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The Basic Psychological Need Satisfaction and Frustration of Lecturers and Staffs' Ho Chi Minh University of Social Sciences and Humanities in Covid-19

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Abstract

The COVID-19 pandemic has affected several aspects in life globally such as studying, working, recreation and so forth. However, people all over the world still need to keep life going on by one way or another. Especially education should be maintained under certain adverse circumstances. Teachers and institutional staffs are working multiple times harder not only to give lessons to students but accomplish various tasks besides work simultaneously. This may lead to stress and other mental health problems as a result. The purpose of this survey was to explore the reality of the basic psychological need satisfaction and frustration of them. Using the conceptual framework of quantitative research, a survey was conducted in Ho Chi Minh University of Social Sciences and Humanities among lecturers and staffs with 147 participants on October 2021. Internal coefficient and exploratory factor analysis were performed to examine reliability and validity of the measure, descriptive analysis was used to determine means of basic psychological need satisfaction and frustration among lecturers and staff; t-test and ANOVA were calculated to examine the differences in the need satisfaction and frustration among sociodemographic variables. The results showed that the basic need satisfaction and frustration scale was valid and a six-factor solution fitted the data in Vietnamese context. Basic psychological needs satisfaction ($M = 3.71$, $SD = 0.52$) is higher than basic psychological needs frustration ($M = 2.63$, $SD = 0.65$) of participants during COVID-19 pandemic. The sub-scale of each need satisfaction and need frustration varied with the sociodemographic characteristics. The implications of the results and limitations are also discussed.

Keywords: the basic psychological need, satisfaction, frustration, lecturers and staff in HCMUSSH, COVID-19, education.

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1. Introduction

The modern world has experienced considerable changes since the Covid-19 pandemic started in Wu-Han city of China. The detrimental influences of Covid-19 have impacted on economy (Topcu, Gulal, 2020), transportation (Maital, Barzani, 2020) health system (Susilawati et al., 2020), human well-being (WHO, 2020) and Education system (Tarkar, 2020) in every nation and global in general. That is a reason why Covid-19 is not just a public health crisis (WHO, 2020). Particularly, for managing the spread of Covid-19, Education institution has been tremendous changed around the world. Schools in Covid-19 have been “Closed” and changed formal of learning and teaching: Online, Offline or Mix On-offline, etc.

Vietnam has suffered 4 waves of Covid-19 pandemic since the first case of founded on January 2020. At “Lock down” time, the formal of education changed day by day made enormous pressure for educators. According UNESCO and UNICEF’ report (2021), although (From April 2020) Ministry of Education and Training in Vietnam (MoET) has attempted to growth educators for coaching Information and Communications Technology (ICT) while schools were closed, educators still have faced challenges. There are lacks of practice with, access to technological education. In Addition, Educators have “quickly shifted to remote learning are complex, and require established skill sets” (UNESCO and UNICEF, 2021) while the policy of social distance of Vietnam were changed day by day. They have made educators to increase stress as a one educator have shared: “I feel under pressure. To prepare for a one 45-minute teaching period, I have to have two days of preparation” (According UNESCO and UNICEF, 2021). Besides that, educators have also faced numerous of problems in their life. It could be from their family (their parent, their children, their partner...), their community or their individual (salary, work style, house work, etc.). There are reasons why educators might be “forgot” with their basic psychological. After a fourth wave of Covid-19, Vietnam has opened with the new police called “new normal” since October 2021. Education system and educators have started “new normal.” For all the above rationale, they make our concern to understand about the basic psychological need satisfaction and frustration of people who worked in education environment in general and especially lecturers and staffs in Ho Chi Minh University of Social Sciences and Humanities (HCMUSSH) in which we have learned and worked after Covid-19 pandemic.

By using quantitative approaches, this study is aimed to (1) explore the satisfaction and frustration of basic psychology needs of lecturers and staffs in HCMUSSH during the lockdown period; and (2) examine the differences in satisfaction and frustration with basic psychological needs among different demographic groups such as gender, health status, income, and seniority.

2. Theoretical framework

Basic Psychological Needs

It is a generally acknowledged fact that the basic psychological needs in human being could be divided into 3 types of needs. These are autonomy need, relatedness need and competence need (Deci, Ryan, 2000; Hackman, Oldham, 1976; Vansteenkiste et al., 2005; Schutte, Malouff, 2018; Baumeister, Leary, 1995; Reis, 1994; Ryan, Deci, 2017). And it ought to stress that basic psychological needs are an essential for the human being toward well-being. During this perspective, the human of nature needs to be satisfied with psychological needs that similarities to providing the nutrients the body to function, synthesize, and contribute to physical and mental health (Chen et al., 2015). In sharp contrast, the basic psychological needs frustration could affect negative to physical and mental health of human such as hopeless, disconnect with others, lower self-esteem, etc. (Deci, Ryan, 2000; Hackman, Oldham, 1976; Vansteenkiste et al., 2005; Schutte, Malouff, 2018; Baumeister, Leary, 1995; Reis, 1994; Ryan, Deci, 2017).

