Analyzing the Impact of Subtitling and Transformational Leadership on Improving the Schools Learning Environment: Applied Study on Secondary Schools in Jazan Province, Saudi Arabia

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Abstract

This study investigates the impact of subtitling and transformational leadership on the learning environment in secondary schools in Jazan Province, Saudi Arabia. The main findings indicate a positive relationship between subtitling and students' English language skills, highlighting that exposure to subtitled media enhances comprehension and vocabulary mastery. The research utilized a cross-sectional survey methodology, collecting data from 424 students and teachers through structured questionnaires and statistical analyses, including descriptive statistics and t-tests. Implications for educational practice suggest that incorporating subtitling in classrooms can significantly improve language learning and foster a more engaging learning environment. However, challenges identified include the limited use of advanced educational resources and the need for transformational leadership qualities among school principals to effectively implement these strategies. Overall, the research emphasizes the importance of addressing educational leadership and innovative teaching methods to enhance students' learning experiences in Jazan schools.

Keywords: Subtitling, Transformational Leadership, Schools Learning Environment.

Introduction

Jazan Province is considered as one of the most important provinces in the Kingdom of Saudi Arabia, specifically it is in the southern region. Students in this province, specifically at the secondary level, have poor knowledge of English language skills, which is considered as one of the main factors that led them to do not investigate critically educational issues. Therefore, it needs techniques that help develop English language skills and science. (GADRI, 2021; Shubayr et al.2021).

It is known that television is the most widely spreaded entertainment media, and the most daily watched media. Therefore, using it might be a means to overcome achieving two goals; to enhance education in secondary schools in Jazan Province, teachers need to take care of putting visual images to make the lesson more interesting and meaningful by using subtitled programs. Secondly, enable students in secondary schools in Jazan Province to watch TV programs with subtitles at home, which enable them to understand the material they receive and generally develop their English Language skills and improve the science education. (Alrawkan, 2022)(Hurissi et al.2022).

The concept of leadership and its importance and role in building and developing societies has dominated many past studies and has gained a great deal of attention over time. Over time, the

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concept of leadership has evolved into three types, traditional leadership and contemporary leadership such as transformational leadership. Transformational leadership has been widely accepted in literature because of the significant impact and because of the interest in its behavior (Saad Alessa, 2021). Leadership is effectively impacting on organizational performance as well as the provision of a suitable learning environment. Transformational leadership variables have been measured by some studies in many contexts, but no studies have measured the impact of transformational leadership variables on the learning environment as far as possible. (Deng et al.2023).

Worldwide leadership phenomena such as the advent of globalization, the rapid development of communication technology and the rise of the new world economy have triggered several challenges throughout the world, and these have made new teaching methods and educational strategies more crucial than ever before. Given the importance of education in preparing for the next/future generation, most governments spend a lot of time, effort and money on improving their educational systems to be able to address the challenges of these new phenomena. This is highly illustrated by many governments such as the Saudi government which has spent enormous resources for the same purpose since its establishment in Arabian Peninsula; specifically in increasing the amount of educational investment in the kingdom by increasing the ministry of education's budget by several billion riyals per year, alongside building 1000s of schools (Adlan Al-Abbas, 2010). The Saudi Arabian Ministry of Education has carried out several internal reviews of the educational sector in the kingdom and interviewed and visited many education professionals to identify the most important developmental needs. Investigating the distribution and magnitude of educational leadership activities as perceived by school staff members in the Jazan region of schools to explore insights and conclusions that might be of assistance to policymakers, practitioners, and researchers. To achieve this aim, the Saudi educational leadership practices (K-12) research instrument was employed and distributed to school staff members (teachers and administrators) in a city in the Jazan region of schools in Saudi Arabia. Descriptive statistical analyses and t-test procedures were carried out to investigate participants' reports of primary and significant differences in the frequency and average importance of practices related to their roles and status. Overall, school staff members' educational leadership activities in the study context were found to be distributed at moderate levels, while statistically significant differences were reported in importance but not in the frequency of observed practices by role or status. (Mohiuddin et al.2023)(Aburizaizah, 2022).

Literature Review

The goal of this part is to provide an analytical review of the literature on the impact of subtitling, learning environments, and educational transformational leadership in relation to the study context of Saudi schools. The background that informs the current research is approached through prior studies and research hypotheses. This part also discusses the theoretical framework in terms of the concepts that form the research model and framework. Research methodologies on the survey design, the participants, and the data collection procedure are presented in this section.

Subtitling in Education

Subtitles are an important means of revolutionizing the classroom environment of Jazan's secondary schools. Just a few attempts have been made in the education sector in that region – and those are at their first few steps. Mostly in the high school level some don't even have offices of their own – let alone advanced educational equipment. The rest of the schools too are riddled

with some sincerely detrimental problems: lack of updated educational equipment such as computers and efficient multimedia systems. (Mahzari et al., 2021)(Alghizzi et al.2025)(Almufarreh & Arshad, 2023)

Although research in this field and studies on the issue of the impact of subtitling in learning environments is quite numerous, efforts to vary and enrich perspectives, especially concerning different cultures or provinces, are an ongoing attempt to understand a more general context. From a broader perspective, with rapidly changing technologies and increased access to the internet, the impact of subtitling on learning environments is again one of the most inquired and debated topics. Jazan province, which has very limited research on this context, has been focused on identifying this gap. By contributing results from an empirical study, it is aimed to expand the range of available data, as well as the representativeness of the research. On the other hand, possible implications should enlighten other educational contexts, especially in Saudi Arabia. (Aljehani, 2023)(Olimat et al., 2023)

Jazan province is a unique context in which classroom conditions are distinct from other parts of the world. The educational research conducted in this area is highly relevant for similar areas, rather than generalizations about a broader picture, ultimately benefiting a wider range of educational research (Fathi MOHAMED, 2013). In line with the current trends in the field of education of innovation and ongoing changes in learning environments, this study should primarily work out the presence of subtitles enjoyed in classroom with a view to renewing the existing knowledge. Although this area has been analyzed before, the coming data should be more relevant considering it is based on such a distinctive geopolitical climate. The research aims to test the hypothesis of the importance of subtitles gathered from students' reflections and this should explicitly be specified (Essa, 2023; Essa, 2022; Alkaser2023; Almalki, 2023; Mustafa et al.2024; Alqassim, 2024; Alsubaie, 2024; Ganai & Naikoo, 2023; Alrubaidi, 2025; Ezzeldin et al.2025).

Transformational Leadership in Schools

Administrative leadership has been greatly affected by a wide range of global changes. The need for an innovative leader who can competently lead the development of the organization and adapt to various changes has become vital to organizations in the public and private sectors (Saad Alessa, 2021; Sabbah, 2024; Murari & Mukherjee, 2021). As a result, transformational leadership behavior has become a basic requirement for organizations aspiring to continuity and excellence. Therefore, instilling transformational leadership in an organization is a prerequisite for managers at various administrative levels. This approach aids in the development and adaptation of an organization to different environmental challenges while motivating followers to achieve the organization's goals effectively and efficiently (Deemie Sr, 2024; Fenech et al.2024; Saad Alessa, 2021).

Transformational leadership has several dimensions and characteristics, which may be personal in nature or may be characteristics that relate to interactions within an organization. These characteristics influence how effectively an organization approaches its goals, maintains its development, and deals with environmental challenges (Madi et al.2023; Hilton et al.2023; Sarmento & Riana, 2024; Kucharska and Rebelo2022). Nowadays, organizations need to be constantly capable of adapting to changing environments due to a wide range of changes in social, economic, cultural, political, informational, or technological dimensions. Nonetheless, the administrative leadership of secondary schools in the Western Educational Region may not be enough to adapt to existing changes, maintain development, and effectively tackle a variety

of environmental challenges. In general, over the last two decades, the leadership component of the educational system in Jazan province has not received enough consideration, and the existing research is very limited. (Al-Shargabi et al., 2021)(Alkaser2023; Saad Alessa, 2021; Kılıç & Uludağ, 2021; Ali and Anwar2021; Curado & Santos, 2022; Lasrado and Kassem2021; Żywiołek et al.2022).

Learning Environment Theories

Learning environment theories provide a lens through which to make sense of how physical places and personal relationships facilitate ways of interacting, talking, or reflecting. It includes five types: self-determination theory, socio-cultural theory, adult learning theory, participatory learning theory, and transformative learning theory. Subsequently transformations in any one of these learning environment entities can alter the environment along the whole learning environment continuum. This entails considering how subtitling strategies may inadvertently alter other learning environment entities. (Neufeld, 2024)(Schweder & Raufelder, 2024).

This paper reviews selected learning environment theories and methodologies for analyzing learning environments; assessing the impact of subtitling in learning environments in Jazan Province secondary schools in relation to the learning approaches of the students, subtitling strategies, and teacher leadership; and introducing the methodology for analyzing the impact of subtitling and leadership on the learning environments in Jazan Province secondary schools. Learning environments refer to physical places, including the school, the classroom, meeting rooms, and the library, and the environment itself; entities in learning environments, such as the teacher, peers, content, texts, time, space, ICT, paper, and board; and relationships, including how other entities interact, or the setting in which learning takes place (Wambui Njui, 2018). Immediate relationships between these can have direct and practical effects on learning, but a broader view of these relationships stresses the complex and dynamic interrelationship of learning environments. At the macro-level, five learning environment theories could be identified as relevance to learning environments in secondary schools, as a basis for analysis: self-determination theory, socio-cultural theory, adult learning theory, participatory learning theory, and transformative learning theory. Each has its particulars focus and sees the learning environment in a different way, but all recognize interactions between entities and relationships in facilitating learning. (Essa, 2023)(Essa, 2022)(Almalki, 2023).

