

# Amplifying Business Administration Students' Voice: A Needs Analysis of ESP Requirements in Saudi Arabia

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Received: January 26, 2026

Accepted: April 11, 2026

Online Published: May 20, 2026

doi:10.5430/wjel.v16n5p172

URL: <https://doi.org/10.5430/wjel.v16n5p172>

## Abstract

This quantitative research study aimed to establish business administration students' perceptions of the English for Specific Purposes (ESP) requirements. A questionnaire comprising 20 Likert-scale items was administered to a purposively selected sample of 359 participants: 52 males and 307 females. Statistical tests, including means, standard deviations, rankings, and regression, were used to analyze the data. The findings indicate that the most crucial ESP requirements are good interpersonal communication skills, business terminology, and the ability to engage in group discussions. A personalized ESP program is required, as distinctive learning experiences significantly impact cultural learning preferences. A regression analysis shows a positive correlation between ESP perceptions and other learning strategies, indicating that ESP plays a significant role in global academic and professional success. This outlines the need to include students' views to ensure that business administration is more student-friendly and enhances language acquisition. It also assists the instructors and curriculum designers to design tailor-made English-as-a-second-language classes to different students. This study underscores the importance of tailoring ESP curricula to students' unique learning experiences and preferences, emphasizing ESP's role in enhancing global academic and professional success. By focusing on student-centered approaches, it provides educators and curriculum developers with valuable insights for designing effective ESP programs for business administration students.

**Keywords:** business administration, English for Specific Purposes (ESP), needs analysis, education

## 1. Introduction

Various trends in English language education have emerged from the demand for English language instruction, such as global English language instruction and the pedagogical implications of using English as a resource. Detaching English from a single, nation-based linguacultural center has created a non-specific global community of English language users, providing learners with both new opportunities and challenges (Crystal, 2003). Particularly ESP is heavily influenced by the reconceptualization of English. In ESP, content and methods are developed based on the learner's specific motivations for learning (Hyland, 2014). Business administration, economics, finance, and marketing, for example, are subjects covered by ESP rather than general language courses (Dudley-Evans & St. John, 1998). By using carrier content as a vehicle for the real content, ESP pedagogy becomes more complex (Galloway, 2017; Galloway & Rose, 2015; Hassan Omer et al., 2025).

To communicate with fellow professionals worldwide, ESP learners aim to have a working knowledge of English in their specialized field. However, the ever-diversifying purposes and changing learning targets in a globalized economy pose challenges to ESP instruction. As a result of the globalization effects, balancing globalized practices with local needs becomes crucial (Sing, 2017; Mohamed, 2023).

It has become increasingly important to focus on ESP in language education, particularly in professional fields such as business management (Rahman, 2015; Slim & Hafedh, 2019). In today's globalized world, English proficiency is crucial for international business communication. Macho Barés and Llorca (2013), Peltokorpi (2023), and Roshid (2018) reported that college students in Saudi Arabia increasingly recognize that English language skills are vital to their academic and career success. Saudi Arabia places a strong emphasis on business education, offering numerous degree programs in business administration as part of an ongoing reform in the country (Quamar, 2021). Nonetheless, it's still important to assess and comprehend the unique English language requirements of Saudi Arabian students. Saudi Arabian students studying business administration face particular difficulties due to the discipline's linguistic requirements and the pressures of a globally networked business world. Therefore, to guarantee that ESP students gain the language skills they need to succeed in both the academic and professional domains, it is imperative to create an ESP needs profile that corresponds with their linguistic and professional requirements (Ahmad et al., 2023; Al Mallak et al., 2020; Alsughayer & Al Sultan, 2023).

The primary aim of this study is to investigate business administration students' perceptions of English for Specific Purposes (ESP) requirements and to examine how these perceptions influence their learning preferences and strategies. By analyzing students' views, the study provides empirical insights that can inform the development of more relevant and student-centered ESP curricula within the context of business education in Saudi Arabia.

The study focuses on identifying key language needs and learning priorities as perceived by students, thereby offering evidence-based guidance for educators and curriculum developers in designing ESP programs that align with learners' academic and professional requirements. To achieve this, a quantitative needs analysis approach is adopted to systematically examine students' perceptions and generate structured, data-driven findings.

### 1.1 Research Questions

**RQ1.** What specific English for Specific Purposes (ESP) requirements do students in business administration perceive as crucial for their academic and professional success?

**RQ2.** How does the perception of business administration students regarding the requirements of ESP influence their learning preferences and strategies?

**RQ3.** How does the perception of business administration students regarding the ESP requirements correlate with their understanding of the impact of these requirements on their learning preferences and strategies?