The present study

To recapitulate, our research presents the reality of basic psychological need satisfaction and frustration of lecturers and staffs in HCMUSSH.

Sample and instrument

Sample

Participants have been taken part in our research should be lecturers and staffs in HCMUSSH. During October 2021, the structural survey has been sent to participants by email and the data has been collected by Google Form. The content online survey includes an introduction and aims of research, the study objectives, issues of ethical research (anonymous and voluntary action), demographic questions and related scale. We should ignore participants who do not agree

about condition research and do not complete all content of survey. A convenient sample in this study has been calculated by Green's Formulation (Tabachnick, Fidell, 2012): $N \geq 50 + 8p$ with N = size of sample and p = the number of independent variables. In this study, the survey has 6 independent variables: satisfaction and frustration with autonomy need, competence need and relatedness need. So, the sample size must be at least 98. In the present study, data have been constructed by 147 participants who are a lecturer or staff in HCMUSSH. The demographic characteristic of participants has been shown in Table 1.

Table 1. The research samples (n = 147)

Variable	Group	N	%
Gender	Male	47	32
	Female	100	68
Seniority	Under or at least 5 years	43	29.3
	From higher 5 to 10 years	45	30.6
	From higher 10 to 15 years	40	27.2
	Higher 15 years	19	39.5
Health Status	Good	58	39.5
	Normal	72	49
	Have problem or some problems health	17	11.6
Incomes	Under or at least 10 million Vietnam dong	79	53.7
	From higher 10 to 15 million Vietnam dong	42	28.6
	Higher 15 million Vietnam dong	26	17.7

Research tools

Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS)

The BPNSFS was developed by Chen et al. (2015). The scale was adapted to Vietnamese context by Cat Tuong Nguyen Phuoc (2020). In this scale, there are total of 24 items in form of 5-point Likert scale, ranging from 1 (Completely Disagree) to 5 (Completely Agree) measuring 6 factors: (1) Satisfaction about Autonomy need; (2) Frustration about Autonomy need; (3) Satisfaction about Competence need; (4) Frustration about Competence need; (5) Satisfaction about Relatedness need and (6) Frustration about Relatedness need. The Cronbach alpha for autonomy, relatedness, and competence satisfaction were 0.69, 0.77 and 0.81 respectively (Chen et al, 2015). In the current study, Cronbach alpha coefficient was found to be 0.79, 0.82, and 0.78 for satisfaction of autonomy, relatedness, competency needs sub-scale respectively. For frustration scales of these needs, the Cronbach alpha coefficient was, respectively, 0.86, 0.76, and 0.80.

Table 2. Reliability of the scale (n = 147)

No	Scale	No item	Cronbach's Alpha	Corrected item – Total Correlation
1	Satisfaction with Autonomy need	4	0.79	0.533 – 0.698
2	Frustration with Autonomy need	4	0.86	0.616 – 0.771
3	Satisfaction with Relatedness need	4	0.82	0.568 – 0.760
4	Frustration with Relatedness need	4	0.76	0.550 – 0.628
5	Satisfaction with Competence need	4	0.78	0.549 – 0.631
6	Frustration with Competence need	4	0.80	0.527 – 0.706

The scale was created for the purpose of computing the average score with different aspects. Higher scores taken from the satisfaction scale indicate higher satisfied feeling while higher scores taken from the frustration scale indicate higher frustrated feeling to the basic psychological needs. In a 5-point Likert scale, the interval between each level is 0.8 points. The range of levels is determined by the formula $(n-1)/n = 0.8$. The significance of the mean values is determined in the following manner:

- 1.00 – 1.80: Responders strongly disagree with statements regarding their expression of satisfaction or frustration with basic psychology needs
- 1.81 – 2.60: Responders disagree with statements regarding their expression of satisfaction or frustration with basic psychology needs
- 2.61 – 3.40: Responders partially disagree with statements regarding their expression of satisfaction or frustration with basic psychology needs
- 3.41 – 4.20: Responders agree with statements regarding their expression of satisfaction or frustration with basic psychology needs
- 4.21 – 5.00: Responders strongly agree with statements regarding their expression of satisfaction or frustration with basic psychology needs

Statistical Analysis

It should be stated from the outset that this study is a descriptive study. This research design was light-emitting diode to quantitative methodology. After collecting data process, data collected in Google Form has been used input data for The Statistical Package for Social Sciences (SPSS) 20.0 software. First and foremost, data cleaning process has been started (removing missing value). After that, SPSS has been used for data management and to find the significant statistical figures.

