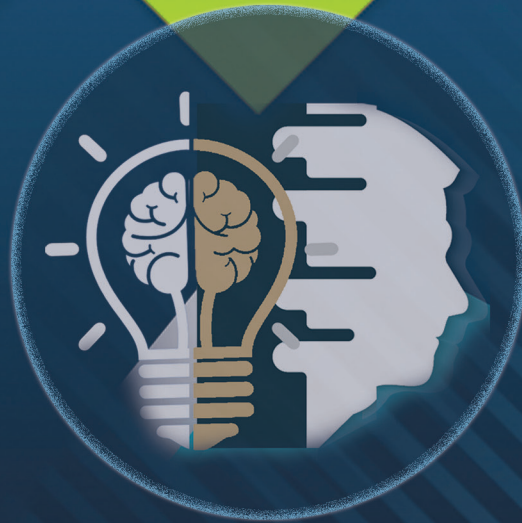




مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل



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المجلد الثالث، يونيو 2026

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



جامعة حائل
University of Ha'il

مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

للتواصل:

مركز النشر العلمي والترجمة

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نبذة عن المجلة

تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نُحِتَت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "آر سيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أُطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، ووفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

قواعد النشر

لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

أولاً: شروط النشر

أولاً: شروط النشر

1. أن يتسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوماً مالية قدرها (1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

ثالثاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

رابعاً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
 - أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
 - ب. البحث الذي تقدمت به ليس مستلماً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلماً من الرسائل العلمية للماستير أو الدكتوراة.
 - ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
 - د. مراعاة منهج البحث العلمي وقواعده.
- هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000 ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغياً.
9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
 - أ. قبول البحث للنشر مباشرة.
 - ب. قبول البحث للنشر؛ بعد التعديل.
 - ج. تعديل البحث، ثم إعادة تحكيمه.
 - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.
15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
17. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
19. هيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.

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فهرس الأبحاث		
م	عنوان البحث	رقم الصفحة
1	الوعي بأخلاقيات استخدام الذكاء الاصطناعي لدى طالبات الدراسات العليا في كلية التربية بجامعة الملك سعود د. ابتسام بنت عبد الكريم العودة	32 – 11
2	تقييم منهجية التقويم الذاتي وأثرها في تطوير الأداء المدرسي: دراسة حالة أ.ربوف بنت سليمان المطرودي د. خزنة بنت محمد العتيبي	51 – 35
3	معوقات نشر البحوث بالمجلات السعودية المحكمة من وجهة نظر أعضاء هيئة التدريس بكلية التربية بجامعة الملك سعود د. أمل بنت عبد الله بن راشد الكليب	73 – 53
4	العلاقة بين نمطي الشخصية (A و B) والتجنب التجريبي لدى مرضى متلازمة القولون العصبي د. أسماء بنت محمد بن مصطفى دفع الله	94 – 75
5	اتجاهات مديري المدارس الثانوية بالإدارة العامة للتعليم بجازان نحو تكييف الممارسات القيادية مع خصائص الجيل ألفا أ.مها بنت محمد بن حسن الحمزي	121 – 97
6	آليات تشكيل الميئاقص في ثلاثية سعود السنوسي «أسفار مدينة الطين» د. تھاني بنت قليل بن أحمد الجهني	137 – 123
7	منهج القشيري (ت465هـ) في عرض القراءات وتوجيهها في كتابه التيسير في علم التفسير «دراسة تأصيلية» د. المنھال بن أحمد بن محمد عكيري	156– 139
8	جدلية الزمن في قصة الطائي مع النعمان: دراسة تحليلية د. نوره بنت محمد بن عبد الله الدخيل	172– 159
9	فاعلية برنامج تدريبي مقترح قائم على التعلم بالممارسة في تنمية مهارات الكتابة الأكاديمية لدى طلبة المناهج وطرق تدريس اللغة العربية بجامعة طيبة في ضوء معايير كتابة الرسائل العلمية د. أمانى بنت محمد عمر طه	193 – 175
10	The Relationship between University Leadership Orientation and Faculty Involvement: Empirical Evidence from Saudi Universities د. سامي بن غزاي السلمي	215 – 195
11	Achievement 2The Impact of Basic Psychological Needs Frustration on L among Language Learners د. عبد الرحمن بن خالد المرشدي	217 – 217
12	Enhancing Student Engagement in EFL Classrooms: Pedagogical Strategies and Learning Outcomes د. أحمد بن إبراهيم السلامي	240 – 229

The Impact of Basic Psychological Needs Frustration on L2 Achievement among Language Learners

