

APPLICATION OF MASLOW'S HIERARCHY OF NEEDS THEORY IN HUMAN RESOURCE MANAGEMENT AT HIGHER EDUCATION INSTITUTIONS IN VIETNAM

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Abstract: Maslow's theory of needs presents a hierarchical structure wherein needs are arranged in a sequence that advocates for their successive fulfilment. The theory has a significant impact on economic growth, the prioritization of development initiatives, the formulation of policies and social programs, and human resource management. Maslow's hierarchy of needs stands out as a cornerstone theory in psychology. Moreover, its application in human resource management is particularly crucial, serving as a valuable tool for managers to optimize the utilization of human resources efficiently. In Vietnam, effective management of human resources within higher education institutions, particularly those about teaching and scientific research, holds significant importance as it directly influences the achievement of all university objectives and responsibilities. This study proposes to explore the application of Maslow's hierarchy of needs framework in the context of human resource management within Vietnamese higher education institutions. It aims to demonstrate that fulfilling employees' physiological needs represents the foundational requirement for ensuring their motivation. At the apex of these needs lies the employees' aspiration for self-realization and personal growth.

Keywords: Maslow's hierarchy of needs; Educational; Higher education; HR

1 INTRODUCTION

Globalization, international competition, innovation, and technological advancements have highlighted the critical role of human resource management (HRM) in gaining a competitive edge. Bontis posits that human capital might be an organization's only sustainable competitive advantage in the dynamic and globalized world. Hasani and Sheikesmeili further assert that human capital has become more crucial than new technologies or financial and material resources [1-3]. Due to the evolving nature of work, driven by technological, organizational, and competitive shifts, organizations continually face challenges in attracting and retaining a sufficient pool of qualified employees. Barney and Wright emphasized that strategic human resource management (SHRM) has gained prominence in the 21st century's knowledge-based economies, where employees are essential for achieving competitive advantage. Research by Lawler and Mohrman and Subramony supports the idea that SHRM fosters higher commitment and lower employee turnover [4-6]. However, much of the existing literature focuses on business contexts, leaving a significant gap regarding HRM practices in higher education. Previous studies show a need for sufficient research on the relationship between HRM practices in higher education institutions despite the labour-intensive nature of this sector, where effective human resource utilization is vital.

Vietnam needed to enhance its educational system in the context of deep international integration. To address this, on April 19, 2000, Vietnamese Prime Minister Pham Minh Chinh issued Decision No. 322/QD-TTg, approving Project 322 to train scientific and technical staff in foreign countries using the state budget. Following the conclusion of Project 322, on June 7, 2010, Vietnamese Prime Minister Pham Minh Chinh approved Project No. 911/QD-TTg, which focused on training lecturers with doctoral degrees for universities and high schools during the 2010-2020 period. This project aimed to add 23,000 new PhDs by 2020, with 10,000 domestically trained, 10,000 trained abroad, and 3,000 through coordinated training. Currently, the Ministry of Education and Training is implementing Decision No. 89/QD-TTg, dated January 18, 2019, to improve the capacity of lecturers and managers of higher education institutions from 2019 to 2030. This initiative aims to build a high-quality team of lecturers and managers to meet the comprehensive innovation requirements in education and training, align with the Fourth Industrial Revolution, and foster entrepreneurship and innovation.

These initiatives have yielded significant results. Faculty members, staff, and students involved in these projects have acquired proficient foreign language skills, enhancing their professional competence. They actively contribute to innovating textbooks, curriculum development, and instructional methodologies. Utilizing advanced teaching approaches and engaging in collaborative research initiatives, they support Vietnamese universities in progressively implementing innovation across undergraduate and postgraduate educational institutions.

Despite these achievements, the number of teaching staff with doctoral degrees needs to be further increased. In the early years of educational reform, the proportion of teaching staff with doctoral degrees in higher education in Vietnam needed to be improved. By 2020, the higher education sector included 848 managers and 73,132 full-time lecturers, of

which 0.74% were professors, nearly 6% were associate professors, 30% held doctoral degrees, and 60% had master's degrees.

The increasing number of lecturers with doctoral degrees underscores the need for effective human resource management (HRM). With HRM, the growth of the teaching staff and the research team can be sustained. New challenges arise, especially in the context of innovative education, necessitating robust HRM practices.

On this basis, applying Maslow's hierarchy of needs in HRM is considered a new initiative. This approach can help address the needs of lecturers and staff, fostering a supportive and motivating work environment. Consequently, this will enhance the overall quality of education and research, aligning with the goals of comprehensive educational innovation.

The resolution explicitly acknowledges higher education's vital role in producing the highly skilled labour force that the nation needs to accomplish its developmental objectives and remain competitive on the world stage. It lays out a comprehensive strategy that involves expanding training facilities, creating a balanced career and training level structure, and finishing up a cohesive network of higher education institutions. This strategy is well-positioned to meet the changing demands of technological advancement, various fields and occupations, and the overarching goals of national defence and international integration. The resolution prioritizes improving the quality of human resources, developing talents, and promoting learner competency.

