



Assessing Psychological Needs and Study Satisfaction of University Students in Light of Self- Determination Theory

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Abstract:

This study aimed to determine the levels of psychological needs based on Self-Determination Theory (competence, autonomy, belongingness) and study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi. Additionally, it sought to investigate the relationship between the psychological needs scale (competence, autonomy, belongingness) and the study satisfaction scale. The researchers employed a descriptive research approach and administered the psychological needs scale and the study satisfaction scale developed by the researchers themselves to a sample of 267 randomly selected male and female students. The results revealed that:

- The level of psychological needs among students majoring in Social Sciences at the University of Oum El Bouaghi was found to be moderate.
- The level of study satisfaction among students was also moderate.
- There was a statistically significant correlation between psychological needs according to the Self- Determination Theory and study satisfaction.

Keywords: *Psychological Needs; Study Satisfaction; Self- Determination Theory.*

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I. INTRODUCTION

Interest in understanding the psychological needs of university students has captured the attention of many researchers. In recent years, the Self-Determination Theory (SDT) proposed by Deci and Ryan has emerged as a prominent framework. SDT places a strong emphasis on personal development within a social context as a means to achieve overall well-being. Over the span of two decades, researchers have further refined SDT, resulting in six sub-theories, one of which is the Basic Psychological Needs Theory.

The Basic Psychological Needs Theory posits the existence of three core psychological needs – autonomy, competence, and relatedness – that must be satisfied to attain feelings of satisfaction and enjoyment, ultimately leading to enhanced psychological well-being. SDT's versatility extends its applicability to various domains, including the realms of work, sports, and aging. Numerous studies have aimed to evaluate the quality of services provided to students, their quality of life on campus, their institutional experiences, and the conditions that shape their social upbringing. These evaluations encompass aspects such as student-student relationships, interactions with teachers, personal development, and more.

University students represent the cornerstone of higher education, embodying the potential to contribute significantly to society as future members of the workforce. Therefore, universities are tasked with not only enhancing their academic and cognitive abilities but also fostering their personal development across all dimensions. Furthermore, universities bear the responsibility of providing an environment that effectively caters to the academic, social, and psychological needs of their students. This commitment is vital for nurturing competent graduates capable of serving both themselves and their communities effectively.

While certain needs are universal, their significance and manifestation may vary from one individual to another due to factors such as their environment, societal context, and personal characteristics. This study seeks to assess the extent to which psychological needs are met among university students, drawing upon the rich framework of the Self-Determination Theory (SDT). The proponents of SDT emphasize that individuals inherently possess a drive to fulfill three fundamental psychological needs: autonomy, competence, and relatedness (or a sense of belongingness). A comprehensive understanding of these basic psychological needs is crucial for comprehending motivational behaviors, as they lay the essential groundwork for achieving happiness, integration, and psychological growth (Deci and Ryan, 2000, p. 229).

Modern studies in Arabic-speaking regions have underscored the significance of addressing the psychological needs of university students. For instance, Al-Zaghloul (2019) conducted research highlighting the critical role of addressing the psychological needs of university students in improving their academic performance. Similarly, Belghoul (2010) emphasized the need for educational institutions to prioritize the psychological needs of students to enhance motivation and ensure educational excellence. Recognizing and addressing these needs undoubtedly contribute to the enhancement of educational outcomes' quality.

The term "satisfaction" is closely related to one's contentment with something. Therefore, this study also aims to assess the level of satisfaction among university students because the results of student satisfaction evaluations serve as key indicators of their experiences both inside and outside the classroom. The quality of their educational experiences, relationships with professors, acceptance of their major, evaluation methods, as well as interactions with peers all play a crucial role. This viewpoint has been emphasized by various researchers, such as Bryant, who argues that students' satisfaction levels provide valuable insights for the development of high-quality institutional plans (Diallo et al., 2017, p. 35). Just as organizations need feedback and input from their employees regarding their performance, in the field of education, students' perspectives on university performance are also essential.