Research Methodology

Research Objectives and Hypotheses

This section describes the rationale for the study, the significance of its findings, and possible implications, and outlines research questions and hypotheses. The purpose of the study is to analyze the impact of subtitling and transformational leadership on learning environments in secondary schools in the Jazan province of Saudi Arabia. The study will utilize a cross-sectional survey of students and teachers. The focus will be on the relationship between subtitling and learning environment. The study considers the effect of time spent watching subtitled video content outside the classroom. Transformational leadership is four-dimensional; idealized influence, inspirational motivation, intellectual stimulation, and individual consideration - and the study includes an analysis of the relationship between these dimensions and learning environment. The quality of education in Saudi schools has recently been the subject of much research. Recent work has studied the learning environment and teaching qualities in classes. Transformational leadership is seen as a way of strengthening schools solely by developing

individuals, and subtitling can help to improve English language education. This research will both broaden and deepen understanding in this area, by examining the relationship between subtitling, transformational leadership, and learning environment. It is also expected to support general educational practice by offering valuable information for the improvement of the learning environment in schools. On an additional note, concerning the question of how to promote effective education by improving ambient language environment, this research presents new evidence on the effectiveness of the practice of watching subtitled videos. The primary research question is: How does exposure to subtitling and transformational leadership affect the learning environment within secondary schools in the Jazan province of Saudi Arabia? The secondary research questions are: What is the relationship between exposure to subtitling outside of school hours and the learning environment in school in the Jazan province of Saudi Arabia? How do the dimensions of transformational leadership impact the learning environment of in schools in the Jazan province of Saudi Arabia? It is hypothesized that there is a negative association between time spent watching subtitled video content and the learning-environmental value. It is also hypothesized that there is a positive association between the four dimensions of transformational leadership and the learning-environment value.

Research Design

The study aims to investigate the effects of English subtitles as an input enhancement strategy on the learning levels of the Jazan high school students. This study is a significant step, especially for the students in the Jazan province, because subtitling is not a common strategy used in the EFL learning environment. The second goal of the study was to develop a new initiative model for the English language teachers and managers in the Jazan province in sensitizing awareness of establishing and managing a specific transformational leadership that would be useful for constructing a supportive and motivating learning environment for the students in Jazan high schools. The study has two research contexts, each of which is addressed in one of the above two research goals. For the study part of the research, the effects of English subtitles on the students' learning levels have been carried out by using the English students from representative high schools in Jazan province. The reports scored by the middle and high school students were utilized to control the previous, baseline English performance, and this kind of student sorting random assignment was missed in the previous studies. The impact analyses of the subtitling were conducted on the English score of the students by using the ordinary least square method and the method. Considering the exogenous variations in the subtitling scores, effects were tested and ruled out by using the placebo score of the quiz and data results of the unannounced projection of the English subtitles respectively. Since the study findings still have not been inspired by the school leaders of the Jazan high schools, the follow-up research part of this initiative model for transformational leadership has not been performed so far. On the next school year, the Jazan high schools in Saudi Arabia were compelled by the Education Department to establish and manage the English subtitling classes as a popular language education.

Sampling Techniques

In this section, I will describe the study design used to assess the impact of subtitling within the context of transformational leadership on the learning environment at secondary schools in Jazan province. Particularly, the sample selection will be reviewed, the data collection process will be explained, and the analysis will be discussed.

This study utilized the quantitative research method to collect data in association with the sample

population of school managers, school principals, schoolteachers, and students in secondary schools in Jazan province. The sampling technique utilized was the stratified random sample procedure with the allocation of 81 samples as school managers, 130 as school principals, 405 as schoolteachers, and 1,189 as students. Consequently, the questionnaire survey was conducted for school managers, school principals, schoolteachers, and students, and the results were accessible for 81, 130, 405, and 1,189 samples, respectively, depending on the follow-up procedure.

For data analyses, descriptive frequency and item analysis were executed to recognize the basic outcomes, the data modification was performed for the Outer Model Estimation, and the Inner Model Estimation based on the Use latent Structural Equation Model was worked to deliver impacts on the learning environment at secondary schools in Jazan province.

In achieving the educational targets of developing thoughts, feelings, and behaviors of the students, the school management must recognize the importance of and the requirement to provide an excellent learning environment. Because it leads to the students being motivated, feel secure, respecting each other, and make them enjoy the teaching-learning activity. Likewise, school principals must have the enlightenment and competency in providing for the breakthroughs and innovations to the schools they manage. For example, by always lively seeking the form of improvements that can be executed, say by giving support to the lecturers and training them to be more energetic. In a manner, the school manager in the districts must do his job well with the practices of transformational leadership which is characterized as always willing to extend support and continuously looking for the renewals in carrying out his duties, as well as designing and controlling the supporting system that can enhance and support the process of teaching at the schools. On that basis, the students will respect their lecturers more as they appreciate what has been implemented and the disciplined behavior is created in the learning unit.

Data Collection Methods

A mixed method design was adopted to collect data to evaluate the effectiveness of Schools Initiative within Transforming Saudi secondary schools. Quantitative data was collected about Schools Initiative subject teachers and their working environment as a focus on the translation and implementation of the new initiative. Instruments used included a semi-structured questionnaire consisting of 20 questions, with both close-ended and open-ended questions. Questionnaires were reviewed informally with an advisory group of teachers for face validity and piloted with six boys' subject teachers. The reliability of the pilot was calculated as .87. Qualitative data was gathered at two schools with a structured focus group interview with male residential teachers and a female administrator. The semi-structured set of questions were piloted with similar applied girls' schools until no further refinements were necessary. An observation schedule used to observe different activities in a variety of schools types. Data obtained was analyzed by developing coding frames to marry interview data with qualitative analysis issues with reference to themes emerging from a review of recent related literature. A follow-up survey instrument is being devised to be used at follow-up events.

Data Analysis Procedures

A structured approach for analyzing and processing the collected information is included in this Section. It describes the development of survey questions, translation of the survey, determination of the final sample, distribution method, collecting data, data processing, and

method(s) of data analysis. Finally, it describes how the interpretation and analysis of the collected data will provide an understanding of the research findings.

For most of the past century, scholars believed that categories of grammatical function, such as the subject and direct object of a verb, are universally encoded by distinct alignment types. Consideration of a broader range of languages and analyses demonstrates, however, that alignment choice is contingent upon several factors. Arguments can be made concerning the effects of interaction between factors such as discourse structure, linguistic agency, and sentence length. More closely-packed words or phrases imply a crossing of the barbarian stack.

The dilemma may be simply put: how do acquisitions, particularly the large-scale diffuse low-cost ones, contribute to an overall prevalence of the system in its liquid state? Correlations are still the basis for most approaches towards this question posed by the strictly theoretical aspects of worksheets.

	Sub		T.Leadership		Performance		Overall	
	Female	Male	Female	Male	Female	Male	Female	Male
Valid	165	328	165	328	165	328	165	328
Missing	0	0	0	0	0	0	0	0
Mode	3.000	3.000	5.000	5.000	5.000	5.000	2.750	3.250
Mean	3.291	3.363	4.195	4.138	4.778	4.762	3.322	3.121
Std. Deviation	1.307	1.226	0.538	0.550	0.372	0.338	0.495	0.625
MAD	1.000	1.000	0.340	0.340	0.000	0.110	0.310	0.430
Variance	1.708	1.504	0.290	0.303	0.138	0.114	0.245	0.390
Shapiro-Wilk	0.881	0.886	0.962	0.969	0.659	0.732	0.933	0.937
P-value of Shapiro-Wilk	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
Minimum	1.000	1.000	2.190	2.170	3.170	3.000	1.500	1.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000	4.000	4.000

[a] The mode is computed assuming that variables are discrete.

Table1: Variables Presentation and Descriptive Statistics

Table 1 provides Variables presentation and descriptive statistics which shows the extent of the relationship between the three study variables: translation, transformational leadership, and the development of educational performance in Jazan schools in the Kingdom of Saudi Arabia. It shows descriptive statistics such as the mean and standard deviation, which showed the extent of the study variables' relationship with each other.

| | Group | N | Mean | SD | SE | Coefficient of variation | Credible Interval 95% | |
							Lower	Upper
Sub	Female	165	3.291	1.307	0.102	0.397	3.090	3.492
	Male	328	3.363	1.226	0.068	0.365	3.230	3.496
T.Leadership	Female	165	4.195	0.538	0.042	0.128	4.112	4.278
	Male	328	4.138	0.550	0.030	0.133	4.078	4.197
Performance	Female	165	4.778	0.372	0.029	0.078	4.721	4.835
	Male	328	4.762	0.338	0.019	0.071	4.726	4.799

Table2: Variables Presentation and Descriptive Statistics

Table 2 provides Variables presentation and descriptive statistics and Coefficient of variation and Credible Interval Bayesian Independent Samples T-Test.