However, there are several obstacles to Resolution No. 29-NQ/TW's implementation, especially in light of higher education innovation. These challenges highlight the need for creative teaching methods to support the desired change. Adopting the Blended Learning paradigm, which combines conventional pedagogical approaches with state-of-the-art online learning tools, is a viable way to support this transition. The objectives stated in Resolution No. 29-NQ/TW can be achieved by the thoughtful integration of this model within Vietnam's higher education system.

The Blended Learning model can significantly improve the quality of education because of its hybrid design, which provides a dynamic and adaptable learning environment. It makes it possible to tailor learning experiences, consider different learning preferences, and create a dynamic and exciting learning environment. Moreover, this model is conducive to cultivating students' critical thinking skills, problem-solving abilities, and propensity for lifelong LEARNING. The Blended Learning model can catalyze novel learning opportunities by integrating the best aspects of face-to-face instruction with the advantages of online learning platforms. These possibilities are critical to helping Vietnam achieve its social development and international integration goals by giving students the knowledge and skills they need to prosper in a world that is changing quickly.

In conclusion, Vietnam must strategically implement the blended learning paradigm in higher education; it is not only an option. It is a proactive strategy that can significantly aid in achieving the objectives of education reform stated in Resolution No. 29-NQ/TW. Vietnam can guarantee the delivery of a high-quality education that is responsive to the demands of the twenty-first century by adopting this approach, setting the groundwork for the nation's future development and integration into the international community.

2 PAPER AND TEXT FORMAT

2.1 Overview of Maslow's Hierarchy of Needs

A renowned social scientist, Maslow, developed the human needs theory in the 1950s. His theory aimed to explain how specific human needs must be met for an individual to lead a healthy and beneficial physical and mental life. His work is primarily encapsulated in his book *Motivation and Personality*, where he first introduced the hierarchy of needs [7]. Maslow's theory aids our understanding of human needs by identifying a hierarchy of needs. He categorized different types of human needs based on their demands and the order of their origin into five types, arranged into a hierarchy from low to high. This five-stage model, often illustrated as a pyramid, can be divided into deficiency and growth needs. The first four levels are called deficiency needs (D-needs), which include physiological, safety, love and belonging, and esteem needs. The top level, self-actualization, is a growth or being need (B-need)[7]. Maslow's hierarchy has been widely influential in psychology, education, and business, providing a framework for understanding human motivation and development [8].

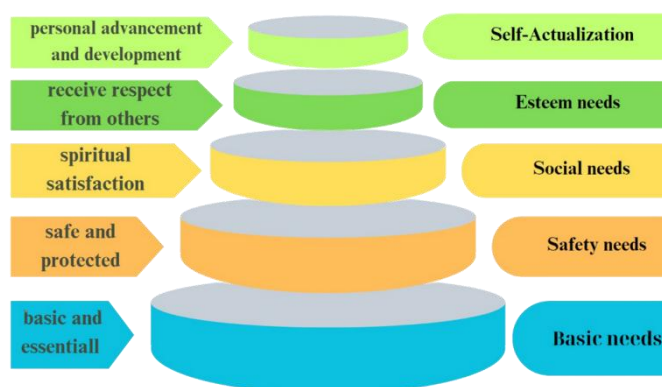


Figure 1 Maslow's hierarchy of needs

Physiological Needs: Physiological Needs are humans' most basic and essential needs, including food, water, air, sleep, clothes and shelter. These are needs that, if not fully met, will seriously affect human health and survival. Meeting physiological needs is a prerequisite for humans to survive and develop. Physiological needs are at the bottom level. According to Maslow, only when meeting this level of physiological needs can each person reach the following levels in the pyramid model.

Safety Needs: Safety Needs are the need to feel safe and protected from possible dangers. This need includes physical, mental and social safety. The need for safety is the second level in Maslow's hierarchy of needs. This need includes Physical safety, which includes needs such as having a safe place to live and protection from food, water, health and environmental risks. People need to feel that they and their families are protected from the risks of disasters and property damage. Mental safety: These are the needs to feel mentally and socially safe. People need to feel that they are not threatened by conflict, violence or mental instability. They want a stable and safe social environment to develop and express themselves. Social safety: The need to be protected from social dangers such as violence, injustice, etc. People will begin to care about other needs when physiological needs are met. Ensure safety. Meeting safety needs will help people feel secure and comfortable, from which they can focus on developing higher needs. Meeting safety needs is essential for people to live and develop peacefully and happily.

Social Needs (Love/ Belonging Needs): After satisfying physical needs, each person will want to meet spiritual needs. At this third level, spiritual satisfaction begins to appear. This need is the desire to expand relationships such as family, love, friends, ...in order to eliminate the feeling of loneliness and sadness when being alone, bringing familiarity, closeness, and sharing. For example, A new employee will be concerned about the salary to meet the needs for accommodation, food, warm clothing, etc., then consider whether the working environment is safe and whether there is adequate work. Insurance no. When satisfied, the individual will expand social relationships with colleagues and customers to integrate and perform work more effectively.

Esteem Needs: Esteem needs in Maslow's hierarchy of needs represent the desire to receive respect from others. At this level, each person will constantly strive to receive respect from the outside. The most obvious manifestations of this need include a desire for reputation and respect from the outside, reputation, status, and level of success. Self-esteem: Expressed in a person who values personal ethics and respects dignity. If people lack self-esteem, they will feel guilty and worried when they encounter difficulties in everything. When receiving respect and recognition from outside, individuals will feel more confident and respectful. With this level, each individual will know how to strive to develop in every way to advance in work and life.

