

TRADE OF NEEDS
MASLOW'S HIERARCHY OF NEEDS FROM A MULTIFOCAL POINT OF VIEW

by

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DISSERTATION

Presented to the Swiss School of Business and Management Geneva
In Partial Fulfillment of the Requirements for the Degree

DOCTOR OF BUSINESS ADMINISTRATION

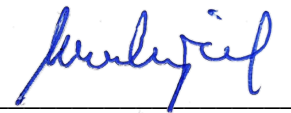
SWISS SCHOOL OF BUSINESS AND MANAGEMENT GENEVA

November, 2024

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ACKNOWLEDGEMENTS

I take this opportunity to thank all the people who contributed towards the completion of this thesis. Foremost, I would like to express my sincere gratitude to

DEDICATION

This dissertation is dedicated to my lovely daughters Greta Charlotte and Matilda Marie.

ABSTRACT

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This research explores the cultural and generational influences on Abraham Maslow's Hierarchy of Needs. German and Indonesian students completed a questionnaire, and statistics about Baby Boomers and Millennials were collected for the analysis and interpretation.

Maslow developed his theory to describe the human behaviour. Within this original Hierarchy five Needs are defined in a fixed ranking. These are the Physiological, the Safety, the Social, the Esteem and the Self-Actualization Needs. Researchers support Maslow's theory. The Hierarchy of Needs is used in several fields of science and helps to understand the human behaviour. There are also researchers that have another opinion and do not agree with Maslow's idea. They see constraints and limitations in his theory. Culture is the way of life people live. It influences their daily actions, how they try to solve problems and when people take action. These characteristics can vary from culture to culture. People mostly experience just their own culture and only recognize a foreign one once they enter it. The same applies for a person's age. People undergo different stages in their life and can have other prioritizes.

All human beings have a set of inborn Needs. They are naturally given and are the trigger for our deeds. As all human beings have the same set of Needs, do people also satisfy their Needs in the same order and in the same way? People live in different cultures and period of life which take influence on their behaviour. There could be a relation between culture / age and Needs. This leads to the hypotheses that culture and age can influence the ranking of Needs and the level of satisfaction.

The collected data from two different cultures and generations provides information to analysis and interpret their behaviour and motivation which ultimately lead to a final conclusion. A deeper examination of the data reveals the cultural and generational differences. These can be connected to the Hierarchy of Needs. The research confirms that the Hierarchy of Needs can vary by culture or age. It confirms that people satisfy their Needs on different degrees depending on the personal prioritization.

Keywords: Baby Boomers, Culture, Generations, Germany, Indonesia, Maslow, Millennials, Motivation, Needs

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CHAPTER I: INTRODUCTION

1.1 Introduction

Abraham Maslow dedicated his work to people's motivation and analysed which needs people can have and how to rank them. He published his original theory in 1943 and shared his thoughts about the Hierarchy of Needs (Maslow, 2021). According to his theory, people have five Needs: physiological, safety, belongingness and love, esteem and self-actualisation Needs (Maslow, 2021). These Needs are ranked in a defined order and are separated in internal and external Needs. In the course of time, Abraham Maslow added three more Needs to his initial theory; the cognitive, aesthetic and transcendent Needs. The updated constellation is as follows: psychological, safety, belongingness and love, esteem, cognitive, aesthetic, self-actualization and transcendent Needs (Sherwette, 2022; Huffman, et al., 2019). Once the first and lowest Need is satisfied, a person can move to the next Need and can satisfy this one. In this way, a person can go from one to another one until the top Need, the Self-Actualisation Need, gets reached. (Calicchio, 2023). In his works, Abraham Maslow always defined the ranking of his five Needs in the same way. He built the theory with a holistic and universal concept that should be applicable for all people. There is no other differentiation or perspective for general healthy people.

This theory is since its publication a famous theory and is broadly used in different areas. For instance, in Marketing it is applied to understand people's behaviour and take relevant actions to advertise and sell products; or in Human Resource it helps to keep employees motivated and to stay with the company.

1.2 Research Problem

According to Thomas Kuhn and other researchers it is possible that anomalies can be found in the nature, which do not fit to the existing theories. The general theories can then be challenged by these anomalies (Bird, 2000; Henle & Dubois, 2017).

Therefore, is Maslow's theory so universally applicable that people across the globe can adapt it to fields such as Marketing, Human Resources, Psychology, and others

in the same way? Can Maslow's Hierarchy be applied to all people no matter where they come from, how old they are or what financial status they have? If the Needs get cut apart from each other out of the fixed ranking, five single blocks are left, which can be randomly puzzled together in 120 different combinations¹. Why should one out of the 120 combinations be valid for all people around the world? Would it not be more realistic, if there were more combinations valid for the whole population?

Maslow based his theory on research he did in the US with people from the US and generalized it to all people. It is doubtful that this holistic theory can be applied to all people without broader differentiation. The medicine is an example for the relevance of differentiation. All people are human beings and there is a general definition of a body's anatomy. For instances, a typical human body has two arms and hands with ten fingers, two legs with two feet and ten toes, two ears and eyes, one heart, a lung, and other inner organs. The skin-, eye-, and hair-colour can vary, but does not have an influence on the function. And still the medical science differentiates people by age, culture, and gender. Individual disciplines set their focus on the female, male, infant, adult, or alternative medicine. In consideration of a person's age and weight, there are different drugs for the same illness; infants get a lower dosage than adults or some drugs are even only available above a certain age. Another aspect is that there are around the globe different kind of therapies and healing processes, too. For instances, there are drugs, acupuncture, herbal mixtures, animal derived mixtures, voodoo, spiritual healing. The medicine also knows a risk-benefit evaluation, to compare and weigh the potential recovery against the possible side effect. Based on this, the decision is taken for the medication.

Although all people are human beings from the same race, they vary by age, culture, gender, social position, or other factors. This means, their personal ranking of Needs could differ and change depending on circumstances (contexts) and time. They

¹ There are 5 Needs (n=5), which can be ordered in different rankings without repetition. Accordingly to the formula $n \cdot (n-1) \cdot (n-2) \cdot (n-3) \cdot (n-4) \cdot (n-5) = n!$ it leads to $5! = 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1 = 120$.

behave in different ways and make other decisions. A different combination of Needs can emerge as based on definite cultural backgrounds, individual preferences, stage of life, or unique composition of contextual factors at any given situational event.

It should also clarify that people do not simply satisfy a Need. All resources are limited and not endless; like time, power or money. The time is limited to 24 hours a day, seven days a week; available money depends on the monthly income and power is linked to muscles, condition or stamina.

People have to fight every day with limited resources, no matter where they come from. Poor or rich, non-worker or employee, average guy or bodybuilder, all the money, free time or strength they have has a limit. One budget can be bigger or smaller, more or less, but the important thing is that it is not endless and needs to be portioned. If people have certain Needs that they want to satisfy, but a limited resource to spend for it available, they must weigh and judge carefully their spending.

Different satisfaction-levels can exist depending on the personal choice and individual way of living. People have the possibility to weigh their Needs and the quality of satisfaction. A standard satisfaction can give a quick effect and move forward to the next Need, whereas the satisfaction on a higher level of quality can require more effort, resources, or time, but also enlarges the personal sensation. It is a choice people make in every action, they need to value and trade their Needs. The development and implementation of a second dimension gives the necessary contribution for the advancement of Maslow's current model.

1.3 Research Objectives

Multiple research and articles have been published and can be found in the current literature. Many of them suggest to improve or change Maslow's Theory of Needs by implementing, exchanging or deleting Needs. But so far, no research has focused on the original five Needs and a flexible ranking in different ways. This work should prove that a universal fixed vertical ranking of Needs cannot be applied to all human beings in the world. For instances, people from different cultures or in different ages could have another view on their personal Needs and priorities them according to their situation. It

should be possible to avoid changing Maslow's entire model and only amend it in a flexible way that keeps the original theory's root.

1.4 Significance of the study

The results of the research should provide the science with a deeper insight in cultural and generational differences concerning decision-making and prioritisation based on the Need satisfaction. It should proof that as not all human beings are the same and therefore cannot be approached in the same way to understand individual reasons for need and motivation. This research should close the gap of this missing perspective on Abraham Maslow's Hierarchy of Needs. It would contribute to the current body of knowledge and shed some more light into the area of existing discussions around the Hierarchy of Needs. Furthermore, it would also add more insights into human behaviour, decision making reasons, motivational indicators and other aspects. This would be useful in various areas such as Education, Marketing, Human Resources, Psychology and other fields. In the advancing world of globalization, internationalization and blurred borders, more and more goods, labour force, habits and many more things are traded around the world and blended. This work should contribute to a better cross-cultural understanding and flexible point of view of human behaviour.

The idea of an adaptable, flexible and two-dimensional theory (one axis shows the ranking and the other one the satisfaction-level) could give a starting point for the development of a new or updated model.

1.5 Research Questions

According to the above-mentioned assumptions following questions come up:

- *Could the ranking of Needs be influenced?*
- *Could the satisfaction level of a Need change under a certain influence?*

Based on the two questions, it is possible to build these two hypotheses.

- *If people originated from different cultures, or are in a different period of life, the Hierarchy of Needs would be influenced by the local culture or age.*

- *If there was a vertical movement from one need to another need, there would also be the possibility of a horizontal movement within a Need for a satisfaction on different degrees.*

1.6 Research Structure

Chapter 1 describes the background, scope and purpose of the research. It also contains the limitations, structure and research questions.

The next part, Chapter 2 till 4, provides the theoretical background and the hypotheses. It starts with Maslow, his theory and Needs to give the reader the necessary information for the further reading. It tells where Abraham Maslow came from and how he got to his theory. It explains the five original Needs and how Needs originate. Then a critical literature review demonstrates the supportive theories and the counterarguments against Maslow's Theory of Needs. In the following it gives a general definition of culture. It goes into the details of both sample countries Germany and Indonesia and zooms into their cultures.

The third part, Chapter 5 and 6, addresses the methodology of the first research part. It defines the target group and explains the instrument of data collection. Afterwards, it analyses German and Indonesian students' cultural background in regards of the Needs based on quantitative research and summarises the results.

Chapter 7 contrasts people from different generations and examines the influence on Needs by age based on secondary research. The research takes a closer look on the Baby Boomers and Millennials and compares their individual Needs. The results obtained in this second research part are presented at the end of the Chapter.

Chapter 8 gives a conclusion that can be taken from the total research and its analysis. It shows the highlights from both parts, cultural and generational influence on Needs.

1.7 Limitation

The research has certain limitations. It compares in the first part one eastern and one western culture with each other and uses two countries from each culture as a

representative nation. Next to this, the second part clusters people by age for the analysis and compares two generations with each other.

For further research it would be possible to extend the number of cultures and countries to get a deeper insight around the globe. There are many countries in the world which would give many opportunities for research. Focusing on the people, they could be clustered by many other categories such as by education, financial or familiar status, or gender.

The research could be extended to any kind of scope. For instance, organizations could be compared by sector, corporate form, or size; or political parties by position; or religions.

1.8 Definition of Terms

Behaviourism: All behaviours are learned by conditioning.

h-index: A score based on the number of publications and their citations.

Hierarchy: Arrangement of items in an bottom-to-up arrangement

Humanism: Classic studies in education

Human Resource: A team in an organization that takes care about the workforce

Needs: A desire people have to satisfy

Psychoanalysis: Human beings develop through different stages.

Resources: tangible or non-tangible things that people need to do something, like money, time, power

Trade: Exchange of things

CHAPTER II: REVIEW OF LITERATURE

2.1 Introduction

Abraham Harold Maslow (*1908 †1970), a Humanistic psychologist and author of hundreds of articles and books, which are widely spread and cited (www.maslow.com; Maslow, 1973), was born in New York where his parents moved to as Russian immigrants. After his unhappy and lonely childhood, he started to study law, but changed quickly to psychology. Maslow was fascinated by Watson's behaviourism² and received his Ph.D. from the University of Wisconsin. 1943 Maslow returned to New York to teach at the Brooklyn College (Engler, 2013). The birth of his first daughter let Maslow think about his position towards Watson's perception. While watching her, Maslow recognized that his daughter did not fit into the theories of the behaviourism. He discovered the simplicity and narrowness of this theory (Goble, 2004). Freud's psychoanalysis³ was also too limited in its conception and generally unacceptable. It did not help him to prove humans are being able to reach high performances (Matlby, et al., 2011). Both theories had their correct points but did not cover the general view. Therefore, Maslow started to look for an alternative next to the existing two forces (behaviourism and psychoanalysis). He wanted a holistic and universal theory that could cover all behaviours of human beings. He found it in the humanistic psychology (Engler, 2013) and promoted it as the Third Force to distinguish it from the other two (Goble, 2004).

Abraham Maslow had his great breakthrough with his Theory of Needs, which he published in an article in the 1940s (Griffin & Moorhead, 2013). It is not only adopted in the world of psychology, but also used interdisciplinary to describe processes and explain

² John Broadus Watson was generally credited as the founder of behaviourism in 1913. Others supported him and joined his ideas like Clark L. Hull and Burrhus Frederic Skinner (Singh, 1991).

³ Sigmund Freud established the psychoanalysis (Freud, 1920). He advanced his previous theories and thoughts from 1895 to 1905 (Mitchell & Black, 1995) and built with these the main content and basis for the new theory (Köhler, 2007).

situations. For instance, his theory is quite well known in marketing and management circles (Torrington, et al., 2011). The consumer behaviours show how they rank their Needs and can be used for further analysis and actions. The following figure, created by the author of this work, summarizes the three forces.

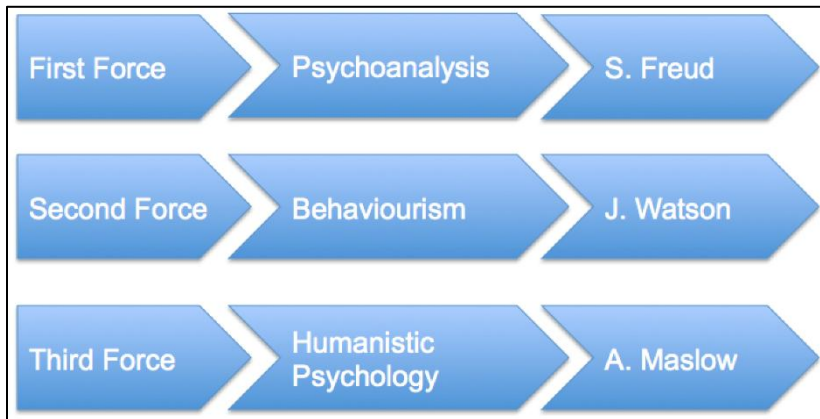


Figure 1: The Three Forces⁴ (2016)

How do people translate their Needs into Deeds, or, in other words, how do they let their Needs reflect in values trigger their choices, which push them towards Deeds or actions? This is a famous question which occurs in various areas of science and economy. Researchers are interested in finding out why people behave as they do and try to forecast scenarios. Marketers observe buying patterns from consumers and analyse the results. They want to create a strategy to attract people to their products. Psychologists examine behaviours in social environments and interpret interpersonal relations. Generally, motivation is the reason for acting or behaving in a particular way (Oxford Wordpower dictionary). People's motives are incitements for the behaviour, which occur on subjective deficiency syndromes. These have not to be objective or seen by others (Schneck, 2007).

According to Abraham Maslow people will be motivated to do something, if they feel a desire, a wish or a lack and want to satisfy it (Maslow, 1968). He summarized this

⁴ This figure and all following figures in this dissertation have been created by the author of the dissertation to summarize and visualize the text in a simple way. For convenience purposes there are no further references to the author per figure indicated.

effect in his Theory of Needs. With this model he explained that people try to reach a certain aim to satisfy a Need and then aspire to another Need on the next level (Hutzschenreuter, 2009). He defined five levels of Needs and arranged them in a hierarchy (Hagerty, 1999). There are the Physiological Need, the Safety Need, the Social Need, the Esteem Need and the Self-Actualisation Need (Kreitner, 2007). Generally, this order of Needs is defined in this way and is valid for most people. There are exceptions which deviate from this and have another order, mixed or the other way around. In most cases these people are psychological unhealthy, extremists or have under evaluated Needs (Maslow, 2021). The first three Needs can be summarized in lower Needs and the other two in higher Needs (Gratton, 1980). Whereas the Self-Actualisation is seen as the ultimate and final state and the others are the basic Needs (Maslow, 2010). The separation of lower Needs and higher Needs can be reasoned by the limitation. Lower Needs are limited, tangible and localisable (Schyns, 1998). For instances, people are hungry and can localize the centre of the Need, their stomach. The satisfaction of the Need is also limited. Simply said they can only eat as much as it fits into their stomach. The way how they satisfy their Need is tangible, because they can touch the food they eat. They are in the realm of nature as not only human beings have them, but also animals have these Needs. There are negative desires (deficiency needs) which need to be satisfied to avoid that people become ill or anxious (Burton, 2012). Without enough food or water, or a dry and warm place people can get seriously ill or even die. With an increasing Need the chance to risk the health and safety also increases and only the satisfaction of the Need can stop the downward trend. It is a *negative freedom* that people achieve; they get *freedom from* satisfying the Need (Frame, 1996). That means after the satisfaction of one of the three Needs people escape from the grip of the Need, avoid a worsening and feel free. In contrast to this the higher Needs are unlimited in their amount (Schyns, 1998). The way of satisfaction can be unlimited and untouchable. It can be imaginary, intellectual or spiritual. These two Needs are positive ones, as people might feel better and healthier after the gratification. With an increase in the Need there is no increase in the risk of health or safety as with the lower or negative Needs. They improve

their current well-being. It is a *positive freedom* people get and they have the *freedom to* satisfy these two Needs (Frame, 1996).

All human striving is the attempt to fill one of these Needs (Hagerty, 1999). To reach the next higher level of Needs the current one must be satisfied to a certain degree, a 100% satisfaction is not required (Frame, 1996; Maslow, 2021). One Need passes into the next one and is a necessary prerequisite. People still feel a desire or a want, but then on another higher level (Maslow, 2010).

The final stage, which people seek to reach, is the Self-Actualisation, which is in contrast to the other Needs, *D-needs*, defined as a being need, *B-need*, (Frame, 1996). Although all other Needs are satisfied, people still seem to be unhappy, because they do not perform in a manner, they are able to. They try to become more and more what they can be (Maslow, 2010). They want to maximise their potential and grow to the most possible they can reach (Maslow, 1970). This is only possible if they satisfy all other Needs, then they can focus on their own growth (Boeree, 2006). Here Maslow separates between the equality and the individuality of people. The Deficiency Needs are all the same for everyone and must be similarly satisfied. Only then individuality can be born. The common path splits and people need to follow their own way to develop. At this stage people are different from each other in Maslow's view. They get independent from other people and are freer of negative external circumstances than them. They change their way of behaviour; instead of reacting, self-actualizing people source their actions from inside (Maslow, 1973).

Need	Explanation
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Physiological Need	People need oxygen, food, water, and sleep to survive. The obtainment of these resources has the highest priority for people. Only if the body has enough energy to function and survive the satisfaction is completed.
Safety Need	After providing their bodies with vital resources, they need to secure their life. Having a roof over one's head, being employed to earn money and living in a familiar and known environment are some of the points people try to achieve.
Social Need	If humans are secure to survive, they can start looking for social relations. They develop a Need for a community and try to have friends, a partner and to feel love.
Esteem Need	With having friends and belonging to a group, a desire awakes for recognition. Humans are in a competition and want to impress others and receive respect.
Self-Actualisation Need	Only if people manage to satisfy all other four Needs, they can reach the last step of the hierarchy. At this stage people strive to develop themselves. They try to do their own things; things they believe they are made for.

Figure 2: The Hierarchy of Needs (2016)

As a man who continuously develops himself and his theories, Maslow did not stop with his Third Force theory and the belief that people need to self-actualize for perfection. This was only a stopover and a preparation for his next great vision. People who unfold their own destiny should be the last and highest part in his hierarchy, as he defined it in the Third Force Psychology. But there must be something beyond that point of self-actualization for human beings. Maslow recognized that his theory was only a preparation for the next one (Friedman, 2015) and advanced it. He put the psychology on a higher level to aim on the supernatural, something that does not focus on the humanity

and human Needs (Chin, 2004). The new Fourth Psychology deals with transpersonal and transcendence. People require something that is more important than finding to themselves, more important than the human being (Maslow, 1973). They are seeking for the truth, the realisation of the cosmos and the extension of their consciousness (Fuller, 1994). Satisfying the Transcendence Need would mean to achieve the full spiritual deliverance (Pastorino & Doyle-Portillo, 2006) and be part of that bigger picture (Turner, 1996). To have too many basic Needs ends up in being egocentric and this will block the view on the real goal to be open for higher ideals and to overcome oneself to recognize the whole issue. These moments of the highest level of power are defined as peak-experiences. People adopt many characteristics of self-actualizing people during this time. This allows a re-definition of self-actualization. It is no longer a make-or-break pantheon where it is important if people have a peak-experience or not; now it is defined by the frequency of peak-experiences. Reaching a peak-experience, human beings get a godlike status, because they are (like gods) for a moment free of Needs and deficiencies (Maslow, 1973).

Maslow observed that people have a peak-experience by every satisfaction of a Need. This allows us to determine a certain dependency.

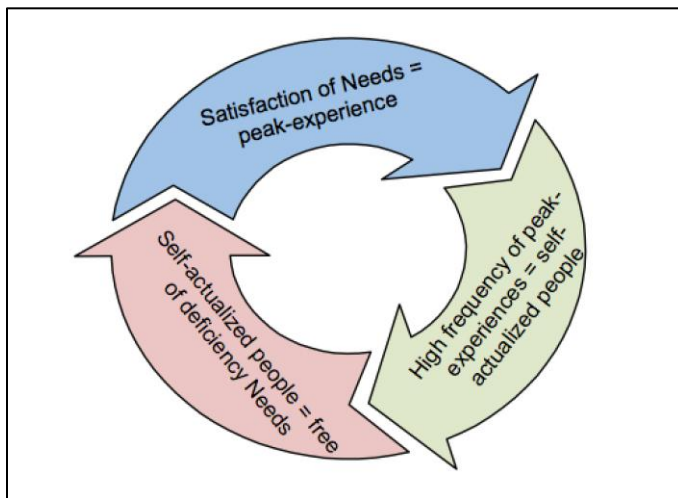


Figure 3: Circle of Dependency (2016)

But why is Maslow's theory still so famous and widely spread in education and economy? Several psychologists, scientists, researchers and others criticize his theory and

approaches, like Douglas T. Hall, David McClelland and Carl R. Rogers. New models and theories have been developed, but they could not replace Maslow's Hierarchy. It is still present and accepted across the borders of the psychology. It is being taught in different studies such as in Business and Management, Marketing, or Human Resource lessons.

On the first view it seems logical and easy to apply. The concept has a direct plausibility and agrees with the Stimulus-Organism-Response model (Scholz, 2010). Each deed has a reason that is based on a Need. The Theory of Needs offers a way to classify deeds into ranked Needs. As already mentioned, Maslow's theory can be used interdisciplinary. It can be adopted in the marketing field to analyse and interpret consuming patterns and buying-decisions. The process of decision-making begins with the perception of a demand. The consumer recognizes a shortage or a requirement, which can be triggered by internal stimuli (hunger, thirst, etc.) or external stimuli via an advertisement (Kotler, et al., 2007). This is in a close relation on Maslow's Theory of Needs. Furthermore, the model is applicable to the financial environment. Economic and non-economic Needs appear in a hierarchy, which can be linked to Maslow's hierarchy as well (Wurm, et al., 2003).

For the recruitment of employees (Stock-Homburg, 2010) and the job design are Needs important, too. In the 1940-1960 the motivational theories influenced the job design as the social part became more important rather than simply focusing on the economic concerns (Torrington, et al., 2011). Incentives for personnel motivation can be created and used to enlarge the employee retention and efficiency of work (Eichhorn & Friedrich, 2007). Maslow's Theory of Needs can be taken as a basis for the choice of incentives.

2.2 Origin of Needs

To get a better understanding of Maslow's theory of Needs, it is necessary to explain what a Need is and where it comes from.

Our sentences often start with the words *I need*, but what triggers us to feel a desire that must be satisfy? This chapter follows the footprints of Needs back to their roots.

All starts with the discovery of a discrepancy between a current and an aspired state or situation (the *Need*). People weigh their possible scenarios given by their resources, chose the most effective one (the *satisfier*) and take action (Lee, 1977; Pinzani, 2012; Schmitz 1999). The positive satisfaction gets rewarded, and people feel happiness. Responsible for this is a special area in our human brain. It regulates the distribution of the neurotransmitter dopamine and of the own opioid endorphin. This endorphin is also called the “happiness hormone” or the “Key to Paradise”, because it gives people a positive feeling after doing, receiving, or experiencing something (Gerrig & Zimbardo, 2008). The brain remembers this impulse and the dopamine motivates people to repeat or increase it to get a higher dose of endorphins (Eysenck, 2004; Schmitz 1999). There are most diverse observation areas of people who are looking for an inner reward on their action. Junkies take drugs to feel free and happy. Once this feeling is gone, they might take a higher dose to extend the time of freedom and happiness. Parachutists or racers search for risk and speed to stimulate their brain and to get a special kick. Their limits get higher and faster all the time to increase the kick. Some people are addicted to sexual excitement or even food intake, because at the climax of their act or eating up everything, they get rewarded with a moment of pleasure. Others desire the confirmation and jealousy of their community when they buy an exclusive product. They strive to exceed the last purchase to keep their prestige high. The same effect applies for all these examples. As a reaction on the action, the brain distributes a transmitter that makes people feel happy. Being on the climax, the feeling of pleasure holds for a certain time, but then it falls down (sometimes rapidly) and emptiness is created (Fromm, 2015), followed by the addiction to return back to the climax. It is not the need-less state by itself, which satisfies someone, but the stop of the Need generates the positive feeling (Kluckhohn, 1971). So, is human behaviour all driven by their brain and the distribution

of some happy making hormones? Or are there other triggers that influence the behaviour?

All organisms have Needs, primitive ones as well as higher developed ones. But the higher the development is the more extensive and more differentiated are the Needs. They can be bundled into material and immaterial, collective and individual, absolute and relative, or one-time and repeating Needs (Fischbach & Wollenberg, 2007). While a sea cucumber may just have the Need to survive and reproduce itself, it is satisfied with some sediments or planktons as food. A chimpanzee has a wider range of Needs. Next to the survival and reproduction, he has for instances a Need for a social life and communication. The range of satisfier is wider compared to the lower developed sea cucumber. The chimpanzees have several varieties on their menu card; they develop tools for different applicability, and they live together in a group. Human beings also have these Needs with some additional ones and have a wider range of possible satisfiers.

As mentioned in Chapter 2.1, the assumption is still that there are the five main Needs as described by Abraham Maslow. The Physiological Need, the Safety Need, the Social Need, the Esteem Need and the Self-Actualization Need cover the areas of Needs and give them an umbrella term. But where do these Needs come from? Why do people try to satisfy them? Generally, there is not *the* origin of a Need. Some basic Needs are inborn, some secondary Needs are individually created, and some are used as a substitute for unattainable Needs (Schmitz 1999). Furthermore, sub-Needs can be created as an instrument to satisfy the main Need (Pinzani, 2012). But all in all, these Needs are native and belong to the human nature (Broek, et al., 2010; Deci, et al., 2004). The following text will explore the different variations and their sub-regions with helpful examples from daily situations.

The inborn Needs or natural drives are deeply rooted in us since the beginning of the human species. The patterns, which are valid in the whole nature, are the same that influence the human nature and the human behaviour (Dux, 2000; Veenhoven, 1993). As a plant needs water and sun to grow, humans also need their resources to live. Naturally considered they are insufficient and lack in different things (Ignatieff, 2001). Humans

never lost the drive for self-preservation, the existential Need (Ruffing, 1992). Already in the Stone Age people had to satisfy their Need for a healthy and protected body by food, clothing and reproduction. They were automatically driven by their instincts⁵ to survive in the rough world. The Physiological Need even triggered the ancestors of the current mankind to move far distances to northern regions with colder temperatures to look for food sources and follow herds to hunt them. Their survival instincts have activated the Need for safety, because the new environment was not that human friendly. Therefore, sub-Needs for fire, coats of animals and save shelters were created (Oehler, 2010) to counter the jeopardy. Clark Hull (Gerrig & Zimbardo, 2008) and Charles Darwin also confirmed the theory that the human behaviour and thinking is primarily based on natural instincts (Dux, 2000; Kluckhohn, 1962). Nowadays people's behaviour is still being partially dictated by their instincts and experiences that were collected in the past (Bonß, et al., 2013). Young babies or children already know without any external information that they have to eat to stay healthy and to develop their body (Raman, 2011). Piaget explained that the Sensorimotor Intelligence, the first schemata of the mental structure, steers the baby's sucking of a mother's breast (Gerrig & Zimbardo, 2008). It can be said the Need for being nourished is completely an inborn need.⁶ These inner stimuli trigger the natural Need for satisfiers which serve the maintenance of our physical life; for instances food and drink, sleep or being free of injuries (Hartmann, 2008; Janich, 2008; Kluckhohn 1949; Schmitz, 1999). People also take automatically shelter from rain under a tree or escape to a warm place from cold temperatures. Mainly responsible for the control of all these physiological processes is the hypothalamus, a certain part of the human brain. It is involved in the stimulation of actions for food sourcing, temperature controlling or sexual activities (Gerrig & Zimbardo, 2008).

Aristotle, Descartes or Plato, all dualists, believed that human beings embody two parts. On the one hand humans are bodily beings and on the other hand they are persons

⁵ Instincts are linked up reflex actions without further thinking (Koffka, 1921).