تأثير إحباط الاحتياجات النفسية الأساسية على تحصيل اللغة الثانية

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Abstract

The purpose of this study is to explore the connection between market stereotyping and cultural norms, with fSelf-Determination Theory (SDT) asserts that fulfilling three basic psychological needs—autonomy, competence, and relatedness—is essential for individuals to thrive and achieve optimal performance. In educational contexts, including second-language learning, SDT research demonstrated that satisfying these needs is critical for enhancing motivation, personal growth, and well-being. However, existing studies indicated that need satisfaction alone does not fully explain students' motivation and academic success. Therefore, investigating the impact of need frustration on language learning is necessary to clarify the relationships among psychological needs, motivation, learning outcomes, and achievement. This study employed quantitative methods to examine how frustration of basic psychological needs affects second-language learners at a public university in Saudi Arabia. The sample consisted of 222 male and female university students enrolled in English for Academic Purposes courses. The findings indicated that frustration of these basic psychological needs was a significant psychological factor in language learning for university students. The results highlighted the importance of competence and, to a lesser extent, autonomy in second-language learning. Furthermore, students who experienced greater need frustration tended to report slightly lower perceptions of their English abilities, and no meaningful gender-based differences in need frustration were found. This paper outlined educational implications and recommendations for future research.

Keywords: Language Learning; Basic Psychological Needs Frustration; Self-Determination Theory; EFL.

المستخلص

تؤكد نظرية تحديد الذات (Self-Determination Theory) أن إشباع ثلاث حاجات نفسية أساسية—وهي الاستقلالية، والكفاءة، والارتباط—يعد شرطاً جوهرياً لازدهار الأفراد وتحقيق أدائهم الأمثل. وفي السياقات التعليمية، بما في ذلك تعلم اللغات الثانية، تُظهر البحوث المستندة إلى هذه النظرية أن تلبية هذه الحاجات تمثل عنصراً محورياً في تعزيز الدافعية، والنمو الشخصي. ومع ذلك، تُشير الدراسات الحالية إلى أن إشباع هذه الحاجات وحده لا يفسر بشكل كامل دافعية الطلاب ونجاحهم الأكاديمي. ومن ثم، فإن دراسة أثر إحباط هذه الحاجات في تعلم اللغة تُعد ضرورة لتوضيح العلاقات بين الحاجات النفسية، والدافعية، ومخرجات التعلم، والإنجاز. وتعتمد هذه الدراسة الأساليب الكمية لفحص كيفية تأثير إحباط الحاجات النفسية الأساسية في متعلمي اللغة الثانية في إحدى الجامعات الحكومية في المملكة العربية السعودية. وتتألف العينة من 222 طالباً وطالبة مسجلين في مقررات اللغة الإنجليزية للأغراض الأكاديمية. وتُشير النتائج إلى أن إحباط هذه الحاجات النفسية الأساسية يُعد عاملاً نفسياً ذا أثر ملحوظ في تعلم اللغة لدى طلاب الجامعة. كما تُبرز النتائج أهمية الكفاءة، وبدرجة أقل، أهمية الاستقلالية في سياق تعلم اللغة الثانية. علاوة على ذلك، كان الطلاب الذين شعروا بإحباط أكبر بشأن احتياجاتهم الأساسية مالوا إلى الإبلاغ عن تصورات أقل قليلاً عن قدراتهم في اللغة الإنجليزية، ولم يتم العثور على فروق ذات دلالة إحصائية بين الجنسين في الإحباط بشأن الاحتياجات الأساسية. وتختتم الورقة بعرض دلالات تربوية وتوصيات للبحوث المستقبلية.

الكلمات المفتاحية: تعلم اللغة؛ الاحتياجات النفسية الأساسية؛ الإحباط؛ نظرية التحديد الذاتي؛ اللغة الإنجليزية كلغة أجنبية.

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Introduction:

Self-Determination Theory (SDT), since its development in the late 1970s and early 1980s, has gained increasing recognition as a key framework in empirical research across various disciplines (Al-Hoorie et al., 2022). This is because it is a comprehensive theory aimed at understanding what motivates people, how they feel, and how they behave (Deci & Ryan, 1985, 2000). It provides a detailed explanation of motivation that goes beyond a simple dichotomy between intrinsic and extrinsic motivation, highlighting the crucial role of social conditions in shaping human motivation (Alamar, 2024). It posits that fulfilling three basic psychological needs—autonomy, competence, and relatedness—is essential for individuals to thrive and perform at their best (Ryan & Deci, 2020).