Self-Actualization Needs: Self-actualization needs are at the highest level in Maslow's hierarchy of needs, representing personal advancement and development to reach the peak of each person's potential. This position appears when the other four levels have been satisfied. However, there is a difference from the previous four needs; that is, it does not appear as a lack but originates from the desire for the development of each person. The need to express oneself is often found in people with specific achievements and successes. When they want others to see their intelligence, potential and development, they will do everything to satisfy their passion and find their values. Maslow believes that to understand the level of this need, the individual must not only achieve the desires of his subordinates but must also master these. The human purpose of satisfying this top need is to ensure and maintain the four needs below it.

2.1.1 Concepts and components

Abraham Maslow, an American professor of psychology, is hailed as one of the pioneers in studying human psychology. [9]. Published in his 1943 paper "A Theory of Human Motivation", the psychologist put forward Maslow's Hierarchy of Needs, extending his research on humans' innate curiosity. The theory is a categorization scheme meant to represent the needs of society as a whole. Maslow focused on how people might improve their motivations and aspirations and realize their full potential.

According to Maslow [7] human wants are arranged into hierarchies of ascendancy, and often, the satisfaction of one need predisposes the manifestation of another higher-priority need. Despite not being presented in a diagrammatic format by the creator, Maslow's hierarchy of needs is commonly represented as a pyramid, with the desire for self-actualization and Transcendence at the top and the most basic needs at the base. The theory is divided into deficiency needs and growth needs, involving two primary themes: individualism and the priority of needs [10]. The hierarchy is still widely used in various sectors, such as higher education, management training, and sociological research.

Maslow originally developed five hierarchies of needs, with the physiological stage being the most fundamental, as only when needs are met can the human body operate as intended. Once physiological needs are met, safety needs take precedence and control human' conduct. Hence, the following hierarchy is the safety stage, which includes health, personal, emotional, and financial security. The next stage in the hierarchy is the love stage. According to Maslow, this stage should be about receiving love from others and spreading love. The fourth stage of the hierarchy is Esteem[7]. A human is expected to be able to demand respect for both oneself and others at this point, and when these expectations are met, ego and self-efficacy rise [11]. The ultimate level of Maslow's hierarchy is the self-actualization stage. "What a man can be, he must be.". The idea that self-actualization is necessary is based on this quotation. According to Maslow, this stage is the drive to reach one's full potential and become the best version of oneself. Mittelman believed that the traits that set the figures Maslow emphasized apart from others were their openness rather than their level of self-actualization[7].

2.1.2 Application of Maslow's hierarchy in different sectors

Maslow's hierarchy of needs has been incorporated in many different sectors; the most widely acknowledged ones are education, healthcare, and social work. Bridgman et al. show how a fundamental approach to investigating and

motivating students during the learning process arises in a hierarchy that people try to address precisely [12]. The curriculum developers divide the basic mathematics syllabus into years and units [13]. The curriculum's themes are organized according to the student's needs in a hierarchical pattern (B. Sargent et al., 2014). Regarding the healthcare field, Poirier believes that modifying the role of pharmacy in a better healthcare delivery model that prioritizes human connections and patient needs would necessitate adjustments to pharmacy education policies and reimbursement mechanisms [14]. From a conceptual standpoint, Type I diabetes [15], palliative care, and hospice patients' requirements have all been met using Maslow's paradigm in the past [16]. In social life studies, Bob Poston stated that everyone is affected emotionally at every level of Maslow's Hierarchy of Needs. A person will develop self-confidence and self-esteem considerably more quickly if their early experiences are favourable and their needs are addressed. It aids in building a solid foundation for life.

The findings above involving Maslow's Hierarchy of needs in various fields have reiterated the vital role of this theory in different sectors. Regarding the objective of this paper - the impact of Maslow's hierarchies on Human Resource Management, the Journal of Cardiothoracic and Vascular Anesthesia comes in first when it comes to the most productive journals on Maslow and Management in recent years. The Sustainability magazine comes next. Humanistic Psychology is the third publication of the most extensive study.

2.1.3 Relevance of Maslow's theory in education

Despite the age of Maslow's theory, the symbolic representation of the hierarchy of needs remains relevant and practical today. Scholars, development practitioners, legislators, and even the general public can readily identify the symbol. As Abuloff (2017: 508) states, Maslow's pyramid "*has resonated powerfully in scholarship across disciplines. More interestingly, it remains, some 75 years after its articulation, well known beyond the ivory tower*". Research papers that offer insights into educational aspects suggest that all action verbs classified as cognitive, aesthetic, transcendental, and self-actualization criteria are cognitive. Since these are the growing needs in Maslow's Hierarchy of Needs, teachers should appropriately evaluate students' knowledge and comprehension, inventiveness and creativity, analysis, and application. Teachers must also provide students with critical thinking exercises and real-world word problems to solve in order to expose them to the practical use of their cognitive talents to apply their information and comprehension. Therefore, to achieve the predetermined aims, educators should use action verbs based on the topic's objective .