⁶ It is not the basic Need for food, but it is the Need for being nourished. Food is the satisfier, just the means to an end.

with an own personality (De Blot, 2006; Tollefsen, 2009). Picking up this thought leads to the second inner option. Next to instincts, which are responsible for the physical survival, people also have an inner desire to do one's own thing (Schmitz, 1999; Tollefsen, 2009). It is a small person in their minds that creates these desires for them. They move people to actions and give them urges (Schroeder, 2006) to follow that destiny. This desire can vary from person to person and the created Need depends on the personality of the human being (Jäckel, 2011). It all depends on the final questions: "Why am I here?" "What should I do?". The human being requires an ultimate purpose of its existence, and the achievement of this purpose is the way of the behaviour (Schmitz, 1999). They personally need to find out what they really desire and what makes their life meaningful (De Blot, 2006; Kruse & Wagner, 1994). Thereby the culture has a certain influence on the way how people see themselves (Gerrig & Zimbardo, 2008). Men have intellect, fantasy and imagination, which create spiritual Needs (Schmitz, 1999) like arts (Oehler, 2010). A person who believes that his destiny should be to become an artist will have a different focus on his Needs and other satisfiers than a person that wants to become a scientist who would like to change the world. But in general, they have to follow their own path; they should listen to the small person who shouts: "Be yourself!" (Hoyer, 2002). Epicurus and others already taught hundreds of years ago, that people must focus on the peace of mind (Fromm, 2015). To satisfy the individual Need and try to become what one's destiny indicates, is a step in the direction of the peace of mind.

Additionally, to the individual Need, people also have Needs that affect others. The human being has a social nature and has an inner Need for love and community (Schmitz, 1999). People do not only require food to survive, they also need love, sympathy and heartiness (Butzkamm & Butzkamm, 2008; Knapp, 1988). Parents must build a relation to their children, which contains the above-mentioned attributes. Otherwise, the children's development can be disordered or even harm their physical being (Gerrig & Zimbardo, 2008). That psychological effects can have influence on physical characteristics and has accidentally been tested and proved in the past. Around 900 years ago, the emperor Friedrich II started an experiment with babies to explore the

development of the natural language. He took several babies away from their mother and gave them to nurses. These nurses were only allowed to feed them, but not to talk to the babies or give them lovely emotions. After a short period of time, Friedrich II had to interrupt and stop the experiment. He could not get his desired results for the natural language, but unfortunately, he detected another outcome, a disastrous finding. Due to the deprivation of the social relationship all babies died (Butzkamm & Butzkamm, 2008; Knapp, 1988). The incident happened several times after this experiment unintentionally. Children sometimes got seriously ill or died in orphanage, because of the lacking love and heartiness by the carers (Knapp, 1988).

It is naturally based that most people connect to other people and try to make friends. From an evolutionary background, people have an instinct to build or join a group (Wilson, 2018). They usually do not want to be alone and prefer a life with mutual exchange of kindness. But there is also another side of the social life, a side where people expect not only to be liked, but also to be respected or even sometimes to be begrudged. Human beings are comparative beings (Drash, et al., 2010) and they (men and women) compete with each other for social status such as wealth, recognition, sexual partners, etc. (Jones, 2008). Nowadays the financial wealth must immediately be visible and must impress others (Jäckel, 2010). People want to be respected by their environment for what they are, they have, or they can do. For instances, people sometimes by luxury things to establish a border between themselves and others (Jäckel, 2011). On the other hand, they also look to their environment and observe what other people are, have and can do. They compare their current situation with their relatives, friends, neighbours, colleagues, actually with everyone and are geared to them for the attempt being part of the group (Jäckel, 2011). They try to copy their successful satisfaction (Schmitz, 1999). But in most cases comparison results in envy. Aristotle defined different types of envy; one is the *Wetteifer / Glühender Neid*. At this type a person does not only grudge something superior that another person owns, but he also wants to have it, or he wants that the other person lacks it (Miceli & Castelfranchi, 2007). Envy can apply for all sorts of things, for instances goods, positions, attributes or skills and occurs a posteriori, after recognizing it

(Miceli & Castelfranchi, 2007). This can be the bigger house of a neighbour, the higher position of a colleague or the more expensive holiday-trip of a brother/sister. But even if everyone has the same food, the same house and the same salary, people would find something else. The more beautiful look of a friend's wife, the better tennis skills of a team member or the higher IQ of a fellow student (Schoeck, 1973). Generally, envy, as part of the Esteem Need, is a Need for an upward adjustment (Schälike, 2009). The Esteem Need has no limits and can be projected on everything and everyone. There are no natural boundaries such as by physiological or safety Needs (Fromm, 2015). The pressure to get respected and recognized by others influences the behaviour of most individuals (Bruhn, 1978). Some people bear up this pressure and do not get a slave of this scaling up trend, whereas others continuously try to close the gap. And this desire to satisfy the gap between yourself and the opponent creates new desires all the time.

During the human evolution these five Needs described above did not change. Comparing the Needs from the past and current ones, they show similarities that confirm the constancy. Humans in the past and nowadays still require nutrition; it only developed from collected roots and berries over planted vegetables and bred animals to molecular gastronomy and laboratory meat. The supply of vitamins and fibres is still relevant for a healthy human body, but the sourcing continuously develops for a higher efficiency and attractiveness. Simultaneously to this development people also improved their living situation and moved from caves via safer wooden huts to modern city mansions while they keep building them around central places and close to each other for a common security and social connectivity. People can meet on central markets, pubs or restaurants, keep friendships and stay in contact with relatives. But what also sadly might never change is the urge of lords and leaders to show their power and enlarge their territory. Both in the early centuries and in the presence, generals let armies flex their muscles; increase the amount of weapons / military clout and demand respect and fear from other nations and their habitants. They can be found on every continent of the world; they add more and more fuel into the flames with their nuclear missile tests, military exercises and weapon transfers. Luckily enough, there were and are also some shining lights under

them: Isaac Newton, Wolfgang Amadeus Mozart, Robert Koch, Vincent van Gogh, Mahatma Gandhi, Albert Einstein, Mother Teresa, Pelé, Bill McKibben, Hartmut Engler, just to name a few. They have in common a strong believe in something that helps people, their dedicated passion to sacrifice themselves for a better life of other people, consciously or unconsciously. It was/is their central point of life, every energy and effort was/is put into this one destiny.

Looking back on the developments and changes in the course of time, people's Needs are a constant factor. But if the Needs are still the same, what then evolves? As already briefly described, the satisfiers changes; the possibilities how humans can satisfy their Needs. Although the Needs have an inner origin, many external circumstances try to influence them and to manipulate minds to affect the behaviour. Companies that want to do business (and that is the main objective of most of them) achieve high earnings by supplying products for the satisfaction of the human Needs. Due to the never-ending appetite for more profit, companies and their marketing departments create artificial demands and enlarge the natural range. They try to remember people on forgotten Needs and in best circumstances make them aware that their Needs are naturally given and cannot be denied or left unsatisfied. They try to actively shape and influence the Needs and fabricate new sub-Needs. The activation of stimuli should people let have a certain feeling that brings them to think about their unsatisfied Needs and take action (Busch, et al., 2001). At this point companies differentiate between deficiencies and opportunities. A deficiency occurs if the current status has negatively changed; an opportunity occurs if the wished condition gets changed through innovation (Kuß & Kleinaltenkamp, 2013). Here is the trap placed. Artificially created deficiencies and opportunities should generate new Needs and lure people to a purchase. Everybody has own experiences and knows this situation; the last time when a car broke down or the first tablet pc was launched. People would remember an expensive commercial that made them want to have a new car or this new technology. A salesman discourages them from a repair and advised

something new. It is like the classical conditioning where a stimulus triggers a response.⁷ Companies try to manipulate the consumers and influence their choices. In the following three Needs are picked and examples show how people are manipulated and stimulated by companies.

Physiological Need: Several trends are present around food and drinks, for instances: fast food, slow food, organic food, fair-trade food, healthy food, smoothies, cheap food, gourmet food, life-style drinks and snacks, and many more. Depending on people's financial situation, attitude towards nature, human rights and healthiness or social position, companies offer a product for everyone. During the last years several new trends were born. Organizations create campaigns to make people aware of the poor circumstances on South American or Asian farms. They offer possibilities of food products from human-friendlier farms and give people the feeling of doing a good deed by buying these products (Pousa & Nunez, 2014). In overcrowded areas snack- and burger-bars sprout out of the ground and offer rushing people meals served within a blink of an eye. They advertise tasteful products with short waiting times for a low price. People who want to provide their bodies something healthy frequently visit oxygen-bars, smoothie-bars, and sushi-restaurants. Although the products are more expensive, they consume them for their personal well-being (Padel & Foster, 2005). It is recognisable that all trends combine the nutrition with something else, a sort of by-product, buy 2 and get 1 free. Eating and drinking is no longer a stand-alone action, by consuming and using the offered products/services people get an additional benefit. These benefits are the artificially created sub-Needs (healthy, trendy, fair, etc.) by companies and organizations. People want to eat, but please healthy. People want to buy food, but please fair sourced products. All in all, every company wants to attract new consumers and position its products as the new way of satisfying the Physiological Need.

Social Need: People want to stay in contact with each other and have a chat about the newest stories. In former times they met in bars, travelled to relatives or sent letters to

⁷ Ivan Pavlov (1849-1936) discovered the classical conditioning by the behaviour of a dog. A conditioned stimulus triggers a conditioned response.

inform someone about their life, work, relationship, holidays or future plans. Modern companies try to persuade people with their developing technologies that this old way of communicating is no longer required; complex multimedia communications are the future (Magala, 2009). Teenagers and adults want to let others participate in their life, let them know how they feel and what they think. Nowadays a single post, a tweet or an instant-message can immediately inform people around the world about everything somebody wants. Families living on different continents can have real-time video chats and digital Christmas cards save a lot of time and postal charges. Shy people looking for a partner get the possibility to speak to others via online portals and communities can exchange experiences whenever the time suits. Even if words are too long, emojis or emoticons can express with a single smiley, or a combination of, a whole answer, mood or story (Magala, 2015). The desire to talk to other people is still present, but new opportunities change the way and time to exchange the messages.

Self-Actualisation: People, who got stuck in their lives or are not able to fulfil their childhood dreams, can escape into a second reality. Slogans create messages for consumers that remember them of desires and offer products to close the gap between the current status and the to be status. The solution of the long unsatisfied Need to do or be what someone ought to do or be comes within reach. People can be free (Marlboro – *Der Geschmack von Freiheit und Natur* / Nestlé – *Ich bin so frei*), can be an adventurer (Lego – *Entdecke die Welt*), can be a king (König Pilsener – *Heute ein König*) or can be a sailor (Beck’s – *Sail away*) whenever and wherever they want (Markenslogans). The illusion is created that with the right product, people can become whatever they want.

2.3 Selection Process Of Other Theories And Models

A search engine, an online-store and a library show Maslow’s degree of popularity in an easy and fast way. The search term “Maslow – Hierarchy of Needs” shows about 8.430.000 results on Google.com, about 259.000 results on Google Books, about 74.400 results on Google Scholar, 1.353 results on the Erasmus University Rotterdam (EUR) Library, and 156 books on Amazon.com (all results are from 29-Dec-2021).

Abraham Maslow and his Theory of Needs does not only enjoy a high popularity, but a high level of acceptance and application, too (Thompson, 1979). For instances, management scholars ranked the Theory of Needs under the top five from a pool of more than 100 theories (Miner, 2001). The simple bottom-up theory can be easily used and adopted to multiple fields (Knaur, 2013). The basic concept of the satisfaction of certain Needs in a pre-given order can be transferred from a human being's development to an organization to understand the operational processes. It can also help to understand individual patterns in consumer markets or social constructions.

The usage of Google.com, Books, Scholar, and the EUR library gives again a high volume of results on the search terms "Maslow – Hierarchy of Needs – Support" and "Maslow – Hierarchy of Needs – Criticism". The first search on support gives about 5.030.000, 25.600, 62.400, and 623 results and for the second search on criticism about 687.000, 3.230, 38.700, and 381 results; both including articles, blogs, books, websites, and others. To read through all results in detail would be too time-consuming. Therefore, some pre-screening took place to narrow down the results. Firstly, the book's or article's title got reviewed on relevance to the support or application of Maslow's theory. Residual books and articles got examined, if the author or scientist is reliable and appropriate for this research. Key indicators for the selection are:

- Top Motivation / Content Theories according to Sinding (2018)
- Professionalism (e.g. lecturer, professor)
- Field of study (e.g. psychology, marketing, human behaviour)
- h-index (>20, related to Hirsch's indication (2005))
- Document's publisher

In the last step, the abstract or table of contents got screened again on relevance to the support or criticism of Maslow's theory.

This approach led to this list:

Pro:

- Dabrowski, Kazimierz → Psychologist (Theory of Positive Disintegration)
- Deci, Edward L. & Ryan, Richard M. → h-Index 163 (Self-determination Theory)
- Lattmann, Charles → Professor (Organization Psychology)
- McGregor, Douglas → Content Theory (Theory X and Y)
- Herzberg, Frederick → Content Theory (Two-Factor Theory)
- Inglehart, Ronald → h-Index 118 (Scarcity Hypothesis)

Contra:

- Fiske, Susan → h-Index 118 / Professor of Psychology
- Hall, Douglas T. → h-Index 90 / Professor Emeritus of Management & Organizations
- Hanley, Steven J & Abell, Steven C. → Psychologist / Professor of Psychology
- Kenrick, Douglas T. → h-Index 80 / Professor of Psychology
- McClelland, David → Psychologist
- Rogers, Carl R. → Psychologist
- Rutledge, Pamela → Psychologist
- Wahba, Mahmoud A. & Bridwell, Lawrence G. → Professor of intern. business

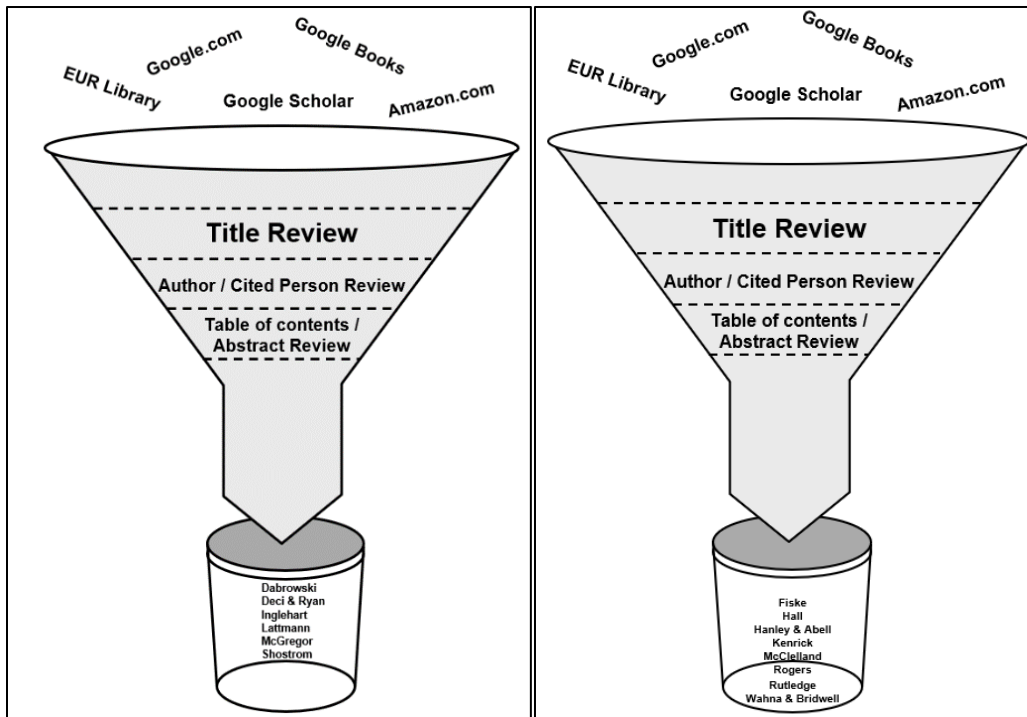


Figure 4: Narrow Down Approach (2016)

After identifying the key persons, more literature was collected online by different search term combinations (name + Maslow, name + Maslow support/criticism, etc.). The findings were reviewed, evaluated and put all together for a total picture.

2.4 Other Theories And Models

Kazimierz Dabrowski, Edward Deci & Richard Ryan, and Everett Shostrom focused their research on human development and motivation. Others like Charles Lattmann and Douglas McGregor worked on human's motivation in the working environment. Ronald Inglehart generally supported Maslow's theory.

In detail, Dabrowski explored the individual personality development and the role of disintegration in the development. People grow by running through positive disintegration and can complete five sequent levels of development (Dziekanowski, 2010). They leave the lowest stage of self-serving individuals to the highest stage of self-directed, harmonised persons. Only if a person overcomes the biological and environmental hurdles, it will be possible to fully self-actualize (Dziekanowski, 2010). The two higher levels can be compared with Maslow's Self-Actualization Need or the

Transcendent Need. Level IV describes people who fulfil their destiny and do what they ought to do. Level V includes people who recognize that there is something larger than us and serve the humankind (Piechowski, 2008). The development is also dependent on the given capacities of people. An important part plays the sensitiveness to experience, which is covered by the term overexcitability. Here are also five categories: physical, sensual, imaginal, intellectual and emotional. He experienced that people have different levels of intensity and overexcitability what takes influence on the movement between the stages. He observed that intellectually gifted people have a better basic to reach advanced stages of development. He summarized his findings in the Theory of Positive Disintegration (Lind, 2000).

Next to Dabrowski, Deci and Ryan analysed the human motivation and found parallels to Maslow's theory, too. In both theories, humans strive to actualize themselves and develop their own potentials (Deci, et al., 2004). Deci and Ryan worked on the theory of competence and self-determination, called Self-determination theory (SDT). They defined three psychological needs: autonomy, relatedness and competence (Osemeke & Adegboyega, 2017). The drive for self-determination let people seek for challenges where they can use and develop their abilities. They motivate themselves to utilize their talents to actualize their human potentials (Deci & Ryan, 2002; Deci, et al., 2004). Their inner intrinsic motivation to do something gives people the feeling to self-determine their lives. For this theory it is important that people get the chance to make their own choice and that their personal development must be autonomously (Deci & Ryan, 1985). The self, the core of this theory, must follow its intrinsic motivation to grow. Its resulting behaviour is linked to a weighing of valuable activities. If an activity satisfies a Need, it gets less valuable or even negative valuable (Deci & Ryan, 2002), but the satisfaction is important for the personal growth and development (Deci, et al., 2004).

Everett Shostrom designed the Personal Orientation Inventory to measure the self-actualization according to Maslow's theory. Shostrom defines a person as a human being that is seeking to actualization which takes place in a growth-process. For him an actualized person is a fulfilled human being with all potentials activated (Shostrom,

1970). With tests consisting of 150 two-choice comparative value judgements participants must indicate which part of each pair is more applicable for them. The values are sectioned into 12 scales, two major scales and ten subscales. As the objective of the test is to analyse people's level of self-actualization, it is also seen as a Positive Mental Health Indicator (Carducci, 2009).

There are not only general theories on personal development, motivation and self-actualization, but also in specific areas. Maslow's theory is also a fundamental basis to have a behavioural understanding in organizations and how employees (workers and managers) can be motivated (Harris, 1983). Other scientists had a closer look on the human behaviour in organizations, too and support Maslow's theory.

Charles Lattmann explored the motivation in the working environment. Employees can be triggered to improve their work by different types of motivation. Extrinsic and intrinsic motivations influence the employee's behaviour. Certain stimuli such as monetary reward, office design, work-life balance (extrinsic) or skill variety, task identity, significance and independency (intrinsic) give employees a satisfaction that makes their work worthy. Here Lattmann ties in with Maslow's theory of the satisfaction of Needs (Lattmann, 1982). A job position must enable a person to further develop and self-actualize (Lattmann, 1991).

McGregor also focused on people in the work environment. He developed his motivational theory, Theory X and Theory Y, to group people. In his Theory X he implies that it is the human characteristic of people to dislike and avoid work. The antipathy towards work is so strong, that the usual reward is not enough to motivate them. Only external punishment forces people to work; they need to be coerced, controlled or threatened to get them doing things they do not want naturally. The human race would not have been developed so far if there were only people who belong to the group of Theory X. But there are people with an inner drive that motivates them to do their work and even exceed the normal expectations. They belong to the group of Theory Y people. Their personal motivation let these people grow and enlarge their knowledge and skills. The contribution to the success of a company or research centre satisfies their

Needs. Here is the link that McGregor makes to the theory of Maslow. In his texts he comes back on Maslow's writings about motivation, Needs and Need satisfaction. He briefly summarizes the levels of the Hierarchy of Needs and adopts them to his theories on human management (McGregor, 2006). People belonging to the Theory X mainly serve their basic Needs, whereas people from the Theory Y group have a strong will to satisfy their egoistic and Self-Actualization Needs (Thompson, 1979; McGregor, 2006). McGregor's theory also parallels with Frederick Herzberg's understanding of motivation. The American psychologist developed a theory on job motivation and became with it to one of the most important influencers in the business world since Frederick Taylor (Stimpson & Farquharson, 2015). Next to Abraham Maslow he investigated the human Needs and tried to classify them. Based on this he tried to understand what people motivate (Agarwal, 1982). It is in line with the Hierarchy of Needs in that part that it also offers a classification of Needs leading to motivation (Rusch, 2012). Herzberg examined that in the work environment two factors exist influencing people's behaviour. There are hygiene factors (dissatisfiers), which can have a dissatisfying influence, and motivators (satisfiers), which can satisfy employees (Kotler, et al., 2008). Hygiene factors can be the salary, company policy, working conditions or the relations to other employees (McKee, et al., 2013). It is not sufficient to work against these dissatisfiers, because it will take no direct influence on the development and growth of employees (Kotler, et al., 2008). The motivators, like achievement, recognition, responsibility or meaningful work, are influencing the job satisfaction (McKee, et al., 2013). Both sides exist together in a separate stadium and are not on two extremes opposing each other (Thompson, 1979; Harris, 1983). The dissatisfiers and satisfiers can be found back in Maslow's theory. The dissatisfiers are similar to the first levels (deficiency needs) and the satisfiers can be linked to the highest level (growth need), whereas the dissatisfiers also do not directly support the personal growth (Harris, 1983).

Inglehart deals with the intergenerational value change that he bases on two hypotheses. One hypothesis, the Scarcity Hypothesis, assumes that the current status of a socioeconomic environment can be measured with the help of individual's priorities.

Things that are scarce get the highest subjective value. For instance, in a developed country where people live above the poverty level, they do not feel hungry or unsafe. Therefore, people demand other things; they generate social needs, cultural needs or spiritual needs. A value change takes place, but it does not appear immediately; it can also occur by a generation change. It can be recognized that Maslow's theory about the Hierarchy of Needs influenced Inglehart's ideas, where people have Needs that must be satisfied in a specific order (Inglehart, 1997). He acknowledges Maslow's idea and speaks from a universal assent. He supports the theory that people first need to cover their survival Needs. Then they can further develop and create higher Needs as self-expression and individualistic freedom. The self-actualization is the highest level humans strive for and get the highest satisfaction from (Inglehart & Wenzel, 2010). Inglehart confirms that "Humans have an inherent need to express themselves" (Inglehart & Wenzel, 2005, p.189). Furthermore, Maslow's theory also helped him to create his survey and to define the parameters (Inglehart, 1996).

All above named persons, their theories and thoughts have in common that human beings strive to develop themselves towards a stage where they would finally reach their ultimate level and personal limits. They must satisfy their Needs and follow their inner and external motivation to fulfil their lives.

Many scientists understand Abraham Maslow's Theory of Needs as a logical and simple model that can be used for their own work or ideas. It is not limited to a specific field of research and it is generally applicable. The basic concept of the satisfaction of certain Needs in a pre-given order can be transferred from a human being to an organization to understand operational processes. It can also help to understand special patterns in consumer markets or social/political constructions. Everywhere where decisions are made and reasons are examined, this model is considered.

In schools or universities students from different subjects get confronted with Abraham Maslow and his theory. It accompanies them during several years, also after their graduation, wilful or unintended. As the saying indicates, "Never change the winning team" the Hierarchy of Needs stays present in classrooms and circles around in

the curricula. Maslow is a known and established entity, and his model is not easy to ignore or exchange.

On the other hand, several psychologists generally criticize the humanistic psychology in their lack of empirical validity and methodological approach. It is not a development, but a regress to a view where everything is focused on religion and faith (Singh, 1991). More specific to Maslow's theory, scientists criticize it from multiple angles. They argue that the theory lacks empirical research, the theoretical ranking cannot be applied in the real life, the theory is limited to a particular group of people (according to Betty Friedan (2000) the theory is not applied to women, (1963) and women are only kept down to the lower Needs), but assumes that it can be adopted to everyone in every situation (Kaur, 2013). Whereas Saunders and others stand up against the universal applicability, because the theory (and this order of Needs) seems more suitable for Western cultures (Barling, 1977) and can differentiate in other cultures (Kenrick & Krems, 2018).

In Wahba's and Bridwell's eyes the weak point of Maslow's theory is the validation of the hypothesis. Only small empirical evidence exists to support it, but there is a great lack of consistent empirical proof. Wahba and Bridwell reviewed several shortly published studies and evaluated the empirical results related to Maslow's theory (Thomson, 1979). Maslow's theory is almost not testable and there are measurement and comparison problems. Generally, they argue that the theory is more based on a causal, clinical logic than on research findings; no study can really support Maslow's findings and his hierarchical order (Wahba & Bridwell, 1976; Osemeke & Adeboyega, 2017). Douglas T. Hall, together with Khalil E. Nougaim, did a study on management trainees working for an American Telephone and Telegraph Company. They used three analyses (Static analysis, Change analysis, Success analysis) to examine the correlation between an increase in lower-need satisfaction and increase in higher-need strength. As Maslow and later other researchers could not support the theory of the Hierarchy of Needs, they created a longitudinal study to verify their hypothesis. The results of the study do not show any relevant correlation between the satisfaction of a Need and the

strength of another Need. Mostly the strength of a Need is related to its own satisfaction. No proof could be found to support the Hierarchy of Needs (Hall & Nougaim, 1968). Maslow was aware that his theory on self-actualisation is only based on his own research, which was not very representative and could include errors, but he was convinced from his conclusions. He believed that other research would result in similar findings (Maslow, 2021). With other words, Maslow assumed that his accidentally started research of two persons (Ruth Benedict and Max Wertheimer) he admired is sufficiently and objectively substantiating his theory.⁸

Comparing to the nature where evolution continuously takes place to improve the status quo, Maslow's theory, amongst others due to the above-mentioned limitations, gets reviewed, rebuild and improved, too.

Maslow acknowledged that women could reach the self-actualisation stage when they bear a child, but then revised this statement and explained his doubts about women capable of reaching the self-actualisation (Maslow, 1973). Doug Kenrick, a social psychologist, and his colleagues picked up this point and published in 2010 an update to Maslow's theory based on basic research of several years (Roese, 2013). Kenrick identified that Maslow has not taken care of the reproduction. Parental motivations are completely missing in the Theory of Needs and sexual desires are included in the Psychological Need (Kenrick, et al., 2010; Kenrick & Krems, 2018). In his new model he removed the Self-Actualisation from the top position, because it is more a by-product than an own Need. Individuals who aim for the Self-Actualization use it more as a tool to gain more attractiveness with the objective of a successful reproduction. Therefore, he also gave the Parenting Need the position at the top of the pyramid (Kenrick, et al., 2010) with a distinction between mate acquisition, retention and parenting itself (Kenrick & Krems, 2018). Another differentiation between both theories is the structure of the

⁸ Maslow explains in chapter 3 of his book „The Farther Reaches of Human Being“ his investigation of self-actualisation was not planned or prepared. He started to observe his two teachers and tried to understand them.

Hierarchy. Against Maslow's fixed system of Needs on top of each other, Kenrick's model shows an overlap between each Need (Kenrick, et al., 2010).

Another approach focuses on the social connection and interaction of people. Maslow did not only exclude women from his theory, but also the influence of relationships and external factors. It can happen that a specific key situation affects a desire with the consequence that it will block or exchange another Need (McKenzie & Tullock, 2012). Unforeseen circumstances, new developments and technologies or the opinion of relatives and friends can have influence on someone's Need perception. Research shows that Self-Actualization does not play an important role in people's lives and participants ranked it low, whereas Belonging received the highest ranking and got named as the most important Need (Montag, et al., 2020). This different order of Needs and the central role of the Belonging Need got picked up by Pamela Rutledge, who rewired Maslow's model, because in her opinion the social connection is not considered in his theory (Rutledge, 2011). The social connection and interaction of people under each other is an essential part of the mankind and anchored in the human's biology, because it is a mandatory key for survival (Rutledge, 2013). In fact, all of Maslow's Needs can only exist and be fulfilled if people collaborate. For instances, cave art show that in the early ages people have hunted and collected in groups for food, protected each other against threats and lived together in small communities. Even by logic the Esteem Need requires more than one person. In line with Kenrick's thoughts described above, artists do not only perform, paint or sing for the sake of it, but they often want to reach other people with their art. For Rutledge, Belongingness is the major driver for humans, not any other Need (Rutledge, 2011). Susan Fiske, a social psychologist from Princeton, published another theory, which is in line with Rutledge's one. Her work is based on insights from several decades of research. She describes that people are driven by five core motives, named "BUCET list": belonging, understanding, controlling, self-enhancing and trusting (Marvaez, 2018). Belonging is the core motive that moves all of us; whereas understanding and controlling are rational and thought-driven, and self-enhancing and trusting are emotion-driven. Fiske underlines that social connection

between each other is the important point (Roese, 2013). For Hanley and Abell the relatedness to other people has an important role and is involved in all psychological development. They criticised that Maslow's theory is too much focused on the individual growth without considering the relatedness to other people (Engler, 2013). He uses the relationship to other people as a tool to fulfil the deficiency Needs. For instances, people buy from someone food to satisfy their first Need, people have a partner to feel love; people are depended on others to satisfy their Needs. Once the Need is satisfied, the relationship is no longer necessary. Disagreeing these thoughts, Hanley and Abell designed a new model by putting Maslow's Needs into a rectangle and surrounded it by three rings representing several relationships. The first ring covers family and parenting, the second one natural environment and interpersonal relationships, and the third one spiritual relationships. They also highlighted the strong link between belongingness Needs and the self-actualization Need (Hanley & Abell, 2002). Another theory which reflects the people's dependency, too comes from Carl Rogers. He describes in his theory that everybody has the nature to actualize him or herself and complete the own inner nature. People need to recognize their deepest inner in their organism and understand it; only then people are fully functioning and reaching a level of completeness (Craighead & Nemeroff, 2002). This approach is different to Maslow's theory, who defined a limited the group of people being able to reach the highest level of self-actualization. For Carl Rogers, all people have the possibility to actualize themselves; it is an inner motivation that all people have to examine the own organism (Thomas & Segal, 2006). They need a relationship, which they can use to grow and for their personal development. Mutual acceptance is the key for the self-actualisation (Rogers, 1995).