Satisfaction is considered the positive stance of students towards their social-academic experience regarding all aspects of the educational process. It encompasses their comfort, acceptance of their specialization, their professors, their performance, the evaluation methods, the

course materials, and their peers. Several studies have investigated students' satisfaction levels, including studies by Bodi and Al-Zaki (2014), Al-Shar'a and Lubabna (2014), Al- Muqbil (2015), and Al-Damini and Al-Shabi (2021), as well as Ben Abdelwahed, Al-Mahi, and Nile (2021), and studies by Alali, Al-Yahm, and Hanak (2023). These studies generally found that students' satisfaction with their studies is moderate, indicating that universities have room for improvement in various aspects.

After reviewing various available studies, the researchers found no study in the Algerian context that addresses psychological needs according to the Self-Determination Theory and their relationship with study satisfaction. Hence, they attempted to create two instruments for measuring psychological needs and study satisfaction and applied them to a sample of 267 randomly selected male and female students majoring in Social Sciences at the University of Oum El Bouaghi.

The research problem is framed by the following questions:

- What is the level of psychological needs (competence, autonomy, and relatedness) according to the Self-Determination Theory among students majoring in Social Sciences at the University of Oum El Bouaghi?
- What is the level of study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi?
- Is there a relationship between psychological needs (competence, autonomy, and relatedness) and study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi?

➤ **Hypotheses of the Study:**

- The level of psychological needs according to the Self-Determination Theory (competence, autonomy, and relatedness) among students majoring in Social Sciences at the University of Oum El Bouaghi is moderate.
- The level of study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi is moderate.
- There is no significant relationship between psychological needs (competence, autonomy, and relatedness) and study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi.

➤ **Study Objectives:**

The study aims to achieve the following objectives:

- To determine the level of psychological needs (competence, autonomy, and relatedness) among students majoring in Social Sciences at the University of Oum El Bouaghi.
- To explore the relationship between dimensions of psychological needs (competence, autonomy, and relatedness) and study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi.
- To investigate whether there is a relationship between psychological needs (competence, autonomy, and relatedness) and study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi.

➤ **Study Significance:**

The significance of this study lies in the following aspects:

- Focusing on university students and identifying their psychological needs, which have a significant impact on their psychological and social well-being.
- Providing insights to educational institutions on how to develop plans and programs that address the psychological needs of students.
- Understanding the satisfaction levels of university students is essential. Universities can use this information to assess the extent to which they are achieving their goals in improving educational programs and creating an ideal

- educational environment, ultimately enhancing academic performance and success.
- Contributing to the scientific and psychological literature with this study's findings.

1. Study Terminology:

1.1 Psychological Needs:

Psychological needs encompass the degree to which individuals in the study respond to items in the psychological needs scale, consisting of the following dimensions: autonomy, competence, and relatedness.

- **Autonomy Need:** This pertains to a student's capacity and independence in making decisions and taking actions without being unduly influenced by external factors. It is quantified by the scores obtained by students on the autonomy need scale developed specifically for this research.
- **Competence Need:** The competence need reflects a student's desire to feel proficient and effective in their academic environment. It is gauged through the scores obtained by students on the competence need scale.
- **Relatedness Need:** Relatedness need refers to a student's longing to engage and establish social relationships with their peers. This aspect is measured based on the scores obtained by students on the relatedness need scale.

1.2 Study Satisfaction:

Study satisfaction refers to the assessment made by students regarding their contentment and approval of various aspects of their academic experience, including their chosen academic specialization, the curriculum, interactions with professors, evaluation methods, and their relationships with peers. This evaluation is derived from the responses provided by the study sample to the study satisfaction scale developed by the researcher.

1.3 Self-Determination Theory:

The Self-Determination Theory posits that individuals are intrinsically motivated to pursue growth and initiate change when their innate psychological needs are adequately fulfilled. These needs primarily include competence, autonomy, and relatedness. This theory underscores the importance of these psychological needs in driving individuals toward self-determined actions and outcomes.

