that there is a negative effect on their future if they pursue marketing.

Within the limitation of this result, it could be illustrated that most of the students are giving positive responses to this study which further confirms the understanding and validity of this questionnaire.

Table 3. Arithmetic averages and standard deviations for sample members' responses to the questions of the desire aspect of this major

Phrase	Average	Standard Deviation	Relative average	Order
Did you choose to major in marketing by your own accord?	1.80	0.89	60.00	4
Did your previous knowledge of marketing made you want to study it?	2.09	0.87	69.67	3
Does thinking about your future career positively affect your desire to continue your studies in marketing major?	2.65	0.63	88.33	2
Does thinking about your future career negatively affect your desire to continue your studies in marketing major?	1.47	0.81	49.00	5
Do you have any desire to continue studying marketing?	2.74	0.59	91.33	1
The aspect as a whole	2.15	0.76	71.67	

Source: Prepared by Mona Aboghebra (2023).

Questions in Phase 3

Question 1. Are you satisfied with studying marketing as a major?

On average 2.75 out of 3 students were satisfied in studying marketing as their majors.

Question 2. Does your satisfaction with marketing as a major motivate you towards success, excelling and achieving?

Table 3 illustrates 2.70 out of 3 feel that studying marketing will lead them to success, excelling and achieving.

Question 3. Did the nature of your major in marketing help you to acquire new skills?

On average 2.68 out of 3 believe that studying marketing will lead them to acquire new skills.

Question 4. Can you apply what you studied in different aspects of your life?

Students on this question mentioned that they can apply marketing in different aspects of their life with response rate of 2.58 out of 3 and standard deviation of 0.59 respectively.

Question 5. Does your satisfaction with your major in marketing propel you to accept studying it in English?

The Table 4 demonstrate that 2.56 out of 3 students have a propel of studying marketing in English. Overall findings of this table demonstrate a positive aspect of students towards learning marketing with the standard deviation of 0.59 respectively.

Table 4. Arithmetic averages and standard deviations for sample members' responses to the questions of the satisfaction aspect

Phrase	Average	Standard Deviation	Relative average	Order
Are satisfied with studying marketing as a major?	2.74	0.57	91.33	1
Does your satisfaction with marketing as a major motivate you towards success, excelling and achieving?	2.70	0.59	90.00	2
Did the nature of your major in marketing help you acquire new skills and lay down plans?	2.78	0.55	92.67	3
Can you apply what you study in different aspects of your life?	2.58	0.59	86.00	4
Does your satisfaction with your major in marketing propels you to accept studying it in English?	2.56	0.66	85.33	5
The aspect as a whole	2.67	0.59	89.00	

Source: Prepared by Mona Aboghebra (2023).

Questions of Phase 4

Question 1. Is the English language important and necessary for the work market?

With an average of 2.81 out of 3 believed English language is important for them in future and can improve their prospectus of getting job.

Question 2. Does studying a marketing major in English align well with the needs of the work market?

On an average 90% of students wanted to learn marketing in English language.

Question 3. Do you believe that the English language positively affect your academic performance?

Question 4. Are you satisfied with studying a marketing major in English?

Mostly all students were satisfied with studying Major in English.

Question 5. Do you like the English Language?

2.31 out of 3 students told they enjoy learning English.

Question 6. Do you prefer to study marketing major in English?

Most of the students wanted to pursue their masters in marketing in English language.

Question 7. Does the English language form a hindrance to the completion of your studies in marketing as a major?

Students were quiet positive with their performance of learning in English language.

Question 8. Do you believe that the English language negatively affect your academic performance.

Very few students believed that English language would have negative effect on their performance.

Table 5. Arithmetic averages and standard deviations for sample members' responses to the questions of the English language aspect

Phrase	Average	Standard Deviation	Relative average	Order
Do you like the English Language?	2.31	0.75	77.00	5
Is the English language important and necessary for the work market?	2.89	0.35	96.33	1
Do you prefer to study marketing major in English?	2.18	0.82	90.00	6
Does the English language form a hindrance to the completion of your studies in marketing as a major?	2.05	0.84	72.67	7
Do you believe that the English language negatively affect your academic performance?	1.82	0.83	68.33	8
Do you believe that the English language positively affect your academic performance?	2.38	0.76	79.33	3
Does studying a marketing major in English align well with the needs of the work market?	2.70	0.54	90.00	2
Are you satisfied with studying a marketing major in English?	2.32	0.78	77.33	4
The aspect as a whole	2.33	0.71	77.67	

Source: Prepared by Mona Aboghebra (2023).

The Variations Between Parameters of Questionnaire and Level of the Students

Result of single variance showed statistical significance between the parameters measured and the level of understanding amongst the students with p value <0.05 respectively (Table 6). This indicates that there is the effect of studying marketing in English language on performance of university students. The response rate differs from one phase of question to another with the significance of 0.05.

Table 6. Results of the single-variance analysis the between the levels of the students in the aspects of the instrument of the study

Aspects	Total of times squares	Freedom Degrees	Times squares average	F	Significance level
The current level	155.240	7	22.177	6.236	.000
	508.521	143	3.556		
The desire	66.744	7	9.535	2.081	.049
	655.190	143	4.582		
The satisfaction	99.498	7	14.214	4.351	.000
	467.191	143	3.267		
English language	95.781	7	13.683	3.281	.003
	596.312	143	4.170		

Source: Prepared by Mona Aboghebra (2023).