David Clarence McClelland, American psychologist, analysed people's motivation at work. His focus was on the trigger that motivates people instead of motivation in general (Brain, 2001). He found out that people have three motivational Needs: The Need for achievement (nAch), the Need for power (nPow) and the Need for affiliation (nAff). The Need for achievement indicates the motivation to be successful and gain it by own efforts. The Need for power covers the desire to control other people

or influence them and the Need for affiliation describes the relation with other people to communicate and have a social connection (Harris, 1983; Bryan, et al., 2014). The first two Needs are positive ones, which lead to a high performance whereas the third one is a negative one as it has an opposing effect on objectivity (Montana & Charnov, 2008). All three Needs have an unequal importance for people. For some people the affiliation at work, with a good relationship to colleagues, is more important than being in a leading position and making career; for others the career and salary is more important than collegiality (Harris, 1983). With this Theory of Needs David McClelland became an important person in the world of Management. Many studies and organizations came back on his basic ideas and used his findings (Kessler, 2013). There is a certain similarity to Maslow's theory and some Needs can be compared (Social, Esteem and Self-Actualisation). But McClelland's Needs are not hierarchically ordered nor valued; they have an equal emphasis and can have a different weighing from person to person (Agarwal, 1982; Berk & Berk, 2000). He also argued that not all Needs are given to people when they get born. Some Needs must be learned or experienced (Longest, 2015). Personally, McClelland also criticized Maslow's approach, because in his opinion Maslow only examined people who should fit into his theory. The non-observance of environmental conditions and the poor empirical investigation let McClelland doubt on the Hierarchy of Needs (McClelland, 1987).

Scope of Support	Examples	Author
Human Development Self-Actualization	<ul style="list-style-type: none"> • After biological level satisfaction, humans can self-actualize • Growth to actualize, to be a fulfilled person with all potentials activated 	Dabrowski Deci & Ryan Shostrom
Job Motivation / Satisfaction for development and growth	<ul style="list-style-type: none"> • Job satisfaction (by extrinsic or intrinsic motivation) enables self-actualization 	Lattmann McGregor Herzberg
General acknowledgement	<ul style="list-style-type: none"> • Self-actualization is the highest-level humans strive for 	Inglehart
Scope of Criticism	Examples	Author
Empirical Proof	<ul style="list-style-type: none"> • The theory is based on clinical logic, not on research findings • No proof could be found to support the Hierarchy of Needs 	Wahba & Bridwell Hall
Social Connection	<ul style="list-style-type: none"> • Parental motivations are completely missing • The social connection and people's interaction are essential • A relationship is needed to grow and develop 	Kenrick Rutledge Fiske Hanley & Abell Rogers
Order and Value	<ul style="list-style-type: none"> • All Needs are not hierarchically ordered nor valued 	McClelland

Figure 5: Summary (2016)

2.5 Culture Under The Magnifying Glass

“We may have different religions, different colored skin, but we all belong to one human race. We all share the same basic values.”

Kofi Annan

There is one human species living on one planet. All splinter groups derive from the same origin thousands of years ago. The current science declares that human’s ancestors have come from Africa, while the Christian religion follows the faith that the humankind descends from Adam and Eve.

Is it true that we are all the same, because we have the same origin and went through the same evolution? Do we have the same values and characteristics, because we belong to the same species?

There are around 7.98 milliard people living in around 200 countries in the world (Statista, 2023). They populate megacities, towns, villages, colonies and also far away from human settlement. Some settled down at coasts, others placed their homes up on mountains or down in valleys and even out in deserts or forests. All these people spread around the globe belong to the same human species; their bodies are recognisable human, although they have superficial characteristics (skin colour, hair form, height, etc.). But what really classifies someone with an identity and distinguishes from others is the culture, the framework of living (Hall, 1976; Hofstede, et al., 2002). People live in individual groups with their own territory and their own culture. There is not only a geographical differentiation, but cultural variations also exist. Nine cultural main clusters divide the civilisation: Western Christianity, Orthodox world, Islamic world, the Confucian, Japanese, Hindu, Buddhist, African and Latin America. The religious history mostly influenced this classification (Harrison & Huntington, 2000). Is it a cliché that people live in one world? There is no global or universal culture ruling over all others (Hofstede, 1992). In fact, there were and are attempts of some nations, through the globalisation process or their political position, to inflict their hegemonic culture on other countries (Featherstone, 1995). But they are not that successful as expected. Some nations leave their identity and bow to the globalisation to keep being competitive, but

they still keep their unique culture values (Harrison & Huntington, 2000). This tiny individual droplet in the mainstream can give the whole thing a *je ne sais quoi*, the certain something. Not all politicians understand that advantage and hence they try to align with institutional modifications and adapted social rules of their culture to the apparently superior one. This might work in the short run, but in the long run, the original culture will survive and arise at a certain point of time (Harrison & Huntington, 2000).

But what is culture? In the literature and the World Wide Web circulate many definitions and most of them have some common sense. The word culture finds its origin in the Greek antique and is the shared way of life with the same structure that people of a group follow (Berry, et al., 2002; Hofstede, et al., 2002; Lemaire, 1976). It has several miscellaneous attributes: identity, language, nonverbal communication, religion, morals, history and ways of doing things (Hall, 1976; Levine, 2008; Magala, 2005). It is the man's medium, and it touches all aspects of a human life. For instances, it influences the way people express themselves, how they think, feel and move, and how they solve problems (Hall, 1976; Kluckhohn, 1949 & 1962). We have for instances the American variation with the "can do it" and "go for it" mind-set or the more negative French one "why not, give it a try". The Islamic version is more passive and recommends, "If God wills, follow" (Schneider & Barsoux, 2003).

If people are from the same human race and origin, they should have the same characteristics of behaviour. This can be agreed in one point, people confront with similar dilemmas. Whether living on the northern hemisphere or south from the equator, in general basic problems can be the same. For instances, these can arise from relationships to other people or relate to the environment. But the difference is in the solution people find (Trompenaars & Hampden-Turner, 1997). In some nations people's rights and free choices are important and they are governed by a democracy while in other nations one person or a small group have the power and govern with an authoritarian style. Another example can be found in the way and speed people tackle a problem. Starting with a theoretical setup and thinking about all possible scenarios, risk-averse people try to avoid

unforeseen issues, whereas the opposite just jump into the situation with a pragmatic approach and see where it will lead to.

It would be too simple to cover all this diversity and inhomogeneity under one umbrella and lump everything together.

To recognize another culture, people first have to step out of their known environment and need to get in contact with the foreign culture. It is like Alfons Trompenaars (1997) wrote: “Culture is like gravity: You do not experience it until you jump.” As long as people stay in their familiar neighbourhood, everything around them feels like usual; it is their status quo. Only if they cross the imaginary border to another culture, the different way of life will surprise them, and they will experience a new way of living.

Once people experience the other world, they will easily observe in the beginning different artefacts, rituals, language and behaviour. Directly visible variances are recognizable in daily actions or in the immediate surrounding. To illustrate it, a walk on a street can help. Walking along the street with three lanes and a lot of traffic several people can be met. Some people give hugs and a little peck on the cheek, while others just shake hands or nod with their head to greet each other. Some steps further different aromas are in the air. On the left side are several restaurants. Signs let people know that they serve American, Chinese, German, Italian, Mexican and Turkish dishes. Inside guests sit and eat with flatware in a silent atmosphere, others use chopsticks and smack, and some take their hands and grab the food, which is placed in the middle of the table. On the right side of the street towers, made of concrete and glass, shoot out of the ground into heaven. They offer homes in kind of flats with a balcony on the higher level and on the lower level offices for companies. In the first companies employees sit together around group tables in big rooms with big windows and work with flipcharts, boards and role-games. Some buildings ahead the office partitioning is differently. Employees wear headsets and sit at their desks separated with walls from other colleagues. They have a quick small talk at the coffee bar and rush back to their cabins. At the end of the street single-family houses are built where children can play in the front garden with their

grand-parents or ride their bicycles and paint with chalk on the traffic calmed play street. All these observations give a superficial insight, but do not explain the reasons or interpretations (Schneider & Barsoux, 2003).

At the second look, one layer deeper, people can recognise the values, beliefs and norms. Getting into contact with each other, they get the background knowledge for the first layer. In norms and values, formal or informal, it is set how people should behave within the borders of their culture or even with other cultures. The notion of good and bad is also stated next to the opinion of right and wrong in this layer (Trompenaars & Hampden-Turner, 1997). In this context, norms define the relationship between people and their behaviour and indicate if it is adequate. Values define the position of people towards something and their implied preference for certain type of actions. Kluckhohn wrote in his books (1956, 1959) that there are various relations, which define the different systems of values (Triandis, 1972). These can differ by culture. Together with Strodtbeck (1961) he established five basic orientations. Within these orientations they define certain possible values for the relation between men and nature or men and time. All their values can be ranked by importance of emphasis and vary by cultural preferences. Some cultures consider more about the future than about the past or vice versa (Triandis, 1972).

The third layer is often difficult to identify and understand. It is a hidden, but unique form of unconscious culture (Hall, 1976). Only if someone looks into the depth of a culture, the underlying assumptions can be interpreted and realise why people deal with their environment as they do. So as described above, a culture has three different layers or levels (Schneider & Barsoux, 2003; Trompenaars & Hampden-Turner, 1997).

People of a culture need to grow into these layers, because culture is not innate or biologically given in germ cells, but it must be learned from others (Benedict, 2005; Hall, 1976; Hofstede, 2003; Kluckhohn, 1962; Richardson, 2001). They need to understand the relations of the various facets of their culture and its defined boundaries to other groups (Hall, 1976). From an early age, children must know how to live in the world humans have created by themselves. They get acculturated into the human society (Richardson, 2001). The early unconscious conditioning of the general thinking already begins in the

family and in school. It appears to be a collective mentoring program that people follow through their life (Hofstede 1992 & 1996) where bodies and minds co-evolve together (Magala, 2005). To give an example that some behaviour is learned and not instinctive: people drink or eat even if they are not thirsty or hungry, because they participate in a social interaction. They sometimes do it although they know it is risky or not healthy (to consume alcohol, fast-food or unnatural snacks).

This all depends on the reward or success of every action or behaviour. If a certain behaviour or action gets rewarded or is successful, it will be memorized and learned. The determinants defining the reward are set by each culture (Kluckhohn, 1949).

Several factors influence these three layers and thus how and why people do things. To know them can help to understand the total netting. Geert Hofstede (1991) defined his Four-Dimensional Model (later changed to Five-Dimensional) to explain differences among cultures.

The following overview visualizes his model.

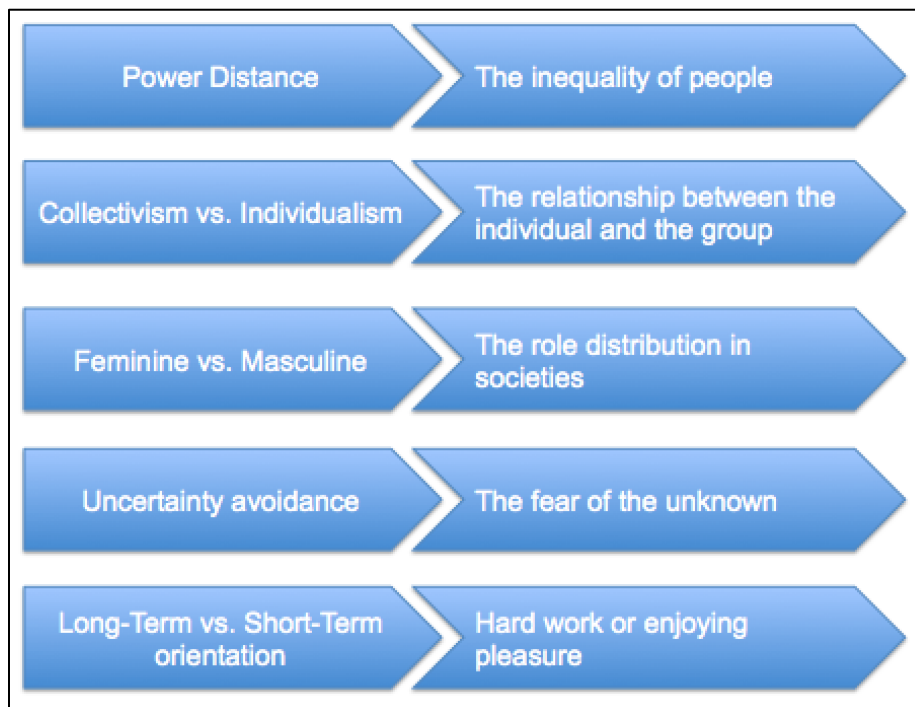


Figure 6: Hofstede's Five-Dimensional Model (2016)

Fons Trompenaars developed another dimensional model, which describes the relation to other people and can be used cross-cultural.

Figure 8 summarizes his relations and provides a short explanatory example.

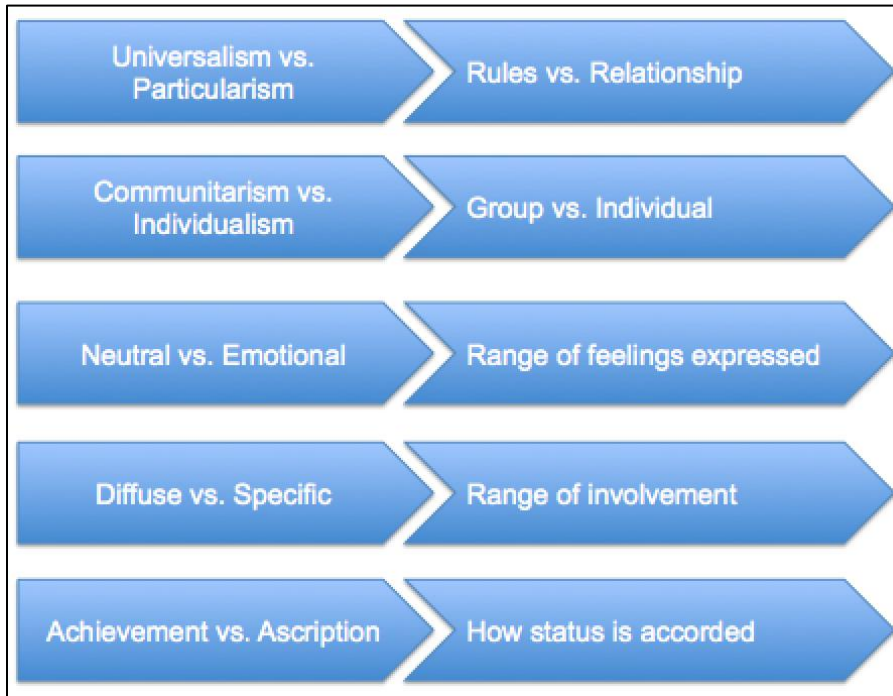


Figure 7: Trompenaars' Five Dimensions (2016)

Each dimension of both models has a range on which a culture can score. Values closer to 0 are more related to a lower Power Distances, Collectivism or Neutral and higher values above 50 are more related to the opposite. Hofstede (2002) captured the reaction on differences within a culture in his Power Distance Dimension (PDI). Cultures accept these inequalities, but some try to align them – low PDI – while others insist on the inequalities – high PDI – (Hofstede, 1996). For cultures with a low Power Distance Index it is common that children should take control of their own life as soon as possible whereas in high Power Distance cultures children are dutiful towards their parents. Generally, the contact with older people is more respectful and obedient. For instances, in Asia where the score is above 50, teachers and students are unequal and the educational process is teacher centred; it is not usual to disagree or actively debate with the teacher (Schneider & Barsoux, 2003). In Indonesia the teacher is identified as a father and must

have a brilliant and academic reputation. Failing in school is usually a disaster. Oppositional in Western cultures with a low Power Distance the student process is centred and the relationship between teachers and students is equal (Hofstede, 2003). The German favour tends to structure learning environments with clear objectives, schedules and results. Similar circumstances and hierarchies can also be found at work (Hofstede, 2003; Schneider & Barsoux, 2003). The described examples for roles and their relations between people are quite balanced and homogeneous within a culture, but can have crucial differences between cultures (Triandis, 1972). This separation between disorder and order is also underlined by the segmentation into Monochronic and Polychronic clusters. Monochronic cultures emphasize single lanes and a strict order of events and actions. Contrary Polychronic people can handle several happenings at once and involve other people to complete their work (Hall, 1976). As an example, Americans and Greeks can be classified as Monochronic and Polychronic cultures. Generally, Americans have a structural approach of working. They schedule and plan their actions methodically and use past experiences. The average Greek acts more spontaneously without taking too much care of a detailed plan or procedure, they put a lot of enthusiasm and effort into their work (Triandis, 1972).

In the nature it can be observed that the size of family members living together varies. There are families where parents and children live together until the little ones are old enough to spread their wings and start their own life. On the other hand, there are prides where all relatives stay together the whole time. They hunt and eat together and protect each other. These characteristics are also recognisable in the human world. Parents live together with their children (Nuclear Family) and raise them until a certain point. They will let them go if they are prepared to find their own way. These children are born in “freedom” and can look for their own interests (Individualism). There are also families living together with their children and relatives from the third or fourth degree of kinship (Extended Family). These children are born in collectivities and have to look after the interests of the group without own opinions. Between each other exists a strong connection and the decision-making takes place within the group (Collectivism)

(Hofstede 1996, 2003). Linked to this it is more likely that people from collectivism cultures consider the support of their colleagues and share a reward with the group instead of taking all for oneself (Communitarism) (Trompenaars & Hampden-Turner, 1997). Generally, it can be assumed that motivation is related to the Individualism-Collectivism-Dimension. Individual people are obligated to fulfil Needs that are bonded towards themselves. The satisfaction has influence on the self-respect and self-actualisation. The esteem Need and the self-actualization Need are examples for Needs which are preferred by individual people. Both are more ego-centric than the other Needs and improve one's status, and they can be achieved by oneself. Whereas collective people fulfil Needs, which are bonded towards the group: their family, an organization or a company they are working for (Hofstede, 1996). The security Need and the social Need are such Needs which are important to collective people as they are group-oriented and require interactions between people.

The verbal and non-verbal communication between individuals or in groups can easily create confusion and misunderstanding if the general rules are not known. It is already mentioned on a previous page that different greeting rituals exist. In some cultures, it is ritualised to give the opposite one's hand for a shake. French or Russian uses a hug and a kiss (at least one) to welcome someone, while in some African parts it is common to nod upwards the head followed by a sound. Another non-verbal communication with a huge potential of misunderstanding is the stroking of a child's head. In one culture it means something good and loving while this gesture is strictly (informal) forbidden in other cultures.

The different view of something can also be found during a conversation. In Anglo-Saxon cultures people's communication is polite and they let someone end their sentences before starting to talk. Interruptions will only be made, if they are necessary. But there are also conversations, which are emotional, and everyone talks at the same time. Interruptions and a louder volume are not unusual. People who are not aware that this belongs to a normal talk can easily react indignantly. Silence and pauses can also create uncomfortable situations. In oriental cultures pauses are often made for a certain

reason. Participants want to give someone time to think about what is said and others take a short timeout to imply a careful consideration of all aspects before providing an answer. This understanding is not shared in every culture. A moment of silence during a conversation can mean ignorance to give a correct answer or can signal an unforeseen situation accompanied with trouble in some Western cultures (Moll, 2009; Trompenaars & Hampden-Turner, 1997). Next to how something is said, the content of a message and the amount of information in it, shared in a communication, also vary from culture to culture. A word can have different meanings to people due to their linked associations. For instances, all together there are several thousand camel-related words or hundreds of car-related words (Triandis, 1972). If you ask 100 people around the globe what they associate with the words water or cow, you will get answers like swim, drink, wash, scarce, dirty, thirst, survival, eat, food, holy, animal, and god. They seem different and heterogeneous with no common link, but all these answers get influenced by culture, internal and external factors. Considering the origin of a single answer, it is possible to create clusters. Rosenzweig (1961) also examined in his research between different cultures that the association of words vary cross-culturally. Furthermore, specific actions are combined to terms and word-associations; here, too, expected input and output can vary. Concerning the amount of information, it is sometimes needed to give a detailed background within an interaction between people. They are not familiar with each other and more neutral. Therefore, they require more information to understand the particular counterpart. On the other hand, it can be sufficient to say only a few words and everyone around understands what is meant. People have a strong link to each other and share common experiences and expectations. Detailed background information is not relevant in their daily life (Samovar, et al., 2012). If people of these two parts meet each other and have a talk, it can be confusing or even annoying for both. One floods the opposite with input while simultaneously one might miss all the relevant information. These two opposite categories are called “Low-Context” and “High-Context” and were defined by the anthropologist Edward T. Hall (Rothlauf, 2012).

People also differ in their physical form and intellectual capacities (Hofstede, 1996). The average body-size of the population in Western nations is higher than in Southern and Eastern nations. For instances, the average German is 1,80m (m) / 1,71m (w) tall, whereas Indonesians are around 20cm smaller (Laenderdaten.info). The variance of the average citizen's IQ around the globe cannot be clustered geographically. It is more related to the economic development. Industrial countries perform in IQ tests better than developing countries. The line can be drawn at the 90s mark, above are the industrial countries and below are the emerging and developing countries (Lynn & Meisenberg, 2010). But these figures are only average results of the general population; individual values can vary up or down.

Culture has a big role in people's life and affects their daily behaviour in many ways. But what defines and actually influences culture? Some people like Marx and Bell represented the position that the industrial development is responsible for a cultural change and that the traditional value system will be replaced. On the other hand, others, like Weber, argued that the culture shaped the industrial development and changed the economical thinking (Inglehart, 1997; Inglehart & Welzel, 2005). Without joining one side it can be said that there is a link between culture, politic and economy.

For the further reading it is necessary to classify the cultures into three economical levels, the pre-industrial, industrial and post-industrial cultures. There are pre-industrial cultures that have a strong faith and a religious life. They have no control on the nature and if they cannot explain a mysterious situation, they justify it with a higher power and use associative thoughts. The general focus is put on their survival; production takes place to cover the own consumption. Industrial cultures mostly do not have such an attitude. They try to find scientific reasons for the unknown by doing experiments and using empirical data. Technology and science are the answer for all questions and replace the religion and belief in something higher. The industry maximizes its output at any cost to cover human's well-being. Other aspects have a secondary role. Contrarily post-industrial cultures are concentrating their efforts on the well-being and change their way of living and working (Inglehart & Welzel, 2005).

Currently many post-industrial countries develop cars and technologies using alternative energy sources to save the nature and keep a healthy environment for habitants. The change of the attitude towards life goes along with the change of the attitude towards the value of things. For instances, people see food and drinks not only as a resource for their bodies, they have certain expectations to the products. Ingredients should be locally sourced, suppliers should not exploit farmers, animals and greens should grow naturally and the food intake becomes more an event in place of just eating nutrients. But at the same time there are still cultures that do not have this freedom of choice and governments of poorer countries allow companies the uprooting of the rainforest, the hunt of endangered animals and the pollution of the nature just to maximize the yield. People of these countries have a short-term view and take the quick money to stay above the water. They do not have the required income or resources to refuse this kind of “offers”. It seems that their living standard is at a level that does not give them a choice. Therefore, the value shift has not taken place in these countries like in others. But even if they have the resources and legal rights to choose another way, as long as the culture emphasizes the current direction, nothing will change. There will be no transfer from materialist goals toward postmaterial goals (Inglehart, 1997; Inglehart & Welzel, 2005). This value shift, from just taking the fast earnings in contrast to invest some efforts and resources to gain a higher benefit in the future, connects in a certain way to Hofstede’s dimension “Long-Term versus Short-Term Orientation” of cultures. He describes in this dimension the difference between cultures towards their attitude of time. Some cultures focus more on the presence and enjoy the day while other cultures focus more on the future and work hard for it (Pauleen, 2007; Robbins, et al., 2014; Cable & Yu, 2014).

The last pages can be summarized with the words of Hofstede (1992) and Lemaire (1976) that culture is not usual or universal, but there are great differences of culture in the world.

In this chapter some cultural attributes get listed. Different layers describe their cognition possibilities and dimensions with parameters define their content. The individual configuration between these layers and the scores on the parameter-scale make

each culture unique. There is no holistic culture that covers all people under one big umbrella, but many individual cultures distinguishing from each other.

Now after some general background information of culture and its differences, the following sub-chapters explore the two countries Germany and Indonesia and oppose their (cultural) differences.

2.6 Cultural Models

Next to the various amounts of cultural definition, there are multiple models and theories on culture, cultural values and cultural structures. The list of researchers that worked in the area of culture is long and it will continue to grow. Hall, Hofstede, Huntington, Inglehart, Kluckhohn, Schwartz, Triandis, Trompenaars are a few, but some of the most known ones. Hofstede and Schwartz are one of the most famous influencers of cultural theories and their work gets frequently cited. Trompenaars and the GLOBE study are also a widely spread reference and basis for further research. (Minkov, 2013; Mc Sweeney, 2015).

The GLOBE (Global Leadership and Organizational Behaviour Effectiveness) study was founded in 1991 by R. J. House. It is a multi-phase, multi-method and multisampling research project which covers data from a research between the years 1994 and 1997 across 62 countries. In 2004 and 2014 two more waves of research followed the initial one (GlobeProject.com). As the name of the study already hints, its focus is on the societal, organizational and leadership effectiveness and the influence of societal culture on leadership and the impact on effectiveness (House, et al., 2004; Ashkansay, Peterson & Wilderem, 2011; House, et al., 2014). The measurement incorporates practices and values in industry and society to examine the interrelations among societal and organizational culture. The comparison of the analysis and results with the theories of Hofstede, Inglehart and Schwartz shows some correlations, but cannot confirm all details (House, et al., 2004; Ashkansay, Peterson & Wilderom, 2011). The GLOBE study brings the following nine dimensions forward:

- Assertiveness - The competitiveness of people
- Future Orientation - The long-term vision of people

- Gender Egalitarianism - The equality of both genders
- Human Orientation - The ability for hospitality and empathy
- In-Group Collectivism - The expression of loyalty, cohesiveness and emphasis on family
- Institutional Collectivism - The community of society and common action
- Performance Orientation - The importance on achievements and excellence
- Power Distance - The diversity and hierarchical structure of a society
- Uncertainty Avoidance - The handling of standards, norms, rituals, science

The GLOBE project was intended to be an improvement of Hofstede's work, but some results failed. Some national stereotypes result not in the expected way and do not meet the predicted dimension (Minkov, 2011). Additionally, the measured values in organizations cannot always be simply transferred and adopted to national values (Bryman, et al., 2011).

Shalom Schwartz, known as the leading researcher in the domain of cultural values (Minkov, 2013), covers in his theory the individual and national values. He analyses the integration of individuals and organizations in social groups, how both deals with hierarchical diversity and how both interact with the nature (Ashkanasy, Peterson & Wilderom, 2011). Thereby the main focus lays on the meaning of work and how it gets influenced by the cultural values (Schwartz, 1999). The combination of values (norms, practices and symbols), beliefs and assumptions define an organization's culture. Personal values are everything that motivate an individual's behaviour to reach a goal (Schwartz, 2008).

Schwartz's published Value Inventory in 1992 is based on the Rokeach Value Survey but amended to his theory. In contrast to the Rokeach Value Survey Schwartz allows a relationship between the values and a mutual interaction (Lisbach, 1999; Schwartz, 1999). With the data of 49 nations, Schwartz defines his seven types of value which are structured along three polar dimensions (Schwartz, 1999).

In his article published in 1999 and 2008, Schwartz explained his three dimensional and seven values as followed: The first dimension deals with the individual

and the group. Therefore, three values define the relationship. Conservatism values describe the maintenance of the social group and its traditions. In contrast to this the Autonomy value describes the uniqueness of individuals and their express for own attributes. The value can be divided by two sub-values. Intellectual Autonomy stands for the individual strive for own ideas and goals. Affective Autonomy stands for the individual strive for positive experiences in their life.

The second dimension deals with the interrelation within a group. The Hierarchy value shows the unequal circulation of power and resources, whereas the Egalitarianism value underlines the equality and common welfare.