2. Literature Review:

2.1 Al-Qatnani's Study (2011):

Al-Qatnani (2011) conducted a study aimed at exploring psychological needs and self-concept, as well as their relationship with students' ambition levels at Al-Azhar University in Gaza. The study applied the psychological needs scale developed by Deci and Ryan (2000) and included a sample of 530 male and female students.

Results from this research revealed variations in the need for belongingness among different specializations, with literary colleges showing higher levels of this need. Additionally, disparities in psychological needs across academic levels were observed (Al-Qatnani, 2011).

2.2 Al-Zaher's Study (2017):

Al-Zaher (2017) conducted research aimed at investigating the relationship between psychological needs and self-image among both secondary school and university students in Damascus. The study utilized the psychological needs scale developed by Asmaa Al-Serse and Amani Abdel Maksoud (2000) and the self-image scale. A sample of 300 male and female students from secondary and university levels participated in this study.

Results indicated a significant correlation between psychological needs and self-image, with university students displaying higher psychological needs compared to secondary students (Al-Zaher, 2017).

2.3 Al-Zaghloul, Al-Dabbabi, and Abdel Rahman's Study (2019):

Al-Zaghloul, Al-Dabbabi, and Abdel Rahman (2019) conducted a study focusing on psychological needs, as per the self-determination theory, and their association with happiness among Yarmouk University students. The research employed Deci and Ryan's psychological needs scale and the Oxford Happiness Questionnaire, with a sample size of 399 male and female students.

The findings revealed a statistically significant correlation between all dimensions of psychological needs (autonomy, competence, belongingness) and happiness. No gender-based differences were observed except for competence, which favored humanities majors. The study also identified variations in happiness levels based on gender and major, with females and humanities majors reporting higher levels of happiness (Al-Zaghloul, Al-Dabbabi, & Abdel Rahman, 2019).

2.4 Al-Shar'a and Lubabna's Study (2014):

Al-Shar'a and Lubabna (2014) aimed to assess the satisfaction levels of female students at Irbid University College and investigate the impact of various variables on their satisfaction. The research involved a sample of 492 randomly selected female students, and data collection was carried out using a questionnaire. The results indicated a moderate level of satisfaction among the students.

Furthermore, statistically significant differences in satisfaction were observed among bachelor's degree students based on variables such as academic year, program, and GPA. Differences were also identified across departments. For diploma students, no statistically significant differences were found related to academic year, department, or GPA, but variations were noted concerning the program (Al-Shar'a & Lubabna, 2014).

2.4 Bodi and Al-Zaki's Study (2014):

Bodi and Al-Zaki (2014) aimed to determine the satisfaction level of students at King Faisal University regarding the student services provided by the university. The research also sought to identify differences in students' satisfaction with these services based on variables like gender, academic year, major, permanent residence, and cumulative GPA. A sample of 1688 students was selected through random stratified sampling.

The study used a descriptive approach and a questionnaire for data collection. The results indicated a moderate overall average satisfaction level with the university's services. Gender-based differences were significant, favoring male students. Satisfaction levels also varied by academic year, with first-year students being more satisfied than fourth-year students. Additionally, differences were noted based on the place of permanent residence, favoring students residing in Al-Ihsa. However, no statistically significant differences were found in students' satisfaction with university services based on major or cumulative GPA (Bodi & Al-Zaki, 2014).

2.5 Al-Muqbil's Study (2015):

Al-Muqbil (2015) conducted a study to evaluate the satisfaction levels of undergraduate students at Taibah University concerning their academic courses. The research aimed to assess the fulfillment of current and future students' needs and investigate the influence of gender, college, and cumulative GPA on their satisfaction. The study employed a questionnaire and included a sample of 400 male and female students.

The findings indicated a moderate level of satisfaction among students with their academic courses at the university. Additionally, no significant differences in the achievement of course-related needs were observed based on gender, college, or cumulative GPA (Al-Muqbil, 2015).