When the main data has been collected, we have tested the validity and reliability of BPNSFS via Cronbach’s alpha coefficient and exploratory factor analysis (EFA). The BPNSFS in our research to see six factors like the origin of BPNSFS in Chen et al (2015) study. In our BPNSFS, the KMO and Barlett’s test (0.737 – $p < 0.05$) and Eigenvalue = 1.129 demonstrated 67.879 % total variance explained. Besides that, there could be explain Factor loading have been presented in Table 2.

Analysis of variance (ANOVA) and *t*-test were used to test statistical differences among sociodemographic characteristics. We looked at *p*-value to determine whether two or more populations are statistically different from each other.

Table 3. The factor loading of BPNSFS

Items	Autonomy need		Relatedness need		Competence need		Cronbach’s α
	Satisfaction	Frustration	Satisfaction	Frustration	Satisfaction	Frustration	
I feel like I am free to decide for myself how to live my life	0.517						
I pretty much keep to myself and don't have a lot of social contacts	0.817						
Most days I feel a sense of accomplishment from what I do	0.734						0.792
I feel I have been doing what really interests me	0.694						
Most of the things I do feel like “I have to”		0.810					
I feel forced to do many things I wouldn't choose to do		0.729					0.868
I feel pressured to do too many things		0.799					
My daily activities feel like a chain of obligations		0.770					

I feel that the people I care about also care about me	0.689	
I feel connected with people who care for me, and for whom I care	0.830	0.817
I feel close and connected with other people who are important to me	0.683	
I experience a warm feeling with the people I spend time with	0.709	
I feel excluded from the group I want to belong to	0.682	
I feel that people who are important to me are cold and distant towards me	0.760	0.764
I have the impression that people I spend time with dislike me	0.790	
I feel the relationships I have are just superficial	0.556	
I feel confident that I can do things well		0.709
I feel capable at what I do		0.678
I feel competent to achieve my goals		0.705
I feel I can successfully complete difficult tasks		0.864
I have serious doubts about whether I can do things well		0.706
I feel disappointed with many of my performances		0.700
I feel insecure about my abilities		0.655
I feel like a failure because of the mistakes I make		0.780

3. Results

When we have used the BPNSFS for 147 participants who are the lecturers and staff in HCMUSSH, there were several significant results. The most outstanding feature is the basic psychological needs satisfaction ($M = 3.71$, $SD = 0.52$) is higher than basic psychological needs frustration ($M = 2.63$, $SD = 0.65$) of participants in Covid-19 pandemic. In Addition, the score of small factors have demonstrated the rationality of statistical figures calculated (see [Table 4](#)).

The level of satisfaction with basic needs falls within the range of 3.45 to 3.92, indicating general agreement with these three fundamental needs. When it comes to assessing satisfaction in these areas, lecturers and staffs mostly express a positive sentiment about their competence while working during the lockdown period, followed by related need and autonomy need. While the level of frustration with these three basic needs falls into the range of somehow agree with the needs. Lecturers and staffs tend to be frustrated with autonomy need ($M = 3.05$), followed by their competence need and related need.

The statistical figures of the basic psychological needs satisfaction of HCMUSSH lecturers and staff in Covid-19 have “fluctuations” when they have been combined with demographic characteristic of participants. As can be observed, the statistical data on [Table 5](#) had recorded the variable of the demographic characteristics of participants such as sex, seniority, health status and incomes have

increasing significant statistics (T-test and ANOVA Test) the different between each group about satisfaction with the basic psychological needs. Particularly, man have argued the basic psychological needs ($M = 3.53$, $SD = 0.56$) higher than female ($M = 3.53$, $SD = 0.48$). As far as same way, the group of the highest incomes ($M = 3.79$, $SD = 0.48$) is the highest score in the group of incomes. As a rule, it also demonstrated scores on the group of “the lowest incomes” measure ($M = 3.62$, $SD = 0.54$) were the lowest. However, it is interesting note that the variable in demographic characteristic of participants such as “seniority” and “health status” did not provide significant the figures calculated about satisfaction with the basic psychological needs of HCMUSSH lecturers and staff in Covid-19.