The third dimension deals with the living together with the nature. The active influence of the surrounding nature is covered by the Mastery value, success and competition are two factors of the value. When individuals live in harmony with the nature and respect their environment, the Harmony value applies (Schwartz, 1999 & 2008).

As Schwartz's work focuses on the individuals and organizations, it is attractive for the marketing world and their consumer behaviour analyses. It is less used in quantitative cross-cultural studies (De Mooij, 2004).

Geert Hofstede studied cultural differences and developed his cultural dimensional model as described in the previous chapter. He pointed out that cultural differences apply to everybody and every area (Hofstede, Hofstede & Minkov, 2017). His vision enjoys worldwide publicity and has a reliable status. Other researchers confirm his theory and findings (Neelankavil & Rai, 2009). Next to the dimensions to describe the cultural differences, Hofstede also defined three dimensions which take influence on the human being and his mind; Human Nature, Culture and Personality. Human Nature are universal and inborn basic features that every human being has. Culture is learned from the community and provides the standard values. Personality gives the human being his individual characteristics by his experiences (Hofstede, Hofstede & Minkov, 2017).

These three dimensions route human beings through their life and are responsible for decisions and actions, Therefore, Hofstede criticizes Abraham Maslow's theory. He

doubts the order and completeness of the Hierarchy of Needs (Hofstede, 1991). He shows a relation between US culture (and also his dimensions) and Maslow's theory. The categorization and order of the Needs reflect the US middle class culture (Usumier, 1998; Hofstede, 2001). There is a direct link between Hofstede's cultural dimensions and Maslow's Needs. For instances The Individualism dimension matches the Self-Actualization Need (Hofstede, 1991; Hofstede, Hofstede & Minkov, 2017).

Considering the five cultural dimensions and the five Needs, following comparison can be created.

Hofstede - Maslow Comparison	
Power Distance	Self-Esteem Need
Collectivism/Individualism	Social/Self-Actualization Need
Feminine/Masculine	Self-Esteem Need
Uncertainty Avoidance	Safety Need
Long-Term/Short-Term	Self-Actualization Need

Figure 8: Hofstede - Maslow Comparison (2016)

Hofstede does not limit his cultural dimensions on specific fields or clusters and gives the opportunity for a general use. He also links his theory with Maslow's theory. Therefore, Hofstede and his theory are a good match for this research and further writings.

Now after some general background information of culture, its differences and models, the following sub-chapters explore the two countries Germany and Indonesia and oppose their (cultural) differences.

2.7 Two Countries

2.7.1 Germany

Germany is geographically in the centre of Europe and surrounded by ten directly bordering countries. Being member of the European Union with 28 countries and a common currency with 18 countries, Germany is fully integrated in the industrial world. With a Gross Domestic Product (GDP) of 4.46 trillion \$ it was ranked on the third place

worldwide in 2023 (The World Bank). Considering the population of around 84 million people, the GDP per head is also in the upper range and the Gross National Income (GNI) per head was 72.110\$ in 2023 (The World Bank).

In 2023 Germany had following demographical structure (Statista, 2024):

0-13 years: 11,16%

14-64 years: 69,95%

65 + years: 18,89%

The major religion in Germany is the Christendom with a share of 48%. The second biggest group with 44% consists of people who are undenominational. Islam, Judaism, Buddhism, Natural Religion, Hinduism and others form the other 8% (fowid, 2023).

The economic success has different roots. Besides the natural resources and geographical location, the culture and the citizen with their history, self-confidence and will are also responsible for it (Mann, 1996). But what is the German culture? According to several definitions it can be summarized that culture consists of the way people think, behave and feel, traditional ideas and values (Bennett, 1998; Moore, 2004; Storey, 2006). Having a look on the list of important Germans, a long numeration can be found. There are names of poets, writers, musicians, philosophers, scientists, architects and engineers that influenced a lot of people and many parts of the world (Ernst, 2007). Furthermore, Germans founded many big companies from all business ranges. Analysing their way to success several common attributes can be found. For most of them it was important to perform with a high effort, accuracy and correctness. They followed their passion and idea regardless the risks of failure. All of them had or have a special talent. Some released it at once and started their personal project; others went to a university and studied to explore their intelligence.

The German government wants to support this intellectual development. With investments in universities, interest free student loans or other programs it tries to stimulate the educational sector. Since several years it develops more initiatives and extends existing programs. The student rate is continuously rising. In 2021/2022 around

2.900 million German students were subscribed in university or universities of applied science (Statistisches Bundesamt, 2024).

But was the development always progressive and people strove for success? What did the history contribute to the German culture and people's attitude?

The German history goes far back in time, but the geographical Germany, as we know it nowadays, is a lot younger. Around the 10th century the Holy Roman Empire was founded by the German noble lineage Ottonen and covered a territory including the present countries (or parts of them) Austria, Belgium, Czech Republic, Germany, Italy, Slovenia, Switzerland and The Netherlands (Hein, 2005; Herbers & Neuhaus, 2006). The regime had different layers of power (Emperor, King, Prince, Lord) and the empire was divided into separate territories (Naumann, 2013). It was said that the emperor received his power and the justice for his regime directly from God; his will was the law. But the princedoms under his command tried to expand their own power and they sometimes fought against each other. They sought to enlarge their territories and conquered other realms. The borders went back and forth. Generally speaking, the Holy Roman Empire was a conqueror nation. Monarch tried to strengthen their power and actively strived forward to expand their realms, whether Emperor, King, Prince or Lord. Next to the "smaller" wars, three big marking wars took place.

The Thirty Years War (1618 – 1648) was a significant war, because it included three different conflicting counterpart pairs. Both main religions, Catholics and Protestants, faced each other; the Emperor and single princes carried out an inner conflict about the power; the realm fought against neighbouring realms. All these three trouble spots were united and resulted in a war with one of the highest number of casualties in Europe.⁹ In 1914 the World War I escalated between Germany, Austria-Hungary, Bulgaria and the Ottoman Empire on one side and France, Great Britain, Serbia, Russia and several other nations on the other side. It took four years until the war ended (Naumann, 2014). Actually, Germany was not being attacked in the beginning, but had to

⁹ Most people died from the consequences of the war, such as hunger, epidemics and illnesses.

join the war because of the partnership with Austria-Hungary. This shows the significance of a nation's loyalty and trust. Interestingly the German population stood positively behind the war. It could be said that there was an atmosphere of happiness. They were sure that they are right, because the other nations provoked the war and that they will win it in a short time (Berghahn, 2006). Against their expectations the war took until 1918 and the alliance of Germany and Austria-Hungary did not win. After the negotiations and agreements for the time after the war, the population got some rest. But this peaceful time should not hold for long. The results of the war's defeat were high reparations to other countries, a slowed economy and an increased inflation. As an effect of it the population got unsatisfied and upset prevailed. They claimed the development of universities to gain more knowledge with the objective to have more influence, especially on the government and civil service. But the wished results stayed away. Consequently, the population fled into the arms of the right-leaning party. So only 15 years later the next disaster was announcing as the right attitude got stronger and Adolf Hitler was appointed as Chancellor of the Republic (Naumann, 2014). Regrettably, parts of the population tolerated Hitler's upcoming decisions and acts due to some positive side effects. Hitler's plans required a lot of resources and therefore, some sectors of the industry boomed and people found work.¹⁰ At a certain point the population was too weak to stand up against Hitler and his followers; again a new manhunt on whole sections of the population started and Jews, political opponents, Sinti and Romanies, people with a handicap and homosexual people were murdered (Naumann, 2014; Winkler, 2011).¹¹ The German nation strove again for an expansion of its territory and power. 1938 the attacks against numerous countries and their occupations followed and continued till 1944 when the Allies invaded and stopped the march of Hitler. At that time the tide turned, and the allied forces occupied areas in Germany. They directed reparations and the dispartment of

¹⁰ Hitler wanted to improve the infrastructure and increase the force level, including for instances weapons, artillery, tanks and aircrafts.

¹¹ Around the middle of the 14th century Jews were also hunted and killed, because they were seen as the reason for illnesses, such as the pestilence (Naumann, 2013).

estates, goods, the fleet or arts, but their intention was to destroy Germany neither physically nor economically, (Naumann, 2014). Nevertheless, people suffered from a weak supply of energy and food and faced a hard wintertime. But they did not give it up. They stood together and tried to rebuild and repair the destroyed infrastructure and supply chain. The Allies also recognized the need for stabilization, because Germany as a central country in Europe is required for a general growing economy on this continent. Especially the USA needed a reliable business partner to ensure their export sales. Therefore, the US Secretary of State, Georg C. Marshall, developed a plan (Marshall Plan) to support and invest in Europe to protect and push the own economy.

The USA was willing to transfer goods and services of around 14 milliards US-\$ to European countries, the German part was around 1,4 milliard US-\$. But the „donation“ was linked to several requirements. The cooperation of all European countries was the most important one. All governments had to disclose their needs and coordinate them together. No solo action from a single country was accepted. The objective was to create a unity of all countries, an economic area with a strong buying power. Only Germany got a special obligation. The given help was granted as a loan and needed to be paid back. A resolution agreed that the amount of the refund could be reduced to 1 milliard US-\$.

Another important step in Germany's development was the annulment of the Potsdamer Abkommen. This former agreement froze Germany's industrial level to a standard of 1932 and made it impossible to expand the industrial sector. Several European countries and the USA had a demand on German products. To be able to cover the required production, all countries decided together to let Germany grow. Old factories were replaced by new production facilities and start-ups or projects for the reconstruction got loans with good conditions (Bundeszentral für politische Bildung, 2005).

The German population thankfully accepted the support of the other countries and found hope for the future. They did not want to be poor and weak anymore; they wanted to achieve something like in the former times and their strong will and readiness for action paid out. Soon the economy rose steadily and within a couple of years, in 1952, Germany scored for the first time a balance of payments surplus; the cornerstone for the

export champion. It grew up to one of the most powerful industrial and trading nation (Bundeszentrale für politische Bildung, 2005; Mann, 1996).

It was not only a financial support which Germany got from the USA. They also got a teaching help. Americans founded the most important newspaper (Neue Zeitung) and radio stations in that time. Germans should get educated, educated in questioning things. People should no longer just accept things without trying to understand the background and the idea of it (Bundeszentral für politische Bildung, 2005). The education moved again to the foreground as some years ago. The population still desired the opportunity to take influence on political situations and to judge the government and civil services.

In 1961 Germany underwent another impactful change when the Berlin Wall was built. The country got split up in two different nations, West Germany and East Germany. East Germany focused, due to their political system, on the equal status of social classes and gender. Women got supported to find a job and work. The social factors got important to have access to schools and universities instead of knowledge (Reclam Sachbuch, 2013). On the opposite West Germany tried to improve the performance and to stimulate the economy. During the years there were ups and downs, influenced by international demands or crisis (e.g. oil crisis), but generally the industry grew and therewith also an increase in the national income per head (Statistisches Bundesamt, 2015). People desired no longer only cheap products, produced and sold in bulk for the average consumer; there was a growing demand for branded products, which were used as status symbols (Naumann, 2014). With the increasing wealth and freedom of life, the dissatisfaction of the East Germany's population rose. People started to demonstrate against the political system and current situation. Their effort and hope got rewarded in 1989 when the border to West Germany opened. Both countries celebrated their reunion in 1990. Since that time, the western part supported the eastern part and helped to improve the infrastructure, economy and educational system. At the moment some developments from the past seems to be repeated. Although the unemployment rate is stable between 5-6% since the last 8 years (Statista, 2024) and the economy went through

some ups and downs during the past challenging years (Statista, 2024), a part of the German population is unsatisfied with the current situation in their country. They do not trust in the recent political route of the government and are against helping the refugees coming to Germany. Right parties get more popularity, support and votes in elections (Hans Böckler Stiftung, 2024). These people claim that their own German values and traditions are at risk and the economy suffers from all the immigrants.

Nowadays the economy is still doing well and slightly increasing although there were some declines in the past due to the international situation (Statista, 2024). The educational system went through several stages; several decades ago, the Humanism around the 16th century expanded the field of education and defined five sciences: Grammar, Rhetoric, Poetics, Ethics and History. Two decades later the evolutionary theory (science) replaced the history of creation (religion) and the activities around space and time increased (Reclam Sachbuch, 2013). People strengthened their orientation to science and started to use rationality to explain and reason things. This happened all in the frame of the Aufklärung (Danzer & Rattner, 2004). Famous German Aufklärer were Immanuel Kant, Gotthold Ephraim Lessing and Gottfried Wilhelm Leibniz; Karl Marx and Fredrich Engels used their ideas, too. The Humboldt brothers (Alexander and Wilhem von Humboldt) were also active in that time and contributed towards that direction. The younger brother Alexander von Humboldt was a naturalist and made several researches in the field of natural science and geography. His published writings gave people a deeper insight in nature and natural science (Humboldt, 1807). His older brother Wilhelm von Humboldt underlined the importance of the education and breeding. People need a proper education for their development and growth. His precondition was that that government does not form and lead the education. People should be free in their choices and thoughts (Humboldt, 1841). In the middle of the 18th century Germany implemented the compulsory school attendance (Bundeszentrale für politische Bildung, 2013) and educated pupils diligence, industriousness and order (Reclam, 2013). Another change happened around 1900 when women were also allowed to study at universities (Bundeszentrale für politische Bildungs, 2013). But some minor and major changes got

also implemented in the last couple of years, like the reform of the spelling, the number of years pupils need to go to school, the introduction of full-time schools or the inclusion. Generally, the education policy and its adaptations to the current time aims on the transfer of values and traditions, the knowledge required for the world of work and to offer children a possibility for self-actualization (Albers, et al., 1980; Gabler Wirtschaftslexikon, 2013). But there is also an economic cooperation with the different industries in Germany. With an improvement of the education, the quality of potential future employees also increases. It is a mutual benefit for Germany and the industries; Germany keeps being interestingly as a location and industrial nation; companies can defend their lead in innovation, quality and technic (BMZ, 2014; Hochschulrektorenkonferenz, 2004).

In summary it can be said that Germany was born during a longer process in the history accompanied by several wars. The post-war periods, reforms and educational changes influenced the development of the country. All these factors and events together shaped the German culture and influenced the way of the typical German behaviour.

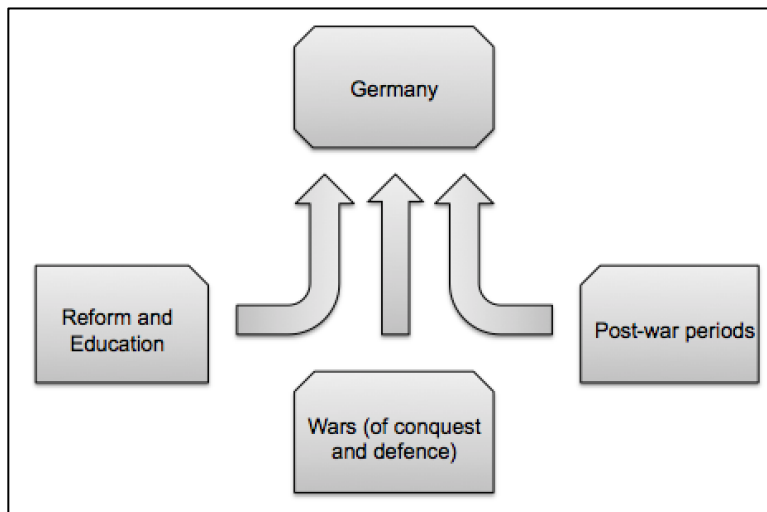


Figure 9: Shaping Germany (2016)

According to Hofstede-Insights, Germany scores on Hofstede's five Cultural Dimensions as follows ([Hofstede-Insights.com](https://www.hofstede-insights.com/)).

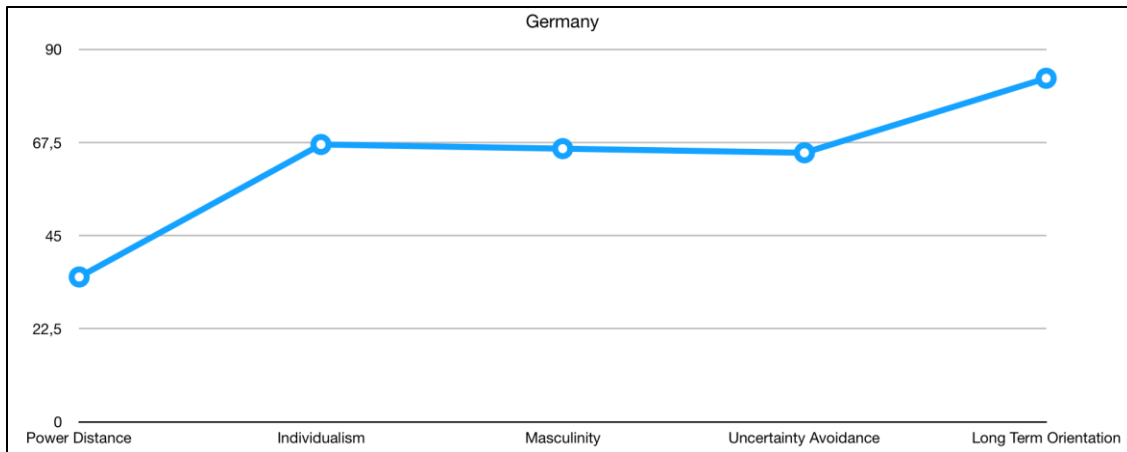


Figure 10: German Scores (2016)

The Power Distance score is with 35 points in the lower segment. This means that the hierarchical levels are not highly distinctive, and people can co-determine. The rights and pre-conditions between men and women are mostly equalized.

The Individualism score shows a high level (67 points). People have a direct communication and are honest in conversations. They do not extend their core family too much and stay in a smaller group (parents-child). People with a high individualism score also focus on their self-actualization rather than supporting the whole community.

In line with the previous score, the Masculinity score is similar with 66 points. Performance, competition, success and achievements are important key points in the society. Germany has a strong value system (i.e. school system) which is also shown by status symbols.

On the next dimension, Uncertainty Avoidance, Germany scores again on a similar level (65 points). Science and its logic explanation for things is as important as clearly defined rules and laws. Surprises and unforeseen circumstances are being avoided by a good preparation (thought-out, planned, simulated).

Germany has a very high Long-Term Orientation score (83 points). This reflects the flexibility and agility to adapt its tradition to the current situation or condition.

2.7.2 Indonesia

Indonesia is on the southern hemisphere and belongs to Southeast Asia. It is the world's biggest insular state with approximately 18.000 islands (OECD, 2010). The single islands are united into five major groups: Java-Bali, Sumatra, Kalimantan, Sulawesi and the Eastern Provinces (OECD, 2010). Three islands have direct borders to other countries.

Indonesia has around 280 million habitants (Statista, 2024), which is the fourth biggest population in the world; just China, India and the USA have more inhabitants (Statista, 2024). They are all spread over the thousands of islands, but the majority lives on the islands Java and Madura, which have together a size of around 132.000 km² ¹² (Magnis-Suseno, 2015).

In 2015 Indonesia had following demographical structure (Statista, 2022):

0-14 years: 25,21%
15-64 years: 67,94%
65+ years: 6,86%

These 280 million people are split up in various ethnical groups with different dialects and languages. Most of them are Javanese or Sudanese, Malayan or Batak, or have another origin such as Chinese¹³ (Lee, 2007).

With almost 90% of the population, Indonesia has the most Muslims on the world. The other 10% are spread on five other official accepted religions: Christendom, Buddhism, Hinduism, Confucianism and Natural Religion (Lee, 2007; Nations Online, 2016). Although the share of Muslims is dominating, Indonesia is no Islamic state and enjoys the freedom of religion (Auswärtiges Amt, 2015). Nowadays even the Indonesian national pride exceeds the religious differences (Magnis-Suseno, 2015).

¹² The size of both islands is around 132.000km², which is less than 50% of Germany's area. This can give a hint on how people conglomerate and live together in Indonesia.

¹³ The Chinese are not the biggest group in Indonesia, but are one of the most important ones. They have a very high influence on the economy as they control around 50% of the businesses (Lee, 2007).

In former times Indonesia was a Dutch colony and since 1945 independent, only four years earlier than the Federal Republic of Germany was founded. But within the same time, the economical development took a slower way for Indonesia. Currently it counts to the emerging markets. The Gross Domestic Product (GDP) was with 1.37 trillion \$ the 16th highest in the world ranking in 2023 (The World Bank). Dividing this amount by the population of around 280 million people, it results in a GDP per head, which is so low that it was ranked on the world's 116th place. The Gross National Income (GNI) per head was 15.210\$ in 2023 (The World Bank). This financial situation results in a great part of the population living under the poverty line. Even though the country has a lot of natural resources, such as coal, metals and natural gas or other resources such as palm oil (OECD, 2010), the government cannot help to increase the general living situation. On the other hand, an improvement or positive change is not that easy realisable, as the corruption rate is very high. Indonesia was placed on number 115 in the worldwide corruption ranking in 2023 (Transparency International). This makes it difficult to improve the situation and to help the poor part of the population. Nepotism and the short-term culture, to line only one's own pocket, keep the wide spread of the social class society alive.

But there is some hope for the lower and middle class of Indonesia since the president election in 2014. The newly elected president Joko Widodo does not come from a military or political family, nor is he a tycoon. He comes from an average family and ran a small business. He has no dread to have direct contact and communication with the population and that makes him popular (Liow, 2015; Schulze 2015). He wants to fight the corruption, boost the economy and trade and protect the environment (Giap, et al., 2015; UNESCO 2015). One of the headstones to improve the general trade with other countries and improve Indonesia's economy was laid in 1967. Since that year Indonesia is a member of the Association of Southeast Asian Nations (ASEAN) with the general objective to cooperate with the other members in economic, social, cultural, technical, educational and other fields (ASEAN, 2016).

But what is needed to boost the largest economy in Southeast Asia that has an enormous potential (Oelrich, 2012; The World Bank)?

The current unemployment rate is at 3,42% (Statista, 2024) and can easily increase, because around the half of Indonesia's population is under 30 years old. Indonesia must provide their youth a perspective and possibilities on the employment market. Without focusing on the education and job creation, Indonesia cannot improve the unemployment (The World Bank). Therefore, the government decided to spend at least 20% of its budget to education, to make the access easier and have better equity (The World Bank; Auswärtiges Amt). Since the year 2000, Indonesia invests between 2.5% and 3.5% of the GDP into the educational system which is still under the world's average investment (The World Bank). This still needs to be improved, because it offers poor habitants the opportunity for better-paid jobs and a better quality of life (Auswärtiges Amt). Next to the government, parents also invest their time and money, possibly even all their savings, into their children. They want to give them a chance of a good work to earn enough for themselves, but also to support their parents at a higher age (de Bot, 2016). This shows how important education is in weaker times of a whole country or of a single person. Both look for knowledge to improve the current situation and future. This also became apparent in the 19th century, when more and more people desired a higher education which was until then only available for wealthy people. But there were only around 1.700 schools in Indonesia available and even no university (Kubitscheck & Wessel, 1981). Therefore, public and religious (e.g. Islamic) universities got built and founded to teach the population more than only the basics. Nowadays, after a reform in the educational contents and methods, Indonesia has the most modern education system in the Islamic world (Schulze, 2015).

Now after listing some hard facts, it is interesting to know what shaped Indonesia in the past and what took influence on the present culture. A review of the Indonesian's history will give an insight and understanding of its development.

In the early ages Indonesia made a development similar to other countries in Europe. It started to build up trade negotiations to countries in the neighbourhood (around

4th-6th century with China) and to implement a class society through the entire country. The lower classes, like farmers, had to pay taxes (in form of natural goods or monetary payments) to the leading class. The kings and lords, who ruled over their districts, were protected by the religion (Kubitscheck & Wessel, 1981). Although there were some conflicts and rebellions, most people were afraid to revolt against the leaders, elected by religious power.

Some centuries later, around the 16th century, the colonial era descended on Indonesia. The first conqueror came from Spain and Portugal and started with their colonization to gain benefits from a trade lane. At the beginning of the 17th century, Dutch colonialists came to Indonesia and evicted the Spanish and Portuguese leaders. A dark time of oppression and exploitation followed, and many people died during rebellions and inner conflicts (Kubitscheck & Wessel, 1981). Nearly two centuries later, Brits came to Indonesia and took over the governance of the country. Just a few years later, the Netherlands and Great Britain signed an agreement and the Netherlands got their ownership back. But the Dutch colonial rule again got interrupted. During the Second World War Japan attacked Indonesia and defeated the Netherlands. At first glance the Indonesian population welcomed the Japanese intruders, because in the beginning it seemed to be a relief of the Dutch authority. But just after a few days the tide has turned, and the Japanese showed their real purposes. They also just wanted to capture natural resources and financial benefits. Soekarno, at that time the leader of the national party PNI (Perserikatan Nasional Indonesia) and member of a commission working on Indonesia's independency, held a speech at 1st June 1945. In this speech he talked about his vision of Indonesia's future and its form of government. He introduced his Pancasila¹⁴, his five principles for Indonesia (Kubitscheck & Wessel, 1981; Schulze 2015). Just one month later, after he received a lot of positive feedback, he proclaimed Indonesia to be independent. Around September 1945 British and Dutch forces came

¹⁴ The Pancasila (panca = five, sila = principles) consists of five principles: Belief in the one and only God, equitable and civilized humanity, the unity of Indonesia, democracy, social justice (Embassy of Indonesia).

back to Indonesia and rescued the invaded country (Kubitscheck & Wessel, 1981). Several countries accepted the independency and supported it (Schulze, 2015). But it took some years until the Netherlands also accepted it and moved away from the island state.

Summarising it can be said that Indonesia's habitants had a past with different hegemonic structures executed by different nations. Native kings and lords or foreign colonialists ruled over the country, kept people under and influenced their life.

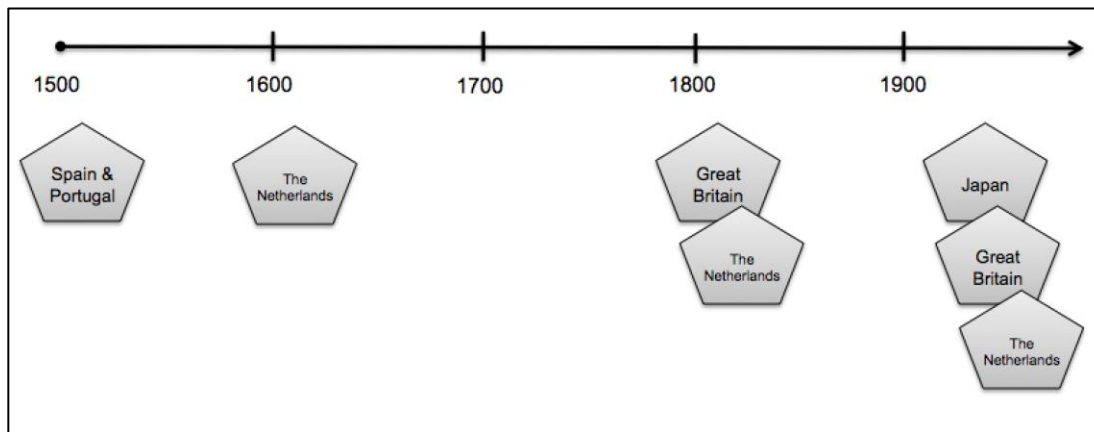


Figure 11: Indonesia's Colonial Timeline (2016)

After Indonesian's independency the country required a new kind of governance and a new leadership. After years of tyranny, the shouts for a democracy got louder and also finally heard in 1950 when the representative democracy got introduced. The first elections were difficult, and it was not easy to get all opinions of a democracy in one line (Schulze, 2015). The country was politically instable; a lot of small groups (religious groups, political groups, local groups, military etc.) had their own objectives to follow (Magnis-Suseno, 2015; Schulze, 2003). This situation ended up in inner conflicts, more or less successful attempts of bringing down the government and putsches by the military (Schulze, 2003; Schulze 2015).

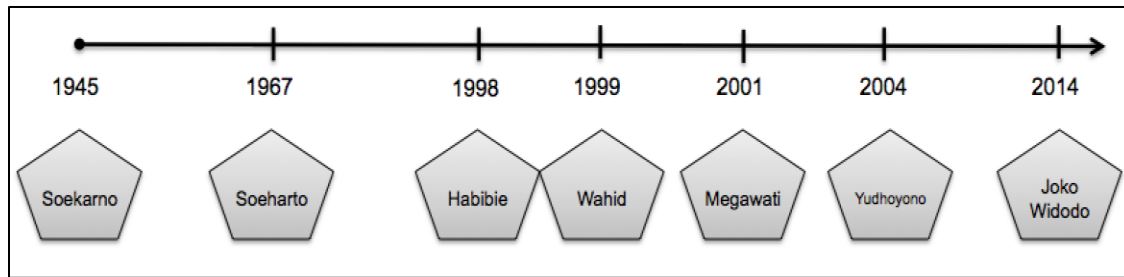


Figure 12: Indonesia's Presidential Timeline (2016)

Next to the political changes and developments, Indonesia's religion also changed during the centuries. In the early years (approximately before Christ) Indic settlers brought the Indic Hindu to Indonesia. Since that time, it grew until it was dominating and widely spread around the country and islands (Lienemann-Perrin & Lienemann, 2006). Some other religions existed next to Hindu, some people believed into Animism, Buddhism and Islam. The big switch from Hindu to Islam started around the 15th and 16th century (Geertz, 1968; Kubitscheck & Wessel, 1981) and displaced it soon from the religion with the most members. The Christianity also came to Indonesia in the early centuries with tradesmen via India, but the major part came with the colonialist and then got spread through the country (Kötter, et al., 1979). But it could not get the status like the Islam and its number of followers. Nowadays all religions are still present, but Hindu is only the majority on Bali and mostly only people in small villages follow the Animism. Generally, the faith had and still has a significant role in the daily world. People are very religious and hold on the traditional values and rituals. They affect their behaviour, decision-making and way of living. For instances, they define unexplainable situations with a higher power's will (lee, 2007). This higher power can be a god or a spirit. The spirits can be differentiated in the ones responsible for positive things and negative things. To keep the spirits calm and in a good mood, Indonesians build public temples or temples in their homes where they can pray and sacrifice gifts. They also organize celebrations to appease the ones for the negative side (Greetz, 1976) or to thank the ones for the positive effects. Parents also make use of the spirits in their children's education. They do not threaten their children with punishments. They tell them that bad spirits exist who will take them when they do not listen to their parents or do not behave

(Berninghausen, 2015). Children get in contact with the spiritual and religious beliefs since their early years. They learn immediately the importance of a good relationship to the higher power, whether it is a god or a spirit. They strive to coincide with them and to be part of the hierarchical structure. Therefore, they prioritise mental goods (like wisdom and spiritual perfection) in contrast to material goods (Berninghausen, 2015).