2.6 Ben Abdelwahed et al. Study (2021):

Ben Abdelwahed et al. (2021) aimed to determine the levels of satisfaction with university life and satisfaction with studies among students at the Institute of Physical Activity and Sports Sciences. The research also aimed to identify the nature of the relationship between satisfaction with university life and satisfaction with studies among these students. The study included a sample of 250 students from all levels, randomly selected. Two scales were used for data collection, and the results revealed a high level of satisfaction with university life among the students.

However, satisfaction with studies was at a moderate level. Additionally, a statistically significant positive correlation was found between satisfaction with university life and satisfaction with studies among the students (Ben Abdelwahed et al., 2021).

2.7 Al-Damini and Al-Sha'bi's Study (2021):

Al-Damini and Al-Sha'bi (2021) conducted research to assess the psychological satisfaction levels of Yemeni university students regarding the educational process. The study also aimed to uncover statistically significant differences in psychological satisfaction levels among students of the Education Colleges in Aden and Dhamar universities based on gender and university. A questionnaire was prepared and distributed to a sample of 236 male and female students.

The results showed a moderate level of satisfaction among students with the research tool and its dimensions as a whole. No statistically significant gender-based differences were observed. However, statistically significant differences were found based on the university, particularly in two dimensions of the tool: the course materials and the infrastructure, favoring students of the Education College at Aden University (Al-Damini & Al-Sha'bi, 2021).

2.8 Alali et al.(2023):

Alali et al. (2023) aimed to assess the satisfaction levels of students at the Institute of Physical Activity and Sports Sciences in Umm Al-Bouaqi. The research examined the impact of gender, educational level, and academic specialization on their satisfaction levels. Additionally, the study sought to identify aspects of satisfaction that could be enhanced and areas of dissatisfaction that could be addressed by the institute's administration. The satisfaction scale was applied to a sample of 137 male and female students selected through simple random sampling.

The results indicated that students' satisfaction with their studies was generally moderate. No significant gender-based differences were attributed to satisfaction. However, variations in satisfaction levels were observed based on academic specialization, especially in satisfaction with specialization and guidance, teaching materials, and teaching strategies. Moreover, differences in satisfaction levels were found based on the educational level (bachelor's degree vs. master's degree), except for practical training (Alali et al., 2023).

The previous studies conducted by researchers have significantly contributed to comprehending and refining the current study's problem. They have been instrumental in gathering extensive information, interpreting results, and elucidating the scope of the study. These studies have varied in their objectives, methodologies, and outcomes, providing both direct and indirect relevance to the present research. It is noteworthy that, to the best of the researchers' knowledge, no identical study within the local environment has addressed the variables under investigation in the current study.

3. Field Study Procedures:

3.1 Research Methodology:

Selecting the appropriate research methodology is crucial in ensuring the credibility and objectivity of the research results. The nature of the study and its objectives play a vital role in determining the research methodology to be employed. In this study, the chosen methodology is the descriptive-analytical approach, as it serves as a method for describing, characterizing, analyzing, and subjecting the studied phenomenon to detailed examination (Nawfal & Abu Awad, 2015, p. 219).

The descriptive methodology is particularly suitable for investigating social and human phenomena or problems, enabling both quantitative and qualitative description and subsequent interpretation.

3.2 Study Population and Sample:

The study's original population encompasses both male and female students enrolled in the Department of Social Sciences at Umm Al-Bouaqi University during the academic year 2022/2023, totaling 951 students. To form the study sample, a stratified random sampling method was employed from within the study population, ultimately comprising 267 male and female students.

3.3 Study Tools:

In pursuit of the study's objectives, the researchers utilized the Psychological Needs Scale. This scale was developed based on established theoretical foundations, drawing upon the Psychological Needs Scale by Deci (1999), which was translated and standardized by Mohammad Alian (2005), as well as the scale by Chen et al. (2015). Additionally, the Satisfaction with Studies Scale was created, incorporating insights from the theoretical literature and previous studies on the topic of satisfaction. The development process also involved a thorough examination of existing scales to ensure relevance and reliability in assessing study satisfaction.