Table 4. The basic psychological needs satisfaction and frustration of HCMUSSH lecturers and staffs in Covid-19

Needs	satisfaction		frustration	
	M	SD	M	SD
Autonomy	3,45	0,67	3,05	0,89
Relatedness	3,77	0,74	2,37	0,77
Competence	3,92	0,59	2,47	0,79
Basic psychological needs	3,71	0,52	2,63	0,65

Table 5. The basic psychological needs satisfaction in Covid-19 sort by demographic characteristic of HCMUSSH lecturers and staffs

Demographic characteristic		M	SD	t- or F-statistics	p	Comparison
Sex	Male (M1)	3.53	0.56	-3.07	0.003*	M1 < M2
	Female (M2)	3.80	0.48			
Seniority	Under or at least 5 years (M1)	3.71	0.56	0.76	0.519	M1 = M2 = M3 = M4
	From higher 5 to 10 years (M2)	3.72	0.54			
	From higher 10 to 15 years (M3)	3.64	0.48			
	Higher 15 years (M4)	3.86	0.43			
Health Status	Good (M1)	3.78	0.49	1.12	0.330	M1 = M2 = M3
	Normal (M2)	3.69	0.54			
	Have problem or some problems health (M3)	3.57	0.55			
Incomes	Under or at least 10 million Vietnam dong (M1)	3.62	0.54	4.94	0.008*	M1 < M3
	From higher 10 to 15 million Vietnam dong (M2)	3.73	0.45			M1 = M2
	Higher 15 million Vietnam dong (M3)	3.97	0.48			M2 < M3

Notes: * $p < 0.05$

In a sharp contrast, the statistical figures of the basic psychological needs frustration in Covid-19 sort by demographic characteristic of participants mentioned above the juxtaposition of the tendency. The statistical data on Table 6 has showed the significant relation between the basic psychological needs frustration and “seniority” and “health status” variable in demographic characteristics’ factor. Particularly, in our research, lecturers and staffs who have more than 15 years in HCMC have frustrated the basic psychological needs were the highest ($M = 2.96$, $SD = 0.66$). It is an evident for a tendency: the more seniority, the more basic psychological needs frustration in Covid-19. Besides that, it is

delightful to note that participants who have good health have frustrated the basic psychological needs ($M = 2.76$, $SD = 0.72$) were higher than the participants have a health problem.

Table 6. The basic psychological needs frustration in Covid-19 sort by demographic characteristic of HCMUSSH lecturers and staffs

Demographic characteristic		M	SD	t- or F-statistics	p	Comparison
Sex	Male (M1)	2.57	0.58	-0.81	0.418	M1 = M2
	Female (M2)	2.66	0.68			
Seniority	Under or at least 5 years (M1)	2.43	0.64	3.54	0.016*	M1 = M2
	From higher 5 to 10 years (M2)	2.59	0.65			M1 < M3
	From higher 10 to 15 years (M3)	2.74	0.8			M1 < M4
	Higher 15 years (M4)	2.96	0.66			M2 = M3 M2 < M4 M3 = M4
Health Status	Good (M1)	2.76	0.72	3.38	0.037*	M1 > M3
	Normal (M2)	2.61	0.55			M2 > M3
	Have problem or some problems health (M3)	2.30	0.71			M1 = M2
Incomes	Under or at least 10 million Vietnam dong (M1)	2.60	0.55	1.69	0.193	M1 = M2 = M3
	From higher 10 to 15 million Vietnam dong (M2)	2.52	0.63			
	Higher 15 million Vietnam dong (M3)	2.89	0.88			

Notes: * $p < 0.05$

4. Discussion

Basic psychological needs could be widely introduced in Western countries but it is relatively new in South East Asia. So far, there is research by Cat Tuong Nguyen Phuoc with attempt to validate BPNSFS in Vietnamese context for adolescents. The finding of this study showed that the scale was reliable and valid within Vietnamese context for adult version although reliability of the scale for adolescent version was unsatisfactory according to study of Cat Tuong Nguyen Phuoc (2020). However, this study also confirms that these needs are relevant to anyone as proposed by Ryan & Deci (2000).

In descriptive analysis, we find that the basic need satisfaction was higher than basic need frustration during the quarantine. However, we did find that the need satisfaction and the need frustration during this critical period were varied along the sociodemographic characteristics (gender, seniority, health status, and incomes) via t-test and ANOVA. It indicated tendency that “the healthier, the more frustration” lecturers and staff get during the lockdown restriction. The result could be one of resources of global study during COVID-19 pandemic.

5. Limitation

It should be emphasized that our research may be the second study using BPNSFS after Cat Tuong’s study (2020). The investigation of our study is adapting and validation BPNSFS in context of Vietnam society and culture. Addition, our study may be the first study using BPNSFS for objective research who are educators. Besides that, our study has some limitations. First, the study is a descriptive study. It makes our research difficult to understand the reason made participants satisfied (or not) the basic psychological need deeply. Future research may consider qualitative information or changes the quantitative research model. Finally, the Basic Psychological Needs

Satisfaction and Frustration Scale have been continued to standardization process in Vietnam. So, this can be the way for future studies.

6. Conclusion

Our research has presented that although COVID-19 pandemic impacted on facets to life, lecturers, and staffs in HCMUSSH have satisfied with the basic psychological need higher than have frustrated. Amazingly, in our study, we could find significant statistical about healthy status of participants affected the basic psychological need frustration. It indicated “the healthier, the more frustration” tendency.

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