Niemiec and Ryan (2009) state that the need for autonomy means your actions are your choice: you decide what to do and how to do it. For instance, students are autonomous when they are willing to dedicate time and effort to their studies. Competence involves feeling capable of doing something well (Niemiec & Ryan, 2009). Regarding relatedness, it refers to the need to connect with others, such as teachers and peers, within the classroom (Alamar & Al Fraidan, 2025). In education, including second-language learning, SDT research demonstrates that fulfilling these three basic psychological needs is crucial for boosting motivation, growth, and well-being (Alamar et al., 2023). However, studies also indicate that simply meeting these needs doesn't fully explain students' motivation and success. Therefore, it is essential to consider how frustration of these needs might influence language learning, as this can help us better understand the connection between the three basic needs and students' motivation, learning, and achievement (Alamar, 2022a).

In language learning, research has not sufficiently explored how frustration of basic psychological needs differs from simply not having those needs met (Alamar et al., 2023). Some assume that low satisfaction equals frustration, but many argue that this is not accurate. Olafsen et al. (2021) argue that need satisfaction and need frustration are two distinct dimensions, not just opposite ends of a single continuum. Therefore, lacking a sense of control does not always mean a person feels blocked from acting. In addition to differentiating between need frustration and unmet psychological needs, it is crucial to investigate whether need frustration affects language learning. This could help identify the sources of need frustration and ultimately reduce their negative effects. With that in mind, this is the gap the present

study aims to address. Therefore, this study seeks to examine how the frustration of basic psychological needs affects foreign language learners at a public university in Saudi Arabia.

Literature Review:

Students' motivation and learning in second-language contexts are heavily influenced by whether their basic psychological needs are supported or blocked. A thorough understanding of L2 motivation and achievement requires examining both how these needs are fulfilled and how they are frustrated within classroom settings. The following review (a) combines current knowledge about the benefits of satisfying needs for L2 learning and (b) emphasizes emerging, yet less explored, evidence on need frustration as a separate mechanism that may better explain disengagement and lower achievement in English for Academic Purposes programs at Saudi public universities. While documenting need satisfaction is important, it is not enough; addressing need frustration adds further understanding and clearer teaching implications. This approach shows how the current study builds on prior research by focusing on need frustration, testing its ability to predict achievement, linking it to self-perceived proficiency, and examining gender differences in this area.

Deci and Ryan (2000) state that SDT suggests people perform best when their three basic psychological needs—autonomy, competence, and relatedness—are satisfied. Within academic contexts, researchers argue that attaining the three basic psychological needs motivates students to learn effectively and independently (Alamer & Khateeb, 2021; Alamer & Almulhim, 2021). Additionally, they serve as the main motivational basis for ongoing learning engagement (Noels et al., 2019). Recognizing that satisfying these needs is highly interconnected and tends to be balanced is important (Feng et al., 2023). This indicates that the fulfillment of one need relies on the fulfillment of the other two (Ryan & Deci, 2017). Therefore, as fulfilling physiological needs is essential for physical wellbeing, satisfying all three psychological needs is crucial for boosting intrinsic motivation (Al-Hoorie et al., 2022).

In the field of second language acquisition, research has shown that satisfying learners' basic psychological needs leads to better learning outcomes. For instance, Alamer and Lee (2019) demonstrated that endorsing the three psychological needs was positively associated with improved L2 achievement among learners. Alamer and Almulhim (2021) reported that fulfilling the three basic psychological needs reduced feelings of social, psychological, and language anxiety. Alamar (2022b) found that satis-

fying basic psychological needs directly correlated with better vocabulary knowledge and achievement, as students exerted more effort and felt highly motivated when their needs were met. Elahi Shrivani and Alamer (2022) identified plausible reasons for L2 grit and demonstrated the pathways through which L2 grit mediated the relationship between basic psychological needs and L2 achievement. Feng et al. (2023) found that students who reported high satisfaction with basic psychological needs exhibited greater enjoyment, lower anxiety, and less boredom.

While L2 learners are responsible for satisfying their own basic psychological needs, those around them, including instructors, peers, and family members, can either support or hinder their fulfillment of these needs (Ryan & Deci, 2000). Oga-Baldwin et al. (2017) showed that students' perceptions of the teacher as a supporter of their autonomy and other basic psychological needs were positively associated with language engagement and, consequently, with a positive teacher assessment. Similarly, Dincer et al. (2019), in a mixed-methods study, demonstrated that teachers' support for students' autonomy in language classrooms increased students' need satisfaction and, in turn, led to higher engagement. Additionally, they found that increased student engagement improved grades and reduced absences in English courses.

These patterns align with broader research in education showing that autonomy-supportive (vs. controlling) teaching affects need satisfaction, which in turn influences engagement and achievement (Aelterman et al., 2019; Assor et al., 2002; Jang et al., 2010; Zhou et al., 2023). Overall, these findings underscore the importance of focusing on need satisfaction, as they demonstrate a clear baseline: when needs are supported, motivation and achievement tend to improve. However, these positive effects do not fully explain the ongoing challenges some learners face with high-stakes English for Academic Purposes demands, emphasizing the importance of studying need frustration as a separate process. Building on this foundation, subsequent analysis will explore studies that investigate the frustration of basic psychological needs to better understand their role in second language learning.