**RQ4.** To what extent are business administration students aware of ESP requirements and their impact on their learning preferences and strategies across gender?

## 2. Literature Review

Analyzing students' perspectives on ESP is essential for designing effective language programs in business administration. Research shows that students in this field prioritize practical communication skills, such as negotiation, presentations, and specialized vocabulary, which are directly linked to academic and professional success (Hassan Omer et al., 2025; Johnson, 2017). Understanding these perspectives also provides insight into students' learning preferences and challenges, enabling educators to design more relevant and context-driven ESP courses. Involving learners in curriculum development has been shown to enhance motivation and language learning effectiveness (Banegas, 2019; Mohamed & Shaaban, 2023).

ESP, which emerged in the 1960s to address discipline-specific language needs, has evolved from a focus on general academic skills to the integration of language use in professional contexts (Hyland & Jiang, 2021; Syakur, 2015). In business administration, this shift has led to the development of business English as a specialized subfield, emphasizing communication skills required in real-world professional environments.

By gathering data on learners' preferences, needs, and requirements, needs analysis plays a critical role in the design of ESP courses, guiding course content, goals, and objectives. Establishing a globally inclusive learning environment requires this process (Chen et al., 2019; Hutchinson & Waters, 1987). Performing a needs analysis is essential because business students demand improved ESP training (Low, 2020), and the university offers no ESP courses that meet their needs. The study aims to gather information on the ESP requirements of Thai undergraduate business administration students to develop an ESP writing course. The needs analysis takes stakeholders' and students' views into account by using the frameworks developed by Hutchinson and Waters (1987) and Graves (2000), which emphasize target, learning, and current situation analyses. Significant improvements have been made in how ESP is taught to business administration students. Case studies, business reports, and business letters are examples of real-world business materials that researchers and instructors have begun using in language-learning programs. This change was made to give students real-world experience with the language and communication abilities required for success in the corporate sector (Low, 2020; Xie, 2024).

The communicative approach has become central to ESP instruction in business administration, shifting the focus from structural language learning to meaningful interaction. Students are encouraged to develop language skills through authentic tasks such as role-plays, group discussions, and simulations. In addition, the integration of technology, including computer-assisted language learning (CALL), multimedia resources, and online platforms, has enhanced learning by providing flexible, interactive, and context-rich language experiences (Knezović, 2016; Mohamed et al., 2023; Musdariah & Amansyah, 2023).

Recently, ESP training has been developed to meet the needs of a globalized, digitalized business world. Increased focus has been given on digital literacy, cross-cultural communication, and intercultural awareness, and higher-order skills, including critical thinking, problem-solving, and ethical decision-making. Consequently, ESP training in business administration goes beyond language proficiency to include the cognitive and sociocultural competencies needed in the workplace (Minářová, 2023; Musdariah & Amansyah, 2023).

This trend indicates a shift towards a less language-focused approach that integrates communication skills, business knowledge, and technological competence. The literature has continually emphasized the significance of English proficiency, especially in reading, writing, oral communication, and business terms in achieving academic and professional success (Alenezi et al., 2023). Nevertheless, learners still experience difficulties comprehending lectures, writing, and engaging in verbal communication, underscoring the importance of targeted ESP training (Huang et al., 2023).

Although proficiency in English is considered a significant factor, some studies have found a weak or inconsistent correlation between

language proficiency and academic performance, suggesting the need for more effective instructional approaches (Orlanda-Ventayen, 2019). Against this background, competency-based solutions have been proposed to help overcome these issues by developing business-related, transversal, and language-specific competencies to better equip students to meet professional demands (Sinkus, 2019).

Gheyathaldin and Shishakly (2020) examined how English language proficiency affected academic performance in 760 diverse pupils. Researchers collected CGPA, English language test scores, and credit hours from student transcripts. The study examined the relationships among CGPA, credit hours, student performance, and English language test scores. The researchers also surveyed 349 students with a CGPA below 2.5 to address concerns about the study plan's English language course. This study demonstrated that digital game activities improve young English learners' self-regulated learning (SRL). SRL sources, including metacognition, strategic actions, and motivation, are unconsciously developed by students through interactive activities.

Numerous studies have examined students' attitudes and preferences toward various language-learning resources and strategies. For example, Rudneva (2023) found that business students have a positive perception of interactive learning materials and technology-based resources, considering them effective in enhancing their English language skills. Research also shows that Saudi business administration students value the use of authentic materials and real-world contexts in English language instruction, as these approaches enable them to apply language skills in relevant professional situations. This highlights the importance of aligning ESP instruction with learners' needs and preferences. Innovative approaches, such as virtual service-learning, have also been proposed as effective strategies for enhancing language learning in international business contexts (Cho et al., 2024).