Maslow's theory has dramatically benefited human growth and education. This theory's criteria can be used to measure teachers' subjective job satisfaction. For instance, teachers who receive equitable treatment regarding task distribution and just compensation for their labour are more likely to succeed in life.

2.2 Objectives and Scope of the Study

Objectives: The study describes the application of Maslow's Hierarchy of Needs in Human Resource Management (HRM) in education, specifically in higher education institutions.

An insight into HRM through the lens of Maslow's hierarchy application at Stanford University and the University of British Columbia (UBC) is provided in this study. The two institutions above are prestigious universities renowned for outstanding training of faculty departments and employee performance.

The findings from this study contribute to the ongoing efforts to enhance the quality of higher education in Vietnam and support the development of a motivated and high-performing academic workforce by effectively including Maslow's theory in HRM.

Scope: On a global scale, the study examines HRM through Maslow's hierarchy. It reveals tailored approaches to the cases of staff development, well-being, and motivation in two academic settings, Stanford University and the University of British Columbia.

This study will address the current situation of HRM at Vietnamese higher institutions. This study will propose a sustainable development model in HRM activities based on this awareness.

2.3 Research Methodology

Research Design: The research adopts a qualitative approach to explore the application of Maslow's Hierarchy of Needs Theory in human resource management at higher education institutions in Vietnam. This approach is chosen to understand how Maslow's theory is implemented and perceived in Vietnamese higher education.

Data Collection: The primary data collection method involves a comprehensive review of existing literature. The sources include peer-reviewed journals, books, official reports, and credible online resources. The literature review focuses on both theoretical aspects of Maslow's Hierarchy of Needs and practical applications within human resource management.

2.4 Application of Maslow's Hierarchy in Human Resource Management

Meeting Physiological Needs in Educational Institutions: Maslow created a five-stage hierarchy of requirements, where each level depends on the satisfaction of the one before it [17]. The base of the hierarchy is the physiological level, which covers the demands of educational institutions' employees for survival. Before they can feel valued or loved, teachers and workers need to have access to food, water, air, shelter, and an accessible and comfortable location to live [18], which includes the removal of artificial risks, excellent health, a well-planned institution, and a safe working environment free from natural disasters [19]. Organizations can also fulfil these physiological needs by developing a

pay scale that allows the lowest-level employee to get an adequate salary that covers the basic needs of himself and his dependents [20]. One aspect to consider is that highly skilled individuals are drawn to well-paying professions rather than teaching. Any profession that takes over to resupply itself is doomed. The second aspect is the widespread teacher attrition to highly compensated private sector organizations and establishments that offer superior pay and working conditions [21].

Ensuring Safety and Security needs: After satisfying the physiological stage, educational institutions' human resources can continue to progress to the safety needs stage. The need for security is the need to feel safe, comfortable, and shielded from potentially harmful external factors. While it is challenging for educational institutions to eradicate uncertainty, they may lessen it by offering benefits like health insurance, pension plans, and insurance. A manager's dependable and thoughtful actions can heighten security [20].

Fostering Social Belonging and Relationships: The third hierarchy of Maslow's Theory is the need for Affiliation. While social Affiliation cannot be forced upon individuals, educational organizations can facilitate social interaction by offering various avenues for people to engage with one another. People can benefit from flexible workstations, collaborative projects, school picnics, and social events, as these activities allow employees to engage and mingle [20].

Promoting Esteem and Recognition: Another vital stage of Maslow's Theory is undeniably the need for Reputation. Like everyone else, employees want to be acknowledged and praised for their hard work. The easiest thing a supervisor can do to satisfy this desire is to recognize and honour excellent work when it is produced. Merit-based promotions and pay increases are additional ways to address a person's demand for Reputation [20].

Facilitating Self-Actualization: The top of Maslow's Hierarchy of Needs, also known as the ultimate stage of need, is Transcendence. It is the drive to overcome a fear or task by trying to develop oneself in the face of difficulty and resistance. An ability to take initiative, be creative, and be willing to take chances are shared characteristics of the achievement-oriented worker. When managers recognize this desire in their staff, they can support the worker's initiative and give him the desired challenge by giving him more authority to make decisions (See Figure 2).



Figure 2 Organizational Examples of HRM according to Maslow's Hierarchy of Needs

2.5 Case Studies of Maslow's Hierarchy Application in Universities

2.5.1 Case study 1: Stanford University

Stanford University is committed to addressing its employees' fundamental physiological and safety needs through several key initiatives. The university ensures competitive compensation packages that align with the cost of living and industry standards, thereby securing the financial well-being of its staff. In addition, comprehensive health benefits, including medical, dental, and mental health services, are provided to support employees' overall wellness. The emphasis on maintaining a safe and secure work environment further underscores the institution's commitment to fulfilling these basic needs, ensuring that staff can perform their duties without concern for their safety.

To address the psychological needs of its employees, Stanford University fosters a supportive work culture that emphasizes respect, inclusivity, and work-life balance. The university actively promotes a culture of respect and inclusivity through various initiatives and policies to create an equitable workplace for all employees. Programs designed to help employees balance their professional and personal lives, such as flexible working hours and family-friendly policies, are also in place. Furthermore, Stanford offers numerous professional development opportunities and career advancement programs. These initiatives aim to recognize employees' achievements and support their continuous growth and development, thus meeting their needs for Esteem and belonging.