Basic Psychological Needs Frustration

While the research studies mentioned above highlight the importance of satisfying the three basic psychological needs for maintaining L2 learners' motivation and functioning, research also shows that fulfilling these needs does not fully explain why L2 learners achieve positive learning outcomes (Alamer & Lee, 2019). Therefore, Alamer et al. (2023) suggest that addressing the frustration of these three

basic psychological needs is necessary to develop a complete understanding of the relationships between basic psychological needs, language learning motivation, and achievement. They took the initiative to introduce a questionnaire to assess frustration with basic psychological needs in L2 contexts as they arise. In their study, participants' increased frustration was associated with lower intrinsic motivation and lower L2 achievement. These observations indicate that need frustration constitutes a qualitatively distinct experience from satisfaction and can negatively affect outcomes even when certain supports are present.

Zahou et al. (2023) found that increased need frustration caused by controlling teaching practices predicted greater classroom disengagement. Their results confirm the adverse effect of need frustration on student engagement and optimal classroom functioning. Fernandez-Ortega et al. (2024) found that need frustration was positively correlated with anxiety, embarrassment, and hopelessness. Subsequently, these negative emotions were negative predictors of motivation and communicative intention. Kayir and Korkmaz (2025) reported that participants' gender and proficiency level did not affect their frustration regarding basic psychological needs. However, participants who had failed their English course and had to repeat it reported higher levels of frustration, especially regarding their sense of autonomy.

Despite the valuable contributions of the studies reviewed above on the impact of frustration of basic psychological needs on L2 learning, this area remains significantly under-researched, and more empirical studies are needed to examine this construct and its pedagogical implications comprehensively. In contrast to previous research that primarily emphasizes need satisfaction or considers frustration as a single construct, this study examines frustration as a multidimensional concept. It evaluates the relative predictive power of frustration for achievement and explores its associations with self-perceived proficiency and gender in a Saudi English for Academic Purposes context. Addressing this issue across various academic and cultural contexts would not only expand our understanding of the influence of need frustration on the language learning process but also provide important insights into ongoing teaching practices and L2 curriculum design.

In English for Academic Purposes courses at Saudi universities, students face high-stakes proficiency requirements and demanding curricula that may limit their autonomy, competence, and relatedness. For example, restricted choices can limit autonomy, frequent high-stakes testing can challenge competence, and few collaborative opportunities can

impede relatedness. Precise estimates of how often each type of frustration occurs in this setting are lacking, as is clarity on which form of frustration most strongly predicts second language (L2) achievement and how frustration relates to students' self-assessed English proficiency. Additionally, understanding potential gender differences remains important given inconsistent findings across contexts. Addressing these gaps is crucial for developing evidence-based teacher development and creating targeted English for Academic Purposes curricula.

Accordingly, the present study aims to explore how the frustration of basic psychological needs affects L2 learners at a public university in Saudi Arabia. First, the research will assess the level of need frustration among Saudi university students studying English for Academic Purposes. Then, it will investigate whether frustration of autonomy, competence, and relatedness predicts L2 achievement and identify which need frustration is the strongest predictor. Next, the study will analyze the relationship between need frustration and students' perceptions of their English proficiency. Finally, it will compare frustration levels among male and female students.

Research Questions:

This research study seeks to answer the following research questions:

1. What is the extent of needs frustration shown by Saudi university students studying English for Academic Purposes?
2. To what extent do autonomy, competence, and relatedness frustration predict L2 achievement?

Which type of needs frustration is the strongest predictor of L2 achievement?

3. What is the correlation between needs frustration and students' perceptions of English proficiency?
4. Do male and female students differ in their levels of needs frustration in L2 learning?

Methods:

A descriptive quantitative research design was used to examine the relationship between psychological needs frustration and students' English language achievement in second language (L2) learning. Descriptive quantitative methods are known for their effectiveness in measuring variables, detecting patterns, and exploring relationships using numerical data (Creswell & Creswell, 2018; Ary, Jacobs, & Sorensen, 2014). This approach allowed for collecting participants' self-reported experiences with validated scales and linking these responses to objective measures of L2 performance, providing a comprehensive, data-driven view of the issues studied.

Participants

The study employed a convenience sampling method, selecting participants from students enrolled in English for Academic Purposes courses at a public university in Saudi Arabia. A total of 222 undergraduate students, both male and female, participated in the study. The sample included 138 males (62.2%) and 84 females (37.8%), reflecting a balanced proportion of the student population enrolled in these courses.