3.3.1 Description of the Psychological Needs Scale:

The scale consists of 21 items distributed across three dimensions as follows:

- Independence Needs Dimension: Items 1, 4, 8, 11, 14, 17, 20.
- Belongingness Needs Dimension: Items 2, 6, 7, 9, 12, 16, 18, 21.
- Competence Needs Dimension: Items 3, 5, 10, 13, 15, 19.

3.3.2 Description of the Study Satisfaction Scale:

- The scale comprises 18 items distributed across five dimensions as follows:
- Satisfaction with Specialization: Items 1, 3, 8.
- Satisfaction with Professor Performance: Items 2, 4, 5, 7, 10.
- Satisfaction with Fellow Students: Items 13, 14, 16.
- Satisfaction with the Academic Program: Items 6, 9, 17.
- Satisfaction with the Evaluation Process: Items 11, 12, 15, 18.

3.4 Psychometric Characteristics of the Study Tools:

3.4.1 Psychometric Characteristics of the Psychological Needs Scale:

➤ **Validity:**

The validity of the scale was established through expert validation, yielding a coefficient of (0.94). Internal consistency validity, as measured by the correlation coefficients, ranged between (0.788) and (0.807).

➤ **Reliability:**

The reliability of the scale was assessed using Cronbach's alpha coefficient, which was calculated as (0.791).

3.4.2 Psychometric Characteristics of the Satisfaction with Studies Scale:

➤ **Validity:**

The validity of the scale was verified through expert validation, resulting in a coefficient of (0.80). Internal consistency validity, as measured by the correlation coefficients, ranged between (0.589) and (0.787). Construct validity also showed variation in correlation coefficients, ranging between (0.541) and (0.724).

➤ **Reliability:**

The reliability of the scale was evaluated using Cronbach's alpha coefficient, which was calculated as (0.772).

3.5 Study Implementation Procedures:

After ensuring the validity and reliability of the study's tools, including the Psychological Needs Scale and the Satisfaction with Studies Scale, the researchers administered these instruments to the study's sample of students in the Department of Social Sciences at Umm Al-Bouaqui University. Subsequently, the data and information were collected, and the collected scores were statistically processed using the SPSS statistical software package (version 22).

3.6 Statistical Methods:

The researchers employed various statistical methods to analyze the survey data and the fundamental study, including:

For Establishing the Validity and Reliability of the Scale:

- Mean
- Standard Deviation
- Independent Samples t-Test to assess differences between two independent samples from the survey study sample
- Pearson Correlation Coefficient
- Cronbach's Alpha Coefficient for internal consistency

To Address the Study's Research Questions:

- Mean
- Standard Deviation
- Pearson Correlation Coefficient to determine the relationship between the variables (Psychological Needs and Study Satisfaction)

4. Presentation and Discussion of Study Results:

4.1 Results of the First Hypothesis and Discussion:

The first hypothesis posited that : The level of psychological needs according to the Self-Determination Theory (competence, autonomy, and relatedness) among students majoring in Social Sciences at the University of Oum El Bouaghi is moderate.

To verify or reject this hypothesis, the researchers used mean and standard deviation to determine the level of psychological needs among students in the Department of Social Sciences at the University of Oum El Bouaghi.

Table (01): Level and Ranking of Psychological Needs among the Study Sample

Psychological Needs Dimensions	Standard Deviation	Mean	Level	Ranking
Need for Belonging	0.470040	3.6804	High	1
Need for Independence	0.579250	3.6424	Moderate	2
Need for Competence	0.552040	3.4541	Moderate	3
Overall Survey Mean	0.411560	3.6031	Moderate	-

From the table, it is evident that the ranking of needs among students in the Department of Social Sciences came as follows: Need for Belonging ranked first with a mean of (3.6804), followed by the Need for Independence with a mean of (3.6424), and the Need for Competence ranked last with a mean of (3.4541). The overall level of psychological needs among students at the University of Oum El Bouaghi, according to Self-Determination Theory, is moderate.