Table3: Variables presentation and descriptive statistics

| | Sub | | T.Leadership | | Performance | | Atten | | Sem | | Overall | |
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Valid	165	328	165	328	165	328	165	328	165	328	165	328
Missing	0	0	0	0	0	0	0	0	0	0	0	0

	Sub		T.Leadership		Performance		Atten		Sem		Overall	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Mode	3.000	3.000	5.000	5.000	5.000	5.000	3.000	4.000	3.560	4.000	2.750	3.250
Median	3.000	3.000	4.170	4.170	5.000	4.890	4.000	4.000	3.420	3.220	3.440	3.250
Mean	3.291	3.363	4.195	4.138	4.778	4.762	3.564	3.573	3.295	3.098	3.322	3.121
Std. Deviation	1.307	1.226	0.558	0.550	0.372	0.338	0.919	0.846	0.554	0.672	0.495	0.625
MAD	1.000	1.000	0.340	0.340	0.000	0.110	1.000	1.000	0.380	0.455	0.310	0.430
IQR	1.000	1.000	0.670	0.750	0.290	0.320	1.000	1.000	0.760	0.935	0.740	0.920
Range	4.000	4.000	2.810	2.830	1.830	2.000	4.000	4.000	2.670	3.000	2.500	3.000
Minimum	1.000	1.000	2.190	2.170	3.170	3.000	1.000	1.000	1.330	1.000	1.500	1.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	4.000	4.000	4.000	4.000

[a] The mode is computed assuming that variables are discrete.

	Sub		T.Leadership		Performance		Atten		Sem		Overall	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male

Table3: Variables presentation and descriptive statistics Table 3 provides Variables presentation and descriptive statistics and comparison between Females and Males which displays the great relations and linking between the variables of the study.

	N	Mean	SD	SE	Coefficient of variation
Sub	493	3.339	1.253	0.056	0.375
T.Leadership	493	4.157	0.547	0.025	0.131
Performance	493	4.768	0.350	0.016	0.073
Atten	493	3.570	0.871	0.039	0.244
Sem	493	3.164	0.641	0.029	0.203
Overall	493	3.188	0.592	0.027	0.186

Table4: Variables Presentation and Descriptive Statistics

Table 4 shows the standard deviation and the SD and SE between the study variables.

	RC1	RC2	RC3	Uniqueness
Overall	0.969			0.059
Sem	0.965			0.062
Performance		0.870		0.254
T.Leadership		0.743		0.318
Atten			0.842	0.302
Sub			0.633	0.466

Note. The applied rotation method is promax.

Table5: Variables Presentation and Descriptive Statistics and Principal Component Analysis

Table 5 displays standard deviation and Factor analysis between the study variables which confirmed that the attendance, subtitling and transformational leadership have positive impact on performance.

	Unrotated solution			Rotated solution		
	Eigenvalue	Proportion var.	Cumulative	SumSq. Loadings	Proportion var.	Cumulative
Component 1	2.150	0.358	0.358	2.004	0.334	0.334
Component 2	1.276	0.213	0.571	1.366	0.228	0.562
Component 3	1.113	0.186	0.756	1.169	0.195	0.756

Table6: Principal Component Analysis

Table 6 displays Principal Component Analysis which confirmed the relations between the study variables and there are positive relations between these variables.

		Unrotated solution			Rotated solution		
	Eigenvalues	SumSq. Loadings	Proportion var.	Cumulative	SumSq. Loadings	Proportion var.	Cumulative
Factor 1	1.506	1.199	0.240	0.240	1.207	0.241	0.241
Factor 2	1.217	0.557	0.111	0.351	0.549	0.110	0.351

Table7: Factor Characteristics and Component Analysis

Table 7 displays Factor Characteristics and Component Analysis (FCCA) which shows that transformational leadership have more impact than subtitling on performance.

Variable		Sub	T.Leadership	Performance	Atten	Sem	Overall
1. Sub	Pearson's r	—					
	p-value	—					
2. T.Leadership	Pearson's r	-0.062	—				
	p-value	0.167	—				

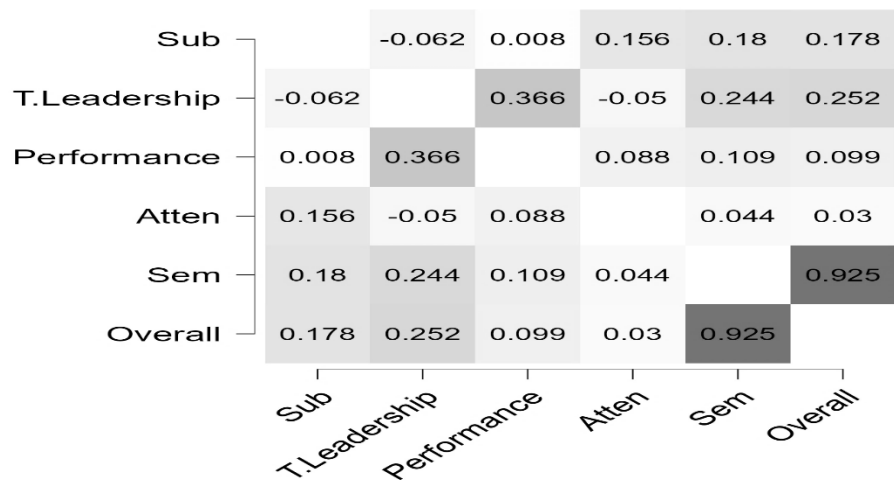| Variable		Sub	T.Leadership	Performance	Atten	Sem	Overall
3. Performance	Pearson's r	0.008	0.366	—			
	p-value	0.855	< .001	—			
4. Atten	Pearson's r	0.156	-0.050	0.088	—		
	p-value	< .001	0.264	0.050	—		
5. Sem	Pearson's r	0.180	0.244	0.109	0.044	—	
	p-value	< .001	< .001	0.016	0.334	—	
6. Overall	Pearson's r	0.178	0.252	0.099	0.030	0.925	—
	p-value	< .001	< .001	0.028	0.506	< .001	—

Table8: Pearson's Correlations

Figure 1 Pearson's R Heatmap

Figure 1 and Table 8 shows Pearson's r heatmap and the relations between the variables of the study which confirmed that positive relation between the subtitling and performance and positive

relationship between transformational leadership and student's performance and positive relationship between attendance and performance,

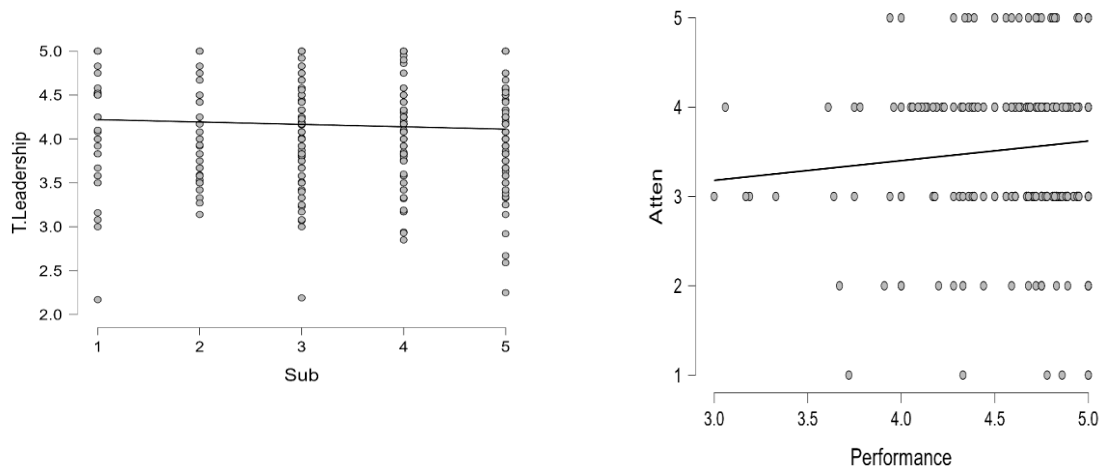Figure 2: Bayesian Correlation Pairwise Plots

Figure 2 Shows the Bayesian Correlation Pairwise Which Emphasizes the Positive Relations Between the Variables of the Study.

Cases		Sum of Squares		df		Mean Square		F		p	
Gender		0.567		1		0.567		0.361		0.548	
Residuals		771.863		491		1.572					
Note. Type III Sum of Squares											

Table9: Descriptives Analysis ANOVA - Sub

Figure 9 shows the Descriptives Analysis ANOVA – Sub and *Descriptives Analysis ANOVA – transformational leadership and their relationship of performance.*

Gender		N		Mean		SD		SE		Coefficient of variation	
Female		165		3.291		1.307		0.102		0.397	
Male		328		3.363		1.226		0.068		0.365	