Next to the accordance with the spiritual world, the harmony with the social world (e.g. neighbourhood, people and family) is important for Indonesians (Kötter, et al., 1979). To organise the collective togetherness, they believe in traditions and morals, which have to be followed and respected. Spiritual heads, elder people or parents pass down these values from generation to generation. Younger people obey these rules and orders. Even in an adult age they still listen to the older generation and parents still have an advising and influencing role (Berninghausen, 2015).

Indonesia and its culture got shaped and influenced by the spiritual world and the strong belief religion and traditions. The time of war and oppression also took influence on the country. The will to resist the conqueror and to survive added a part to the culture. The third part is the social engagement which must be named in combination shaping Indonesia's culture.

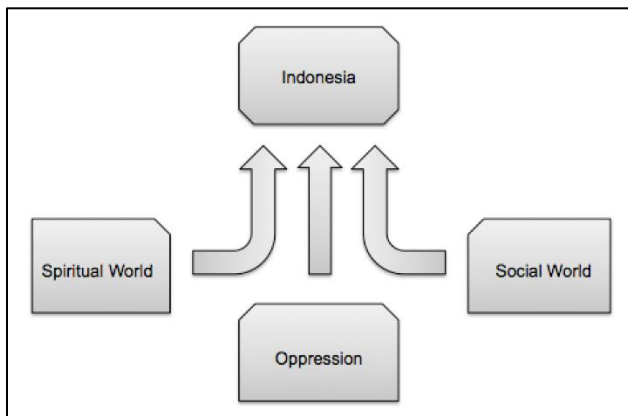


Figure 13: Shaping Indonesia (2016)

On the website Hofstede-Insights, the Indonesian scores on Hofstede's five Cultural Dimensions and its interpretation can be found (Hofstede-Insights.com).

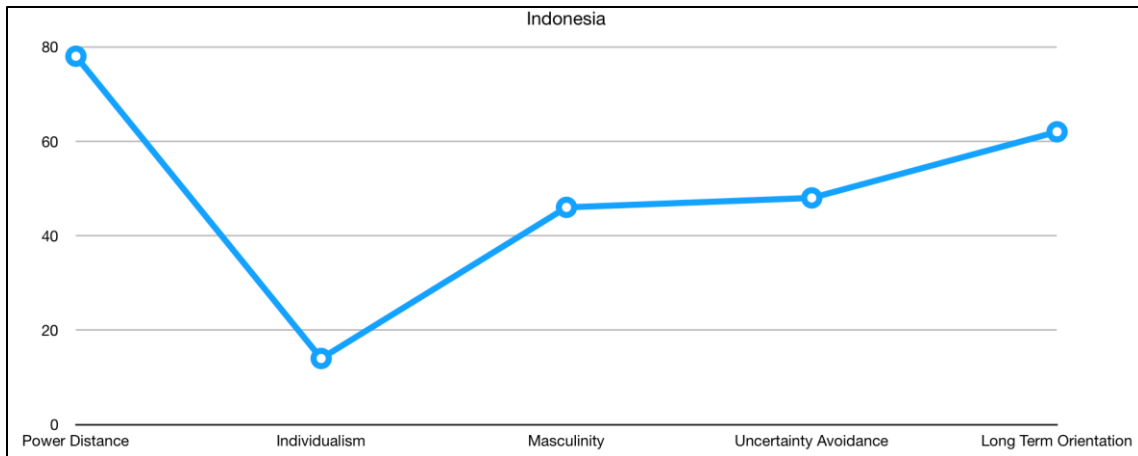


Figure 14: Indonesian Scores (2016)

Indonesia has a dominant Power Distance score (78 points) which is reflected in a hierarchical system. The inequality between people with power and without power is strong. Control and dominance are expected and lived in this country.

The Individualism score is close to the bottom of the scale (14 points) and defines Indonesia as a collectivistic culture. The community and family are highly important for people. The core family usually consists of grandparents, parents, children and aunts-uncles and often live together.

On the Masculinity score, Indonesia scores moderate with 46 points. Performance, success and achievements are important, but are not driven by the goal to be financially independent and able to materialize it. Respect and esteem are better indicators for success in Indonesia.

Harmony and indirect communication are settled in the Indonesian culture. People try to be in consistent with the nature and environment. They have a strong belief and religion is a central point in the life. Therefore, Indonesia scores 48 points on the Uncertainty Avoidance dimension.

The Long-Term Orientation score is close to the upper third (62 points). Indonesian hold on their traditions, but are also able to adapt them to the faced situation.

2.8 Comparing Both Countries

The last figures in both sub-chapters above give a comparison between the influencing factors on both cultures. Figure 10 shows what Germany shaped and figure

14 shows what Indonesia shaped. Contrasting both figures with each other following differences can be highlighted.

The reform and education shaped Germany (scientific), whereas Indonesia got shaped by its religion and tradition (spiritual). The wars also identify a difference. Germany actively participated in fights with nations around their territory and strived for an extension of their borders (offense). Indonesia got attacked and tried to defend the country against conquering nations (defence). Thirdly the post-war periods impacted the way of living in Germany and influenced the daily tasks and operations on a personal side and also on an industrial side (post-war). In Indonesia the social way of living and familiar closeness affects their behaviour and the daily events (social).

Another source for a comparison is the World Value Survey. The 5th wave of the World Value Survey covers 57 countries in the time between 2005 and 2008. Both countries, Germany and Indonesia, are present in this wave. The survey took place in the same year (2006) and with almost the same amount of participants (2015 / 2064) in both countries. This makes it possible to compare them on a similar basis.

One of the main findings in the survey's results is the role of the religion. It is a red line through the whole life of Indonesians. Religion and faith have a high influence and significance in the life of 94% of the Indonesian participants, whereas for most German participants religion is not very important (28,4%) or even not at all (36,2%). For 85,2% of the Indonesian god is very important in their life, in contrast for 30,4% God is not at all important for the Germans. They are more focused on their self-development and social environment. The membership of a church is in Indonesia three times higher than in Germany, but on the other side Germany's membership rate for sport clubs is double as in Indonesia.

Already in the earlier stages of the life, children get taught with values which differ between the two countries. Having a look on the top five of the list with important things a child should learn, following ranking can be found:

	Germany	Indonesia
1	Responsibility	Religious Faith
2	Independence	Responsibility
3	Tolerance	Independence
4	Saving Money	Hard Work
5	Imagination	Tolerance

Figure 15: Ranking: Things a child should learn (2016)

On the German side are values which should form a child to a free and self-actualizing person. The values have impact on the way of thinking and intellect of the child. One value (4) only fits into another range. It should tell the child a safety aspect and in the wider sense to look for a long-term perspective. On the Indonesian side there are only three values (2, 3, 4) for the intellectual range and self-actualization. Whereas the value independence is in contrast to the other two values, which symbolise a kind of pressure. To be religious and to work hard should also be paid off in the long term. Most important is that children should be religious. Next to it they should work hard, to avoid a disappointment by their family. Another big difference between the two views on religion can be found in political world. A basic requirement for Indonesian politicians is to believe in God. Otherwise, they are for 85,3% unfit for such a position. In Germany only 10,5% see a direct link between religion and politics. Furthermore, 79,4% of the participants demands a strong religious belief from people who want to work in public offices. This is about four times higher than in Germany (18,9%).

Next to the education of children and the political/public staffing there is a third point where the difference of religious role appears. People, which Germans and Indonesians do not want to have as a neighbour, are from different categorizes. In general Germans are looking for a save neighbourhood in the area. They want to avoid having drugs or alcohol addicted people, Muslims or people with AIDS around them (3 and 4 can be influenced by prejudices). Addicted people are also on the top of the Indonesian list, but then two other groups follow: unmarried couples and homosexuals. These two groups are not in line with the rules of most types of religions and therefore, forbidden

for them. This is also underlined by the answers to the questions of marriage is out-dated (94,6% disagreed) and if a single woman should have a child (92% disagreed). 87,6% thinks that homosexuality is not justifiable.

Besides the religion, another point splits the population. The family has not the same weight in both cultures. There are a physical and a mental relation that differ. Physically Indonesians have a stronger group feeling within the family. 43,6% of the participants live together with their parents (11,6% of German participants). The communication is also varying. Hofstede already described that Asian cultures more often consult their family for a decision. Relatives are asked for their opinion and together (or the head of the family) they agree on a decision. 25% more Germans than Indonesians decide the goals of their life by themselves. This underlines the strong link between Indonesian relatives. Furthermore, it is really important for 95,4% to make their parents proud.

Geert Hofstede defined the Power Distance Index as the acceptance and expectation of the unequal distribution of power from less powerful people. Indonesia scores with 78 points more than double than Germany (35 points). This means that Indonesians have a strong link to a hierarchy and that power and control determine people's processes. Employees do not want to work in a free environment; they prefer a strong leadership and guidelines. These findings from Hofstede are in line with the results from the World Value Survey. More than 70% of the interviewees are confident in the army and almost one-third would prefer the army governing the country. This is unimaginable for almost all Germans. Only 0,6% accept a military government.

Considering the above-mentioned findings, that Germans want to live freely with an influence on the political situation and that Indonesians want to escape the poverty, there are two different origins for the striving to education. But in general participants from both countries chose the "inadequate education" as the second serious problem in their country. Having a look on the highest educational level of them, two approaches of education can be recognized. 34,6% of the Germans completed a secondary school (technical type) and 10,5% a secondary school (university-preparatory type). Vice versa

11,9% of the Indonesian completed former and 31,3% the latter. The rate of university graduates is in Indonesia 27,5% whereas in Germany 14,5%. A reason could be that workers (blue-collar and white-collar) in Germany need an education, which focuses on the profession, whereas in Indonesia often people work as blue-collar workers without an education. A link to the power distance can be made and assumed that people do not need or want to understand what they are doing. They get their orders from supervisors and follow them.

Taking all these gradations of values and cultural differences into consideration, it can be questioned if they lead to the varying Needs. Therefore, it is important to search for the Need's origin.

2.9 Summary

The criticism's major parts of Maslow's theory are a lack of the evidence, the relationship with other people, and the fixed ranking of valued Needs. People can have other motivations that trigger them to their actions. People still satisfy Needs, but they can do this in a different order or in parallel. People also may try to self-actualize themselves, but under different conditions and purposes. But why? McClelland's critical points on the fixed order and the fit-for-purpose approach lead to a deeper and differentiated view towards the different prioritization and satisfaction of Needs. After the conception of his theory, Maslow identified several people who have reached the self-actualisation. By taking a closer look on the list of people (including Albert Einstein, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln and Albert Schweitzer) it is recognisable that there are only Western men named (Engler, 2013). Generally, the concept is based on a thinking that is common in Western cultures and not universal for all. There are cultures where no self-actualisation exists, but only the well-being of the group is their highest goal (Hofstede, 2003). Maslow assumed that people around the world are similar and have common-human characteristics. The differences that people recognize are only superficial (Maslow, 2021). Can this conclusion be drawn by a research made on Western people? For other countries or cultures may another order of Needs be more realistic. Cultures are continuously developing, and values are being re-

negotiated and re-invented (Kluckhohn, 1949; Magala, 2005) and the focus is different from culture to culture regarding the importance of specific Needs (Aswathappa, 2007; Oishi, et al., 2009; Thompson, et al., 1990). For some cultures the social relations are more important than for others, which may feel uncomfortable with such a social behaviour (Rustebiel, 2012). Some cultures hardly recognize monetary values, another has made them fundamental (Benedict, 2005). More to this cultural discussion follows in Chapter 3.

There is also another point that Maslow's model does not consider. Next to its vertical movement limitation there is no horizontal movement possible. For instance, it is only possible that a new Need starts after a previous Need's satisfaction. But what will happen if somebody has limited resources and wants to fulfil several Needs? To quote Douglas T. Kenrick (2018, p.4) in this context "[...] a *calorie devoted to pursuing one of these goals (e.g., seeking mates) is a calorie that cannot be invested in pursuing another [...]*". What will happen if certain Needs have different values to a person and require a different level of satisfaction? For instances, affiliation and building an own family can vary on importance across a person's lifespan (Kenrick, 2018). Based on their research, Goebel and Brown stated that diverse age groups (children, adolescents, young adults, middle-aged adults, and old adults) score differently on Needs (Osemeke & Adegboyega, 2017). Similar to this, the food habit can also change during years; when consuming (raw) fish can be hip in the younger years, it will be avoided during the middle age if a woman is pregnant, and again be eaten in the advanced years for health reasons (Kenrick 2010). It is like Pamela Rutledge wrote in her article "*Needs are not hierarchical; needs are an interactive, dynamic system.*" (2011). A satisfaction, whatever it is (product, work, status, food, etc.) should have different levels of quality. For instances, there could be four potential levels: Minimum, Standard, Premium and Luxury. After fulfilling a Need on a minimum level and having enough resources, people have two further options. On the one side they can be satisfied with it and start a new Need in the vertical direction (as Maslow stated) or on the other side they can try to improve their satisfaction in a horizontal direction and fulfil the Need on a higher level, namely with a standard,

premium or luxury satisfaction. Thereby it must be considered that the quality of satisfaction can have two effects. On the one hand the level can be increased to fulfil a required satisfaction and on the other side it can be reduced to achieve the personal value. It depends on the individual valuing of Needs and the personal trade of them. Ruut Veenhoven (1993) explained these levels of satisfaction with a simple example in one of his publications. A house can have different qualities. The basic model is a solid shelter protecting residents against rain and frost. The next upgrade provides plenty room with running warm water and a central heating. The luxury version excels the other models by far and offers more rooms and space than needed. All models have a symbolic character for their owners which have an individual preference and lifestyle influenced by culture. But it is difficult to generally define the bandwidth of the levels (Veenhoven, 1993). Other researchers also examined cultural differences and their influences on the life of people. For instances, Ed Diener and Shigehiro Oishi did research on the well-being of people around the world and found out that there are cross-cultural variations. Not all citizens from different cultures are happy at the same level caused by the same reasons. They have other definitions and priorities for their well-being (Diener & Suh, 2000; Eid & Larsen, 2008; OECD 2013; Oishi, et al., 2009). Translating well-being with terms like happiness and satisfaction, their findings can be linked to the above written critics. Humans choose where they want to put their focus on satisfaction and to which grade and effort. Financial satisfaction, love satisfaction or esteem satisfaction, all these Needs do not have the same importance for everyone.

But Maslow also gave the basis for this thinking by himself. He mentioned that people admire others, who are being beautiful, perfect and successful, but that exactly these great people also make others feel uneasy, confused, less worth or jealous (Maslow, 1973). There is a possibility that people may be aware of this effect and try to avoid it. They could just satisfy their Needs in a normal way and do not try to be best in class or fulfil their Needs with the ultimate possibility they can afford. Contrary Thorstein Veblen (2015) argued that people go further with the use of a product as it is required for a normal satisfaction. In his book “Theory of Leisure Class” he wrote that people often buy

clothes not only to cover and protect their body, but they also emphasise their appearance and show their pecuniary status. Although it is not recommended to wear short or fine apparel on cold days, people risk getting ill instead of dressing with warm and unattractive clothes (Veblen, 2015).

In the following five examples explain the idea of the different satisfaction level with a limited resource. In every example there is a person who has a limited resource. This person sacrifices something and spends less of the resource to this specific thing to have more available to contribute to another thing and increase there the result. The examples are not scientifically documented, but are from real-life situations and personally observed.

Examples for valuing Needs and satisfying them on different levels

A medical student drives towards the self-actualization and puts all his efforts into his study to become a doctor to help sick people. He is so focused on his research that he neglects his own health. He sleeps only a few hours and eats some simple fast food while he reads books.

Resource = Time

Study = Premium Level

Sleep and food = Minimum Level

A young man wants to impress his friends. He still lives at his parents' home to save rental and other living costs. He can spend his earned money mainly for designer clothes and the leasing rate for an expensive car.

Resource = Money

Home = Minimum Level

Esteem = Luxury Level

Two friends are employed, one as a successful manager with a high salary and one as an uneducated worker with a small income. Both live in a twin-house next to each other, although the manager could easily buy a villa for his family. He drives a usual car and abdicates on a luxury lifestyle to avoid his friend feels uncomfortable.

Resource = Money

Lifestyle = Standard

Friendship = Premium

A fire fighter enters a burning house to rescue a helpless person out of the flames.

Soldiers patrol through the streets to secure the citizens during a war. These people risk their lives, because they are convinced to follow their mission and save others.

Resource = Life

Own Safety = Minimum / Standard Level

Self-Actualization = Premium Level

Figure 16: An example for Satisfaction Level (2016)

2.10 Gap in Trade of Needs

Abraham Maslow's Hierarchy of Needs consists of five Needs that are stacked one on top of each other. If they get cut apart, five single blocks are left, which can be randomly puzzled together in 120 different combinations¹⁵. Why should one out of the 120 combinations be valid for all people around the world? Would it not be more realistic, if there were more combinations valid for the whole population?

¹⁵ There are 5 Needs ($n=5$), which can be ordered in different rankings without repetition. Accordingly to the formula $n \cdot (n-1) \cdot (n-2) \cdot (n-3) \cdot (n-4) \cdot (n-5) = n!$ it leads to $5! = 5 \cdot 4 \cdot 3 \cdot 2 \cdot 1 = 120$.

In contrast to Maslow's fixed Hierarchy of Needs, the hypothesis includes that people trade their Needs. People from Western cultures prioritize their Needs differently than people from Eastern cultures, people from younger generations set their focus in another way than people from older generations. Depending on their cultural background or period of life, they pick the Needs like Lego bricks and build their own construction of Needs.

The importance of the satisfaction of each Need is diversely.

This diversity is recognizable on an individual level, on a group level and on a cultural level. Take for instances a manager who only looks for his next bonus without taking care of the employees. Or doctors and soldiers who fly to a conflict area risking their own life just to help people there. In Asia it is common that parents choose the wedding partner of their sons and daughters. There are even markets where parents negotiate with each other.

2.11 Gap in Quality of Satisfaction

All resources are limited and not endless; time, power or money. The time is limited to 24 hours a day, seven days a week; available money depends on the monthly income and power is linked to muscles, condition or stamina.

People have to fight every day with limited resources, no matter where they come from. Poor or rich, non-worker or employee, average guy or bodybuilder, all the money, free time or strength they have has a limit. One budget can be bigger or smaller, more or less, but the important thing is that it is not endless and needs to be portioned. If people have certain Needs that they want to satisfy, but a limited resource to spend for it available, they must weigh and judge carefully their spending.

The hypothesis includes that people can satisfy their Needs in four levels. The levels are classified in Minimum, Standard, Premium and Luxury. Depending on their personal ranking, people split up their available resource and portion it per Need.

Examples in the real life can be found everywhere. There are some parts of the youth, which spend all their money for fashion products just to be in and up to date, regardless the sense of benefit of the product. It is only important to have a premium

item. They abstain from healthy food or other important things and satisfy vital Needs on a minimum or standard level to have enough resources for the Social or Esteem Need on a higher level.

CHAPTER III: RESEARCH

3.1 Research Design

This research is designed to study the Needs a person has and how they could be influenced. The first research focuses on the cultural influence on people's Need and their ranking. The second research looks on the age and how the Needs prioritization gets influenced from generation to generation.

In fact, the research design strongly focused on the purpose and nature of the research problem that stood on objectivity, reliability, validity and generalizability of the findings. Succinctly, the research design took the following steps below

Step 1: Considered the aims and approach.

Step 2: Choose a type of research design.

Step 3: Identified the population and sampling method.

Step 4: Choose a specific and concise data collection methods.

Step 5: Planned a reliable and realistic data collection procedures.

Step 6: Decided on optimum data analysis strategies.

Concisely, the research design tried as much as possible to minimize bias and maximize the reliability of the data by trying to yield maximum information, which will give minimum experimental error, and provide different aspects of a single problem

3.2 Population Of The Study

The creation of the target group for the first research requires some characteristics to define the right segmentation (Bogner, 2006). This approach originates from the Marketing science, where markets are segmented to cluster customers and better define their demands (Runia, 2015).

As the first research compares the cultures of Germany and Indonesia, it goes without saying that the participants are Germans and Indonesians. Both countries have a high population with different segmentation possibilities (male, female, workers, professionals, athletes, believers, etc.).

It would be impossible to survey the whole population. To narrow it down, this research focuses on German and Indonesian students, who are subscribed for a Bachelor or Master degree at the time of the survey. There are around six million students registered in universities in both countries (Statista, 2024). This makes it still too expensive and time-consuming to survey all students. The decision was taken for a non-systematic sampling / convenience sampling (Matsumoto & van de Vijver, 2011). A sample of Marketing and Economic students, which were available for the researcher, represents the population (students). With a 95 per cent level of certainty and a population greater than 1 million students, the sample size must be 384 (Saunders, 2009). This means that the 384 participants are for 95 per cent representative for all students.

The selection of the target group *students* is based on following decision criteria:

- Gender, Social Class, Geographical Locations can be covered
- Link to science due to their relation to a university
- Economic and Marketing students might get in contact with Maslow's Theory during their study
- Accessibility due to personal contacts

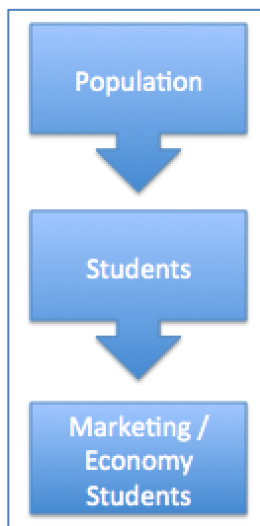


Figure 17: Finding the Target-Group (2017)

Different universities are selected to get relevant data from the students.

German Students	<p>Fontys International Campus Venlo Tegelseweg 255 5912 BG Venlo The Netherlands</p>
Indonesian Students	<p>University of Tarumanagara Faculty of Economics Campus 2 Jl. S. Parman No. 1 Jakarta 11440 Indonesia</p>
	<p>University Gadjah Mada Faculty of Economics and Business Jl. Sosio Humaniora Yogyakarta 55281 Indonesia</p>

Figure 18: Selected universities for the research (2017)

The Dutch university in Venlo is close to the Dutch-German border and has around 70% German students (Fontys, 2024).

No pre-selection took places. All students from the classes got a questionnaire. They are random samples from all students at the universities.

Next to the cultural cluster, it is possible to make a differentiation by other factors, too. For instances, the population can be divided by age, education, gender, income, and more attributes.

The second research focuses on the age structure. People age and develop through their life. If everything goes well, they will go from being a baby through a childhood to the adulthood until they would reach the last chapter of life. During that time people will move between multiple phases. These phases could have a different focus, other requirements, or influences. A young child has other priorities and desires than a person

might have in the late 40s. The short-term or long-term motivation could be different, and the Needs may vary between the phases. The second research analyses the age's impact on people's characteristics and Needs. Cross-border information and data from different countries provide insight for this aspect.

3.3 Instrument Used For Data Collection

The first research is an empirical research and there are different ways to get data from a target group. The methodology of science differentiates between experiment, observation, and questionnaire.

The experiment is sensible whenever a specific hypothesis is to be tested. Conditions that are relevant according to the hypothesis are defined and artificially created. An experimental design helps to summarize and to minute the settings. Then the performance aspects of participants acting under these conditions are systematically monitored and checked (Albers, et al., 2009). The researcher interferes the action and could influence the outcome. The preparation work can be extensive, and the execution can sometimes be difficult.

An observation is a systematic recording and capture of behaviour that can be noticed with one's own eyes. The observer can be part of the group and make his research from inside or he stands outside and watches externally (Albers, et al., 2009). This method can be time-consuming, and the participants can be influenced due to a person standing behind them and watching them. The observation can only collect the visible things and the first layer of culture; reasons for choices and behaviour cannot be observed and the deeper layers are left out.

The questionnaire is a set of questions, which systematically collects data from the participants in an efficient way (Petermann & Eid, 2006; Saunders, 2009). There are different types of a questionnaire, depending on who completes the questionnaire (self-administered / interviewer-administrated), the setup of the questions and their answers (open / semi-open / closed) and the distribution of the questionnaire (internet / telephone / delivery and collection). These different types can have influence on the response-rate,

the workload of the evaluation or even on the participants (Petermann & Eid, 2006; Saunders, 2009).

To set up a questionnaire in two different languages for two different cultures can face obstacles. It is important to pay attention during the translation to avoid various interpretation possibilities and misunderstanding of the translated words (Matsumoto & van de Vijver, 2011). Therefore, the questionnaire for the Indonesian students got translated from someone whose mother language is Bahasa Indonesia. The questionnaire for the German students was written in German.

The structure of the questionnaire consists of three parts. The first part collects general details of the participants. They help during the analysis to create filters and to cluster the students. The second part deals with the study itself and everything around it. Its answers can give a look on the motivational reasons for the study and how the students want to finish their study. The third part gives an insight into the private student's life. It displays the activities in the life of the participants and how they spend their money during a month.

The questionnaire covers 19 questions: eight for the first part, eight for the second part and three for the third part. The questions are almost all closed to simplify the later analysis of the gained data and to make it comfortable for the students to complete it. Questions are connected to two till four answers from which the student must choose one by selecting / marking the relevant box. Only for the first part students must write their nationality, their parents nationality, university and their major they are enrolled. The last three questions are ranking questions. Here the student must rank the answer possibilities.

The distribution and collection of the questionnaires took place during the classes in the participating universities.

For the German students, the lecturer explained the purpose of the questionnaire and handed it out to the students during his courses. He gave his students a couple of minutes to finish it and then collected all questionnaires.

To gain the relevant data from the Indonesian students, the author of this research flew to Indonesia and visited the two universities. He joined the classes and was

introduced at the beginning of each class by the lecturer. After the introduction he handed out the questionnaires and gave the students time to answer all questions. The lecturer underlined the importance of this research and that all students should completely answer the questionnaire. Once they completed the questionnaire, he collected all papers and thanked the students for their time, participation, and help. This personal distribution and collection, and the lecturer's support, achieved a 100% return-rate of the questionnaires.

The second research combines two methods. The secondary data was collected from

- a) Texts Books
- b) Statistics for a further analysis and interpretation.

Researchers collected information and created data sets for their purposes (Johnston, 2014), these details are often available for public. For instances, in articles, online archives or official statistical databases and can be used for other interests (Hox & Boeije, 2005). It offers a cost and time efficient way to get data, which was collected and revised by professionals (Cheng & Phillips, 2014). Although there are these advantages, it is important to pay attention to following points. Before blindly using the data, it is advisable to have a closer look on the purpose of the research, who collected the data from what group and during what timeframe (Johnston, 2014). Considering these points, the cost-benefit analysis results positively for the use of the secondary research.

Driven by the previous chapters and the objective to find differences in behaviours and Needs between age groups, suitable data is looked up to fit for this specific purpose (Cheng & Phillips, 2014). Articles and books provide general information for this topic and give explanatory background details about younger and older people. For instances, some insight is gained into the population's structures and developments by an excursion to the science of demography. Texts from the science of gerontology give some indication about the aging process and life in older ages. The youth studies build the counterpart towards the gerontology and provide relevant information about the life itself, developments, and other criteria in a person's early

years. The nutrition science and psychology unveil details about the food consumption habits and the physical effects of food towards the body.

Online databases, such as statista, have a wide range of different statistics. Their internal search function with keywords like “age”, “youth”, “old people”, “young people”, “generation” are used, to derive search results which give a collection of relevant statistics for this purpose. Additionally, governmental departments, such as German Federal Ministries, offer appropriate data, rankings and trends for the analysis, comparison, and interpretation

3.4 Justification Of Instrument Used

The questionnaire which got personally handed over to the students provides a high return rate within a short period of time. The creation does not require a lot of financial resources and is a resource efficient method to gain data.

The secondary research based on online databases allows a simple access to a wide range of data from everywhere. Information can be downloaded, reviewed and analysed regardless the place or time. Financially wise is it an efficient method to collect data.

CHAPTER IV: RESEARCH

4.1 Culture Results

To analyse the results of the questionnaire, all questions and their answers are examined one by one. For an alphabetic purpose the German results are named first, then the results from the Indonesian questionnaire.

The answers from the German students are added and reflected in a percentage of the total amount of students. Then the same is done for the Indonesian students. Hereby the percentages are mathematical rounded with the effect that the total summed up percentage can be below or above 100%.

General Details:

At the beginning, the questionnaire asked the students some the general information, such as gender and monthly income. In the following the answers of both student groups are shown.

In total 309 Bachelor and Master students¹⁶ participated and completed the questionnaire (n = 309). 141 German students and 168 Indonesian students shared their answers and provided the relevant data for this research. The split between female and male students is almost equal. In total 162 female students (52%) and 147 male students (48%) took part in the research, whereas the national breakdown is twisted. The German classes generally consisted of 65% female and 36% male students, 43% female and 57% male students formed the classes with Indonesian students.