Stanford University goes beyond the basic and psychological needs to address the self-fulfilment needs of its staff. The university offers leadership development programs that equip employees with the skills and knowledge necessary for higher-level positions. Mentorship opportunities are also available, providing staff guidance and support from more experienced colleagues. Additionally, Stanford encourages community engagement activities that allow employees to contribute to society and develop a sense of purpose. These initiatives are designed to foster a sense of achievement and personal growth, ultimately contributing to the self-actualization of the staff.

Research and case studies indicate several positive impacts on the staff at Stanford University resulting from the application of Maslow's hierarchy of needs. Firstly, there are high levels of job satisfaction and engagement among employees. The university's efforts to meet basic and higher-order needs are crucial in enhancing employee satisfaction. Secondly, improved retention rates are observed among faculty and staff, which can be attributed to the supportive work environment and ample opportunities for professional growth provided by the university. Finally, the productivity and collaboration among staff members are notably enhanced. These factors collectively contribute to the overall organizational effectiveness of Stanford University.

The implementation of Maslow's principles at Stanford University has a significant favourable influence on the quality of education. A supportive and engaged staff directly enhances the student experience. The positive work environment fosters a conducive learning atmosphere, increasing student satisfaction. Furthermore, motivated and satisfied employees are likelier to engage in innovative teaching methods and conduct impactful research. This, in turn, bolsters the academic Reputation of Stanford University, demonstrating the far-reaching benefits of addressing the holistic needs of employees.



Figure 3 Application of Maslow's Hierarchy of Needs at Stanford University

2.5.2 Case study 2: University of British Columbia (UBC)

The University of British Columbia (UBC) has strategically integrated Maslow's Hierarchy of Needs into its human resource framework to enhance employee satisfaction, retention, and overall organizational effectiveness. This comprehensive approach addresses needs, from basic physiological and safety requirements to higher-level career development and psychological well-being.

UBC prioritizes its employees' foundational physiological and safety needs through competitive compensation packages, comprehensive health benefits, and ergonomic workplace designs. These measures ensure financial stability, promote physical well-being, and create a secure work environment, addressing concerns about living costs in Vancouver.

Fostering a supportive and inclusive workplace culture, UBC values diversity, equity, and work-life balance. This approach cultivates a sense of belonging and psychological safety among employees. Employee assistance programs and wellness initiatives further support mental health, ensuring staff members feel valued and supported beyond their professional roles.

Moreover, UBC offers extensive professional growth and career advancement opportunities, empowering employees through leadership training programs and ongoing development opportunities. These initiatives equip staff with the necessary skills, foster personal growth, and enhance job satisfaction, contributing to their sense of accomplishment and career fulfilment.

UBC's implementation of Maslow's principles has yielded positive outcomes for its staff. The university's supportive HR policies and positive work environment increase job satisfaction and morale. By meeting diverse needs, UBC fosters an environment where employees feel appreciated and motivated to perform at their best.

Maslow's principles also contribute to higher retention rates and increased employee engagement at UBC. Addressing employees' needs ensures a committed workforce consistently contributing to the university's mission and goals. This inclusive culture and professional development opportunities encourage collaboration and innovation among staff members, enhancing academic and research achievements and reinforcing UBC's leadership in higher education.

UBC's commitment to Maslow's principles extends to enhancing its students' education quality. Engaged and motivated staff members create a vibrant academic community, promoting student engagement and success. A supportive environment nurtures a positive learning experience, inspiring students to excel academically and personally. Satisfied faculty members deliver exceptional teaching and conduct impactful research, enhancing UBC's academic Reputation and global competitiveness.

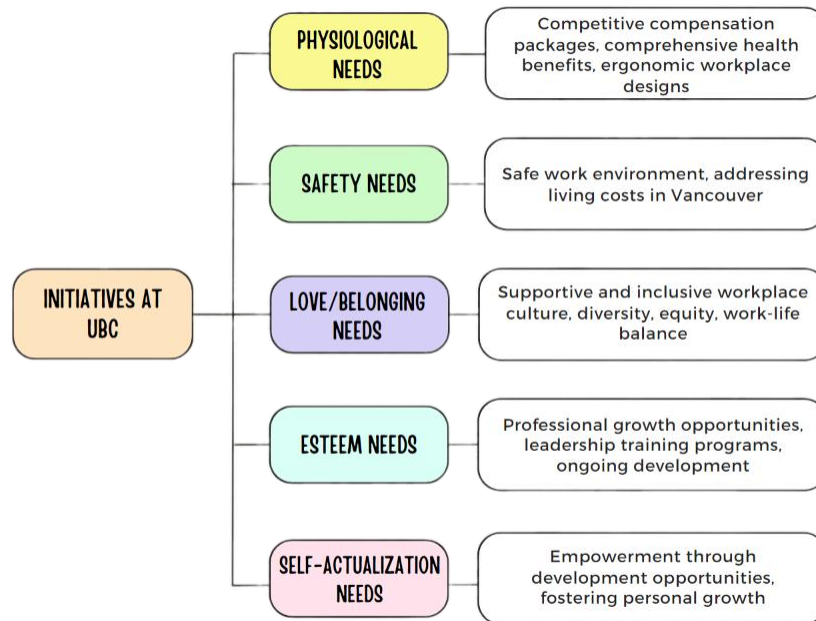


Figure 4 Application of Maslow's Hierarchy of Needs at the University of British Columbia (UBC)

2.6 Proposals for Enhancing Human Resource Management in Vietnamese Higher Education

The nation's most significant university enrollment training institutions are Foreign Trade University, National Economics University, Banking Academy in Hanoi, Polytechnic University in Hanoi, and University of Technology in Ho Chi Minh City. These institutions have demonstrated in recent years their capacity to produce highly skilled labourers in various sectors.