However, studies indicate that positive attitudes toward English learning do not always translate into improved academic performance, suggesting a gap between learners' perceptions and actual outcomes (Massri, 2019). This highlights the need for a deeper understanding of how students' perceptions influence their learning behaviors and strategies.

In the Saudi business administration context, there remains limited empirical research examining students' perceptions of ESP requirements and how these perceptions relate to their learning preferences, strategies, and academic and professional development. While prior studies have identified key ESP skills, insufficient attention has been given to how students interpret these requirements and how such perceptions shape their language-learning experiences. Addressing this gap, the present study systematically examines students' perceptions of ESP requirements to identify the competencies most relevant to academic and professional success and to inform more contextually appropriate ESP instruction.

### 3. Method

This study set out to examine the needs of ESP, the influence of students' perspectives on their learning preferences and strategies, and the correlation between these perspectives and their perceived impact on educational preferences and strategies using various statistical methods. It also explored gender-based differences in students' opinions on ESP requirements and their preferred learning environments and methods. Towards this end, a quantitative research design was adopted to gather data through structured surveys. This research approach is number-driven. It establishes a well-planned and charted framework of research beforehand, utilizing large-scale surveys (e.g. questionnaires)

#### 3.1 Participants

Participants in this quantitative survey were 359 students in the business administration department, 307 females, and 52 males. This gender ratio aligns with the larger proportion of female applicants to the Applied College's Business Administration program at Northern Border University in Saudi Arabia. Based on their final assessment on the English 1 and 2 courses, the participants have a B1 proficiency level. At the time this study was conducted, each participant was registered in the fifth level of their academic program, indicating that their studies had advanced to the point where they could provide informed knowledge on ESP requirements. Participants were selected using purposive sampling, with a particular focus on students enrolled in ESP courses. This sampling technique ensured that participants possessed relevant experiences and opinions pertinent to the study's objectives, thereby facilitating a comprehensive analysis of their needs and perspectives regarding ESP requirements (Obilor, 2023).

#### 3.2 Instruments

To achieve the study's purposes, researchers developed the ESP Requirements Scale, comprising 20 statements distributed across two dimensions: ESP Requirements Perception and Influence on Learning Preferences and Strategies. Each dimension contained 10 items, and a 5-point Likert scale was used to measure them, with "Strongly Agree" (5) representing the highest value and "Strongly Disagree" (1) the lowest. The total scores ranged from 20 to 100.

The researchers validated the instrument (construct) through exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). This validation was achieved after several attempts with the model, resulting in a final version comprising 20 items distributed across two main dimensions, each containing 10 items.

The exploratory factor analysis was conducted using the Varimax rotation. It was found that all items had factor loadings exceeding 0.40, which is a criterion to ensure adequate saturation in their respective factors. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) yielded a value of 0.968, indicating an adequate sample and good measurement quality. The Bartlett's Test of Sphericity was statistically significant, with a Chi-Square value of 9677.98,  $df=190$ , and a  $p$ -value of  $<0.05$ .

Table 1. KMO and Bartlett's Test results

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.968
Bartlett's Test of Sphericity	Approx. Chi-Square	9677.984
	df	190
	Sig.	.000

The final factor analysis model explained 76.824% of the actual variance in the scores provided by the survey respondents, indicating a strong and well-defined factor structure in the instrument used. as shown in Figure 1.

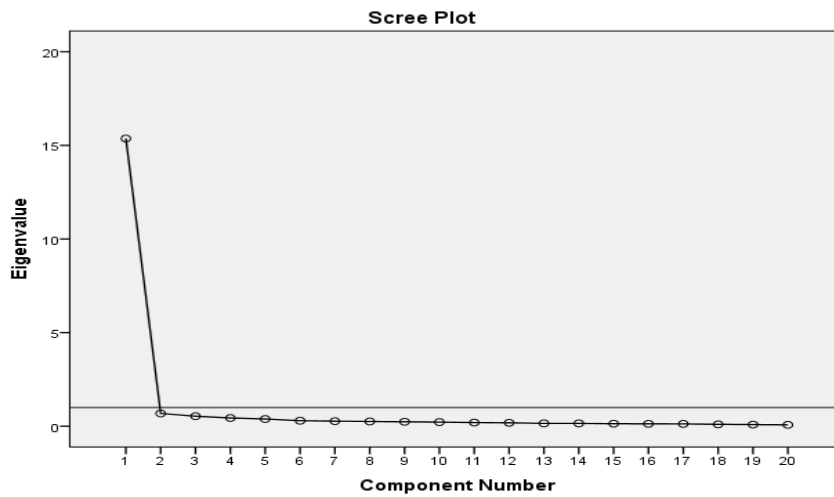


Figure 1. Scree plot of the factor eigenvalues

To verify the construct validity of the scale, a confirmatory factor analysis (CFA) was conducted. The research scale was developed based on theoretical foundations and scientific literature, and the analysis was performed using AMOS v.26.