Table 1
Distribution of the Study Sample by Colleges

Colleges	Number	Percentage (%)
Scientific Colleges	119	53.6%
Medical Colleges	103	46.4%
Total	222	100%

Participants were drawn from various scientific and medical colleges, and their academic standing ranged from first-year to senior-level students. Their English proficiency levels varied, as the English for Academic Purposes courses served students with differing prior exposure to English; however, all participants shared Arabic as their first language and similar cultural-linguistic backgrounds. The age range of participants was approximately 18–24 years, consistent with the typical age span of undergraduate students at the institution. Before the data collection process, ethical approval was obtained from the university. All students were informed about the study and its procedures. Additionally, it was explained

that their participation was entirely voluntary and that they could withdraw from the study at any time.

Instrument

The primary data collection instrument was the Basic Psychological Needs Frustration in Second Language (BPNF-L2) Scale, adapted from Alamar et al. (2023). The scale contains 12 items measuring frustration of autonomy, competence, and relatedness (four items per subscale), rated on a five-point Likert scale from strongly agree (5) to strongly disagree (1). The study used the official Arabic version of the scale provided by the original developers. Along with the BPNF-L2 scale,

a brief demographic section collected information on gender, college affiliation, academic year, and prior English learning experience. Students' L2 achievement was operationally defined as their self-reported final course grade in the English for Academic Purposes courses, which reflects continuous assessment components such as quizzes, assignments, midterm exams, participation, and a final exam. This grade served as an objective indi-

cator of their English-language performance in the academic context.

Internal Consistency

To verify the internal consistency of the survey, Pearson correlation coefficients were calculated between the overall mean for each survey dimension and the overall mean of the questionnaire as a whole. Table 2 shows the results of this analysis:

Table 2

Pearson Correlation Coefficients Between Each Dimension and the Overall Survey Mean

Dimension 1: Frustration of Autonomy	Correlation	Dimension 2: Frustration of Competence	Correlation	Dimension 3: Frustration of Relatedness	Correlation
A1	0.859**	B1	0.664**	C1	0.762**
A2	0.793**	B2	0.714**	C2	0.880**
A3	0.849**	B3	0.660**	C3	0.697**
A4	0.872**	B4	0.821**	C4	0.696**

Note. ** $p < .1$

All correlations were positive and statistically significant at the 0.01 level (and definitely at the 0.05 level), indicating strong construct validity for the instrument.

Reliability

Reliability refers to the likelihood of obtaining

consistent results if the instrument is used again on the same individuals (DeVellis, 2017). To assess the reliability of the questionnaire's dimensions, Cronbach's Alpha coefficient was employed. Table 3 below displays the reliability values for each survey dimension.

Table 3

Cronbach's Alpha Reliability Coefficients for the Survey Dimensions

No.	Questionnaire Dimension	Cronbach's Alpha
1	Dimension 1: Frustration of Autonomy	0.94
2	Dimension 2: Frustration of Competence	0.93
3	Dimension 3: Frustration of Relatedness	0.98
Overall Survey	0.95	

The above table shows that the reliability coefficients for the survey and its dimensions were high. The overall survey reliability reached 0.95, which is considered high and acceptable. Similarly, all dimensions had high values, indicating strong instrument reliability.

Data Analysis

The data collected in this study were analyzed using quantitative methods, including descriptive and inferential statistics. The following statistical methods were employed to analyze the data collected in this study using SPSS:

- Pearson correlation coefficient: to measure internal consistency validity.
- Cronbach's Alpha test: to measure the reliability of the study instrument.
- Percentages, means, and standard deviations: to measure the responses of the study population to the survey axes.

- Mann-Whitney test: to identify differences between the study dimensions, gender, and colleges.
- Multiple Linear Regression analysis.

The mean scores were interpreted using pre-defined intervals: "very low" (1.00–1.80), "low" (1.81–2.60), "moderate" (2.61–3.40), "high" (3.41–4.20), and "very high" (4.21–5.00).

Results:

Students' Level of Needs Frustration

This section presents findings addressing the first research question, which concerned the level of frustration with needs among Saudi university students studying English for Academic Purposes. To answer this question, the researcher first calculated the percentages, means, standard deviations, and cumulative means for all statements to determine the level of needs frustration expressed by Saudi university students studying English for Academic Purposes. The results are shown in Table 4 below.