Table10: Descriptives Analysis

Figure 3: Identifying relationships and patterns with regression trees and Bayesian Correlation
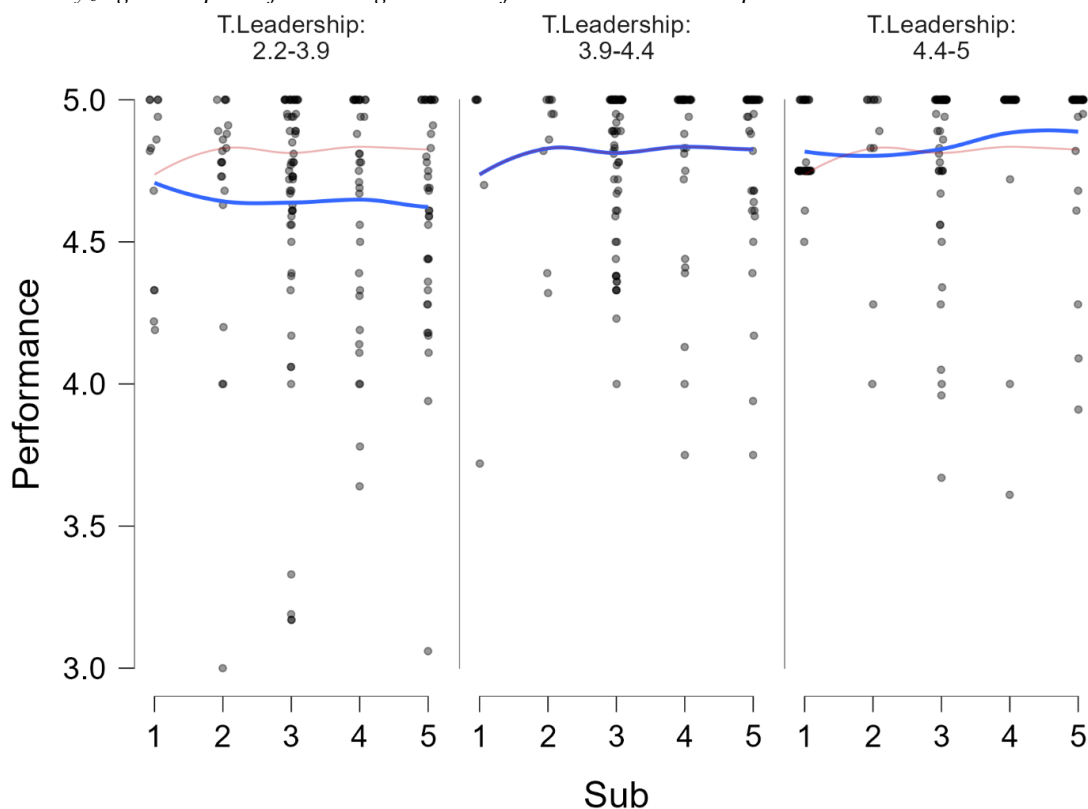
Figure 3 shows the relationships and patterns with regression trees and Bayesian Correlation which confirmed that subtitling and transformational leadership are positive relations with students' performance and schools' development in Jazan.

	Factor 1		Factor 2		Uniqueness	
T.Leadership	1.029				0.004	
Sub			0.656		0.588	
Performance					0.859	
Atten					0.940	
Sem					0.855	

Note. The applied rotation method is promax.

Table11: Factors Analysis and Binomial Test

Variable		Level		Counts		Total		Proportion		p	
Sub		1		58		493		0.118		< .001	
		2		42		493		0.085		< .001	
		3		183		493		0.371		< .001	

Variable		Level		Counts		Total		Proportion		p	
		4		95		493		0.193		< .001	
		5		115		493		0.233		< .001	
T.Leadership		2.17		1		493		0.002		< .001	
		2.19		1		493		0.002		< .001	
		2.25		1		493		0.002		< .001	
		2.59		1		493		0.002		< .001	
		2.67		1		493		0.002		< .001	
		2.85		1		493		0.002		< .001	
		2.92		1		493		0.002		< .001	
		2.93		1		493		0.002		< .001	
		2.94		1		493		0.002		< .001	
		3		2		493		0.004		< .001	
		3.07		1		493		0.002		< .001	
		3.08		4		493		0.008		< .001	
		3.14		2		493		0.004		< .001	
		3.16		1		493		0.002		< .001	
		3.17		3		493		0.006		< .001	
		3.19		1		493		0.002		< .001	
		3.23		1		493		0.002		< .001	
		3.25		3		493		0.006		< .001	
		3.27		1		493		0.002		< .001	
		3.32		1		493		0.002		< .001	
		3.33		7		493		0.014		< .001	
		3.34		1		493		0.002		< .001	
		3.38		1		493		0.002		< .001	
		3.4		1		493		0.002		< .001	
		3.42		10		493		0.020		< .001	
		3.5		18		493		0.037		< .001	
		3.51		1		493		0.002		< .001	
		3.53		1		493		0.002		< .001	
		3.58		13		493		0.026		< .001	
		3.59		1		493		0.002		< .001	
		3.6		1		493		0.002		< .001	
		3.63		1		493		0.002		< .001	
		3.67		17		493		0.034		< .001	
		3.75		14		493		0.028		< .001	
		3.76		1		493		0.002		< .001	
		3.8		3		493		0.006		< .001	
		3.81		1		493		0.002		< .001	

Variable		Level		Counts		Total		Proportion		p	
		3.82		1		493		0.002		< .001	
		3.83		20		493		0.041		< .001	
		3.85		1		493		0.002		< .001	
		3.86		1		493		0.002		< .001	
		3.87		1		493		0.002		< .001	
		3.92		21		493		0.043		< .001	
		3.93		1		493		0.002		< .001	
		4		39		493		0.079		< .001	
		4.01		1		493		0.002		< .001	
		4.08		18		493		0.037		< .001	
		4.1		2		493		0.004		< .001	
		4.16		1		493		0.002		< .001	
		4.17		28		493		0.057		< .001	
		4.19		1		493		0.002		< .001	
		4.2		2		493		0.004		< .001	
		4.23		1		493		0.002		< .001	
		4.25		27		493		0.055		< .001	
		4.3		3		493		0.006		< .001	
		4.33		17		493		0.034		< .001	
		4.42		21		493		0.043		< .001	
		4.44		3		493		0.006		< .001	
		4.5		51		493		0.103		< .001	
		4.51		1		493		0.002		< .001	
		4.52		1		493		0.002		< .001	
		4.53		2		493		0.004		< .001	
		4.55		1		493		0.002		< .001	
		4.56		2		493		0.004		< .001	
		4.57		2		493		0.004		< .001	
		4.58		13		493		0.026		< .001	
		4.67		8		493		0.016		< .001	
		4.75		9		493		0.018		< .001	
		4.83		5		493		0.010		< .001	
		4.86		1		493		0.002		< .001	
		4.9		1		493		0.002		< .001	
		4.92		2		493		0.004		< .001	
		4.95		1		493		0.002		< .001	
		5		62		493		0.126		< .001	
Performance		3		1		493		0.002		< .001	
		3.06		1		493		0.002		< .001	

Variable		Level		Counts		Total		Proportion		p	
		3.17		2		493		0.004		< .001	
		3.19		1		493		0.002		< .001	
		3.33		1		493		0.002		< .001	
		3.61		1		493		0.002		< .001	
		3.64		1		493		0.002		< .001	
		3.67		1		493		0.002		< .001	
		3.72		1		493		0.002		< .001	
		3.75		2		493		0.004		< .001	
		3.78		1		493		0.002		< .001	
		3.91		1		493		0.002		< .001	
		3.94		2		493		0.004		< .001	
		3.96		1		493		0.002		< .001	
		4		10		493		0.020		< .001	
		4.05		1		493		0.002		< .001	
		4.06		2		493		0.004		< .001	
		4.09		1		493		0.002		< .001	
		4.11		2		493		0.004		< .001	
		4.13		1		493		0.002		< .001	
		4.14		1		493		0.002		< .001	
		4.17		3		493		0.006		< .001	
		4.18		2		493		0.004		< .001	
		4.19		2		493		0.004		< .001	
		4.2		1		493		0.002		< .001	
		4.22		1		493		0.002		< .001	
		4.23		1		493		0.002		< .001	
		4.28		5		493		0.010		< .001	
		4.31		1		493		0.002		< .001	
		4.32		1		493		0.002		< .001	
		4.33		8		493		0.016		< .001	
		4.34		1		493		0.002		< .001	
		4.36		3		493		0.006		< .001	
		4.38		4		493		0.008		< .001	
		4.39		5		493		0.010		< .001	
		4.41		1		493		0.002		< .001	
		4.44		5		493		0.010		< .001	
		4.5		7		493		0.014		< .001	
		4.56		6		493		0.012		< .001	
		4.59		5		493		0.010		< .001	
		4.61		11		493		0.022		< .001	

Variable		Level	Counts		Total		Proportion	p	
		4.63	2		493		0.004	< .001	
		4.64	1		493		0.002	< .001	
		4.67	4		493		0.008	< .001	
		4.68	10		493		0.020	< .001	
		4.69	3		493		0.006	< .001	
		4.7	1		493		0.002	< .001	
		4.71	1		493		0.002	< .001	
		4.72	6		493		0.012	< .001	
		4.73	6		493		0.012	< .001	
		4.75	33		493		0.067	< .001	
		4.77	2		493		0.004	< .001	
		4.78	13		493		0.026	< .001	
		4.8	1		493		0.002	< .001	
		4.81	6		493		0.012	< .001	
		4.82	6		493		0.012	< .001	
		4.83	9		493		0.018	< .001	
		4.84	1		493		0.002	< .001	
		4.85	1		493		0.002	< .001	
		4.86	4		493		0.008	< .001	
		4.88	7		493		0.014	< .001	
		4.89	13		493		0.026	< .001	
		4.91	2		493		0.004	< .001	
		4.92	1		493		0.002	< .001	
		4.94	12		493		0.024	< .001	
		4.95	8		493		0.016	< .001	
		5	232		493		0.471	0.207	

Note. Proportions tested against value: 0.5.