The additional analysis of overall fit indicated that the confirmatory factor analysis of the scale met the criteria, with the following results: (CMIN/DF = 4.503 < 5, Chi\_Square\_sig = 0.000 < 0.05, "GFI = 0.915, CFI = 0.946, TLI = 0.904, NFI = 0.928, RFI = 0.911 > 0.90", "RMSEA = 0.087, SMRMR = 0.044 < 0.10"). The confirmatory factor analysis model for the two factors with factor loadings is presented, and the standardized factor loading values for these items ranged from 0.82 to 0.91 (all p < 0.001) (see Figure 2).

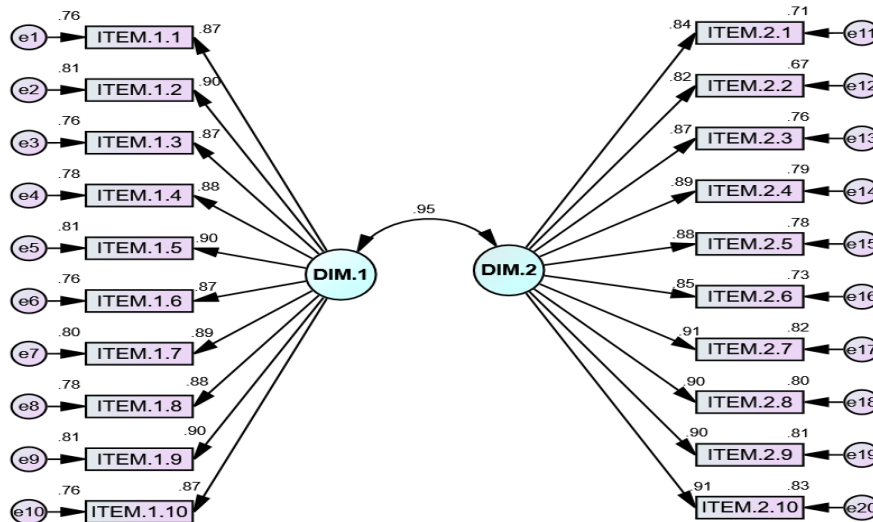


Figure 2. Confirmatory factor analysis for ESP requirements

The reliability and internal consistency of the data collection instrument were evaluated using Cronbach's Alpha coefficient and correlation analysis. The calculated Cronbach's Alpha value of 0.984, which falls within the recommended range of 0.7 to 1.0, indicates a strong internal consistency among the scale items, confirming the reliability of the instrument for data analysis. The correlation analysis further

supported internal consistency validity, as all item-total correlations were positive and statistically significant at the 0.01 level. The correlations between the two dimensions of the scale: ESP Requirements Perception and Influence on Learning Preferences and Strategies, also exhibited strong positive associations with the total score. These results confirm the study's findings' stability and appropriateness and enhance the reliability and validity of the data collection tool in estimating respondents' perceptions and experiences regarding ESP requirements.

Table 3. presents the correlation coefficients between the score of each item and the total score. All correlation coefficients between the score of each item and the total score were positive and statistically significant at the 0.01 level. Table 4. shows the correlation coefficients between the score of each dimension and the total score for all items. Again, all correlation coefficients between each dimension's score and the total score were positive and statistically significant at the 0.01 level.

Table 3. Internal consistency validity (N=359)