Looking on the financial resources the students have available per month, it can be recognized an opposed result. All students were asked to select their monthly budget between three categories.

Category 1: 0 – 5% of the monthly national gross income per head

Category 2: 5 -15% of the monthly national gross income per head

Category 3: Above 15% of the monthly national gross income per head

¹⁶ The amount of 309 is smaller than the sample size of 384 to be 95% representatively.

It is not differentiated how the monthly income was earned. It could be a studentship, a student loan, pocket money from the family or an (ir) regular salary.

Most German students chose category 1 (78%) to represent their monthly budget. From these 79% (111 students) are 74 female and 37 male students. Only 16% of the students selected category 2 (10 female and 12 male students) and 6% category 3 (6 female and 2 male students). Summing up the Indonesian selections, the picture is the other way around. Only 18% (31 students) of the surveyed Indonesian students answered the income-question with the first answer. 26% went for the second answer and 55% indicated to have a monthly budget higher than 15% of the monthly national gross income per head.

	<u>Germany</u>		<u>Indonesia</u>		<u>Total</u>	
	%	n/N	%	n/N	%	n/N
Sex						
Female	63.83	90/141	42.86	72/168	52.43	162/309
Male	36.17	51/141	57.14	96/168	47.57	147/309
Income						
Category 1	78.72	111/141	18.45	31/168	45.95	142/309
Category 2	15.60	22/141	26.19	44/168	21.36	66/309
Category 3	56.70	8/141	55.36	93/168	32.69	101/309

Table 1: Questionnaire General Results (2017)

Study Details:

This part gives answers on the individual motives that moved the students to get enrolled for their studies and what their individual objective is they want to achieve with the study. Furthermore, it highlights the learning behaviours, the importance of the exams and their leisure activities.

The first question focused on the personal motivation why the students started to study. Students could select between the option to support their independent life or the option to financially support their family in the future.

71% of the German students stated that they want to lay down the basis of their future independent life, find a job after the study that can help to live in the own four walls and finance their life. On the opposite 29% of respondents want to be financial healthy enough via the study to support their family afterwards.

The split between the genders does not show significant differences. 72% of the female students (65) study for an independent life, whereas 28% (25) want to support their family. Male students ($n = 51$) answered the question similar with a split of 69% (35) and 31% (16).

The standard deviations are: $s_I = 1,5$ and $s_F = 1,5$.

Taking the income into consideration it can be recognized that through all levels of income the independent life plays a major role.

The range of differences is close between the comparisons of relations in the three income categories. 10% points are different between the shares from category 2 and category 3. The shares of students from the 3 income categories who selected answer 1 are almost the same as the students who selected answer 2.

The standard deviations are: $s_1 = 0$ and $s_2 = 2$ and $s_3 = 8$.

The Chi-Square is 2.2436 and the p-value is 0.325695; the result is significant as $p > 0.5$. Here is also a dependency given between the monthly income and the choice of why to study.

Indonesian students answered differently this question. Two thirds of the students (63%) want to help their families and selected answer 1, whereas the other third (37%) want to cut the cord from their family and stand on their own feet.

The split between female and male students shows that both tend towards the support of their families. But comparing the percentage shares, the gap between the answers of female students is more extreme (30% points) than between the answers of the male students (20% points).

Similar to German students, the groups of selected answers are almost equal between Indonesian female and male students. The shares of both answers are close, and the standard deviations are: $s_I = 3$ and $s_F = 2$

The Chi-Square is 0.4148 and the p-value is .0520 to confirm the dependency.

Where the German students favoured the Independence-answer, we can see here that in all income levels of the Indonesian students the Family-answer is favourable.

Looking on the income categories as a basis, the clusters from the German students to this question are close to the Indonesian ones. 13% points are between the shares of answers from category 1 to category 3. The Chi-Square is 3.4414 and the p-value is 0.1789 for this combination and confirms the combination.

Objectives:

People can have different reasons to start a study. Some people have a clear picture of the job they want to have, they found their passion and follow their inner drive. Others have a certain imagination of their future life and the needed income to finance this.

The second question aimed at these reasons and asked the students about their objectives which they want to achieve with the study. They could choose between a financial incentive, a prestige incentive and a social incentive.

The answers of the German students have a clear direction. 87% want to get a well-paid job after their studies. The other 13% get split up between the left three answer. 9% are looking for a respectable job, 2% want to help other people with their work and 2% want to change the world.

The previously defined clusters do not significantly vary between each other. Whether between the genders or between the financial incomes nor between the family and independent oriented students are big differences recognizable in their answers. The answer for a well-paid job has the most hits.

Looking on the relations for the most selected answer “well-paid job” between the clusters, a similar trend towards the selection can be seen; 50% to 50% between female and male students, 35% to 30% to 35% between the three income levels and 54% to 46% between two triggers for the study.

The standard deviations are: $s_G = 0$ and $s_I = 2.5$ and $s_M = 2$.

The students from Indonesia do not have such a clear split. Almost half of the students still aim to have a well-paid job after their study, but one quarter wants to help other people with their work and one eighth wants to have a work which respected by other people. The remaining eighth of the students wants to change the world with the help of their gained knowledge.

The general trend of answers gets reflected through the single clusters, there are no spikes. The gender split show similar results as the income and motivation split.

On the other hand, the relations are not that equal. Between the female and male students is the relation still close with 52% and 48%, but between the income levels we can see a 51%, 29% and 20% relation and even a 74% to 26% split between the family and independency students.

The standard deviations are: $s_G = 1$ and $s_I = 11,78$ and $s_M = 24$

Trigger:

The third question elicited why the students got enrolled at another level. It shows who or what the drivers for their choice were. Students could select between four answer possibilities:

- Wish of their parents to study
- Their friends are also studying
- Requirement for a job
- Increase knowledge

Two thirds of the German students indicated that they are studying, because it is required to get their desired job. 34 students want to increase their knowledge in this area. The influence of their parents and friends plays not a major role for the enrolment and is almost the same, but slightly higher by their friends (6%) than by their parents (4%).

What drove the Indonesian students to start their path at a university? The requirement for a job is also the most selected answer, but in general are the relations between the four answer possibilities differently than in Germany. The top answer “Requirements” scored by half of the students (49%), but around one third (37%) wants

to get more to know about their chosen area of study. Only 1% followed their friends and got enrolled, whereas 14% followed the wish of their parents.

Self-Image:

The next question asked the students to reflect themselves, how do they feel about themselves. They could select between being a student who makes the parents proud, friends jealous or a student that feels wiser.

German students can be divided into two major groups and a third smaller one. 73 students, which are more than the half (52%), feel wiser by the study. Almost the other half of students (46%) said that they think to make their parents proud of them. The small group of 3 students (2%) believes that their friends are jealous.

The result comparison between the genders and the motivation shows similar trends. Female and male students split up almost equally their answers ($s_m = 1$ and $s_f = 3,5$) to the two major groups. The same goes for the students grouped by their motivation. Students who want to live an independent life answered the question similar as the ones who want to support their families and selected almost as often answer one as answer 3 ($s_I = 2$ and $s_F = 1$).

The Indonesian results are compared to the German results clearer. Two fourth of the students (74%) declared that they feel wiser with their study. One fourth (26%) reflected that they make their parents proud of them, while only 1% thinks that their friends are jealous.

Comparing the results between female and male students, and also between the independent and family-oriented students, it can be recognized that again both groups follow the same direction. 29% of the female students selected answer 1 and 71% took answer 3. The male students chose their answers the same way, 23% answered with 1 and 76% with 3. The independent oriented students have a 32% to 68% subdivision and the family-oriented students 22% to 77%.

Learning details:

The next part of the questionnaire focused on the details of learning and passing an exam. Students were asked about passing exams, what they do therefore, and in how far they learn the theories instead of spending their time with non-study related activities.

Every student wants to pass the exam, and nobody wants to repeat it and waste time in learning for an additional round. But how do students want to pass their exams? There were three options given to the participants. They needed to select if they are a student who learns everything and understands the context; if they are a student who learns a little bit and bets one his or her luck or if they are a student who learns only a little bit and tries to cheat.

The majority of German students said that they are diligent students who learn everything and try to understand the context. 84% selected answer 1. 14% of the interviewed students admitted that they partly hope on some lucky fate. Only two students (1%) confessed that they try to cheat during the exam.

The exam's pass can have consequences on the future application or interview for a position or for the role in the future job.

Almost all students who are studying, because they want to help other people or try to change the world in the future, selected answer 1. Additionally, students, who want to increase their knowledge or need the degree for their desired job, selected answer 1.

Looking on the Indonesian results, it can be recognized that the majority also chose answer 1. The Indonesian students also want to learn and understand as much as possible (88%). But the division of the remaining 12% is slightly different compared to the German results. 9% take their luck into consideration for passing the exam and still 3% try to cheat during an exam.

Students, who want to help other people, change the world or increase their knowledge, selected answer 1 (learn and understand) most. Only a little number of students still try to cheat.

In combination to the question above on how students want to pass an exam, this question focused on the general style of learning students follow. Students could again

choose between three answers. The first one reflected a style where students only learn a minimum that is required to pass an exam. Students who pay attention during the lectures and read additional materials for a good grade could take the next answer. Students who gather information and search for more knowledge about the topic going beyond what is necessary could take answer three.

Half of all participating German students (59%) marked answer 1 to indicate their style of learning. 41% of the students strive to get a good grade paying attention during the lectures. Still 13 students (9%) stated that they are going beyond the regular requirements.

The clusters that are supposed to learn more than the minimum (help other people, change the world, increase knowledge) are present in almost all three possibilities of answers (the combination Help and Maximum only has 0 results).

Another result that jumps out is the cheating cluster. These students only selected answer 2 which reflects with interest lectures following students who read additional materials. A result that can be expected is that students who bet on their luck do not go beyond the regular requirements.

The breakdown of the Indonesian results highlights another prioritization compared to the German results. The most chosen answer with 63% is answer 1. Two thirds of the interviewed Indonesian students follow the lectures with interest and read some additional materials. The other third is divided by students who do not learn more than needed (22%) and the students who learn more than needed (15%).

The different clusters of students created by their previous answers show diverse results. Again students, who want to help other people, change the world or increase their knowledge with the study, are represented in all categories. As it can be expected, they indicated to learn more than needed or even going beyond, but they also indicated to just learn what should be needed to pass an exam.

Furthermore, students who indicated to cheat during an exam selected all three answers.

Leisure Time:

A regular 24-hour day does not only consist of the study in the university and students can spend their leisure time with other things. Or is their study so important for them that they also invest their free hours on study-related things? German and Indonesian students were asked to explain if they enjoy their time out of the university or if they spend additional efforts on their study.

The leisure time is important for German students; only 1 student out of the 141 participated students reads study related books. All other students enjoy the part of the day after lectures with something else than study related things; 42% of the German students immediately and 57% after learning a little bit.

This attitude changes at the time of an upcoming exam. A potential Monday morning exam splits the German students into two groups. Two thirds (68%) would stay at home and learn the whole weekend whereas one third (32%) would prefer to go to an exciting party and learn only on the Sunday right before the exam.

The share of Indonesian students compared to the total participated students who do nothing study related in their free time has with 43% almost the same size as their German counter parts. But the other 57% are different compounded, because 39% of the students do at least a little bit study related before enjoying the time off. 18% (these are 29 more students than in Germany) even spend their time after the lectures with reading study materials.

Similar to the German students the Indonesian students would transfer their priorities if there is an important exam. More than half of the students (55%) would stay at home over the weekend and learn the relevant theories for an upcoming exam. The other group of students, which is almost the other half with 45%, would go out on the weekend and only spend one day to learn.

Individual Favourites:

The last part of the questionnaire enables the students the opportunity to rank activities they spend time and money for.

The participating students in Germany and Indonesia were asked to rank the activities by the time they would spend for it per day. They were given seven options to rank between 1 (most) and 7 (least).

To study and to meet one's friends are favoured activities which were selected for the first ranks. They have more than three times higher results on the first rank than the other options. To meet one's family, hobby and sport are in the midfield represented and to travel or to work are on the last ranks.

The answers to study or to meet friends are the only two options that have a decreasing tendency in their results, whereas the others have a general increasing tendency.

Here is an overview that reflects the ranks it took to double (in red) or half (in blue) the results.

The longer it takes to half the results the more important the option could be for the students. Vice versa the longer it takes to double the results the less important the option could be.

Indonesian students want to spend most time per day with their family. By far it has the most results on rank 1 compared to the other options. To meet friends, to study and hobby can be found in the midfield and to work, travel and sport are on the last ranks.

To meet the family is the only option that has a clearly decreasing tendency, all other options have an increasing or a fluctuating tendency. In contrast to the German results, two options do not half or double the results.

Budgeting:

The last two questions of the questionnaire gave the students the opportunity to indicate how they spend their money per month on different items and how the spending would change with a three times higher budget. Students could select between 10 items and rank them from 1 (most) to 7 (least).

Items:

- Alcohol
- Car
- Clothes
- Food & Drinks
- Hobby
- Fashion Jewellery
- Party
- Rent for accommodation
- Savings
- Sport

German Students stated that they spend most of their monthly budget for food & drinks, clothes, cars and rent. These four items have almost equal high results on the first ranks. The other items show higher results only on the lower ranks.

The monthly spending for a car, clothes and food & drinks have decreasing tendencies and halves from rank 1 to lower ranks. The other items have increasing tendencies; the red marked ones show the items that double the results and the white ones which do not double the results.

The results with a three times higher budget per month show a different ranking. The German students would spend their money mostly for clothes and the rent for an accommodation. The later almost doubles the results whereas the figures for food & drinks get halved. The results for the fashion jewellery also get doubled on the first ranks.

The tendencies with a three times higher budget also change for the German students. The tendencies for a car and food & drinks increase with a regular budget and decrease with a higher budget now. Therefore, the tendency for the rent increases; party and sports can double the results one rank earlier.

The student's rankings in Indonesia show different prioritizations than in Germany. Students ranked food & drinks on 1 for their monthly spending with a big gap

towards the other options. Clothes, hobby and savings follow in the midfield. There is almost no spending for alcohol and only a little for jewellery, party and the rent.

The tendencies for food & drinks and savings decrease and halve at rank 2 already. All other tendencies increase and double the figures.

There are no significant changes for the Indonesian students with a three times higher monthly budget. Almost all options show similar results, just the jewellery has slightly higher values.

Generally, the tendencies also show no differences accordingly to the rankings. Alcohol improved from a first nomination on rank 4 to rank 2 and the item car could not double or halve the figures.

German students likewise voted car, clothes, food & drinks and rent on rank 1. For Indonesian students food & drinks are clearly the number 1.

The results change with different circumstances. If students have a higher budget per month available, their votes for rank 1 would have another setting.

More German students would choose the rent for the first rank. Clothes also get a high score. For Indonesian students food & drinks would still be the first priority on rank 1, but it would be a shared place with savings.

4.2 Culture Analysis

Two similar groups, German and Indonesian marketing and economy students, were asked to answer a questionnaire during lectures. The results are evaluated and visualized in the previous chapter.

This chapter deals with the analysis and interpretation of the findings. It discusses the different results from the questionnaire and compares it with the existing theory. First the German outcomes get interpreted and on significant points examined. Then the Indonesian results follow. Here the answers are put under the microscope and also on significant points checked. In the third part both analyses get combined and compared.

The analysis and interpretation get also linked to Maslow's Theory of Needs. The outcomes of the questionnaire can give an implication on the individual cultural Need ranking. In the best case it will support the hypotheses and confirm them.

4.2.1 German Students

The gross of German students chose a study to cut the cord from their parents and get independent. They want to unfurl themselves and live their own life. A study in another town or even country gives an opportunity to leave the parental home and stand on one's own feet. Therefore, the spending for rents is also highly ranked. This is a typical German behaviour looking on the cultural background. According to Hofstede Germany has a high Individualism grade. It is no wonder that almost all students indicated to achieve a well-paid job with their study. To be independent and live one's own life has also most likely the consequence that they need to pay their bills by themselves. They do not want to be still depended on their parents and finance their life with foreign capital.

A preliminary result is that German students prefer to take care of their own future instead of their family; the Self-Actualization Need comes before the Social Need. In a broader sense it can also be said that this also affects the Physiological Need and the Safety Need, because the students take care of their own instead of others. Therefore, the Physiological Need and the Safety Need stand higher than the Social Need.

In line with the conclusion above is the fact that almost all students want to get a well-paid job and they indicated that they selected the study, because it is a requirement for it. This can be affected by the previous finding; a well-paid job gives the necessary financial possibilities to fund their own life. Only a few students want to get a job which gives them respect from others. Even less students want to help people or try to change the world. One quarter of the students also want to enlarge their knowledge and learn more about the field of interest. That means the external circumstances and factors do not influence their decision and are not important. These students focus on themselves and try to get the best results they can get.

This again highlights the strong prioritization of the own well-being. The Physiological Need, the Safety Need and the Self-Actualization Need rank high compared to the Social Need or the Esteem Need.

Students were given the opportunity to reflect themselves. They could choose between a student that makes their parents proud, friends jealous or feel wiser and better. One half of the students indicated to make their parents proud and the other half to feel wiser and better. Just a few think that they make their friends jealous. That means that for around 50% of the students an external recognition is important, they want to impress others, like their parents in this case. They have an inner drive to show their parents how well they do and that they can do it on their own without their parent's help. The other group seeks for an internal recognition. They seek to improve themselves and confirm their upraised position. For them it is not that important what others might think, but that they follow their own route and achieve their personal goals.

With this result it is not possible to specify which Need has more priority. The Esteem Need and the Self-Actualization are equally preferred.

German students do not want to fail exams. Therefore, they do not bet on external influences or risky possibilities. More than 80% of the students learn what is needed to pass an exam; some follow a minimum principle and study only the relevant content. Others extend the regular learning and read additional materials. Both groups of learning styles are almost equal. This modality can be interpreted in two ways: Germans do not want to lose and therefore, sacrifice other things; and Germans work efficiently and effectively. Parallels can be found in the past and some examples confirm these ways. As Germany was a country of conqueror that actively started wars to secure and enlarge their territory, it was essential to avoid a lost in the fights. They had to win otherwise other nations would have overrun them. The geographical position of Germany, surrounded by several nations from all sides, made it more difficult. Political negotiations and a more effective and efficient way of production, resource handling and leading wars were important to survive. They had to focus on the essential things.

German students carefully portion their resources and use them when needed to survive in their current environment. This can be linked to the Physiological Need and put it before other Needs, like the Social Need or Esteem Need.

It is not only the way of learning that provides interpretation possibilities, but also the time when the students learn gives space for some thoughts. Around half of the students still learn after the lectures before they enjoy their free time, and more than half of the students prefer to learn a whole weekend for an exam instead to go to a party and learn less. This reflects the focus on the higher objective the German students have. They do not lose the goal to successfully finish the study out of their eyes. Social activities are for most students less important than the pass of an exam. On the other hand, some students try to find a good balance between both, they learn and then do something else, but the first priority is still on learning.

This underlines that the Self-Actualization Need is higher ranked than the Social Need.

The previous paragraphs cover why students learn, what they learn and when they learn. This paragraph presents how German students generally schedule their time per day and what role study plays in general during the time they do not sleep. They were asked to rank seven activities per time they want to spend on. The answer possibilities covered social, study related and personal activities. More than one-third of the German students want to spend most time of the day with their study. They favour more to fly through pages of books and learn theories by hard than to meet friends, family or do something else. At least slightly less than one-third of the students want to meet friends most time of the day. Meeting their family, do sport and follow some other personal activities has not that high priority in their daily life.

The results of the indication can be weight and put in figures, the items can be grouped based on their belonging to a Need to make a comparison and ranking of the Needs. A number between 1 and 7 reflects the amount of votes per rank (a 7 for the most votes and a 1 for the least votes) and the ranks get a weight from 7 till 1.

Weight	7	6	5	4	3	2	1	
Rank	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Total
Hobby	5	4	7	3	6	4	3	135
Meet Family	4	7	6	7	7	3	4	159
Meet Friends	6	7	3	6	3	1	4	138
Sport	4	5	4	5	5	5	5	128
Study	7	3	5	4	3	2	4	125
Travel	1	1	1	2	2	6	7	51
Work	2	2	2	2	4	7	6	76

Table 2: Weighting of the Time spend per day – German Tendencies (2017)

To meet the family gets the highest scores on a total level. With a gap meeting friends and hobby follow on rank 2 and 3. Then with another gap sport and study get the fourth and fifth highest scores. Work and travel get the lowest scores and are on rank 6 and 7.

If we link the activities to Maslow's Needs, we can get following groups. The grouping is based on the original characteristic of the activities.

Hobby: An activity people enjoy, like to do and that could fulfil them. It is something that can be performed alone or in a group.

Meet Family: An activity that includes relatives. It takes care about a social relationship / contact with them.

Meet Friends: An activity that includes others. It takes care about a social relationship / contact with them.

Sport: An activity that can be healthy for a person, can be performed in a team and be done to improve the body shape or skills to external recognition.

Study: An activity that can attract attention from others as it is about a special or difficult study or goes beyond the regular level of studying. It can also be a self-fulfilment, because the person recognizes its own capabilities.

Travel: An activity that is done by people who want to go to places they enjoy, they want to explore or to relax and find back to themselves.

Work: An activity that helps to earn money needed to buy primarily food & drinks, clothes and a roof above one's head.

Physiological Need	Sport, Work
Safety Need	Work
Social Need	Hobby, Meeting Family, Meeting Friends, Sport
Esteem Need	Sport, Study
Self-Actualization Need	Hobby, Sport, Study, Travel

Table 3: Grouping of Needs I (2017)

Now it is possible to see the scores for the Needs on an averaged level.

Need	Total	Average
Physiological Need	204	102
Safety Need	76	76
Social Need	560	140
Esteem Need	253	127
Self-Actualization Need	439	110

Table 4: Ranking of Needs by Time – German Students (2017)

Taking these groups and the student's votes for what they want to spend most time of the day for into consideration, the conclusion can be made that on an averaged level they rank the Social Need higher than the Esteem Need, then followed by the Self-Actualization Need and Physiological Need. The Safety Need shows the last place¹⁷.

¹⁷ It must be considered that Germany has a welfare system that supports students. Students can apply for student loans or other funding and support. Therefore, it might not be that important to go to work and earn money for the time of studying.

Next to the time German students spend per day, the participants also indicated how they spend their money per month and would spend based on a potential higher budget. It was asked to rank the items according to the amount of money they spend and would spend for them. With a small lead food & drinks is the most selected item for the rank 1, slightly before car, clothes and rent. Other items like alcohol, fashion jewellery, party and sport are not the preferred things to spend most of the money for. These get only more selected on the last ranks; a kind of break-even point takes place between rank 4 and 5. But why do the students spend most of their budget for food & drinks and clothes in a time when discounter markets offer products for small money or have monthly costs for a car while public transport can be an alternative? It should not be that German students eat a lot and therefore must purchase high volumes of food. Therefore, the answer must be less the quantity but more the quality of the purchased products. Research confirms that the German population generally spends more money for food since the last 15 years. The trend towards healthy food & drinks and the consideration of the origin of products also increased in the last years (Statista, 2017). The so-called Superfood, organic products or fair-trade products can be found in the shelves of the shops more and more. But there is not only a trend towards healthier nutrition, food & drinks can also be seen as a fashion and lifestyle. Some students prefer to buy their food & drinks from special brands and shops instead of consuming cheaper no-name products. So yes, there are students that emphasise to ingest healthy products, but there are also students that join others just to be part of the community. With this research it cannot be clearly answered if the health or the affiliation is the real trigger. For clothes is a similar situation on availability of products present. There are various shops that offer cheap clothes so that everybody could afford to buy all kind of clothes; maybe not from the latest season, but at least they fulfil their purpose. On the other hand, there are also stores and boutiques with designer fashion, branded clothes and high-quality products. During the research and the time at the participating university, it could be recognized that a lot of students wear clothes from the premium brands with the respectively logo on them. As these products mostly contain the same raw materials and are also produced in

developing countries, it can be concluded that they buy and wear these products due their design, status and recognition. The car is another item on which students spend most of their money. A comparison between a car and the alternative of public transportation highlights some important differences. With a car people are independent and can travel when, where, and how they want; they can determine the circumstances by themselves. A car can also give the possibility to express themselves and reflect their attitude.

Generally, it could be said that the higher the monthly costs are, the more valuable the car is. High value cars get an expensive insurance policy, cars with a big engine / high power spend much energy and a fuel stop is more often required and leased or financed cars, which could not be afforded directly with the available money, must be paid back by monthly instalments. Taking a look on the parking space of the university, the share of cars from premium brands like Audi, BMW, Mercedes with a German license plate is high. Older cars with a year of construction before 2006 and a German license plate are not that frequent present on the terrain. Considering the values and advertised slogans of the above-mentioned brands (“Vorsprung durch Technik”, “Freunde am Fahren”, “Das Beste oder Nichts”) and their high quality and safety thinking, it can be interpreted that the German students take care of their personal security (by quality materials and new technology) and the valued image when they buy a car. German Students also indicated that they spend a high share of their budget for the monthly rent of an own home. In combination with the reason for the enrolment to a study, where almost three-quarter of the students preferred an individual future, it can be assumed that the students favour an own home instead of staying at their parent’s home and save costs. These are the items which got often selected for the rank 1, in the following the items with lower selections for the first ranks, but higher ones for the last ranks are analysed and interpreted. Alcohol and party scored high on the last rank. That means for most students are other things more important and they spend less for these items. Reasons for the alcohol consumptions could be to increase positive feelings (makes more casual, relaxed, open, etc.) or decrease negative feelings (distract from things, forget things, etc.). In most cases it takes place in a group, during a party or other social events. It is also generally known

that the regular and exaggerating consumption harms the body and is unhealthy. Confirmed by the time spend per day to meet their friends in the previous paragraph, it still can be said that for the German students the relation to friends or a group is important, but not on the expense of their health.

They do not connect this with exaggerating alcohol consume or expensive parties which is generally accepted in the society¹⁸. The friendship and the common factors in the group are often based on other aspects, for instances as mentioned above with a certain food lifestyle, special clothes or cars.

To summarize this paragraph, the analysed details can be interpreted that the German students take care more on their health (higher expense for food & drinks and less for alcohol), favour safe products and desire a relationship to friends or a group and a recognition based on the consumption of branded products. Furthermore, they prefer an own home and independent life.

The results of the indication are again weighted and put in figures for a comparison. The single items got grouped based on their belonging to a Need. A number between 1 and 10 reflects the amount of votes per rank (a 10 for the most votes and a 1 for the least votes) and the ranks get a weight from 7 till 1.

¹⁸ Alcohol and entries into clubs are not that expensive in Germany. But as most students indicated to be in the lowest of the three pre-defined financial categories and already spend money for other important things, the amount of Euros paid for these two items cannot be that much.

Weight	7	6	5	4	3	2	1	
Item	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Total
Alcohol	4	6	2	4	4	8	7	125
Car	9	8	7	8	9	5	4	219
Clothes	9	9	10	10	6	5	2	237
Food & Drinks	10	10	9	6	4	2	1	216
Hobby	6	7	5	8	10	10	7	198
Fashion Jewellery	1	1	1	3	2	5	7	53
Party	3	6	7	10	9	9	10	187
Rent for accommodation	9	3	4	3	1	1	4	122
Savings	5	6	3	6	6	7	8	150
Sport	3	3	8	3	7	7	9	135

Table 5: Weighting of the Money spend per month – German Tendencies (2017)

On a total individual item level, students voted most times for clothes, then for the car and food & drinks. The hobby and party follow after the top three places. The majority of students take care on their look and how they get to the university and spend the biggest part of their money for these things. Fashion jewellery, what also contributes to the look, is not so favoured by the students. An assumption can be that the jewellerys that are fashionable and hip in the celebrity world are too expensive for their budget.

To link the individual items to a Need, they get grouped together. The grouping is based on the characteristic of the item.

Alcohol: Can be consumed in a group or social activity. High value drinks can reflect a certain lifestyle, membership or wealth.

Car: A good car can save one's life during an accident and can safely transport someone from A to B. A certain brand or type can also represent a special lifestyle, membership or wealth.

Clothes: Clothes from a certain brand or type can represent a special lifestyle, membership or wealth.

Food & Drinks: Food & drinks are important and necessary to stay alive. Certain types of exquisite food & drinks can represent a special lifestyle, membership or wealth.

Hobby: People enjoy a hobby, like to do it and it could fulfil them. It is something that can be performed alone or in a group.

Fashion Jewellery: Products from a certain brand or type can represent a special lifestyle, membership or wealth.

Party: It is an event in a group and people meet with each other to communicate to each other. The attendance of a special party can link to a certain lifestyle, membership or wealth.

Rent for Accommodation: To have an own flat can impress other people. It also gives oneself the opportunity to develop and furnish the own home as someone wants.

Savings: To save money can provide certainty in the future and avoid risks of having not enough money in an emergency. People can also save money to have enough money at a certain point to fulfil their dreams.

Sport: An activity that can be healthy for a person can be performed in a team and be done to improve the body shape or skills to external recognition.

Physiological Need	Car, Food & Drinks, Sport
Safety Need	Car, Savings
Social Need	Alcohol, Car, Clothes, Food & Drinks, Hobby, Fashion Jewellery, Party, Sport
Esteem Need	Alcohol, Car, Clothes, Food & Drinks, Fashion Jewellery, Party, Rent, Sport
Self-Actualization Need	Food & Drinks, Hobby, Rent, Savings, Sport

Table 6: Grouping of Needs II (2017)

The total scores per Need are divided by the amount of items to get an average number.