This study aligns with the ranking of needs for Belonging found in a study by Allah Saber (2018). However, there are variations in the ranking of Independence and Competence needs compared to the present study. In another study by Bakr (2012), the ranking of psychological needs according to Self-Determination Theory was as follows: Independence needs with a mean of (20.1) and standard deviation (2.16) ranked highest, followed by Belonging needs with a mean of (19.7) and standard deviation (2.02), and finally, Competence needs with a mean of (18.4) and standard deviation (1.92).

In summary, students who satisfy their basic psychological needs tend to be more motivated in their studies, while those who do not may experience frustration, leading to a decreased interest in learning. Addressing these psychological needs is essential for fostering a healthy learning environment and promoting self-efficacy and psychological well-being among individuals (Abdel Sattar, 2017, p. 59).

4.2 Presentation and Discussion of the Results of the Second Hypothesis:

The second hypothesis posited that: The level of study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi is moderate.

To verify or reject this hypothesis, the researchers used mean and standard deviation to determine the level of study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi.

Table (02) displays the mean and standard deviation of responses from the study sample on the study Satisfaction Scale:

Study Satisfaction Dimensions	Sample Size	Mean	Standard Deviation	Level	Ranking
Satisfaction with Major	267	3.1365	0.353050	Moderate	4
Satisfaction with Teachers' Performance	267	3.4090	0.301690	Moderate	3
Satisfaction with Peers	267	2.3289	0.309960	Weak	5
Satisfaction with Curriculum	267	3.6353	0.370340	Moderate	1
Satisfaction with Assessment	267	3.6242	0.329600	Moderate	2
Overall Survey	267	3.2760	0.202670	Moderate	-

From the findings presented in Table 02, it is evident that the majority of responses from the study sample, when assessed using the Study Satisfaction Scale, indicated a moderate level of satisfaction. The sole exception to this trend was satisfaction with peers, which was rated at a weak level.

These results collectively suggest that the level of student satisfaction with their studies at the University of Oum El Bouaghi is generally at a moderate level, which can be considered less than satisfactory. These findings are consistent with prior research conducted by Ben Abdelwahed et al. (2021), Al-Muqbil (2015), Bodi and Al-Zaki (2014), Ashourah and Lababneh (2014), Damin and Shaabi (2021), Al-Shar'a and Lubabna (2014), Al-Damini and Al-Sha'bi (2021), Alali et al. (2023), Mabrouk and Ahmed (2021), and Al-Zafiri (2011), where satisfaction with studies similarly trended at a generally moderate level.

The researchers attribute these study outcomes to a multitude of interrelated factors influencing study satisfaction. Among these factors, students' motivation and readiness play a pivotal role. Motivation serves as the driving force behind students' efforts to surmount the challenges encountered during their educational journey, with the ultimate goal of achieving academic success. This, in turn, contributes to reduced stress and an enhanced sense of psychological well-being derived from their accomplishments, leading to greater satisfaction with their studies. Conversely, waning motivation in the learning process may lead to a reduced sense of satisfaction.

Furthermore, the researchers posit that the absence of robust interaction and dialogue between professors and students, coupled with a limited understanding of students' psychological needs and cognitive attributes, may significantly influence their attitudes and inclinations. This can result in suboptimal fulfillment of their psychological needs and a diminished sense of belonging to the university community, subsequently leading to reduced effort in academic pursuits and waning interest in education, ultimately culminating in dissatisfaction with their studies. This perspective aligns with the assertions put forth by Deci and Ryan, who contend that "to comprehend human motivation, it is imperative to acquaint oneself with and grasp basic psychological needs, which lay the foundation for the requisite conditions for psychological growth, integration, and happiness" (Deci & Ryan, 2000, p. 227).