Correlations		Pearson Correlation	Sig. (2-tailed)
DIM.1			
1	The ability to write effective business reports is crucial for success in my academic and professional endeavors.	0.882	0.000
2	Understanding and using business-related terminology is essential for effective communication in the field of Business Administration.	0.914	0.000
3	Proficiency in delivering business presentations is a key skill that contributes to academic and professional success.	0.884	0.000
4	The ability to comprehend and analyze academic articles and texts in the field of Business Administration is necessary for my studies.	0.897	0.000
5	Effective communication in cross-cultural business settings is an important aspect of ESP in Business Administration.	0.915	0.000
6	English language proficiency is a critical factor for success in my future career in Business Administration.	0.886	0.000
7	Knowledge of business correspondence and email etiquette is vital for professional communication in the field.	0.903	0.000
8	Understanding and using business-related software and applications is an important aspect of ESP in Business Administration.	0.892	0.000
9	The ability to participate in and lead group discussions on business-related topics is crucial for academic and professional success.	0.909	0.000
10	Developing effective interpersonal communication skills is an important goal for success in Business Administration.	0.881	0.000
11	My awareness of ESP requirements in Business Administration motivates me to seek out relevant learning resources beyond the standard curriculum.	0.858	0.000
12	I actively incorporate business-related vocabulary and terminology into my regular language practice and usage.	0.839	0.000
13	Understanding the importance of effective business presentations influences my choice of elective courses and extracurricular activities.	0.883	0.000
14	My perception of the need for proficiency in academic reading and analysis impacts my approach to studying and researching in Business Administration.	0.906	0.000
15	The recognition of cross-cultural communication skills as important influences my participation in international business-related events and activities.	0.889	0.000
16	The importance of English language proficiency in my future career motivates me to actively seek language improvement opportunities.	0.866	0.000
17	My awareness of business correspondence and email etiquette impacts my written communication practices in academic and professional contexts.	0.917	0.000
18	Recognizing the significance of business-related software and applications influences my choice of additional skill development courses.	0.902	0.000
19	The perceived importance of participating in group discussions on business-related topics influences my collaboration and teamwork preferences.	0.908	0.000
20	Understanding the importance of effective interpersonal communication skills influences my involvement in networking and professional development opportunities.	0.916	0.000

Table 4. The correlation coefficients between the score of each dimension (N=359)

Correlations		Pearson Correlation	Sig. (2-tailed)
DIM			
1	ESP Requirements Perception	0.982	0.000
2	Influence on Learning Preferences and Strategies	0.982	0.000

3.3 Data Analysis

Data analysis used SPSS v.25. Descriptive statistics were first used, including mean and standard deviation computation—to grasp the overall data trends. The Mann-Whitney U test was used to compare groups depending on gender; the correlation coefficient of Pearson

helped to ascertain the association between variables. The data was analyzed using descriptive and inferential statistical techniques. Each questionnaire item was analyzed using descriptive statistics, such as means and standard deviations. These data summarize participants' opinions regarding the importance of ESP in business administration.

A regression analysis was performed using unstandardized coefficients (B), standard errors, unstandardized beta coefficients, t-tests, and significance levels. R-squared, adjusted R-squared, F-tests, and p-values were used to assess the fit and significance of the regression model. R-squared value is used to determine how much variance is accounted for by independent variables. In addition to the adjusted R-squared value, which accounts for the number of predictors in the model, overfitting was also corrected. Furthermore, an analysis of variance (ANOVA) was conducted to determine the significance of the regression model. The F-test was used to determine whether each predictor significantly affected the dependent variable. P-values, or significance levels, were also used to assess the statistical significance of the regression coefficients. When a coefficient's p-value was lower than the predetermined significance level, usually 0.05, it was considered statistically significant.

3.4 Ethical Considerations

To protect the participants' rights and welfare, this study complied with ethical standards. Before beginning the study, participants gave their informed consent, and it was carried out in a completely open and honest way. Throughout the trial, anonymity and confidentiality were upheld, and data pooling precluded participant identification. Following the removal of all possible risks to participants, the appropriate institutional review board or ethics committee granted ethical permission. The participants were allowed to withdraw from the study at any time without any repercussions.

4. Results

Q1. What specific English for Specific Purposes (ESP) requirements do students in business administration perceive as crucial for their academic and professional success?

Table 5. ESP Requirements Perception (N=359)

Items	Mean	Std. Deviation	Rank
1 The ability to write effective business reports is crucial for success in my academic and professional endeavors.	3.99	1.196	8
2 Understanding and using business-related terminology is essential for effective communication in the field of Business Administration.	4.09	1.204	2
3 Proficiency in delivering business presentations is a key skill that contributes to academic and professional success.	4.06	1.139	3
4 The ability to comprehend and analyze academic articles and texts in the field of Business Administration is necessary for my studies.	4.03	1.170	6
5 Effective communication in cross-cultural business settings is an important aspect of ESP in Business Administration.	3.99	1.187	8
6 English language proficiency is a critical factor for success in my future career in Business Administration.	3.94	1.226	10
7 Knowledge of business correspondence and email etiquette is vital for professional communication in the field.	4.04	1.161	5
8 Understanding and using business-related software and applications is an important aspect of ESP in Business Administration.	4.03	1.133	6
9 The ability to participate in and lead group discussions on business-related topics is crucial for academic and professional success.	4.06	1.080	3
10 Developing effective interpersonal communication skills is an important goal for success in Business Administration.	4.11	1.156	1
- Total	4.04	1.044	-

The findings show that Business Administration students have important ESP needs they believe are instrumental to their academic and professional achievements. The most significant competency was the ability to build effective interpersonal communication, with an average score of 4.11, which is crucial for establishing relationships and achieving success in business. This was then followed by the acquisition of the business-related vocabulary and their application (M = 4.09), highlighting the necessity of specific terminology to be able to move around the sphere. The skills in presenting business (M = 4.06) and in being a member and leader of group discussions on business-related topics (M = 4.06) were also ranked high, highlighting the importance of presentation and leadership skills.