Table 4
The Levels of Needs Frustration Shown by the Participants

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.	Rank
1	I feel pushed to do the language tasks in certain ways.	14.4	19.8	40.1	16.7	9.0	2.86	1.14	1
2	I feel forced to follow decisions about the language exercises I should do.	17.6	20.7	33.8	15.8	12.2	2.84	1.24	2
3	I feel a lot of unwanted pressure in the language tasks.	23.0	32.0	28.8	10.8	5.4	2.44	1.12	4
4	I feel forced to do language exercises that I would not choose to do.	18.9	29.7	31.1	13.5	6.8	2.59	1.14	3
Dimension 1 – Frustration of Autonomy		Mean = 2.68 SD = 1.02							
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.	Rank
1	I feel like a failure when trying to do language tasks.	31.1	28.8	25.2	9.5	5.4	2.29	1.16	3
2	I feel useless when trying to do language tasks.	36.5	27.5	24.3	7.2	4.5	2.16	1.13	4
3	I feel incapable when trying to do language tasks.	28.8	29.7	24.3	11.3	5.9	2.36	1.18	1
4	I feel hopeless when trying to do language tasks.	30.2	29.7	24.8	9.9	5.4	2.31	1.16	2
Dimension 2 – Frustration of Competence		Mean = 2.28 SD = 1.01							
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.	Rank
1	I feel rejected by the L2 users around me in the class (e.g., peers and teachers).	50.5	26.1	17.1	2.3	4.1	1.83	1.05	1
2	I feel brushed aside by the L2 users around me in the class (e.g., peers and teachers).	49.1	27.9	17.6	2.7	2.7	1.82	0.99	2
3	I feel disliked by the L2 users around me in the class (e.g., peers and teachers).	51.8	27.5	16.2	1.8	2.7	1.76	0.97	4
4	I feel excluded by the L2 users around me in the class (e.g., peers and teachers).	52.3	26.1	15.3	2.3	4.1	1.81	1.05	3
Dimension 3 – Frustration of Relatedness		Mean = 1.81 SD = 0.97							
Overall Survey Dimensions		Overall Mean = 2.25 Overall SD = 0.86							

From Table 4 above, the analysis of the results of the first dimension, frustration of autonomy, showed that:

Regarding the first two statements (1. I feel pushed to do the language tasks in certain ways, and 2. I feel forced to follow decisions about the language exercises I should do), a large percentage of respondents viewed them as neutral, with means of 2.86 and 2.84, respectively. On the other hand, a significant percentage of respondents disagreed with statements 3 and 4, indicating that they did not feel a lot of unwanted pressure in the language tasks and did not feel forced to do language exercises they would not choose, with means of 2.44 and 2.59, respectively.

As for the second dimension, frustration of competence, the results showed that participants mostly disagreed with all four statements, with means of (2.29, 2.16, 2.36, 2.31).

The analysis of the third dimension, frustration of relatedness, showed that many participants

disagreed with statements 1, 2, and 4, with means of (1.83, 1.82, and 1.81). In contrast, a large number of students strongly disagreed with the third statement, which had a mean of 1.76. The standard deviation for all four statements in this dimension ranges from 0.97 to 1.05, indicating consistent responses among the sample.

Overall, the statistical analysis showed that the average frustration needs score was 2.25 out of 5, with a standard deviation of 0.86. These findings suggested that the level of frustration was moderate to low. This shows that many students experienced some frustration due to the disconnect between their educational needs and the demands of the English for Academic Purposes course.

Needs Frustration and L2 Achievement

The second research question is: To what extent do autonomy, competence, and relatedness frustration predict L2 achievement? Which type of needs frustration is the strongest predictor of L2 achievement? To answer this question, a multiple

linear regression analysis was conducted to predict second-language achievement based on the types

of needs frustration. This is presented in Table 5 below.

Table 5
The Results of the Multiple Linear Regression Analysis

Independent Variable	Unstandardized Coefficient (B)	Standard Error (SE)	Standardized Coefficient (β)	t-value	Significance (Sig)	Variance Inflation Factor (VIF)
Frustration of Autonomy	0.216	0.081	0.198	2.65	0.009	1.73
Frustration of Competence	0.302	0.076	0.352	4.48	0.000	1.96
Frustration of Relatedness	0.197	0.072	0.089	1.35	0.179	1.58
Constant	1.642	0.391	—	4.45	0.000	—
F-value	24.31	—	—	—	0.000	—
R ²	0.412	—	—	—	—	—
Adjusted R ²	0.398	—	—	—	—	—

The multiple linear regression analysis indicated that the model predicting second-language achievement based on types of needs frustration was statistically significant at the ($\alpha = 0.05$) level, with ($F = 24.31$, $p < 0.001$). This suggests that the three variables together explained ($R^2 = 0.412$) of the variance in second-language achievement.