Need	Total	Average
Physiological Need	590	190
Safety Need	369	185
Social Need	1370	171
Esteem Need	1294	162
Self-Actualization Need	821	164

Table 7: Ranking of Needs by Money – German Students (2017)

Based on the averaged figures above, German students spend most of their money to satisfy their Physiological Need, followed by the Safety Need. Less money is invested in the satisfaction of the Social Need, the Self-Actualization Need and at least for the Esteem Need.

The students also got the opportunity to imagine a life with a three times higher monthly budget than they currently have and rethink their previously made ranking. Generally, it can already be said that there are no big changes. Some items get more votes and some less; but the overall trend stays similar. The most selected item for rank 1 changes to the rent for accommodation and clothes stays at the second place. Food & drinks and the car fall back to the third place, together with savings, what climbed several places up. On the lower places for the rank1 are no changes. The items selected for the last ranks are also equal to the regular budget; most students selected alcohol and party for the rank 7, but the general tendency of these two items decreases, both lost several votes (11 votes). Can this be an indication that with a higher budget, students look for their health and personal development? The next table shows the details of the higher budget's votes.

Weight	7	6	5	4	3	2	1	
Item	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Total
Alcohol	4	2	1	1	3	3	10	74
Car	8	9	10	7	7	6	5	226
Clothes	9	10	8	9	4	5	1	222
Food & Drinks	8	8	9	10	10	5	5	234
Hobby	5	4	6	8	10	10	6	177
Fashion Jewellery	3	5	4	4	3	1	2	100
Party	2	4	7	6	6	9	9	142
Rent for Accommodation	10	7	3	2	1	2	5	147
Savings	8	7	5	6	6	8	8	189
Sport	1	2	2	4	10	8	8	99

Table 8: Weighting of Money spend per month with higher Budget – German Tendencies (2017)

The comparison of the total individual scores highlights a shift in the priorities. With a higher available monthly budget, student would increase their spending for food & drinks, more than for cars and clothes. The monthly savings and a rent for an accommodation would climb up the ranking. Now the fashion jewellerys seem to be affordable with more money in the pocket and they also win some ranks. Students would still spend most of their money for car, clothes and food & drinks, but then the left money is still high enough to afford other things which are otherwise out of reach.

Need	Total	Average
Physiological Need	559	186
Safety Need	415	208
Social Need	1274	159
Esteem Need	1244	156
Self-Actualization Need	846	169

Table 9: Ranking of Needs Money with higher Budget – German Students (2017)

After grouping the items to the individual Needs and calculating the averaged figures, two changes can be recognized compared to the regular budget's results. The Physiological Need and the Safety Need swapped their ranks 1 and 2. Furthermore, the Self-Actualization Need climbed from rank 4 to rank 3. It can be said that with a higher financial range, students would take care more about their self-actualization than their social contacts. Their demand for safety also increases, because they would have more money left for this Need.

A look on the items and the consideration of their original characteristic can signify a shift to a new meaning. For instances, food & drinks are not only considered to replenish the body with nutrition, clothes are not only worn to cover and protect the body and the home is not only a place to provide a shelter. Certainly, they still have these functions, but they offer additional benefits and features. Food & drinks can be hip, and clothes have various designs to express styles and the own home can represent a social layer and show individuality. That means the Needs are not only satisfied on a functional level. The level of satisfaction can vary on personal priorities. The accommodation can be taken as an example. With the normal monthly budget, students spend only a little on the rent for an accommodation. Low rentals indicate that the flat could be small (like a one-room flat), be located not in a close distance to the town centre, be in a not good condition or be a shared flat. Students make a compromise and accept these conditions to have a higher financial margin for other things. Then if they have a higher budget, they would spend more money for the rent. It means that they would like to improve their

living situation. This behaviour is noticeable for the food & drinks. The willingness for increasing expenses with a higher monthly budget shows that the students satisfy this Need on a lower level as desired. They sacrifice certain items for other goals. This can be on a short-term or on a long-term view. For instances, the improved prioritization of the savings can be for a low-price purchase soon or for a high price purchase in the future.

Based on the above analysis and interpretation it is not possible to define one general and holistic ranking of the Needs for the participating German students. With the help of the questionnaire's structure the Needs can be ranked on three bases: personal efforts, time spending and monetary spending (including regular and higher budget). Depending on the point of view the German students look on their Needs, the individual ranking can vary. If they have to involve personal efforts for the satisfaction, the priority of Needs differs from the priority if they have to spend time or money for the satisfaction. There is no similarity between the four rankings. It can only be said that from a personal effort and higher budget perspective the German students would first focus on the Needs that affect themselves personally and then take care about the Needs that includes others.

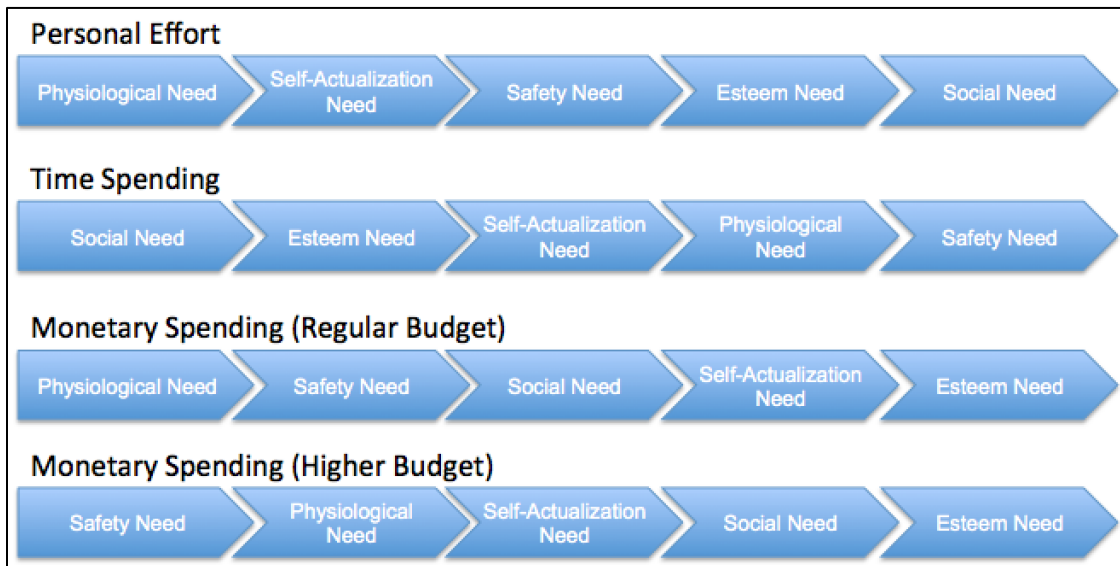


Figure 19: Summary of Rankings – Germany (2017)

4.2.2 Indonesian Students

Two-thirds of the Indonesian students started to study, because in the long-term they want to support their family. For instances, this can be on a financial or a caring basis. It underlines the close relationship of Indonesians towards their family and relatives in general. As Hofstede stated, Eastern cultures fall under the Collectivism and take care about people around. The participating Indonesian students reflect this attitude. With their decision to study to help their family, they sacrifice themselves and their own potential development or life. The solidarity with their family stands in the foreground. On an exaggerated kind it can be said that they do not only want to survive, they want that their whole family including themselves have a good and safe life.

It can be concluded that the Social Need, including partly the Physiological Need and the Safety Need, have a higher priority than the Self-Actualization.

Another objective student's follow with the study is that around half of the students want to get a well-paid job in the future and reasoned that the study is a requirement for it. With that good salary the students could financially help their families as stated above. The second half of the students want to help other people, change the world or get at least respect by others (potentially in the health, social, environmental or public security sector). Assuming that the well-paid job is in favour for the family's financial situation and considering the share of students that want to help others or change the world, this can be interpreted in a way that the Social Need supersedes the Physiological Need or Self-Actualization Need on the top and also the Esteem need. Some Indonesian students also indicated that they got enrolled, because their parents told them to study. This means that they listen more to their parent's wishes than to their own opinion.

This case also confirms the higher prioritization of the Social Need compared to the Self-Actualization Need.

The self-reflection reveals that $\frac{3}{4}$ of the students feel wiser and better due to the study and one quarter thinks that their parents are proud of them. This means that the students recognize an increase in their knowledge and that they understand the materials.

It must be more tangible than the reactions of their parents as this answer is three times more selected. The own wisdom is stronger than to make the own parents proud. This means that the internal motivation factor is higher than the external motivation factor. The students are more triggered by their internal drive to extend their knowledge and be a good student than by external feedback from others (their parents).

The Self-Actualization Need has a higher focus than the Esteem Need in this case.

For Indonesian students it is important to successfully pass the exam and finish their study. Therefore, they invest their time in learning to be prepared for the exams. Around 90% of the students want to pass an exam in a fair way by learning and using their knowledge whereas the other 10% hope for some luck or try to cheat. Next to the high learning rate is also the quality of learning high. Around two-thirds follow with interest the courses and read additional materials for a good grade. 15% of the students even go beyond this and gather additional information to gain more knowledge. In total more than three-quarters learn more than just the relevant stuff to pass an exam. This learning behaviour and characteristic show the ambition the students have. They do not want to just pass an exam; they really want to understand the subject. They use the opportunity they got and do not want to go for an extra round. Generally, it is said that Asian people do not want to lose their face by making a mistake or not knowing something asked. Their honour is important and may not be offended. As most students indicated that they want to support their families with the help of a successful study, they do not want to disappoint their families. Their motivation can be the well-being of their relatives. The Indonesian culture got repressed and ripped off by other nations in the past. Therefore, it is important for the Indonesian population to stick together and be strong in a group. This also counts for the families.

The Social Need and the Esteem Need have a high priority for the Indonesian students, compared to the other Needs.

As already above-mentioned it is important for the Indonesian students to learn. This gets also confirmed by the time they spend after classes. More than half of the students learn after classes or read books related to their study. They continuously invest

same time into their study and not just prior to exams. More than half of the students also would stay at home and learn for an important exam instead of going to an exciting party. But both groups are not far above the 50% threshold, so it is not a very strong classification. In both cases students do not learn, because they want to spend their time with their friends or they learn, but they want to support their family and do not want to disappoint them.

The Social Need and the Esteem Need again show a strong prioritization.

The following paragraph analyses how the Indonesian students schedule their time per day. Taking seven activities into consideration it can be said that 40% of the Indonesian students want to spend most time of the day with their family. With a big gap the next activity follows. 15% of the students prefer to spend their time with friends. Less than 10% indicated to offer most of their time for the study.

Again, each activity and the results get a weighting and a total figure to make it more comparable. A number between 1 and 7 reflects the amount of votes per rank (a 7 for the most votes and a 1 for the least votes) and the ranks get a weight from 7 till 1.

Weight	7	6	5	4	3	2	1	
Rank	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Total
Hobby	5	6	5	7	5	3	3	148
Meet Family	7	6	2	3	1	1	1	113
Meet Friends	6	7	6	6	2	3	2	152
Sport	2	2	3	5	6	5	6	95
Study	3	4	7	3	5	6	6	125
Travel	1	1	4	4	7	4	4	82
Work	4	3	1	1	3	7	7	85

Table 10: Weighting of the Time spend per day – Indonesian Tendencies (2017)

To meet friends get the highest results on a total level, followed by the hobby and the time to study. The lowest total results get the activities travel and work.

To link the activities to Maslow's Needs and to make it one-to-one comparable they get the same grouping based on the characteristics as above for the German students.

Physiological Need	Sport, Work
Safety Need	Work
Social Need	Hobby, Meeting Family, Meeting Friends, Sport
Esteem Need	Sport, Study
Self-Actualization Need	Hobby, Sport, Study, Travel

Table 11: Grouping of Needs I (2017)

Now after the grouping it is possible to see the averaged results per Need.

Need	Total	Average
Physiological Need	180	90
Safety Need	85	85
Social Need	508	127
Esteem Need	220	110
Self-Actualization Need	450	113

Table 12: Ranking of Needs by Time – Indonesian Students (2017)

On an average level the Social Need has the highest result and therefore, the highest priority. The second one is the Self-Actualization Need, followed by the Esteem Need. On the fourth rank places the Physiological Need and the last one is the Safety Need.

In the last part of the questionnaire the Indonesian students had the opportunity to indicate their monthly budget spending for items on a regular level and with a potential higher budget. They had to rank 10 items according to the amount they spend or respectively would spend per month for them. With a big lead the Indonesian students selected food & drinks as the item they spend most of their money for with a regular budget. Almost half of the votes less go for the savings for rank 1. The other items get only one-digit results or even no results (alcohol, party). On rank 2 more items get higher

results and are more equal on the top level. Most students said that they spend the second highest part of their budget for clothes, closely followed by food & drinks. Their hobby and savings are also often selected. The students only chose party, fashion jewellery or rent for an accommodation for the last ranks. They do not spend high amounts of money for these items. Why do students spend such a high share of their monthly budget for food & drinks? There are various places to buy a meal for just little money. People sell food and drinks on the street for a cheap price, but the hygienic or healthy aspects can be questioned. To buy food and drinks in a store or restaurant is more expensive, especially if they are imported products. It can be a conclusion that on the one hand the students want to consume healthier food and drinks or that on the other hand the students want to consume other, non-regional, products to try new tastes and gain new experiences. The health aspect and the curiosity may be the driver to these spending. The second famous item for rank 1 and also on higher positions on other ranks is savings. Students put their money aside instead of spending it for products or other things. They want to have money available for bad times, their future or potential shortages. This shows a long-term thinking and that they want to avoid financial risks. Other researchers also described these characteristics. They stated that Asian cultures avoid uncertainty and do not look much in short-term solutions (see chapter 3). The most selected item for the second big part of monthly expenditures are clothes. Here again are various possibilities to buy cheap clothes in Indonesia. There are no-name products or imitations of famous brands available in stores. If students prefer to wear branded (original) and modern clothes, they have to spend more money. Boutiques and brand stores can be found in modern shopping malls. On the other hand, Indonesia is a religious and traditional country. People often wear religious garments or traditional / country-specific clothes. These special clothes also do have their prices. During the stay at the Indonesian universities both types of clothing could be observed on the campus and in the classes. There are female and male students wearing traditional clothes and other female and male students wearing modern, branded clothes. This can be affected by the strong religious and traditional influence exerted on the population. It is also a similar possibility to the

food & drinks that the students want to wear things which are also popular in other countries and cultures. This can go back to the time of oppression several decades ago. Now people and in this case students live their life in a free way of own decisions. They want to try out new experiences. A social, but also a self-determining aspect can trigger the buying behaviour for clothes. A self-determining behaviour leads also to another item. The hobby receives also noticeable results. A hobby is something that a person likes to do on a voluntary basis and contributes to one's self-determination. This means that the Indonesian students spend a reasonable share of their monthly budget for their hobby, to do something they like and what could make them happier. Looking on the items which do not get a high attention from a monetary perspective, alcohol, car and rent for an accommodation can be named. Alcohol has the least votes per rank; in total it is still one-digit. This also goes back to the religious background of most students, because alcohol is forbidden for Muslims¹⁹. If they are allowed to drink alcohol, they would only have a limited selection of national drinks available for an affordable price. The big variety of alcoholic drinks is imported and therefore, also more expensive. Students are not willing to spend their money for expensive alcohol and decide to buy other things as mentioned above. A car might not be the best option to get from A to B., at least in Jakarta. The city is over-crowded and traffic jams are almost everywhere. In Yogyakarta the traffic is more relaxed, and streets are not that full. But in both cities many students use a scooter to get to the university. This vehicle is flexible on the streets and also cheaper in acquisition and maintenance. The student's monthly spending for a vehicle is manageable. The majority of Indonesian students also do not pay a lot for rents. Through all ranks only a few students indicated to spend money for a rent. This stands to the reason that most students live at their parents' home where they usually do not have to pay a rent. As already explained in the earlier chapter, there are cultures where people prefer to stay together with the family, and even at an older age. Indonesia is such a culture and therefore, it is common and not unusual that students stay with their families. Students who are paying monthly rents could have moved from the areas outside the

¹⁹ As mentioned in chapter 3, Indonesia has the highest Muslim population in the world.

towns, small villages or other smaller cities to the university to study and take their chance. They live in single rooms or small flats together with other students on the campus or outside in the city.

Generally, it can be said so far that their family, health, hobby, security, tradition and religion are important for Indonesian students and most of their monthly budget is being spend for them. To narrow this down and make it more comparable the items get weighted and grouped as it is also done for the German results. The single items get a number between 1 and 10 to show the frequency of votes per rank (a 10 for the most votes and a 1 for the least votes) and a 7 till 1 for the weight.

Weight	7	6	5	4	3	2	1	
Item	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Total
Alcohol	1	1	1	1	1	1	4	31
Car	8	6	5	7	7	7	9	189
Clothes	7	10	10	9	8	3	1	226
Food & Drinks	10	9	6	5	2	2	2	186
Hobby	7	8	9	8	10	6	5	221
Fashion Jewellery	3	3	4	5	7	8	7	123
Party	1	2	2	2	4	9	10	77
Rent for Accommodation	7	5	4	3	4	5	8	141
Savings	9	8	8	10	5	5	3	219
Sport	4	4	8	7	9	10	7	174

Table 13: Weighting of Money spend per month – Indonesian tendencies (2017)

The highest result on a total individual level achieves clothes, followed by hobby and savings. This also confirms the previous paragraph. The Indonesian students spend a big part of their money for clothes and their hobby and put money aside.

The next tables will highlight the consequences for the individual Needs. First the items get linked to a Need based on the same characteristics as above.

Physiological Need	Car, Food & Drinks, Sport
Safety Need	Car, Savings
Social Need	Alcohol, Car, Clothes, Food & Drinks, Hobby, Fashion Jewellery, Party, Sport
Esteem Need	Alcohol, Car, Clothes, Food & Drinks, Fashion Jewellery, Party, Rent, Sport
Self-Actualization Need	Food & Drinks, Hobby, Rent, Savings, Sport

Table 14: Grouping of Needs I (2017)

Then secondly the averaged results are calculated per Need.

Need	Total	Average
Physiological Need	549	183
Safety Need	408	204
Social Need	1227	153
Esteem Need	1147	143
Self-Actualization Need	941	188

Table 15: Ranking of Needs by Money – Indonesian Students (2017)

On an average level the Safety Need has the highest result. The Self-Actualization Need is on place two with a small gap to the Physiological Need on place three. On the places four and five are the Social Need and the Esteem Need.

Students also got the opportunity to rank the items based on their monthly spending with a potential three times higher monthly budget. With a higher monthly budget available the students would not change their spending behaviour in a big way. The answers for the first rank and the last rank generally have the same trends as the answers with a regular budget. Food & drinks, savings, cars and clothes are still on the

top and scored the most results. Party and alcohol are at the bottom of the rank and get only a little share from the monthly budget.

Weight	7	6	5	4	3	2	1	
Item	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Total
Alcohol	2	2	1	1	1	1	1	41
Car	8	6	6	9	9	9	5	208
Clothes	7	10	10	10	8	5	2	235
Food & Drinks	10	10	8	4	6	2	3	211
Hobby	6	8	8	9	10	8	8	220
Fashion Jewellery	4	4	5	9	4	8	7	148
Party	2	2	2	3	5	6	10	85
Rent for Accommodation	6	5	3	2	4	5	7	124
Savings	9	8	9	6	4	3	4	202
Sport	3	3	4	5	7	10	9	129

Table 16: Weighting of Money spend per month with higher Budget – Indonesian tendencies (2017)

The individual total results are also similar to the results with a regular monthly budget. The first two and last two items would still be the same. Most of their money would still be spent for clothes and their hobby. The lowest amount of money would be paid for parties and alcohol. Items in the middle field would switch their places, like food & drinks would climb higher and savings would go down in the ranking.

Need	Total	Average
Physiological Need	548	183
Safety Need	410	205
Social Need	1277	160
Esteem Need	1181	148
Self-Actualization Need	886	177

Table 17: Ranking of Needs Money with higher Budget – Indonesian Students (2017)

All items get grouped with the same classification key into the five Needs defined by Maslow as it is done for the regular budget grouping. On an average level the results are also close to the ones with a regular budget. The Safety Need is still on rank 1. The Physiological Need and the Self-Actualization Need swapped their places on rank 2 and rank 3. The Social Need stays at rank 4 and the Esteem Need remains on rank 5.

The differences or improvements of some items in the ranking going from a regular monthly budget to a theoretical three times higher budget highlights not only a shift in the prioritization, but also gives an indication to the level of satisfaction. Taking the food & drinks it can be recognized that this item improves its ranking from rank 5 (regular budget) to rank 3 (higher budget) and pushes savings and car down. With a regular budget food & drinks get sacrifices for the other items which have a higher importance. The monthly spending for food & drinks are kept lower to have enough on hand for the savings and car. With a higher budget the students would have more money available. The rates for savings and car could stay the same, but they would have more money in their pocket to improve the quality or number of food & drinks. The level would increase, and the scarification would decrease. The purchased food & drinks would not only be there to nutrition the student's body. Students could buy more expensive food & drinks to experience new tastes or be part of a hip and wealthy group.

Similar to the German students, it is not possible to find one ranking of Needs for the Indonesian students. There is also a variation of the rankings between the personal effort, time spending or monetary spending. Conspicuously two pairs of rankings are

similar and differ only in two Needs. The ranking based on the personal efforts is close to the ranking based on the time spending. The Social Need, Esteem Need and Physiological Need are ranked in the same way. The Safety Need and the Self-Actualization Need only swapped their places. The sub-rankings based on the monetary monthly spending are also equal to each other. Again, three Needs are ranked the same: the Safety Need, the Social Need and the Esteem Need. The Self-Actualization Need and the Physiological Need changed the positions. Generally, there is a trend recognizable that the Indonesian students would focus on Needs that includes others more than the Needs that focus on themselves from a personal and timely perspective. Monetary wise the Indonesian students would first prioritize the Needs that affects themselves and then focus on the satisfaction of the Needs that includes their environment and others.

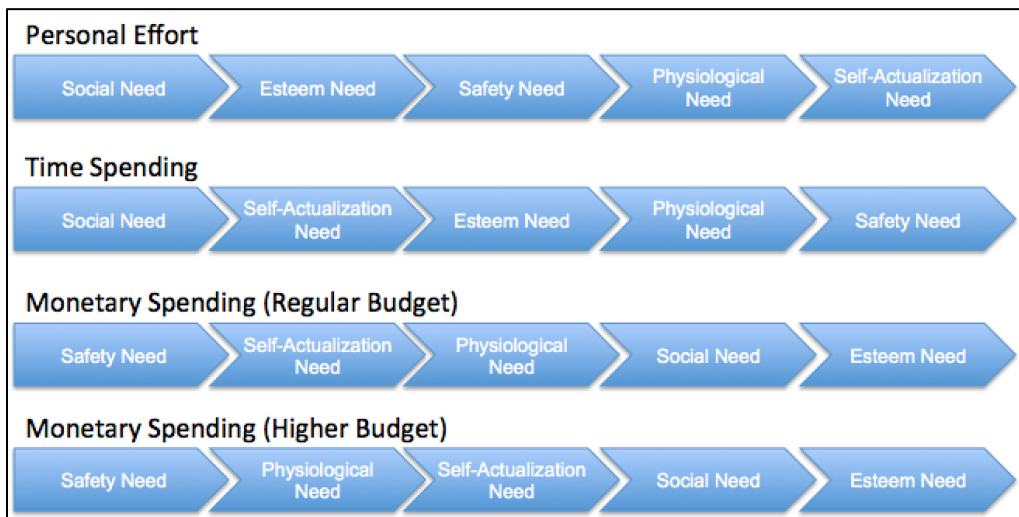


Figure 20: Summary of Rankings – Indonesia (2017)

4.3 Demographic Results

Demography is a science for the human population. It deals with the various statistics through the population, its structures, growth, and declines (by birth and death), developments and movements (Kruse, et al., 2014).

Taking Germany and Indonesia again as an example, the demographics per country show a different size of the young and old generation and a similar size of the middle generation.

In 2021, German's population had a structure of 11% until 14 years, 80% between 15-64 years and 19% older than 65 years (Statista, 2024).

In 2021, Indonesia's population consisted of 25% until 14 years, 68% between 15-64 years and 7% older than 65 years (Statista, 2024).

For the further analysis, it is needed to cluster people from different ages together. According to Morgan and Kunkel (2007) there are different definitions of age and people can be categorized by chronological age, functional age, or life stage. The chronological age groups people for example by certain rights or from a legal perspective; for instances people are old enough to vote, to drive, etc. (Wahl & Heyl, 2015). The functional age is based on the people's mental or physical status (healthy or help needed) (Phillips, Ajrouch & Hillcoat-Nallemby, 2010). As the names tells it already, the life stage clusters people by comparable stages in their lives (teenage, adulthood, maturity). These clusters can also be called cohorts (Hooyman & Kiyak, 2008). The life stage definition is useful for the further research. It is also needed to get more background information about different cohorts. The literature got reviewed to find options for this purpose.

A search on the terms like "Population Generations" or "Age Structure" often ends up in the literature with the categorization of the population by following generations:

- The Silent Generation (1928-1944)
- Baby Boomers (1945-1965)
- Generation X (1965-1979)
- Generation Y / Millennials (1980-1995)
- Generation Z (1995-)

(Dolot, 2018)

Whereas the year range can differ per definition or source. For instances, the Generation X's starting year varies from 1961 till 1963 and the end year from 1977 till 1981 (Kupperschmidt, 1998; Cordeniz, 2002; Appelbaum, Serena & Shapiro, 2005; Fishman, 2016). But in general, all generations have a span of around 15 years.

These generations do not only indicate the year of birth, but also tells us how people grew up and what had an influence on their development (Twenge, et al., 2010).

The **Baby Boomers** are a post-war generation who went through a time of economic growth and prosperity (Avora, Gaidhani & Sharma, 2019). They appraise their quality of life (Kemperman & Appel-Meulenbroek, 2019). As children of a generation who was influenced by two World Wars, they grew up in a child-centred family. This child focused environment formed them to a sort of selfish, individualistic “me-generation”. In the later work environment, they also appreciate to be awarded and the feeling of being esteemed (Berkup, 2014).

The **Generation X** were partly shaped by some political happenings, such as the foundation of the European Community, equality for women or the gay liberation movement (British Council, 2014). This generation accepts the diversity and is more open to other people (Avora, Gaidhani & Sharma, 2019). The economic and technological situation also formed the Generation X. On the one hand, people suffered from the economic and oil crises (zeit.de, history.state.gov). Prices were rising and the unemployment rate increased, too. People had to live thrifty. On the other hand, personal computers were on the rise and the first moon walk launched the Space Race (British Council, 2014). The technical world started to evolve to a next level and got more and more part of people’s lives. The opening of borders gave this generation the ability to start thinking globally (Berkup, 2014).

The **Generation Y** (also known as **Millennials**) continues with being impacted by political and technological developments. People grew more together with the Fall of the Berlin Wall in 1989 (bpb.de) and the shift from the European Community to the European Union in 1993 (Bundesregierung). They could freely move between the EU’s Member States, transfer goods and capital, and work abroad. Next to the liberty in physical movement, the digital movement was liberated, too. With the growing spread of mobile phones and the World Wide Web (British Council, 2014), people were no longer limited in the communication. They were flexible in the location from where they want to communicate and to whom in the world. Millennials grew up with the technology and

casual exposure to multiculturalism (Kemperman & Appel-Meulenbroek, 2019) what makes them global generation.

The **Generation Z** are digital natives (Turner, 2015). They were born into a high technology and digital world. The rise of social media platforms (Facebook, LinkedIn, Myspace, Twitter, YouTube, etc.) enabled a new way of connectivity. People could create networks around the globe, share and collect information within seconds and let people be part of their lives (van Dijk, 2013; Perrin, 2015). This generation is highly connected (Avora, Gaidhani & Sharma, 2019). The instant availability of information and other things make this generation a multitasking generation being interested and handling more things at the same time. They also demand things fast and are quickly impatient (Berkup, 2014).

All these generations underwent different developments and events which influenced and formed them. As aging is a process that changes the biological, social, and emotional function of a person (Cronin & Mandich, 2016), all the generations live together now, but are at different stages in their life. For instance, the Baby Boomers are in their retirement phase and have passed the younger levels already. Whereas the Generation Z are still at an early stage, they still go to school or enter the world of working life. The following part will analyse if this differentiation has an impact on the individual generation's view on Needs.

Enser-Laaber and Oppermann (2014) say that depending on the age the personal priorities can shift. People in the older ages set their priorities on different things than younger people (Rohrer, 2001). They have other ideals and life plans what impact their consumer behaviour, recreational activities (Statista, 2022). The importance of individual Needs per phase of life could also vary (Bowen, B., 2021) and humans at a certain age can have other motivations than in younger or older years (Goebel & Brown, 1981). Goebel and Brown (1981) see here parallels to other theories who consider different stages during a development as humans progress during their life.

The following part shows a closer analysis of older and younger people. But how are older people defined? The chronological age does not often equal the biological or

medical condition of a person (Likar, et al., 2017). People classify others as old based on different indicators, such as being retired, having grandchildren or age-related illness (Statista, 2022). According to a study in multiple countries the average age is 66 years to be considered as an old person (Statista, 2022). These indicators link to the Baby Boomer generation.