The middle-ranked competencies comprised of the knowledge about business correspondence and email etiquette (M = 4.04), the skill to read and analyze academic articles and texts (M = 4.03), and the understanding and use of business-related software and applications (M = 4.03), indicating the significance of communication protocols, academic literacy, and technological skills. Conversely, less important competencies, including writing effective business reports (M = 3.99), effective communication in cross-cultural business environments (M = 3.99) and English language proficiency as a key factor to career success (M = 3.94), imply that task-oriented skills are of more importance than general language skills.

These results indicate that students are preoccupied with skills that directly contribute to their academic and career preparation, especially communication, terminology, and presentation. This highlights the importance of having ESP curricula that is specific to tackle these

unique competencies and equip students to respond to the requirements of the academic environment, as well as the professional environment within Business Administration.

*Q2. How does the perception of Business Administration students regarding the requirements of ESP influence their learning preferences and strategies?*

Table 6. The effects of perceiving requirements on learning preferences and strategies (N=359)

Items	Mean	Std. Deviation	Rank
1 My awareness of ESP requirements in Business Administration motivates me to seek out relevant learning resources beyond the standard curriculum.	3.97	1.194	10
2 I actively incorporate business-related vocabulary and terminology into my regular language practice and usage.	4.01	1.172	5
3 Understanding the importance of effective business presentations influences my choice of elective courses and extracurricular activities.	4.02	1.148	4
4 My perception of the need for proficiency in academic reading and analysis impacts my approach to studying and researching in Business Administration.	4.01	1.196	5
5 The recognition of cross-cultural communication skills as important influences my participation in international business-related events and activities.	4.00	1.210	7
6 The importance of English language proficiency in my future career motivates me to actively seek language improvement opportunities.	4.09	1.199	1
7 My awareness of business correspondence and email etiquette impacts my written communication practices in academic and professional contexts.	4.04	1.180	2
8 Recognizing the significance of business-related software and applications influences my choice of additional skill development courses.	4.00	1.164	7
9 The perceived importance of participating in group discussions on business-related topics influences my collaboration and teamwork preferences.	3.99	1.231	9
10 Understanding the importance of effective interpersonal communication skills influences my involvement in networking and professional development opportunities.	4.03	1.206	3
- Total	4.02	1.057	-

The findings show that students' perceptions of the ESP requirements in Business Administration have a significant impact on their learning preferences and strategies. One of the most crucial findings is that the item of highest rank (M = 4.09) illustrates that students have a high motivation to be better at English because they think that it is important in their future work. On the same note, business correspondence and email etiquette (M = 4.04) have a considerable influence on their written communication behaviour as a sign that they are concerned with the practical use of language in their academic and professional settings.

The other influential factors are knowledge of effective interpersonal communication skills (M = 4.03), which motivates students to take advantage of networking and other professional development opportunities, and the importance of effective business presentations (M = 4.02), which influences their selection of elective courses and extracurricular activities. Other vocabulary related to business was also reported as part of routine language practice (M = 4.01) and adjusting their academic approaches to enhance reading and analysis proficiency (M = 4.01).

Participation in international events and skill development courses was associated with mid-ranked influences, such as accepting the importance of cross-cultural communication skills (M = 4.00) and business-related software (M = 4.00). The lower-ranked preferences, including group discussion, which affects collaboration style (M=3.99) and the desire to find other learning materials outside the courses (M=3.97), can indicate that students might be more interested in an individual approach than in a collaboration approach or in additional learning.

In general, the mean score (M = 4.02) indicates that there is a high correlation between the perception of students about the ESP requirements and their learning strategies. These findings underscore the importance of customized ESP programs, which can meet these preferences, leading to language learning and career preparation among Business Administration students.

*Q3. How does the perception of business administration students regarding the ESP requirements correlate with their understanding of the impact of these requirements on their learning preferences and strategies?*

Table 7. Pearson Correlation between the perception of ESP requirements and the understanding of their impact on learning preferences and strategies (N=359)

Correlations		Pearson Correlation	Sig. (2-tailed)
DIM			
1	ESP Requirements Perception		
2	Influence on Learning Preferences and Strategies	0.929	0.000

The Pearson correlation analysis showed that the perception of the ESP requirements and the knowledge of its effect on the learning preferences and strategies were strongly associated. The correlation coefficient (r = 0.929) shows that there is a statistically significant association (p < 0.01), meaning that students who place a high score on ESP requirements would have an increased likelihood of identifying

the effects on the development of their learning strategies and behaviors.