The standardized regression coefficients (β) indicated that frustration of competence was the strongest predictor of second-language achievement ($\beta = 0.352$, $p < 0.001$), followed by frustration of autonomy ($\beta = 0.198$, $p = 0.009$). In contrast, frustration of relatedness did not demonstrate a statistically significant effect ($p = 0.179$).

Furthermore, the variance inflation factor (VIF) values were below 2, indicating no multicollinearity among the independent variables.

Needs Frustration and Students' Perceptions of English Proficiency

The third research question addressed the correlation between needs frustration and students'

perceptions of their English proficiency. To answer this, Spearman's correlation coefficient was first calculated to assess the connection between needs frustration and students' perceptions of their English proficiency. Since $r = -0.23$, the relationship between needs frustration and perceived English proficiency was negative and weak. This suggests that, generally, students who experienced higher levels of needs frustration tended to rate their English skills somewhat lower. However, since the relationship was weak, needs frustration only accounted for a small part of the variation in students' perceptions of their English proficiency.

Gender and Needs Frustration

The fourth research question explored whether male and female students differ in their levels of needs frustration in L2 learning. To address this, the Mann-Whitney test was performed to determine whether there are statistically significant differences in needs frustration levels in second-language learning by gender at the ($\alpha < 0.05$) level. Table 6 shows the result.

Table 6
The Levels of Needs Frustration Based on Gender

Gender	Number	Mean Rank	Sum of Ranks	Mann-Whitney U	Significance Level
Male	138	111.04	15,323.00	5,732.000	0.900 (Not significant)
Female	84	112.26	9,430.00	—	—

As shown in the table, there were no statistically significant differences at the 0.05 level between male and female students in their levels of need frustration during L2 learning.

Discussion:

The purpose of the study was to examine how the frustration of basic psychological needs affects

L2 learners at a public university in Saudi Arabia. To address this aim, the first research question examined the levels of need frustration reported by the participants. The results of the statistical analysis suggested that the frustration level is in the moderate-to-low range. Accordingly, many students expressed some frustration with their English courses. This can be attributed to a mismatch between their

educational needs and the content taught in their English classes. In other words, some students often encounter challenges when using English in specialized academic contexts. Alternatively, they may perceive that their English curriculum does not adequately address the specific requirements of their field of study. That said, this does not mean the participants did not learn to communicate in English in their field of study, as their English for Academic Purposes courses are designed to teach effective communication in academic settings, using specific registers that include distinct vocabulary, discourse structures, and genres. The students' frustration can be explained by their inability to learn and fully command the registers required for their academic program.

This interpretation should be considered tentative, as curriculum alignment was not directly measured in this study. This possibility is consistent with prior work suggesting that learners in specialized academic programs may struggle with discipline-specific registers (Basturkmen, 2025). Basturkmen (2025) makes this argument clear, asserting that this area is under-researched. She notes that, while specialized registers are well described linguistically, further research is needed to investigate how L2 learners acquire them through targeted instruction. However, alternative explanations—such as individual differences in proficiency, workload pressures, or the difficulty of academic English tasks—may also contribute to the observed levels of frustration.

Regarding whether autonomy, competence, and relatedness frustration predict L2 achievement, the overall regression model was statistically significant ($F = 24.31, p < 0.001$). The model explained about 41% of the variance in second-language achievement ($R^2 = 0.412$), which is substantial. This indicates that the three types of need frustration together reliably predicted second-language achievement. However, only two of the three need frustrations predicted achievement. As indicated earlier, competence frustration was the strongest predictor, indicating the greatest negative impact on students' achievement. Autonomy frustration also predicted achievement, but its impact was smaller than that of competence frustration. As for relatedness frustration, it did not significantly affect achievement. This suggests that, within the specific context of adult English for Academic Purposes learners at this institution, social connection may play a less central role compared with competence frustration. However, this finding should not be interpreted as a general statement about relatedness in SDT.

The results of this study align with findings in the literature. According to Alamer et al. (2023), the two key basic psychological needs that should be considered in L2 classrooms are competence and, to a lesser extent, autonomy. They add that the need for relatedness had no significant impact on participants' intrinsic motivation or L2 achievement beyond the influence of global levels of basic psychological needs frustration. Similarly, Kayir and Korkmaz (2025) found that relatedness inhibition had the lowest frustration level among the three factors. Alamer (2022b, 2022c) confirms that, among adult learners, especially in university settings, the need for relatedness is the least relevant to consider in L2 classes, as students may not attend to having it satisfied. Although the need for relatedness may be less relevant than the other two basic psychological needs among adult L2 learners, it should not be removed entirely. Instead, the frustration of this need should not be considered beyond what students' overall basic psychological need frustration across all three needs already explains in the context of second language learning (Alamer et al., 2023).