Table12: Binomial Test
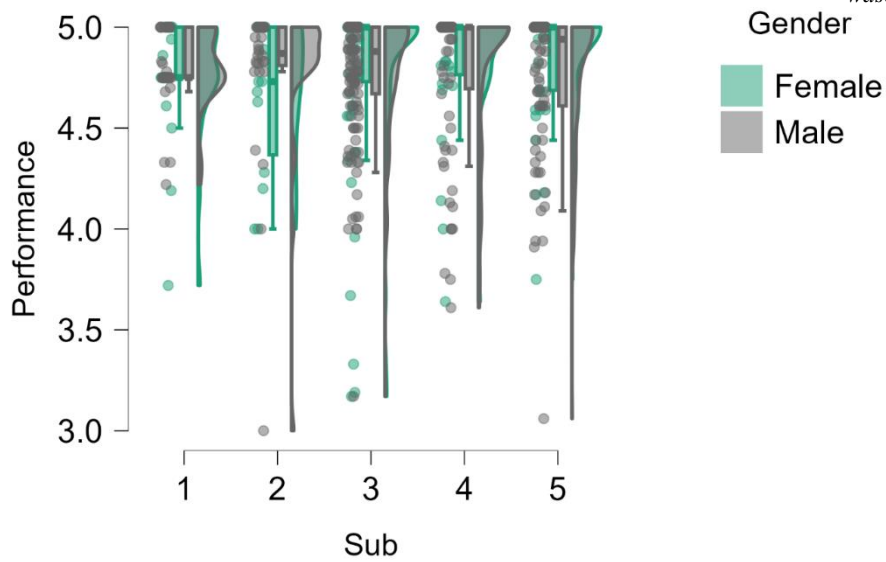
Figure 4: Raincloud Plots Between Subtitling and Performance as Comparison Between Female and Male

Figure 5: Raincloud Plots between transformational and performance as comparison between Female and Male
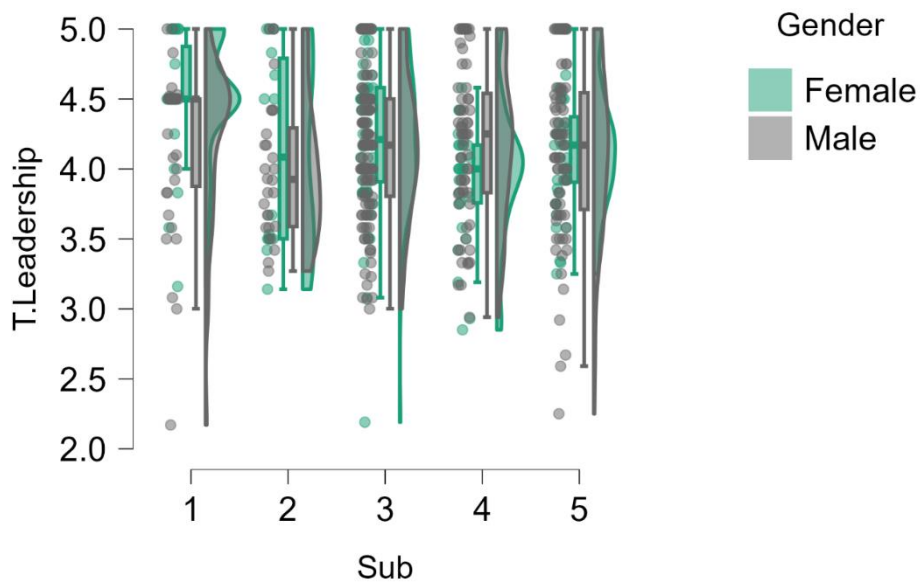
Figure 6: Raincloud Plots Performance for Female
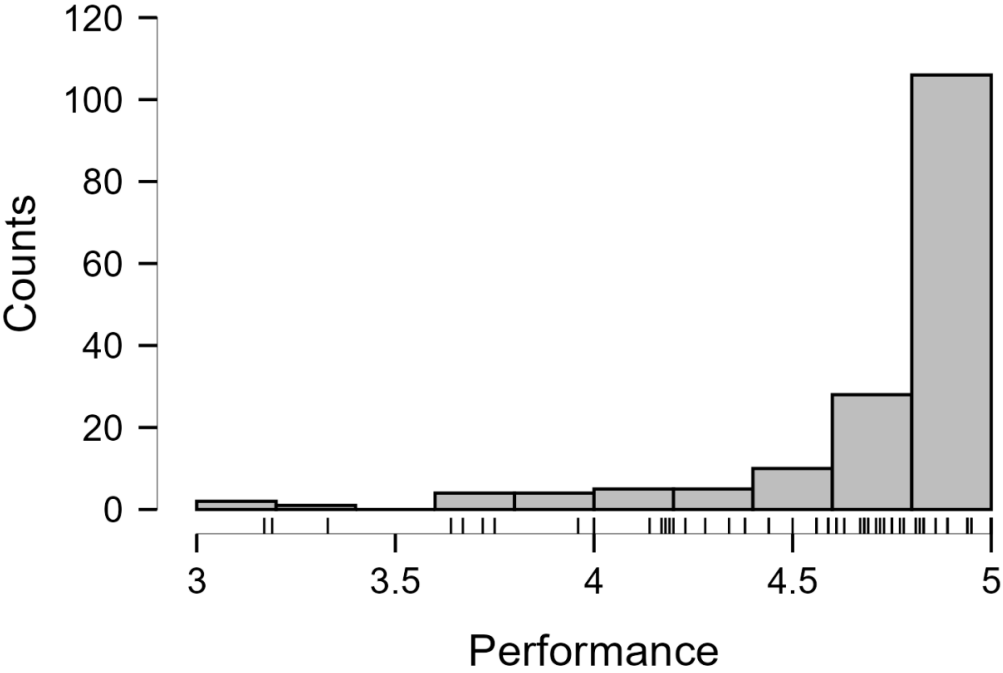
Figure 7: Raincloud Plots Performance for Male
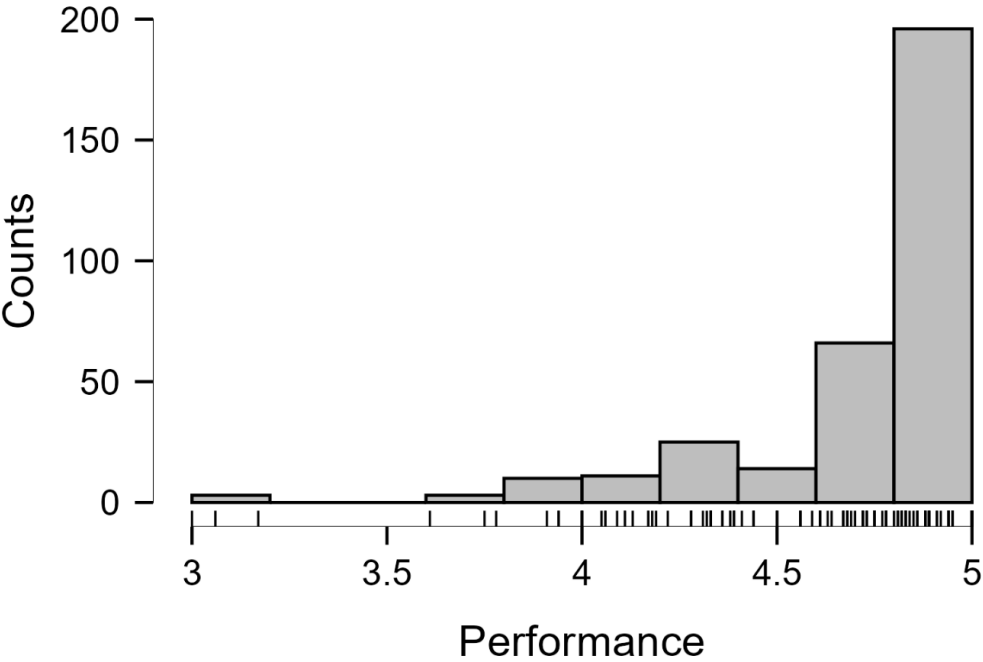
Figure 4: Raincloud Plots Between Subtitling and Performance as Comparison Between Female and Male

We begin by estimating the standard ordered probit regression model (OPRM) for our polytomous dependent variable. The response scale, consisting of categories 'strongly agree', 'agree', 'neutral', 'disagree', and 'strongly disagree', aligns with the structure of an ordinal regression model. The dependent variable, $y_i = \{1,2,3,4\}$, takes values from 1 to 5, representing intervals on a continuous latent variable:

$$y_i^* = x_i'\beta + \varepsilon_i$$

Where $i = \{1,2,\ldots,N\}$, x_i is the vector of the covariates, β is the vector of the unknown parameters and ϵ_i is the vector of the random error terms.

Ordered models assume a dependent variable y_i with more than two categories, where the values reflect a hierarchical order. As in the dichotomous case, the modality of y_i depends on the position of the latent continuous variable y^*:

The OP model, introduced by (Aitchison et Silvey, 1957), assumes that $\varepsilon_i \rightarrow iid\ N(0, \sigma_\varepsilon^2)$. The probability of y_i taking a specific value is:

The log-likelihood function is:

$$LogL = \sum_{i=1}^{N}\sum_{k=1}^{K} y_{ik}[\Phi(\frac{\gamma_k - x_i'\beta}{\sigma_\varepsilon}) - \Phi(\frac{\gamma_{k-1} - x_i'\beta}{\sigma_\varepsilon})]$$

Where $y_{ik} = 1$ if $y_i = k$ and 0 otherwise. $\Phi(.)$ is the distribution function of a reduced centered normal distribution.

Table (11 and 12) and Figure (5,6, and 7) displays Factors Analysis and Binomial Test (FABT) which shows the extent of interconnectedness of the study variables and the strength of the positive relationship between them. The results have proven that transformational leadership has a greater impact than subtitling on student performance among both males and females.