This close relationship highlights the importance of ESP perceptions in directing the academic strategies of students, especially in the process of modifying their study strategies and preferences to suit the requirements of their field. These findings demonstrate the necessity to design ESP-based curricula that can be appealing to the perception of students and allow developing effective learning strategies depending on the context of Business Administration.

*Q4. To what extent are business administration students aware of ESP requirements and their impact on their learning preferences and strategies across gender?*

Table 8. T-test: ESP Requirements Perception and Influence on Learning Preferences and Strategies by gender

	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Sig. (2-tailed)
DIM.1	male	52	108.33	5633.00	4255.000	5.465	0.000
	female	307	192.14	58987.00			
DIM.2	male	52	119.40	6209.00	4831.000	4.641	0.000
	female	307	190.26	58411.00			

The table indicates a statistically significant difference at the 0.05 level in the median ranks of male and female students on the ESP Requirements Perception dimension, with a difference of 83.81. There is also a (70.86) difference in the dimension of Influence on Learning Preferences and Strategies with the females being favored.

The results of the analysis of gender differences in awareness of ESP requirements and their effects on learning preferences and strategies were statistically significant. Using the Mann-Whitney U test, it was observed that female students were more aware and understanding in both dimensions than male students. In terms of ESP requirements, female students had a significantly higher mean rank (192.14) than male students (108.33), with a difference of 83.81 (Mann-Whitney U = 4255.000, Z = 5.465, p < 0.01). In the same dimension of the impact of ESP requirements on learning preferences and strategies, females performed higher than males, with mean ranks of 190.26 and 119.40, respectively, a difference of 70.86 (Mann-Whitney U = 4831.000, Z = 4.641, p < 0.01). These findings indicate that female students pay more attention to the importance of ESP requirements and their implications on learning strategies. The results highlight the need to account for differences in curriculum design and methodology by gender, so that all students have an opportunity to learn and appreciate ESP materials.

## 5. Discussion

The results offer insightful data on the relative value of specific ESP requirements in the context of business administration. The high mean scores obtained by business administration students on the domain indicate that they consider these abilities to be essential for their success in the classroom and on the job. These findings are consistent with previous research highlighting the importance of effective communication skills, proficiency in business-related language, and the ability to collaborate and interact successfully in professional business environments (Hassan Omer et al., 2025; Rajprasit & Hemchua, 2015).

While students still regard English language competency, the somewhat lower mean score in this area suggests they may view it as a precondition that should be recognized as a normal competence in business administration. This result is consistent with other research showing that English language competency is a requirement for success across a variety of academic and professional environments (Clegg & Simpson, 2016; Feng et al., 2023). Moreover, the standard deviations reveal how diverse the participants' opinions on the relevance of various ESP requirements are based on their different answers. The variety noted above underscores the need for tailored curriculum development and language instruction to address individual differences and meet the diverse needs of corporate management. Although the findings are based on self-reported perceptions, the use of quantitative analysis ensures a structured and systematic examination of students' ESP needs, enhancing the reliability of the results.

These findings demonstrate the relevance of ESP requirements in business management particularly in creating learning plans and creating career orientation in students. The main areas of core competencies that the ESP curriculum should be directed to are communication skills, business vocabulary, presentations, and professional correspondence. The results also substantiate the aim of ESP to enhance academic success and professional readiness, and it is a good ground to make certain teaching plans.

As far as the second research question is concerned, the findings indicate that the perceptions of the students towards the ESP requirements are hinged on their professional goals and experiences. This is consistent with previous studies that highlight the need to integrate learners' needs and preferences into curriculum development (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987; VanTassel-Baska & Wood, 2023). By addressing these needs, the students can be more engaged, motivated, and able to develop languages, particularly in communication, presentations, and business contexts.

The findings for the third research question indicate a strong positive correlation between students' perceived needs in ESP and their preferences and learning strategies. Students who acknowledge the relevance of ESP tend to engage in more specific learning methods, which confirms prior studies on the significance of needs-based instruction in language learning (Chen et al., 2021). Nonetheless, there is still a gap between students' awareness of ESP requirements and their proficiency in these skills in real-life situations (Basturkmen, 2010). This underscores the importance of more practice-based methods, including task-based learning, simulations, and case studies, to bridge the gap between perception and application.