High-quality human resources are individuals who can carry out the given tasks in the most remarkable, original, and flawless manner, significantly improving both the job and society. Therefore, finding top-notch human resources is necessary for every critical task, not just for Vietnam but for any country in the world, developed or developing.

2.6.1 Strategic initiatives based on Maslow's hierarchy

Our nation's educational system faces severe challenges with globalization and expanding knowledge. It is imperative that education and training, notably higher education, be innovative in order to endure and maintain the momentum of that development. Developing high-quality teaching personnel is a strategy of great importance in education and training innovation overall. Many things must be done, and they must be carried out synchronously.

First and foremost, the government must invest in various areas of higher education, including facilities to enhance training quality and policies from the government, in order to effectively address the concerns above, encouraging businesses to support education and training - businesses must also take the initiative and be accountable in providing schools with resources like equipment and valuable skills. According to Maslow's Hierarchy, the base of the hierarchy is the physiological level, which covers the demands of educational institutions' employees for survival. This includes a safe working environment free from natural disasters, the elimination of artificial dangers, good health, and a well-planned institution [19]. To exemplify, the perks offered by RMIT (The Royal Melbourne Institute of Technology) Vietnam to its faculty members are also alluring. Apart from the favourable labour laws in Vietnam, lecturers also receive support through business trip airfare, travel expenses, health care, a gym, and work areas.

Furthermore, lecturers receive comprehensive training and assistance to help them acquire the abilities, competencies, attitudes, and behaviours needed to support RMIT Vietnam in achieving its objective. Ho Chi Minh City International University aspires to be among the top research institutions in the area and Vietnam, and it can produce and train excellent human resources to satisfy the demands of integration and land development. Furthermore, the university's operational model has been constructed in a modern manner in compliance with worldwide standards for its faculty, curriculum, and affiliations to other prestigious universities across the globe, including the Asia-Pacific area, Europe, and the United States.

The factors that lead to positive job attitudes, or motivators, do so because they have the potential to satisfy an individual's need for self-actualization, according to research by Fredrick Herzberg and his colleagues, who conducted the now-famous study on motivation and job satisfaction. Their research also showed that satisfaction rises when specific needs, known as motivators - achievement, recognition, the work itself, responsibility, and advancement - are met; yet, minor discontent occurs when the motivators are not met.

2.6.2 Training and development programs

Developing and enhancing practical knowledge, job skills, and the capacity to use foreign languages is essential. Additionally, it is necessary to strengthen ties with businesses to provide high-quality human resources through various means, such as inviting respectable businesses to teach and setting up multiple practice sessions for employees at the institution. In addition to the duties of school administrators, instructors, and teachers, it is essential to create more transparent procedures and rules so that everyone - including students - should be accountable for participating.

In order to further improve scientific research and training capacity, schools should collaborate and fully utilize the assistance of international organizations in the fields in which they are engaged. This will help to improve high-quality training. Additionally, it is crucial to draw in human resources, such as Vietnamese professionals working abroad who have in-depth knowledge of all the areas in which schools collaborate on scientific research and instruction. Moreover, higher education institutions should increase collaboration and ties with esteemed global universities (both for undergraduate and graduate programs) to enhance the ability of the faculty to teach, constantly adding new course materials and textbooks to give teachers access to the most recent information available.

2.6.3 Creating a supportive work environment

It first suggests that employees should feel comfortable in their physical surroundings. Meeting spaces should be casually set up and furnished with furnishings and decorations that appeal to an adult audience. Lighting and acoustics should also consider the audience's deteriorating audiovisual acuity. Teachers and workers should feel supported, respected, and accepted in the psychological environment. Teachers and students interact as collaborative researchers in a culture of mutuality, and speech is allowed without fear of retaliation or mockery. Compared to the traditional school atmosphere of formality, semi-anonymity, and status differentiation between teacher and student, people tend to feel more "adult" in a friendly and informal setting where they are valued as unique individuals and known by name (Knowles, 1970).

Developing a learning climate involves two primary components: the physical and the psychological. The former involves improving the learning environment to support learners, such as through formal training and courses offered to staff members or employees within the organization, and the latter involves ongoing learning that happens informally and between coworkers, managers, supervisors, and management. The learning atmosphere impacts informal learning, so it is essential to create an inspiring and exciting setting (Vithayaporn et al., 2022).

3 Discussion

3.1 Physiological Needs

Proposals: Salary and Benefits: Developing a comprehensive compensation system that includes competitive salaries, health insurance, and retirement benefits is essential. The proposed system should align with market standards to attract and retain talent, ensuring staff members' physiological needs are met.