Context of the Study

The main goal of this study is to re-establish a balanced learning environment in Jazan Province secondary schools. The current learning environment in secondary education in Jazan schools lacks harmony among the core variables of learning: the teacher, the student, and knowledge. One of the school environments noted is the "toxic school". Toxic schools fail to provide a good education for their students. There are many problems noted in a toxic school: teacher ineffectiveness, high drop-out rates, insecure students who are afraid to take risks, teachers are scared to try new things, unable to handle new challenges and to think logically, etc. According to a survey conducted by the Saudi Arabian Ministry of Education, such environments strongly exist in secondary schools throughout Jazan Province (Adlan Al-Abbas, 2010), creating a huge demand for change. However, unless these problems in the learning environment are carefully identified and understood, it is almost impossible to correct them. This is the role of educational researchers currently. This proposal identifies several causes of this unbalanced learning environment that are related to the teacher, knowledge, and student in the Jazan Province context. Of the four components (teacher, student, knowledge, and environment) identified in the UNESCO–IIEP technical guidelines, this research proposal considers the impact of the teacher and the learning environment on the teaching/learning process in secondary classes. The effectiveness of a teacher will strongly affect the effectiveness of learning. It is found that ancient learning principles stress learner-center teaching: An effective educator can lead them to learn

for themselves. However, traditional Saudi Arabian teaching depends on an instructivist approach, that is, one who knows well will teach, without an inquiry process. More recently a constructivist approach to teaching has been recommended where teachers and students act together, creating knowledge in a learning environment based on experience but not in most schools in Saudi Arabia. Regarding the leadership style of teachers, this can influence the effectiveness of learning by obtaining the managerial concepts exerted on the subtitling highland classes in TV, negatively pressured on student motivational strategy, and the teacher storyling watt-class effect by force. Solving such problems and enabling conditions would create a proportionally supportive and secure learning environment, which in turn would foster the learning motivation of students to achieve all psychological needs. Thus, educational leaders participating in this study are invited to accept the challenge in creating a conducive learning environment in highland classrooms.

Overview of Jazan Province

The Kingdom of Saudi Arabia (KSA) is an Arabic speaking country with English being taught as a second language in schools. There are over 250,000 English teachers in more than 13,000 schools all over the Kingdom, making it the third most taught subject in the country (Adlan Al-Abbas, 2010). Two strategic trends in the field of perspective artificial languages, in relation to education, in the KSA have been Subtitling and Transformational Leadership.

Secondary Education in Saudi Arabia

This research addresses educational policy as it plays out on the ground in secondary schools in the Jazan Province of Saudi Arabia, notably at classroom level in English-as-a-foreign-language instruction. With the aim of enhancing the English skills of Saudi students in its upper secondary schools, Saudi Arabia has heavily invested in its Native Speaker English Teachers (NSET) Program. Currently, approximately 4000 American, Canadian, and British teachers are placed in schools throughout the country. In addition, recent educational policy stipulates the mandatory use of the target language – English – as the language of instruction in EFL classes. Similarly, school districts are required to develop processes for the monitoring and evaluation of teaching and learning processes aimed at increasing student achievement in English (Adlan Al-Abbas, 2010). Two facets of instruction in English (as a foreign language) classes are investigated, i.e., the impact of Transformative Leadership as perceived by the language teacher and the use of translational subtitling on English language learning and teaching.

Challenges in Jazan Secondary Schools

Recently, the Saudi government has opened more opportunities for greater democracy within schools. Some schools within the Jazan Education Directorate are not yet actively engaging in the principles of good democracy. In Jazan secondary schools, pupils learn about active citizenship through a variety of ways, including voting and electing pupils to be on the school council and participate in school improvement format. Furthermore, the findings indicate several challenges are hindering transformative learning environments within pupils. The challenges that are prevailing the Jazan model can be seen from (A. Alfayez & K. Alshammari, 2017). It is contended transformative learning environments should nurture the personal, emotional development of pupils, as well as their capacity to think critically and responsively. Subtitling is a pedagogical approach in which the teacher seeks to give pupils the experience of analyzing, understanding and discussing how ideas and course content are presented in written texts of a range of different formats; the same rigorous standards of such natural teacher questions as they

would receive in their ordinary reading or writing. This study is informed by an account of good subtitling practices. As of August 2012, all secondary school teachers are to use their professional judgment to make learning environments more student-centered. In well subtitling schools, subtitling is applied to approximately 40% of learning environments. Subtitling is a facet of a teaching style where teachers employ high-level instructional principles along with behaviors of support to facilitate higher orders of thinking and learning on a routine basis. Catholic schools were seen to use subtitling effectively to create intellectual challenge. The negative effects of subtitling are discussed. Subtitling can make a significant contribution because arithmetical ability is crucial for success in other school domains. In Saudi Arabia, subtitling can improve learning when applied to the achievement of changes in regulative educational practices. Such educational practices existed, for example, when the leadership and management of a learning environment were underpinned by an explicit philosophy that pupil learning outcomes are in the context of local knowledge, beliefs, and values. Moreover, these were associated with policies that aimed, inter alia, to impose changes in the established orders unfolding in the Jazan model.

Findings

Subtitling is an excellent avenue to improve English language learning in Jazan Province secondary schools, which needs to be supported not only by the educational leadership of the Saudi Arabian Ministry of Education but by society as a whole, whether in terms of providing classroom facilities, funds or additional facilities such as more up-to-date communicative learning media, frequent use of English language for communication and long-term in-service programs, such as courses, seminars, workshops and conferences. The findings reveal a positive relationship between transformational leadership and the learning environment. Specifically, school principals' modeling is also found to be an important factor that contributes greatly to an effective learning environment. It is particularly effective in shaping an encouraging classroom atmosphere that has high learner and teacher satisfaction, increases learner time and opportunity for learning by engaging more in learning activities, creating an intellectually stimulating class environment and raising teacher expectations. Subtitling is seen as a form of teaching aid that can support language learning and democratize learning opportunities to a wider population since it can be accessed irrespective of differences in socioeconomic status (Adlan Al-Abbas, 2010). Subtitles in classrooms can encourage learner involvement in understanding and learning of content with the desire to learn more, as well as the information addressed in subtitling or writing approaches where quality information is retained (Saad Alessa, 2021). Because of the view encouraging subtitling and the discovery of school principals' transformational leadership behavior that positively impacts the learning environment, readers are strongly encouraged to promote the use of subtitling in classrooms to help pupils learn and to advise school principals within the province's educational leadership organizational structure to employ transformational leadership activities and behaviors that can contribute to the development of the classroom learning environment.

Impact of Subtitling on Learning Outcomes

Research on subtitling has focused on the relationship between subtitling and second language acquisition. One problem posed was whether watching inter-lingual subtitling films could develop one's language (Fathi MOHAMED, 2013). Subtitling is a form of intersemiotic translation and transduction, and inter-lingual subtitling is a method for enhancing communication between speakers of different languages. Research has shown some similarities

and cross-transfer of skills between these two types of interpreting. These include an overlap between the executive processes in each directionality, linguistic knowledge transfer, and transfer of cognitive strategies used in both modes. Further, the results indicate that bilinguals' use of a first language appears to be less affected by the inference processes than is the case for unilingual subjects, suggesting that difficulty of information processing within short-term memory is related to the subjects' second language proficiency. As interpreters are a very specific group and may use cognitive strategies very different from those employed by bilinguals of similar proficiency who are not interpreters, it was decided to replicate the previous study comparing students… (Citra Lestari, 2018). And the results of the scores indicated that watching English movies with English subtitles is effective to improve students' vocabulary mastery. Subtitling as a general inscription mode involves the combination of visual and aural texts in the same medium at the same time. Regarding L2 learning and using audiovisual texts, subtitling is particularly useful. People often watch videos with subtitles, whether in the same or in another language. Subtitles can be in the same language as the audio, and in this case, they are called closed captions, or they can be translations of the spoken language, which is called subtitling. Subtitles are arbitrarily understood as any textual material on the same language as the movie or video on screen: hard-of-hearing service for deaf consumers or captions, director's comments or sometimes even the transcript of the dialogues. Randomized control trial is used to show the effectiveness on the impact of subtitling practice to reading and viewing performance on intermediate EFL adult learners of an Asian English-speaking country. Subtitling, subtitles appear in the same language as the movie or video on screen, may offer many benefits both for language learning in general and for listening skills in particular.

Role of Transformational Leadership

Transformational Leadership has become one of the most discussed and scrutinized subjects in educational institutes. Therefore, heading institutions or workgroups in the spirit of Transformational Leadership can be seen as an attempt to understand and attempt to make sense of rapid and expanding changes. Thus, there is a need for academia leaders to analyze the effectiveness of transformational leadership. One of the key stakeholders in the educational workforce is the principals of high schools and secondary schools who hold a supervisory and managerial responsibility beyond their traditional teaching knowledge. The investigation at hand requires expertise in educational leadership and management, sociology, policy, and development studies, cultural studies, and a grounding in the methods of qualitative research. Therefore, directing the leader of the educational field's attention to the proponents of teaching and learning are necessary, as they have an imperative importance in shaping the educational environment (Saad Alessa, 2021). Certain dimensions of educational commitment (e.g. grades, training) are essential for directing in-school leader approaches to ensure a successful learning environment. One of those determinantal subjects on secondary learning environments is the state of language in which education is conducted, revealing how it influences the self-perceptions of the student profiles. Consequently, an inquiry into high schools, specifically in Jazan province, subtitling practices aims the light on the underlying reasons of its subtitling policy and the possible consequences on student satisfaction.