Lastly, regarding the second research question, the findings indicate significant gender differences, with female students being more conscious of ESP needs and their effects on their learning processes. This aligns with studies showing that girls are more likely to be motivated and interested in learning the language (Ehrman et al., 2003; Nasim et al., 2024). These findings reveal the need to implement inclusive teaching strategies that can cater to different learning styles and provide all students with equal learning opportunities.

Collectively, the research has some implications for teaching business management language. Teachers need to emphasize encouraging students to enhance their interpersonal communication skills through group projects and presentations. Relevance is amplified by both the use of business lingo and the opportunity for practical learning through real-life case studies. Cultural competency is a key aspect that should be developed, despite the introduction of technology. Professional development, increased awareness of ESP, and the design of ESP programs that better align with students' goals position students to succeed academically and professionally. These pedagogical implications for business administration translate into an effective language learning environment. This can be improved with a few recommendations for the future that will allow us to gain better insight into ESP requirements in business administration. Firstly, it would be desirable to have a more extensive sample to include a wider range of viewpoints and experiences. Further long-term research on ESP needs may provide more insight into how ESP needs change as students develop in their careers and academic performance. Qualitative information should be added to quantitative data to enhance understanding of the outcomes of special learning opportunities and ESP needs. Moreover, the cultural contexts of ESP requirements should be researched, as students from different cultures might perceive them differently. The ESP requirements may vary according to different institutional or geographical contexts; thus, a comparison study should provide a detailed picture. Intervention studies can also answer how specifically designed ESP courses can address the needs and goals of business administration students. Further studies will enhance the methods of teaching the language and equip students of business administration with the tools to achieve success in the field and in the classroom.

## 6. Conclusion

This study examines business administration students' perceptions of ESP requirements and their influence on learning preferences and strategies. The findings highlight the importance of key communication skills, such as group discussions, business terminology, and interpersonal communication, in shaping students' academic and professional readiness. Rather than developing a curriculum directly, the study provides empirical evidence to inform the design of ESP programs that better align with students' needs, preferences, and learning experiences.

The results also reveal a strong positive relationship between students' perceptions of ESP requirements and their learning preferences and strategies, as confirmed by regression analysis. This finding underscores the role of ESP awareness in shaping students' learning behaviors and engagement.

These results highlight the necessity of a student-oriented approach to language teaching in business administration courses and offer practical implications for teachers and policymakers. ESP instruction needs to be continuously adjusted to meet students' perceived needs and professional communication situations, better equipping them to meet the changing requirements of the business world.

Although the study makes contributions, it has several limitations. Self-reported data can introduce subjectivity, and the sample may not accurately represent the population of business administration students, thereby limiting generalizability. Furthermore, the cross-sectional design provides a one-dimensional view of students' perceptions, and the potential impact of cultural and contextual factors was not fully examined.

Future studies need to be based on more diverse samples and adopt longitudinal and mixed methods designs to provide a more in-depth picture of what is needed in ESP and how it affects students' learning experience. Moreover, one should also explore the cultural backgrounds of ESP requirements, since different cultures may have different perceptions. The varying institutional or geographical setting might demand varying ESP needs. Thus, the comparison study will provide an in-depth picture. Intervention studies can also reveal how business administration students can be satisfied with the needs and goals of specially designed ESP courses. Further studies can enhance the approaches to language teaching and equip business administration students with success in their profession and classroom.

## Acknowledgments

We extend our sincere gratitude to the participants of this study for their invaluable contributions.

## Author contributions

Dr. A.I.S.A. and Dr. H.H.A. were responsible for study design, methodology, and supervision. Dr. S.S.A.E. was responsible for formal analysis, data curation, and visualization. Dr. H.J. was responsible for software, resources, and validation. Dr. A.M.M.A.E. drafted the manuscript and handled funding acquisition. Dr. A.M.M. revised the manuscript critically for intellectual content and contributed to investigation and validation. All authors read and approved of the final manuscript. Dr. A.I.S.A. and Dr. H.H.A. contributed equally to this study. No other special agreements concerning authorship exist.

## Funding Statement

This work was supported and funded by the Deanship of Scientific Research at Imam Mohammad Ibn Saud Islamic University (IMSIU) (grant number IMSIU-DDRSP2602).

## Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

#### **Informed consent**

obtained.

#### **Ethics approval**

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

#### **Provenance and peer review**

Not commissioned, externally double-blind peer reviewed.

#### **Data availability statement**

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

#### **Data sharing statement**

No additional data are available.

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#### **Funding Statement**

#### **AI Disclosure**

The authors confirm the use of AI-assisted tools, including Grammarly and DeepSeek, solely to improve the clarity and readability of the manuscript. No generative AI tools were used in the development or writing of the content.

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