Facilities Improvement: Upgrading facilities to ensure staff have access to modern classrooms, laboratories, and office spaces is crucial. This includes ensuring that buildings are well-maintained, equipped with necessary amenities, and conducive to teaching and research.

Applications: Budget Planning: Universities must allocate specific funds for salary increases and benefits improvements. This may involve conducting market salary surveys to benchmark compensation packages and ensure alignment with national and international standards.

Funding Sources: To supplement institutional budgets, universities should explore public-private partnerships, government grants, and international funding opportunities. For example, collaboration with private sector companies for research funding or facilities development can alleviate budget constraints.

Feasibility Analysis: Budget Considerations: Addressing the physiological needs of staff, such as ensuring competitive remuneration and sufficient facilities, requires substantial financial investment in infrastructure and resources. Given Vietnamese universities' financial constraints, these improvements must be gradual and incremental. Incremental enhancements can begin with prioritizing the most critical areas of need, while long-term plans can be developed to address other areas as funds become available.

Administrative Support: Effective implementation of initiatives to fulfil physiological needs relies heavily on solid administrative support. This includes prioritizing the allocation of funds for essential facilities and resources. Exploring public-private partnerships and external funding sources, such as grants from international educational organizations, can help augment institutional budgets and facilitate the implementation of these initiatives.

Potential Benefits: Enhanced Recruitment and Retention: Offering competitive salaries and adequate facilities is crucial for attracting and retaining high-caliber staff. Universities can maintain continuity and stability in their academic and administrative operations by reducing turnover rates.

Improved Teaching and Research: Ensuring access to essential resources, such as modern laboratories and well-equipped classrooms, enhance education quality and research outcomes. This, in turn, bolsters the university's Reputation and contributes to its long-term success.

3.2 Safety Needs

Proposals: Job Security: Implementing policies that offer long-term contracts, clear career progression paths, and transparent promotion criteria is essential. These policies should reduce job insecurity and foster a stable work environment.

Safety Measures: Establishing comprehensive safety protocols, providing regular safety training, and ensuring compliance with national safety standards are crucial. This includes regular safety audits, emergency preparedness plans, and health and safety workshops.

Health Benefits: Offering comprehensive health insurance and wellness programs is necessary. Universities should provide health screenings, mental health support, and wellness initiatives to promote well-being.

Applications: Policy Development: Universities should draft and implement policies that provide job security and clear career progression paths. This can be achieved by developing detailed career frameworks and transparent evaluation systems.

Safety Infrastructure: Investment in campus security systems, emergency response plans, and regular safety audits is critical. Universities should also partner with local health and safety agencies to ensure compliance with standards.

Health Programs: Developing partnerships with healthcare providers to offer comprehensive health insurance and wellness programs can enhance staff well-being. Universities might consider setting up on-campus health centres and offering mental health resources.

Feasibility Analysis: Policy Adjustments: Establishing clear policies regarding job security, safety measures, and health benefits is essential. Adherence to national safety standards can be achieved through thorough planning and systematic implementation. Universities must develop and enforce safety protocols, provide regular training, and conduct safety audits to ensure compliance.

Financial Investment: Investment in safety infrastructure, such as campus security systems, comprehensive health insurance, and emergency response plans, is feasible through phased implementation. Strategic prioritization of safety initiatives can ensure that essential measures are implemented without overwhelming the budget.

Potential Benefits: Staff Well-being: Ensuring physical and psychological safety enhances staff engagement and well-being. A safe work environment reduces stress and fosters a sense of security among employees.

Cost Reduction: Over time, the benefits of improved safety measures include lower turnover-related costs and more excellent institutional stability. Investing in safety can lead to fewer accidents and health-related issues, reducing absenteeism and associated costs.

3.3 Love/Belonging Needs

Proposals: Social Events: Organize regular social events and team-building activities to foster community among staff. These events can include annual staff retreats, cultural celebrations, and informal gatherings.

Mentorship Programs: Establish mentorship programs to support new staff and promote professional development. Pairing new employees with experienced mentors helps integrate them into the university culture and provides guidance for career advancement.

Collaborative Environment: Create spaces and opportunities for interdisciplinary collaboration. This can be achieved by designing common areas for informal interactions and promoting cross-departmental research projects.

3.3.1 Applications

Event Planning: Allocate time and minimal financial resources for organizing social events and team-building activities. Leveraging existing facilities and involving staff in planning can reduce costs.

Mentorship Framework: Develop a structured mentorship program with clear goals and outcomes. Training mentors and regularly evaluating the program's effectiveness can enhance its impact.

Collaborative Spaces: Designate areas for collaborative work and encourage cross-departmental projects. Creating shared workspaces and hosting regular interdisciplinary meetings can foster collaboration.

3.3.2 Feasibility analysis

Low-Cost Initiatives: Initiatives such as social events, team-building activities, and mentorship programs require minimal financial resources but significant investment in staff time and engagement. These initiatives can be organized using existing resources and facilities, making them cost-effective.

Organizational Culture: Success in addressing social needs depends on cultivating a supportive organizational culture that values collaboration and community. Leadership must model and promote behaviours that encourage inclusivity and mutual support among staff.

3.3.3 Potential benefits

Enhanced Collaboration: Stronger interpersonal relationships among staff promote teamwork and mutual support, leading to greater productivity and job satisfaction. Collaborative efforts can result in innovative solutions and improved performance.