Perceptions of Educators and Students

Education is considered one of the main issues upon which the future of the country rests, and it is one of the most important responsibilities that fall on the shoulders of a nation. Within the path of comprehensive quality education there is no alternative to providing a conducive learning

environment to maximize scholastic achievements, enhance creativity and innovation, prepare for self-learning and lifelong learning, create suitable job opportunities for graduates according to market needs, and drive economic growth in the country. Thus, Jazan Secondary Schools are supposed to be adaptive to educational pedagogies and technological novelties to address the needs of the gigantic wave of expansions in current educational and technological transformation. However, classrooms are not adaptive or ready to fulfill current educational practices (Elmosaad, 2024). This highlights the critical aspects of the schools' adaptive educational environments to enhance the effectiveness of educational outcomes. Subtitling is an additional educational media for teaching spoken language that engages learners in both listening and reading simultaneously. Subtitling is expected to be a solution to improve language skills, especially in students who are not strong in English. Besides that, in transformational leadership frameworks, the leader should be an active listener and active learner and encourage collaborations with others in the school environment. Thus, the legislation is of value in recognizing effective ways to maximize educational achievements from a specific or wide range of practices by analyzing the overall impact of schools' subtitling and educators' transformational leadership on school environments based on the perception of educators and students as well as a further comparison of their perceptions.

Discussion

Transformational leadership has significant positive associations with principals' subtitling and that this behavior cannot be elaborate by any of the demographic and background variables. This result resonates with several previous studies, and it is possible to account for this by considering the dimensions of effective principal behavior (Saad Alessa, 2021). These behaviors are more value based, as L2 leaders will evaluate their actions more qualitatively. In contrast, the demographic backgrounds of the principals, headteachers, and teachers regarded in the earlier research have tended to be operationalized according to easily quantifiable factors, such as which faculty they are from, or how many years of experiences they have had. Another possible, related, interpretation of why this result was obtained is that the four practices of transformational leadership unleashed the L2 leaders' meanings, thereby allowing the teachers to feel the same positive organizational climate. In this way, the transformational leadership of a principal has on the L2 leaders as mediated by the subtitles introduced in the school. Complementarily, this can be manifested in greater trust for students, teachers, headteachers, and constituents as well as enhanced satisfaction with the school's directions. Since L2 learning is ultimately a social endeavor, the school's widening collaboration with parents and other local corners in a coherently positive direction would seem likely to make the school learning safer. The interpretation can also relate to the differing results regarding Trust in the Leader and Trust in the Organization. Trust entails expectations from one party to another which means principal may encourage the teachers to trust in the organization as trust in the principal will not only make the teachers trust in the organization but will also give rise to trust in the leader (principal). Watching and considering authentic pupils' needs shows the role of a leader, looking after both teachers' wellbeing and professional, can be effective in coping confidently with challenges in a promising and constructive way, and encouraging educational setup preparation positively are regarded as the criteria for a leader and are following the conceptual clamor of principalship in transformational leadership paradigm.

1.1. *Interpreting the Findings*

The growth in global business and employment opportunities has made English the predominant

language of international communication. The dominance of English in various sectors has drawn attention to the increasing importance of learning the language in the former monolingual Arab world. To meet the necessity of English, translation has been given a prominent place in language learning strategies. In the educational field, it is often necessarily called 'subtitling' to distinguish it from dubbing and voice-over renditions of the speech. The students can better understand television programs when dubbed or subtitled in English. The translation of education material has also been found to be an effective learning strategy. Mathematics students in schools where English subjects have occurred in the English language, as well as in Arabic, have been found to have a better understanding of the subjects. Therefore, this study advocates the use of subtitling strategies in learning subjects. This strategy can also encourage school ESL students to lay a firm language foundation for learning the English science subject in university.

Implications for Educational Practice

This study empirically examined whether the impact of subtitling on learning environments varies depending on one's perception of transformational leadership. The influence of subtitling on the learning environment was explored according to how this impact varies depending on the perception of transformational leadership among secondary school students in Jazan Province, Saudi Arabia. Although previous research examined the effects of subtitling on solo learning, it did not sufficiently account for learning environments or explore whether the effect of subtitling on learning environments varies. Since the impact of subtitling on the environment may vary depending on the perception of leadership, the examination of subtitling's effect should consider how its impact varies depending on leadership perception (Adlan Al-Abbas, 2010). Although there are various ways of subtitling, it concerns the kind where subtitles written in the target language (L2) are displayed at the bottom of screens that show movies or educational programs in the source language (L1). Subtitling has a longer history and is used more widely than dubbing, which is the replacement of the source language soundtrack by that of the target language. While dubbing for language education requires actors to re-voice the dialogue, subtitling can be done with a translator and editor. Hence, subtitling is more cost-effective than dubbing. The United Arab Emirates (UAE) and Arab world neighboring countries in Asia largely use subtitling. Because of similar linguistic configurations, effective use of this phenomenon for language education in the Jazan region is expected. There are many reasons to focus on learning environments in Saudi secondary schools in Jazan Province. Knowledge is a particularly valuable resource in Saudi Arabia, as it enhances the reputation of its oil and non-oil products and services in international markets. This is important for economic growth, employment, and poverty reduction. Saudi Arabia is currently modernizing its education system, as knowledge is essential to its global competitiveness. Specifically, it aims to upgrade the quality of education at all levels, not least because citizen resentment of economic hardship became increasingly evident (Fathi MOHAMED, 2013).

Limitations of the Study

While the findings provided above offer significant results in the linked research questions and hypotheses, there were several limitations. One limitation was the purposeful selection of native Saudi secondary school students and the Jazan Province as the interview site; therefore, the generalizations of study results are limited. A random selection of additional study sites in other populated cosmopolitan cities in the Kingdom of Saudi Arabia could provide more generalizable results. Another limitation is found in the study design. As a result, causal relationships should not be inferred. Future study with a longitudinal research design is recommended to explore a

cause-and-effect relationship between subtitling and psychology variables. Interviews are intimate in nature, and an interviewer can be perceived as intimidating. Moreover, the extreme modesty culture in some Islamic societies is an additional concern in understanding the true voice of intimate relationships. These factors might have influenced the participants' capability of self-disclosure. On the other hand, interviews can give only limited representation at the participant pool. This research concentrated on quantitative content analysis of modal persons' narration. In return, marks from other parts of the input have been ignored, as well as other languages than English. Further content analysis of comments from a greater number of interviewed students and other parts of the input could deepen the findings in this research. Discussing views together with word marks from several teachers could better show the idioculturally motivated language aspects. Finally, the respondents need to have a good familiarity with lexemes in the input for detailed word level analysis. Different types and degrees of familiarity could determine specializations in content and lexical retention. A more detailed analysis might clarify this.

Recommendations

More training can be provided to teachers and supervisors in safeguarding subtitling as a world-class learning environment occasion. This training includes the translation of learning resources registered with high esteem, such as resources provided in co-operation with national and international consultants. Continued support in the form of guidelines and referral to existing resources is provided by relevant offices. Referring to the World-Class Learning Environment website by teachers, which contains a variety of teaching resources and tools related to constructing a world-class learning environment. Read various literature and research on the impact of the environment on the teaching of learning and suggest leaders in schools to create a learning environment appropriate to the ability of the device. There is potential for teachers subtitling on learning environments to be pursued as their master's thesis. Low-cost research subtitling systems can be provided to meet the needs of teachers in writing a master's thesis. There is room for providing online facial expressions training on the research concept. The 1000-story subtitle database is available for teachers to continue research or develop additional research ideas. More time can be devoted to promoting the effectiveness of the learning environment by engaging teachers in post-training through on-the-job training activities. Further research may be conducted on the interplay between translating activities and their impact on classroom participants. Looking for supplementary funding to explore different approaches to promotion, such as drama or music. The format of audiovisual learning content is broadcast to classrooms since the introduction of new educational initiatives needs to be the centre of further discussion on school news and training. It can be used to monitor how concepts such as the World Class Learning Environment are understood in educational practice and have been embedded in classroom teaching.

Enhancing Subtitling Practices

Enhancing technology assimilation in the educational domain is considered a growing trend worldwide due to the positive effect that such integration has on students. An excellent successful application of technology in the multimedia environment is subtitling. The application of subtitling is extremely important since its primary goal is to ease the viewing comprehension and efficiently facilitate educational procedures. Subtitling can contribute to enriching and enhancing the learning process of the foreign language. There is an ever-growing number of high-quality educational multimedia products to be used in schools. Transformational

leadership is deemed an ideal leadership style since it has been found to positively contribute to the educational facilities. For transformational leadership, a new scale is developed. 181 secondary school teachers provide the fundamental data needed for the analysis, which is carried out through confirmatory factor analysis and structural equation modelling. At the end of the analysis, a group of enlightening findings for the educational domain are presented (Fathi MOHAMED, 2013). It has been unanimously agreed that learning foreign languages can no longer rely solely on literary pedagogy. Numerous holistic approaches to teaching/learning a second or foreign language advocate the substantial incorporation of authentic materials: real-life texts originating from the target culture. Since the early 1990s, videos have rapidly gained reputation as a valuable psycho-pedagogical method for teachers and learners. From a linguistic and cultural point of view, English subtitled-dramas have enjoyed high popularity, thus arousing the interest of scholars around the globe. Wider exposure to spoken language especially via audio-visual feature films, in both the agents' and targets can lead inter-lingually motivated students to learn words at a faster rate. In Jazan province secondary schools while studying English, subtitling practices indicate several ways in which teachers choose the implemented subtitle in the English language. Moreover, teaching experience has a significant positive impact on selecting subtitling practices in video presentation. Statistically significant positive linear relationships between female teachers and enhanced subtitling practices show female teachers make extensive use of certain kinds of subtitling practices in video presentations in English.