In terms of the relationship between need frustration and students' perception of their English language skills, it was negative and weak. As reported in the results section, students experiencing higher levels of need frustration tended to rate their English proficiency lower. However, due to the weak association, need frustration explained only a small proportion of the variance in students' self-assessed English proficiency. As for variations in need-frustration levels between male and female students, the findings indicated no statistically significant differences between the two groups. This result concurs with that of Kayir and Korkmaz (2025), who found that gender did not yield a significant difference in students' need-frustration levels.

Pedagogical Implications:

Having found that participants showed low to moderate levels of need frustration and that the three types of need frustration together reliably predict second-language achievement, there are important implications for policymakers, curriculum designers, and language instructors. Creating a healthy, productive learning environment that mitigates frustration among L2 learners should be a priority. Enhancing learner autonomy is one way to support this environment. This can be achieved by increasing course content flexibility and promoting teaching practices that give language learners control over their own learning. Offering meaningful choices, explaining the rationale behind instructional tasks, acknowledging students' perspectives, and implementing gamification in language classrooms are examples

of teaching practices that could strengthen student autonomy and engagement in safe environments.

Enhancing students' competence is another area that should be addressed in language learning courses. As stated earlier, students reported frustration with difficulties in mastering discipline-specific academic registers. This calls for a closer alignment between the English language curriculum and students' academic fields. In line with this, there is a need for collaborative work between English for Academic Purposes specialists and domain experts, with institutional support. This collaboration would enable more responsive, tailored instruction, increasing L2 learners' competence in both linguistic proficiency and domain-specific vocabulary. Beyond the curriculum, language instructors should receive professional development in discipline-specific literacy instruction and effective emotional support strategies for students. Improving instructors' competencies in these areas would help address students' frustration with basic psychological needs and support the use of appropriate teaching materials and methods. Collectively, these implications underscore the importance of addressing both learners' basic psychological needs and the linguistic requirements of academic study in language learning courses.

Limitations and Future Directions:

This study has some limitations that should be noted. First, the sample size is relatively small, which may raise concerns about the generalizability of the study's findings to other cultural contexts. Second, reliance on self-reported questionnaires may introduce response bias (Alrashidi & Alshammari, 2025). Third, data collection occurred at a single point in time, and this cross-sectional design limits the ability to draw causal inferences (Alshammari & Alkhabra, 2025) or to examine changes in need frustration over time. Lastly, the quantitative methods employed did not provide a comprehensive understanding of participants' experiences with need frustration in language-learning classrooms.

With these limitations in mind, several avenues for future research have emerged from this study. Longitudinal studies examining how need frustration changes over time and how instructional practices contribute to these changes should be conducted to determine how they affect L2 learners' psychological experiences and achievement. Additionally, qualitative or mixed-methods research designs are needed to provide a deep understanding of students' experiences of need frustration in language-learning classes. Finally, future research should investigate need frustration across diverse cultural contexts, disciplines, and proficiency lev-

els to determine the generalizability of the present study's findings.

Conclusion:

This study examined how frustration of the three basic psychological needs—autonomy, competence, and relatedness—affects L2 achievement and students' perceptions of their English language proficiency at a public university in Saudi Arabia. The findings indicated that frustration of these basic psychological needs is an essential psychological factor in language learning for university students. While competence frustration and autonomy frustration were the two strongest predictors of L2 achievement, respectively, relatedness frustration did not demonstrate a statistically significant effect in this setting. Furthermore, need frustration showed a weak negative association with students' self-assessed English proficiency. Similarly, no significant differences between genders were identified. These findings emphasize the importance of competence and, to a lesser extent, autonomy in second-language learning among university students. They also indicate the need for English language curriculum and instructional practices that effectively align with students' academic and disciplinary requirements.

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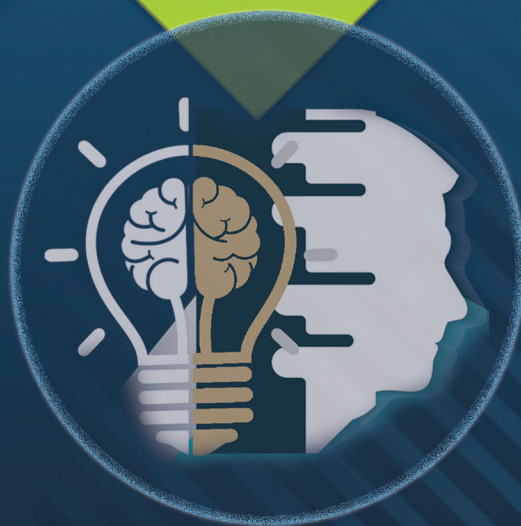
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