4.3 Presentation and Discussion of the Results of the Third Hypothesis:

The third hypothesis stated that: There is no significant relationship between psychological needs (competence, autonomy, and relatedness) and study satisfaction among students majoring in Social Sciences at the University of Oum El Bouaghi.

To discuss this hypothesis, the Pearson correlation coefficient was calculated, and the results are presented in the following table:

Table (03) Pearson Correlation Coefficient between Psychological Needs and Study Satisfaction

Correlation Coefficient	Sig
0.765**	0.000

(**) Significant at (0.01) level.

The results presented in Table 03 clearly demonstrate the existence of a statistically significant correlation between study satisfaction and psychological needs, as reported by the study sample.

The Pearson correlation coefficient calculated between the total score of the Psychological Needs Scale and the total score of the Study Satisfaction Scale is 0.765, and the significance value is 0.000, which is less than the conventional significance threshold of 0.05. Thus, it is evident that this correlation is statistically significant. Consequently, it can be confidently concluded that there exists a meaningful relationship between psychological needs and study satisfaction. As a result, the null hypothesis, which posits no relationship between psychological needs and study satisfaction, is rejected, and the alternative hypothesis is accepted.

It is noteworthy that these findings diverge from those of a study by Zahroun and Nis, which reported no significant relationship between counseling needs and study satisfaction, with a correlation coefficient of -0.09 and a significance level of 0.25. The researchers in that study

attributed this outcome to the notion that study satisfaction may require individual-specific conditions that are independent of counseling needs. In contrast, the results of the current study reinforce the theoretical underpinnings of the Basic Needs Theory. Many researchers emphasize that academic satisfaction is a positive emotional state intricately linked to goal attainment, the satisfaction of needs, or the anticipation thereof (Deci & Ryan, 2000, p. 228).

Study satisfaction is widely regarded as a pivotal indicator of the effectiveness and efficiency of educational programs offered to students. It assumes a central role in motivating students, fostering their learning processes, and enhancing their psychological well-being. A satisfied student is more likely to experience a sense of accomplishment, leading to comfort and the motivation to advance and pursue their educational endeavors (Diallo et al., 2017, p. 39).

II. Conclusion:

In conclusion, this study aimed to evaluate psychological needs and study satisfaction within the framework of the Self-Determination Theory. Key findings can be summarized as follows:

- The need for belonging ranked first with an average of (3.6804), followed by the need for autonomy with an average of (3.6424), and lastly, the need for competence with an average of (3.4541). The overall level of psychological needs according to the Self-Determination Theory among the students of the University of Oum El Bouaghi was found to be average.
- The majority of responses from the study sample regarding the dimensions of the satisfaction scale were at a moderate level, except for satisfaction with peers, which was weak. The ranking of averages is as follows: Satisfaction with the academic program had the highest average score (3.6353) with a standard deviation of (0.370340), followed by satisfaction with assessment methods with an average of (3.6242) and a standard deviation of (0.329600). Then, satisfaction with professors had an average score of (3.4090) with a standard deviation of (0.30169 0). In the fourth position, satisfaction with the academic specialization had an average of (3.1365) with a standard deviation of (0.353050). Lastly, satisfaction with peers had a low level, with an average score of (2.3289) and a standard deviation of (0.309960).
- There is a statistically significant correlation, according to the responses of the study sample, between study satisfaction and psychological needs. The Pearson correlation coefficient between the total score of the psychological needs questionnaire and the total score of the satisfaction questionnaire with studies is (0.765) with a significance value of (0.000), which is less than (0.05), indicating statistical significance. Therefore, there is a relationship between psychological needs and study satisfaction.

III. Study Recommendations:

Among the prominent recommendations derived from this study are:

- Enhancing awareness and knowledge among students to empower them to overcome the psychological and social pressures they face and rely on themselves in facing these challenges.
- Conducting more studies on psychological needs at the local level.
- Improving the learning environment for students.

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