Fostering Transformational Leadership

Many believe that the main concern of principals should be with controls on, and delivery of the professional services provided by teachers. However, another view suggests that their main duty is to shape the way that teachers undertake the operation of their advice. Such a view often implies that principals must have an alliance with teachers over strategy. An acceptance of the latter view implicitly undermines the possibility of external power being employed to affect effectiveness. However, to regard principalship as concerned with strategy still allows principals influence channels and builds on the foundations offered in the last section. There is growing anxiety in both academia and policy about the fall of leadership in the countries that persistently perform below average on international comparative tests of student accomplishment. The growing interest in, and quantity of study on, instructional leadership is emblematic. Due to increased responsiveness to educational concerns of leaders to build a proper studying and teaching environment, many world-heads gather an increased attention as things of worldwide discussion. This viewpoint includes stricter considerations within transformational leadership analysis of how leader personality affects the amount of their emotional involvement to followers. Transformational leadership should become the basis of studies addressing leadership effects on schools as frameworks indigenous to schools should be adopted, studies should concentrate on effects looking and considering not only multiple outcomes but also how outcomes vary based. There are a variety of debates over the worth of performance pay, centered predominantly on the efficacy or ineffectualness of the system in increasing motivation and institutional execution. Recent studies question if, for policy manufacturers, this is the correct focal point and claim that the embedding of such a device in this trajectory is dependent on untested suppositions about the nature of teaching and studying work. Perception of the influence of individual rewards on improving students' teaching execution and learning accomplishment among academic staff. This dimension comprises individual and collective struggles made over teaching and learning services, which are associated with either parts of the institution, intra- or inter-college issues of alumni. This might lead to the formation of tension

between academic members of staff either within the college, between teachers and chairpersons, among teachers and heads of Deanship, or between chairpersons as it is stated in requiring their completion, and the attachment of an authority awarding marks.

Policy Suggestions for Education Stakeholders

To enhance student outcomes, it is important that these stakeholders work to ensure that all similarly situated principals have equal access to professional development. Ideally, the recommendations of this research can be used by education stakeholders in Saudi Arabia and elsewhere to further the effectiveness of policy interventions. Although these conclusions and considerations are developed for the context of Saudi Arabia, they can be applied to identifying optimal policy conditions in other developing nations.

To maintain high social outcomes, positive enabling behaviors are important, such as empowerment, consideration of individual needs, support for teaching approaches, and consultation that values teacher input for school planning. These leadership approaches increase the involvement of students, and they create an environment in which leadership is shared openly and efficiently. Since empowerment and support help a teacher's self-esteem and autonomy in the classroom, these enable teachers to work more diligently and take initiative in the fulfillment of their tasks. Accordingly, teachers are more confident in pioneering creative classroom instruction, and they are more confident in endorsing more constructive behavior. This kind of participative school environment is fueled by substantial research, which indicates that as students become more actively involved, their enthusiasm and elevated performance increase. Supporting teachers and their teaching strategies should include frequent instances were leaders' model effective teaching strategies for teachers. While teachers in the school environment are supported and confident in their techniques, procedures for the learners appear to be more effective, and student behavior improves. At a general level, principals need to improve the quality of teacher learning through systematic measures, including mentoring opportunities, peer collaboration frameworks, and networks of principals that enable the exchange of best practice. It is vital that professional improvements target the services sought by principals which highlight worker growth, instruction and appraisal.

Future Research Directions

This qualitative study examined the perceived presence of instructional leadership activities and behaviors among secondary school principals in Jazan Province in Saudi Arabia. The study further examined teachers' perceptions of supportive leadership activities to foster a positive learning environment in secondary schools. The focus of this study was the secondary school context in Jazan Province, a targeted area for educational reform by the Saudi Arabian government. This study addressed a research problem that has a significant gap in terms of the extent to which the school principal's instructional leadership practices influence a supportive learning environment and provided suggestions for reducing that gap. The findings of the present study indicated that the two school principals in Jazan Province had low and shallow awareness of the significance of the principal's instructional leadership in enhancing the learning process and few able to exhibit them in daily tasks. On the other hand, the research data show that teachers' perceptions of the supportive leadership activities needed to create a positive learning climate in the learning environment in Jazan Province's secondary schools were negative and poor and need to be developed. A recommendation for that is linked with giving support and training to school principals to improve their educational and instructional vision and to draw up plans and policies that harmonize these developments.

There is an identification of the importance of leadership qualities and practices to influence the good learning environment and significantly enhance teacher effectiveness and learning gains. School leaders, considered instructional, transformational, and participatory, can become crucial players in reinforcing regular improvements in the learning process as they work closely with the school staff. Together, they support the strategic side of profession-based learning, share visions, set targets, and create opportunities for fruitful engagement and realization. Henceforth, there is an imperative need for turning the schools into learning environments beyond just the confining physical environment into productive and labor-effective learning organizations to meet the challenges of the 21st century. There's an obvious need for further preparation and school-based development plans that direct principal to hold the transitioning to instructional leadership and improving the supportive leadership activities for appreciating the positive and strengthened learning background. Furthermore, the impact of the transformational leadership of the principal in Jazan's secondary schools is not looked at, neither in terms of the inspiring impact on the learning environment nor in respect of increased teacher efficacy. Also, the look at essentially charitable schools is narrow. Thus, for the complicated educational condition of Jazan's schools, this issue is important.

Conclusion

The impact of subtitling and transformational leadership on learning environments in Jazan Province secondary schools was analyzed both quantitatively and qualitatively in this research. The research data were collected through a structural model containing subtitling and the four transformational leadership dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The methodology involved conducting a field study with 424 seventh-grade high school students in 10 schools in five cities of Jazan Province. The learning environment of the students, including the size of the dimensions of satisfaction, personal relevance, involvement, and ability, was focused on, as well as several aspects of subtitling and transformational leadership.

It has been understood through the teaching of four language skills that subtitling plays an important role in language learning, that there is a strong need for informing how key language learning functions can be fulfilled, and that qualitative limitations have been slowing down genuine academic curiosity in these matters internationally. However, it has been decided that it contributes to informing the local audiences regarding those needs and to research the effects of TV series on foreign language learning from this context. Viewing the TV series with default language subtitles improved the communicative language comprehension. However, for academic purposes, both viewings of the TV series with the native language subtitles improved the comprehension of sophisticated language items such as certain strategies used by a story protagonist to change a teacher but also decreased the recall of what had been seen. With this understanding, a few research questions were answered, and recommendations have been presented for policymaking, teaching, and further research to the academics in ELT and related fields. Understanding the impact of subtitling on learning environments, particularly a foreign language learning environment, is of theoretical and practical significance for the educational community. This will fill gaps in both the language learning literature and the limited research on educational TV. Since watching TV drama is popular among adolescents in Saudi, the general understanding above indicates that this analytical research would be significant for academic and pedagogical debates. Additionally, distinguishing transparent TV series with either and even minor importance cannot only provide theoretical discussions for future research but also can be of practical benefit for producers, broadcasters, and language learners, especially in the EFL

context. An elaborate understanding of a teaching tool, which evoked large research interest form causes dating back to the 1980s without a definitive result, could also be a novel contribution to existing literature.

Furthermore, the synthetic examination will provide a deep understanding of the observed phenomena and its implications for future research. This aims to enable relevant stakeholders to take appropriate corrective or preventive measures. Due to the multi-dot and synthetic view of the observed phenomena – "subtitling" and "learning environment" – this research has taken shape utilizing the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Evaluation of these four dimensions of transformational leadership in Jazan Province high school principals was specifically pertinent to elucidating the impact of a particular leader on a particular situation. These broad, multiple perspectives provide a comprehensive understanding of the complex impact of a director on a learning environment within the high school context. On this basis, it was expected that the use of these multiple methods in conjunction would provide more data and a richer, more robust exploration of these phenomena. Collaborative analysis examined the closeness and transparency of the subtitling of Arabic TV drama. This qualitative interpretation facilitated gauging the impact of TV series in more naturalistic, ecologically valid viewing conditions – addressing a common constraint of research. This type of interpretation provided interpretive depth to the quantitative analysis and saliency to the emerging phenomena. Based on written reports about educational TV, the design was applied to a wide range of issues regarding the relationships of subtitling and transformational leadership with a learning environment. Made by this study advances theoretical knowledge of the contemporary educational environment (Saad Alessa, 2021). On a practical level, insight improved into the direct links between subtitling and leadership practices and the learning environments. Abbreviations are used. This more complete, informed knowledge base has potential to contribute to enhanced educational practice. The collaborative analytical approach is however newer. The impact and mechanisms of the transformational leadership of high school directors will take around so comprehensive an evaluation. Additionally, little research exists to date on (1) the characteristics of the transformational leadership of Saudi Arabian high school directors and (2) the impact of this leadership style on student learning environments. This gap shrouds the educational environment in a veil of mystery, prevents understanding of the key constructs, and limits policy and practice options.

Acknowledgements

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