The effect of the English Language on the Levels of the Marketing Major and E-Commerce in the Faculty of the University of Abu Arish

The result of the Pearson correlation coefficient reveals that there is a statistical significance measured between the level of current learning and English level (0.097) and satisfaction to study marketing major in the English language is around 0.264 respectively. This

infers that students desire to learn Marketing as their major in the English language and believe that this will improve their overall performance.

Table 7. The relation between the English language and each of (the current level, desire, satisfaction)

Aspects	Pearson correlation coefficient	Significance level
Current level	.097	.234
Desire	.204(*)	.012
Satisfaction	.264(**)	.001

Source: Prepared by Mona Aboghebra (2023).

The result of this study illustrates that students want to pursue their master's in marketing in the English language. Statistical analysis of this questionnaire suggests that students had high satisfaction with current leadership measurements in pursuing a master's in marketing management. According to the current analysis, students believed that their academic performance improved at the current level compared to previous semesters. With the learning style they utilize in the current semester, students believe they strongly desire to complete their master's in marketing in English. The study's findings demonstrate considerable statistical differences between the levels of students in the components of the study's instrument. This indicates that the level variable impacts certain aspects of the study's instrument. At the statistical level, the response degree varies from one level to another (0.05). Studying English has a statistically significant relationship with each of the 4 phases at the significance levels of (0.05) and (0.01) sequentially.

Burns (1978) introduced leadership-related theory for the first time in a more comprehensive manner. He characterized it as a theory of leadership that results in changes in people and social systems, with the primary goal of raising the motivation and morale of leaders and followers to help achieve the shared objectives of a group. The amount to which students are content with their college experience has a significant impact on their academic performance and is a critical component in meeting students' expectations. To meet students' demands (Yu & Deng, 2022) better effectively, it will be crucial to support students in improving their contentment in the classrooms by inspiring and motivating them. This will enhance teaching quality and consequently raise students' satisfaction and learning effectiveness. The current study aimed to explore the relationship between English learning, leadership styles and students' willingness to pursue master's in marketing through a survey in a Business school in Jizan, based on participating students' response on a validated questionnaire.

Students' comments on seven questions in Phase 1 indicates that they are satisfied by the leadership style and learning outcome in the college. However, no statistical significance was noted in this pattern. Similarly, in studies Trichas & Avdimiotis, 2020 stated that students enjoy working with the professors who employ transformable leadership style and help students to develop their self-confidence and inspire them to learn. Overall, students are satisfied with the professors who encourage them to learn more which eventually improves their academic performance.

Student's responses to questions in phases 2, 3 and 4 illustrate their learning desire and to pursue their master's in marketing in English language. They were keen to explore their future opportunities and wanted to stand in their respective field. In the study done by Radawan (2020), it was observed that the performance and learning outcome of students improves if the leadership style of teacher improves as these styles act as a catalyst in building up confidence and students desire to learn and improve their academic performance. Mulford, B. (2003) in his study on schools mentioned that various teaching styles have positive impact on students' performance. Hence, teachers should evaluate their performance timely.

Pearson correlation test indicates that there is a significant relationship between learning in English language and outcome of student's performance. In the studies done by WenWen Cho (2023) and Ruiyao, M (2023) it was inferred that performance of high school students improved with transformational leadership and learning English language made them to perform well than peers. Overall, this could infer that learning international language boost students' confidence and help them achieve their goals.

The survey's inadequate student coverage is one of the study's primary limitations. The study only lasted one term due to time restrictions, therefore it may not have accurately captured all changes in students' learning results. There may also be unavoidable inaccuracy in responses because of participant differences. Additionally, lecturers must have a thorough understanding of leadership theory because doing so will help them advance their careers. Lecturers must learn and modify their own leadership styles in the future to have a positive impact on students' learning satisfaction and learning outcomes. Future studies on English instruction should not only focus on the unique traits and learning requirements of each student to provide a rational framework for the creation of effective learning tasks and activities but should also consider the online leadership philosophies of professors as they relate to inspiring and motivating their students. Future studies should focus on developing a new curriculum that will help students understand marketing, especially in English. The Ministry of Higher education should focus on

developing an online electronic program to teach students informative marketing knowledge and motivate them to learn it in English.

CONCLUSION

This study considered the implications of a Questionnaire based survey while examining the effects of leadership on student achievement and satisfaction. The outcomes revealed that the suggested framework effectively illustrated the application of an impact construct on students' academic success of the effects of leadership. The study also discovered that lecturers' leadership styles boost communication with students, enhance student learning, and enhance lecturers' teaching quality in higher education. Students stated that their lecturers provided good intellectual stimulation and inspirational motivation, but that they could have done more in the portion on tailored considerations to meet the needs of each individual student in the course. Significant mediating factors also existed between leadership and student accomplishment. Finally, these results can offer useful information for future studies of the Saudi Arabian educational system. It will be advantageous to deepen and improve understanding of theoretical systems relating to geographic settings and leadership philosophies. Students should be allowed to learn in international language to increase their academic professionalism and, ultimately, the quality of their learning.

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