Increased Morale: A sense of belonging and shared purpose can significantly elevate staff morale and reduce absenteeism. Employees who feel connected to their colleagues and the institution are likelier to be engaged and committed to their work.

3.4 Esteem Needs

3.4.1 Proposals

Professional Development: Provide opportunities for training, workshops, and further education. This includes offering courses on the latest teaching methodologies, research techniques, and leadership skills.

Recognition Systems: Develop formal recognition programs to acknowledge staff achievements and contributions. This can include awards, certificates, and public acknowledgements during staff meetings or university events.

Career Advancement: Create clear pathways for career progression and leadership opportunities. Developing a transparent promotion process and offering leadership training programs can support staff in achieving their career goals.

3.4.2 Applications

Training Programs: Allocate budget for professional development initiatives and partner with educational institutions for training. Offering scholarships or funding for external courses can further enhance staff development.

Recognition Framework: Establish awards, certificates, and public acknowledgements to celebrate staff achievements. Creating an annual awards ceremony or recognizing achievements in university publications can highlight staff contributions.

Career Pathways: Develop a transparent career advancement framework with clear criteria and opportunities. Providing regular performance reviews and feedback helps staff understand their progress and potential career paths.

Feasibility Analysis: Investment in Professional Development: Implementation of professional development initiatives is feasible with dedicated budget allocations for training programs, workshops, and career advancement opportunities. Universities can seek external funding and partnerships to support these initiatives.

Recognition Programs: Establishing formal recognition systems to acknowledge achievements and contributions is essential. These systems can include awards, certificates, public acknowledgements, and other forms of recognition that highlight employee accomplishments.

3.4.3 Potential Benefits

Motivation and Productivity: Recognition and career advancement opportunities are potent motivators, enhancing staff performance and overall organizational outcomes. Employees who feel valued and appreciated are more likely to be productive and engaged.

Talent Retention: Improved job satisfaction and clear career progression pathways contribute to retaining skilled employees. Providing opportunities for growth and development helps universities maintain a competitive edge in attracting and keeping top talent.

3.5 Self-Actualization Needs

3.5.1 Proposals

Autonomy: Empower staff with decision-making authority and encourage innovative teaching and research methods. This can involve giving faculty more control over their curriculum and research projects.

Creativity and Innovation: Establish innovation labs, provide research grants, and promote interdisciplinary projects. Creating an environment that encourages experimentation and supports new ideas can drive innovation.

Personal Growth: Support sabbaticals and opportunities for further education and personal development. Offering time off for research, study, or professional development allows staff to pursue their interests and expand their expertise.

3.5.2 Applications

Empowerment Policies: Create policies that delegate decision-making authority and encourage innovative practices. This includes reducing bureaucratic hurdles and supporting staff initiatives.

Innovation Funding: Allocate funds for research grants and support interdisciplinary collaboration. Providing seed funding for pilot projects and facilitating access to research resources can spur innovation.

Growth Opportunities: Provide sabbaticals, professional development courses, and support for further education. Encouraging staff to pursue advanced degrees or specialized training can enhance their skills and knowledge.

3.5.3 Feasibility analysis

Supportive Policies: Implementation is feasible with policies that support flexibility, innovation, research, and personal growth. Universities should create an environment encouraging creativity and allowing staff to pursue their interests and passions.

Resource Allocation: Requires strategic allocation of funds for research grants, sabbaticals, and professional development opportunities. Universities should prioritize investments in areas that support academic and personal growth, such as funding for advanced research and opportunities for interdisciplinary collaboration.

3.5.4 Potential benefits

Academic Excellence: Support for advanced studies and research initiatives significantly enhances institutional research output and academic standing. Encouraging self-actualization among staff leads to groundbreaking discoveries and contributions to knowledge.

Leadership Development: Providing opportunities for self-actualization cultivates leadership skills, contributing to effective succession planning within the institution. Developing organizational leaders ensures continuity and a deep understanding of the university's culture and values (See Figure 5).



Figure 5 Maslow's Hierarchy in Higher Education HRM

4 CONCLUSION

In the latter part of the 20th century, Vietnam elevated training and education to the highest state policy level. Any nation that has mastered the major sciences and technologies will be very competitive economically, yet significant educational expenditure is required to attain such a fundamental issue. Education and training entail investing in human capital and developing it to acquire professional and intellectual abilities that enable it to create and absorb new information and technological advancements. East Asian nations, such as Japan, South Korea, and Taiwan, have demonstrated this via their respective development processes regarding education. In order to meet its educational development objectives, Vietnam must act far more quickly than it has in the past to put into place synchronized and efficient policies to create excellent human resources in higher education institutions. Implementing Maslow's hierarchy of needs in Vietnamese higher education institutions is feasible with strategic planning, administrative commitment, and sometimes external funding. While initial costs and policy adjustments may pose challenges, the potential benefits outweigh these barriers regarding improved staff well-being, enhanced educational quality, and institutional Reputation. By addressing the diverse needs of staff - from basic physiological requirements to opportunities for self-actualization - universities can create a supportive and conducive environment for both personal growth and organizational success. This holistic approach benefits staff members and contributes to the overall development and sustainability of higher education institutions in Vietnam.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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