For Baby Boomers it is important to take care about their relationships with their family and friends (Opaschowski & Zellmann, 2018). On the one hand, they enjoy spending time together with their relatives, play with grandchildren and have a good time, because it contributes to their wellbeing and quality of life (Mollenkopf & Walker, 2007). They gain positive energy and experience happiness from interactions with other people, by just having a harmonical time together or by helping and providing care to each other (Shiraz, Hildon & Vrijhoef, 2020). Furthermore, people who were employed or self-employed worked for many years and had a social life at work. They would like to still be connected and integrated, and do not want to be lonely, too (Scherhorn, 1991). To achieve this, some older people adapt to new technologies and use social media platforms (Shiraz, Hildon & Vrijhoef, 2020). Studies show that 38% of interviewed people (65-85 years old) spend time with their family daily and that 25% of interviewed people (above 45 years) fear to be lonely in older ages (Statista, 2022). The younger generation recognizes this image; in a study 93% of people between 12 and 25 years old believe that older people are family oriented (Statista, 2022). On the other hand, older people need assistance in their daily lives. They tend to have chronic illness or disabilities (Mollenkopf & Walker, 2007) and are not as fit as in their prime anymore. As people are getting older, the frequency of physical and mental illnesses is increasing (Wahl & Heyl, 2015). For instances, the brain's volume falls measurable. It seems that physical exercises have a positive impact on cognitive abilities and could slow down the brain's aging process (Ziegelmann, Wahl & Tesch-Roemer, 2012). Despite that only a smaller group (around 17%) performs daily activities which are linked to physical exercise, like gardening, cycling or do it yourself (Statista, 2022). They appreciate support for doing the groceries, household chores or their personal care (Statista, 2022) mainly given by the

family, friends, or neighbours (BMFSFJ, 2005; Mollenkopf & Walker, 2007) and in exchange spend their resources (money, time, etc.) for them (BMFSFJ, 2005; Hooyman & Kiyak, 2008). The location and the way how they live play an important part, too. They spend more and more time at home with increasing age (Mollenkopf & Walker, 2007), because most are retired and do not have to go to work during the day anymore. Older people are seen as ambitious, dutiful, and hard-working. As a hard-working generation, Baby Boomers are not used to lean back and relax. They want to continue with their independent life as much as possible and do things by themselves (Scherhorn, 1991). Older people even state that they feel younger than they are (Wahl & Heyl, 2015). That is why a central home, with a good public transport connection, close distance to medial facilities and stores, is very important for most people above 50 years (Statista, 2022). These people would like to live in their own four walls, if they are old. Their own homes provide them with memories and give them a feeling that it is the place for them to be (Phillips, Ajrouch & Hillcoat-Nalletamby, 2010). Such a positive well-being at home can contribute to positive health (Fox, et al., 2017). They do not prefer to stay in a rest home, nursing home or even at their relative's homes (Statista, 2022). This could give them a feeling of being imprisoned or only depended on others. Older people, despite their health condition, prefer to stay in their own home, also to maintain their independency (Fox, et al., 2017).

Life can be seen as a process with multiple stages where people grow and pass different developments (Capuzzi & Stauffer, 2016). In contrast to the younger generations, who still need to find their way through life, the older generation reached the higher stages. They are more satisfied with their life than younger people (Mollenkopf & Walker, 2007) and they tend to handle social challenges in a relaxed way (Glatzer & Zapf, 1984). Younger generations, such as the Millennials, focus on their self-actualization and personal growth (Appel-Meulenbroek, et al., 2019). A study shows that between 2010 and 2019 the importance to focus on personal needs increased by 20% - points from 28% to 48% for people between 15-25 years (Statista, 2022). To have a high standard of living is for two-third of the younger generation especially important

(Statista, 2022). Another study on their priorities shows that 50% wants to enjoy life and have fun, around 40% set their focus on their own interests and to accomplish their life's vision (Statista, 2022). This shift in work-life balance and preference on leisure has an influence on the job selection, too. They might look for a work that has a meaning and truly interest them instead of choosing by extrinsic factors (Twenge, et al., 2010). Millennials are characterized as individuals. This results in a time shift, because they establish their own household or family at a later stage (BMFSFJ, 2005; Barroso, Bennett & Parker, 2020). Relationships gets more flexible and the need for a marriage gets less important (BMFSFJ, 2005). Between 1980 and 2018 the amount of people supporting a marriage dropped by around one third (Iglauer, Schupp & Priem, 2021). On a younger people's ranking for things that are in, the marriage gets the 11th place (5th place in the ranking what is not in), whereas making carrier reaches the 2nd place (Statista, 2022). The typical family constellations also change; couples get at a later age their first child or get less children in total (Uhlenberg, 2000; BMFSFJ, 2005; Kruse, et al., 2014). To marry or have a child has not a high value, but it is crucial for almost all Millennials (97%) to have friends who acknowledge each other (Statista, 2022). For most people, the clothes of top labels (78%) and a good looking (91%) are important in their lives (Statista, 2022). Although Millennials are said to be individualistic and focus on their life, they are not self-serving. The majority is not unconcerned about other people who do not have a good life and help them (Statista, 2022). The movement for environment protection gains more attraction. From 2010 to 2019 the group of young people grew more than double from 32% to 71% (Statista, 2022). Generally, for two-third it is important to take on responsibility (Statista, 2022). They realize the worsening global situation and that different measures must be taken to protect the environment. In their opinion are the biggest future threads the climate change, lack of food and drinking water, and shortage of raw materials (Statista, 2022). Around the half of the younger generation is concerned about the future and has a negative projection (Statista, 2022). It seems to be common that the older and younger generations point the finger on each other and blame the other generation for mistakes and wrong attitudes (Fischer, 1985). In the past, the Baby

Boomers or Generation X in their younger ages clashed with older adults on the justification of wars and saw them as the bottlenecks for a peaceful society (Foner, 2000). Different media like Spiegel, Frankfurter Allgemeine, der Tagesspiegel or TAZ, show that in these days the younger generations hold the older generations accountable for the climate change and the worsening of the environment.

Summarizing, it can be said that for the senior generations, like Baby Boomers, the social structure in which they are living and to live as much as possible an independent life is important. For the younger generations, such as the Millennials, it is important to live a good life according to their plan and to take care about their surroundings, including nature and people.

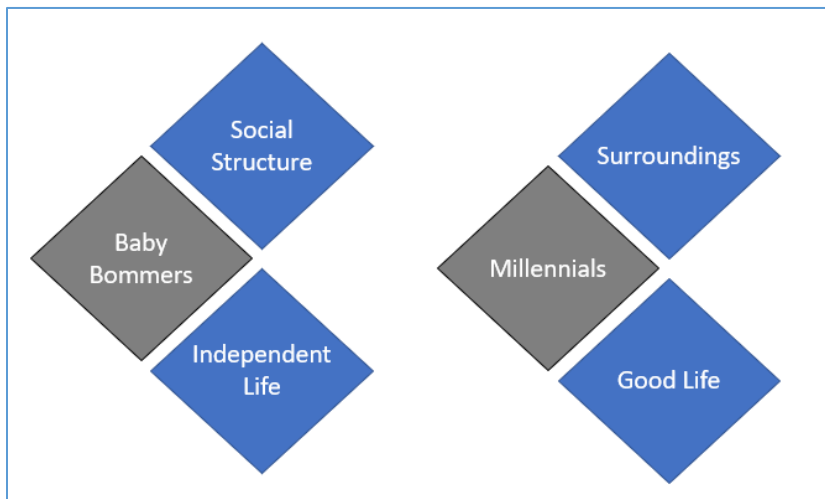


Figure 21: Importance per Generation (2022)

Maslow defined five stages in his original Theory of Needs. The Physiological Need, the Safety Need, the Social Need, the Esteem Need, and the Self-Actualization Need. The first Need, Physiological Need, includes resources that are relevant to physical live (food, water, oxygen, etc.). The second Need, Safety Need, covers the security of one’s own body, family, and property. The third Need, Social Need, covers attributes as friendship or relationships. The fourth Need, Esteem Need, focuses on the self-esteem and respect or recognition by others. The fifth Need, Self-Actualization Need, reflects the highest stage a person can achieve by unleashing one’s full potential.



Figure 22: Maslow's Needs (2022)

Multiple research projects have been done on the generational differences and it has been analysed what motivates people. The literature shows a recommendation to update Maslow's hierarchy by removing current Needs or adding new defined Needs, because people evolve and the existing model would not truly reflect the reality. For instances, Douglas Kenrick (Kenrick, et al., 2011), Babak Nemati (Nemati, B., 2013) and Katalin Tamas (Tamas, K., 2020) published a new version of the hierarchy.

In line with the previous chapters, this research does not strive for an amendment in Maslow's Needs by removing or adding Needs. It focuses on the order of Needs by keeping the original Needs.

For the further analysis and interpretation, the priorities (or less important aspects) per generation must be translated and connected to Maslow's original Needs.

4.4 Demographic Analysis

The Baby Boomer's importance for a relationship to the own family or to friends and neighbours can be linked to Maslow's Social Need. The affiliation and interpersonal relationship have a centre role on both sides.

Maslow's Self-Actualization Need refers to the ultimate goal a person wants and can reach. People look for one's own self-fulfilment and accomplishment of an ideal person. Older people prefer to live in a central location and being supported by family

and friends instead of living in a dedicated 24/7 surrounded facility. They strive for an independent life which is as much as possible under their own control. Their ultimate goal is to be an independent person and therefore it can be connected to Maslow's Self-Actualization Need.

The other three Needs are still relevant, but do not play a crucial role. Taking food and drinking as an example of the Physiological Need, it can be said that with increasing age the appetite and taste changes, and the physical ability gets impacted what can result in a negative eating and drinking behaviour (Singh, et al., 2013; BMEL, 2021). The amount of people who buy sugar reduced products decreases with increasing age (BMEL, 2021). People put less focus on their proper nutrition and often do not ingest enough nutrients and vitamins than needed (Bauer, et al., 2006; Hilbert, Brähler & de Zwaan, 2012; Ströbele-Benschop, et al., 2022). The Safety Need has less priority than other Needs, because otherwise people would prefer to stay in a facility where carer look after them, pay attention to their health condition and provide a safe environment. Older people might have gone through a life with achievements on which they can be proud. They would still enjoy recognition for their contribution in the past, but it does not play a central role, they do not have to prove something to themselves anymore. Their Esteem Need loses importance in the later age (Orth, Trzesniewski & Robins, 2010).

The older generation's Needs can be split in two groups. The first group consists of the Social Need and the Self-Actualization Need. Here lays their priority. The other group covers the other three Needs, Physiological Need, Esteem Need and Safety Need. Those Needs are still relevant in their life but have a less high relevance.



Figure 23: Maslow's Needs Cluster for Older People (2022)

Millennials put their focus on their own life and personal growth. They want to enjoy their life and fulfil their dreams first instead of marrying and getting children. They prefer to stay flexible and independent. Without a spouse or children, they can take their own decisions and do what they want. This aspect touches two Maslow's Needs. It shows

the importance of the Self-Actualization Need and the less importance of the Social Need.

The mutual acknowledgement between friends, preference of top label clothes and the desire of a good look highlight the priority of Maslow's Esteem Need. The younger generations want recognition and respect to proof their reputation. It is important what other people think about them and what their status in society is.

Thirdly, there is the care for the environment, nature, and other people who are less blessed. Younger people realize the global situation and are concerned about the future. They want to restore the planet and create a safe future for themselves and next generations. The share of young people preferring regional products is more than two-third. Meat alternative products are getting more famous, too as their production is less harmful for the environment (BMEL, 2021). Their fight against the global warming and natural worsening, plus for a better and more equal life connects to Maslow's Safety Need.



Figure 24: Maslow's Needs Cluster for Younger People (2022)

Putting all the desires next to each other, a mismatch could be recognized. Top label clothes, leisure time and fun activities, sustainable friendly products, and a general high-living standard must somehow be funded. On the other hand, simplified said the work should be more meaningful than highly paid. This ultimately leads to an imbalance between earnings and spending. To compensate this, a flexible satisfaction level per Need is relevant as explained in the previous chapter.

4.4 Hypotheses Validation

The above shown results and analysis lead to the discussion about the two hypotheses defined earlier in this research.

Hypothesis 1:

- *If people originated from different cultures, the Hierarchy of Needs would be influenced by the local culture*

This research demonstrates the cultural influences on the Hierarchy of Needs. German and Indonesian students have different opinions about motivations, personal efforts, time, and monetary spending. These differences can be explained by the cultural backgrounds of German and Indonesian students. Various factors from the past shaped the culture of both countries and the culture takes influence on the general and daily behaviour of human beings. As described in an earlier chapter, the Needs are inborn and deeply rooted in us. Every human species has the same set of Needs. Therefore, it can be said that everyone naturally has the same set of Needs, and the culture is responsible on the order of this set.

The comparison of the German (green) and Indonesian (blue) rankings of Needs show the differences, but also similarities.

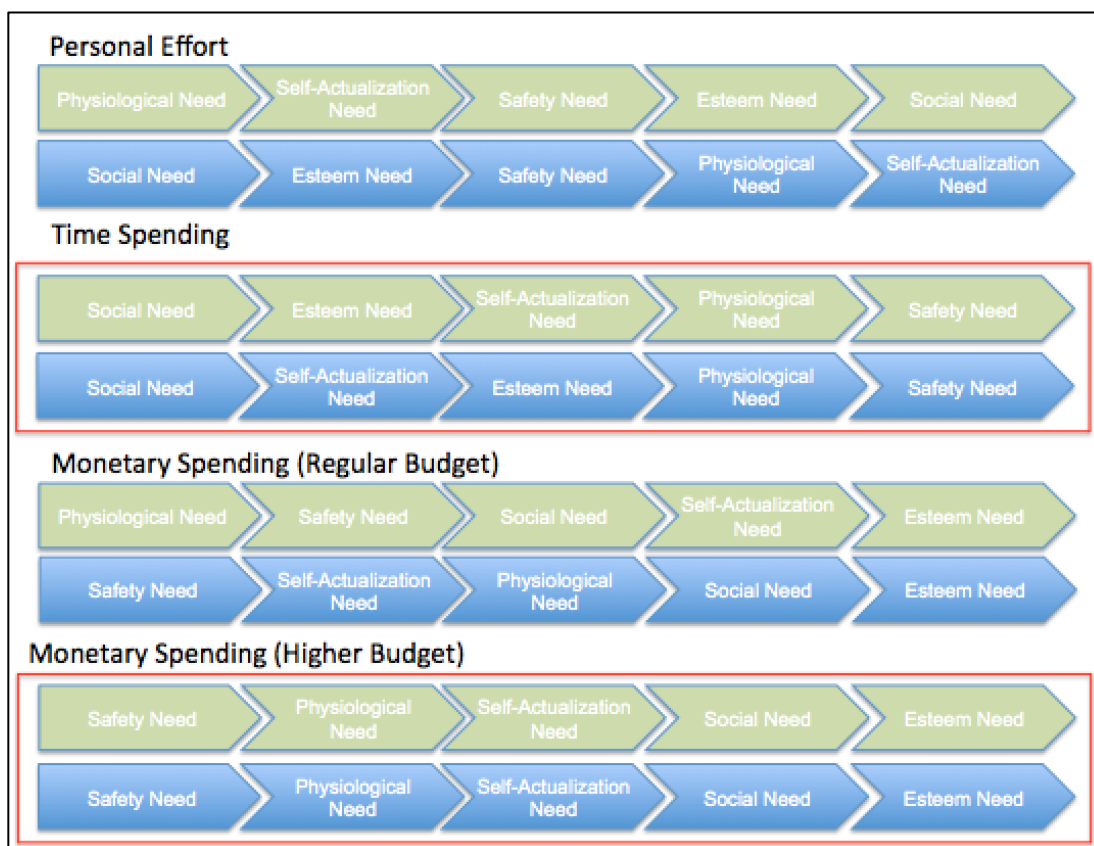


Figure 25: Cultural Ranking Comparison

The ranking of Needs based on personal efforts and monetary spending clearly show the cultural differences. Only one Need has an equal ranking. All others are differently mixed.

Based on the time spending or considering a potential higher budget the ranking shows parallels between both cultures. Only one Need has a different ranking. All others are in line with each other.

The research on the demographical view with the attribute “age” on Needs validates the above-mentioned possibility of a variable ranking of Needs. It shows that depend on the generation the priority of Needs can change.

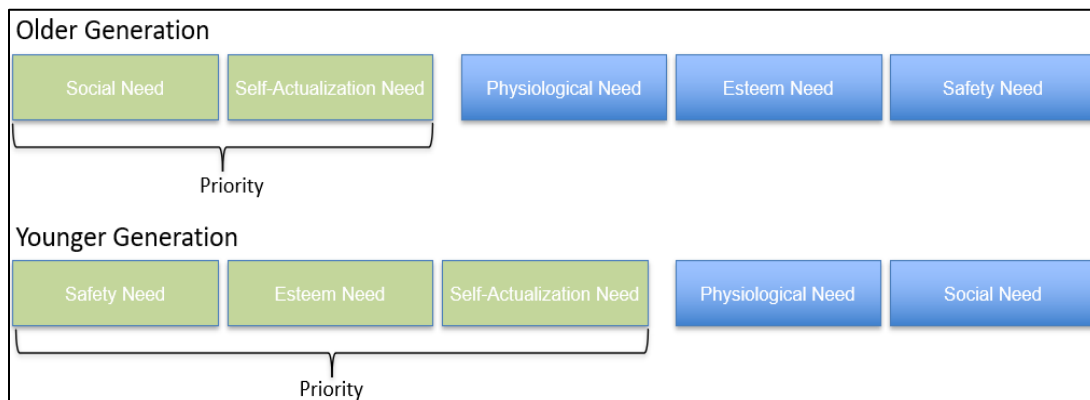


Figure 26: Age Priority Comparison

The first hypothesis is confirmed. Both examined groups of students from two different countries confirm that the Hierarchy of Needs get influenced by their culture. Their individual rankings vary and show different prioritizations.

Hypothesis 2:

- *If there was a vertical movement from one need to another need, there would also be the possibility of a horizontal movement within a Need for a satisfaction on different degrees*

German students and Indonesian students got the chance to indicate on the questionnaire their spending based on the regular monthly budget and their theoretical spending with three times higher budget.

The results of German students show a change in the item for which they spend most of their money between the regular budget spending and the higher budget

spending. More money would be spent for single items and less for other items, if students have a bigger financial range available per month. They sacrifice items and invest less money to have enough financial resources available for other items.

Indonesian students would not significantly change the spending behaviour with a more money available per month. They would still spend most of their money for the same things. Though in the total view some minor changes on the spending for items can be recognized.

The comparison of the ranking of Needs based on the regular budget (green) and the three times higher budget (blue) highlights the differences.

German students exchange the ranks of four Needs. Indonesian students only swap the rank of two Needs.

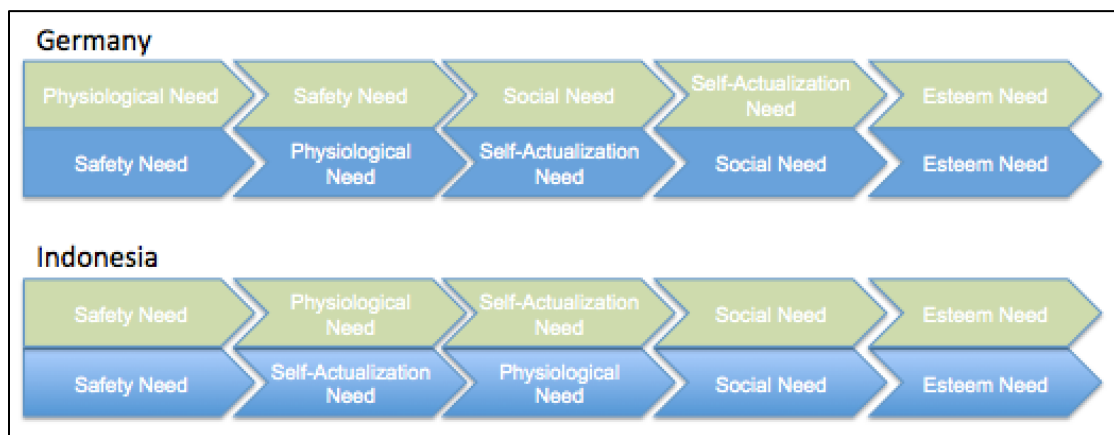


Figure 27: Monetary Ranking Comparison

Generally, it can be identified that with higher budget a lifestyle change does not take place in all cultures. Students of the Indonesian culture would grade up the lifestyle. They would keep their existing spending pattern and consume the same things, but then with an increased quantity or with an improved quality. To have enough financial room for this, the students reduce their expenditures for other things. On the other hand, students of the German culture change their personal Hierarchy of Needs. With bigger financial freedom they would not have to abstain from certain items.

The second hypothesis is confirmed. Students satisfy their Needs on different degrees depending on their prioritization and available resources.

CHAPTER V: CONCLUSION

5.1 Introduction

This research's objective was to analyse Abraham Maslow's Hierarchy of Needs. It focused on the compatibility and adaptability of his theory to different groups. All people living in the world are human beings and should be treated equally, but there are some nuances between them. People grow up in different cultures and go through different phases of life. Is Maslow's Hierarchy of Needs a stable and absolute term through life and for everybody? To look into the universality's validity, a robust and extensive investigation of the existing literature took place. Maslow's development and his way to the Hierarchy of Needs got summarized. It led to the assumption that it is defined too general and does not consider the individual person. People grow up in cultures with different beliefs and morales. During their life, people also age and priorities shift from phase to phase. This research investigated if the culture and age take influence on Maslow's Hierarchy of Needs and the satisfaction level of a Need. First, students from different cultures had to answer a questionnaire to analyse their relationship to Maslow's Hierarchy. Then the research analysed existing sources of data and how generations vary in regards of the Hierarchy.

5.2 Conclusion

The collected data from the students was valuable and provided the needed insights. The outcome showed that students from Germany (Western culture) and students from Indonesia (Eastern culture) value Needs according to their beliefs, ethics, norms and values. Both groups arranged their Needs based on other priorities and it resulted in a Hierarchy with some parallels but mainly in different constellations. Depending on their available resources, the classification of a Need's satisfaction varies from Maslow's Hierarchy, too. The compared information from the Generation Baby Boomers and Generation Millennials highlighted different focus areas in their phases of life and led to a different order of Needs.

Both analyses confirmed that Maslow's Hierarchy of Needs cannot be applied to all groups of people in the same way. It must be considered that there is an individual arrangement based on the individual prioritisation.

5.3 Contribution

The results show significant insights into the cultural and generational differences and how they can affect the prioritization of Needs. The study underlines the existing differences between cultures and how their people value something. It also explains the different generations and how they deviate from each other. The research results confirm that the existing Hierarchy of Needs from Abraham Maslow cannot be universally applied to everybody in the same way. Therefore, this work contributes important information to the current state of knowledge. Various parts of the science can make use of the outcome and implement it. Organizations and other bodies can adopt the details it to their processes and practices.

5.4 Recommendations for Future Research

This research provided insights into two countries from two cultures and into two generations. Around 200 countries exist in the world and people are segmented in eight generations; there are many opportunities for more investigations. Future research could explore the details of other countries, younger generations or groups of people clustered by various characteristics. For instances, countries north and south of the equinoctial line or people split by gender could be compared. Organizations and other bodies could be considered for a deeper analysis, too. Every following research would enlarge the understanding of the influencing factors on Abraham Maslow's original Hierarchy of Needs from many angles.

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APPENDIX A:
QUESTIONNAIRES

Um die Anonymität zu gewährleisten, schreiben Sie bitte nicht Ihren Namen oder andere persönliche Daten auf den Fragebogen.

Alle gesammelten Daten werden vertraulich behandelt und dienen nur für diese Untersuchung.

Fragen mit einer Auswahlbox benötigen nur **eine** Antwort. Bitte wählen Sie die meistzutreffende Antwortmöglichkeit aus.

Geschlecht	M <input type="checkbox"/> / W <input type="checkbox"/>
Nationalität	
Nationalität der Eltern	
Monatliches Einkommen	0 – 545 EUR <input type="checkbox"/> / 545 EUR – 1090 EUR <input type="checkbox"/> / Höher <input type="checkbox"/>

Universität	
Studienrichtung	
Abschluss	Bachelor <input type="checkbox"/> / Master <input type="checkbox"/>
Gewünschter Abschluss	Bachelor <input type="checkbox"/> / Master <input type="checkbox"/> / Ph.D. <input type="checkbox"/>

Warum studieren Sie?

Um unabhängig zu sein und mein eigenes Leben zu führen	<input type="checkbox"/>
Um die nötige Qualifikation für einen Beruf zu erlangen, mit der ich meine Familie finanziell unterstützen kann	<input type="checkbox"/>

Was ist das Ziel Ihres Studiums?

Einen gut bezahlten Beruf	<input type="checkbox"/>
Einen angesehenen Beruf	<input type="checkbox"/>
Einen Beruf mit dem ich anderen Menschen helfen kann	<input type="checkbox"/>
Die Welt zu verbessern	<input type="checkbox"/>

Warum haben Sie sich entschieden zu studieren?

Wunsch der Eltern	<input type="checkbox"/>
Freundeskreis studiert auch	<input type="checkbox"/>
Notwendigkeit für einen Beruf	<input type="checkbox"/>
Wissenserweiterung im Fachgebiet	<input type="checkbox"/>

Wie reflektieren Sie sich selbst?

Ich bin ein Student, der seine Eltern stolz macht	<input type="checkbox"/>
Ich bin ein Student, der seine Freunde neidisch macht	<input type="checkbox"/>
Ich bin ein Student, der sich weiser und besser fühlt	<input type="checkbox"/>

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<i>Wie möchten Sie eine Prüfung bestehen?</i>	
Ich lerne alles und versuche den Zusammenhang zu verstehen	<input type="checkbox"/>
Ich lerne auf Lücke und setze auf mein Glück	<input type="checkbox"/>
Ich lerne auf Lücke und versuche zu Schummeln	<input type="checkbox"/>
<i>Wie lernen Sie?</i>	
Ich lerne nur das Nötigste, um die Prüfungen zu bestehen	<input type="checkbox"/>
Ich folge interessiert den Vorlesungen und lese zusätzliche Literatur, um eine gute Note zu bekommen	<input type="checkbox"/>
Ich sammle Informationen und suche nach mehr Kenntnis in dem Fach als nötig ist	<input type="checkbox"/>
<i>Was machen Sie nach den Vorlesungen?</i>	
Ich beschäftige mich mit Dingen, die losgelöst von dem Studium sind	<input type="checkbox"/>
Ich lerne etwas und beschäftige mich anschließend mit anderen Dingen	<input type="checkbox"/>
Ich nutze meine Freizeit, um Bücher für mein Studium zu lesen	<input type="checkbox"/>
<i>Stellen Sie sich vor, es ist Freitag und am Montag findet eine wichtige Prüfung statt. Würden Sie zuhause bleiben und lernen oder auf eine angesagte Party gehen?</i>	
Ich bleibe zuhause und lerne das ganze Wochenende	<input type="checkbox"/>
Ich gehe zu der Party und lerne nur am Sonntag	<input type="checkbox"/>
<i>Ordnen Sie die Aktivitäten nach der Zeit, die Sie pro Tag dafür aufbringen würden (1-7)</i>	
Hobby	
Treffen mit der Familie	
Treffen mit den Freunden	
Sport	
Studium	
Reisen	
Arbeit	
Hans-Joachim L. Benders – Dissertation: Trade of Needs	

<i>Ordnen Sie die Bereiche nach der Höhe des Geldes, welches Sie dafür ausgeben würden (1-10)</i>	
Alkohol	
Auto	
Kleidung	
Essen & Trinken	
Hobby	
Schmuck	
Party	
Miete für die Unterkunft	
Sparen	
Sport	

<i>Wie würde sich die Ordnung ändern, wenn Sie das dreifache Einkommen hätten? (1-10)</i>	
Alkohol	
Auto	
Kleidung	
Essen & Trinken	
Hobby	
Schmuck	
Party	
Miete für die Unterkunft	
Sparen	
Sport	

Vielen Dank!

<i>Menurut Anda, bagaimana gambaran diri Anda?</i>	
Mahasiswa/i yang membuat orang tua bangga	<input type="checkbox"/>
Mahasiswa/i yang membuat teman merasa iri	<input type="checkbox"/>
Mahasiswa/i yang membuat diri menjadi lebih baik dan bijaksana	<input type="checkbox"/>

<i>Bagaimana cara Anda agar lulus ujian?</i>	
Saya mempelajari semua materi dan berusaha untuk memahaminya	<input type="checkbox"/>
Saya hanya mempelajari sedikit materi dan mengandalkan keberuntungan saya	<input type="checkbox"/>
Saya hanya mempelajari sedikit materi dan menyontek	<input type="checkbox"/>

<i>Bagaimana cara Anda belajar dalam perkuliahan?</i>	
Hanya mempelajari hal-hal yang berguna untuk lulus ujian	<input type="checkbox"/>
Mengikuti kelas dengan seksama dan membaca materi tambahan untuk memperoleh nilai yang baik	<input type="checkbox"/>
Mencari dan mengumpulkan informasi mengenai topik yang dipelajari melebihi batas kebutuhan	<input type="checkbox"/>

<i>Apa yang Anda lakukan se usai kelas?</i>	
Mengesampingkan segala hal yang berhubungan dengan kuliah dan melakukan hal lain diluar kuliah	<input type="checkbox"/>
Mempelajari sedikit materi kuliah lalu melakukan hal lain	<input type="checkbox"/>
Menggunakan waktu luang untuk membaca buku yang berhubungan dengan topik kuliah	<input type="checkbox"/>

<i>Andaikan hari ini Jumat dan akan ada tes penting pada hari Senin. Apakah Anda akan tinggal di rumah lalu belajar atau pergi berpesta?</i>	
Tinggal di rumah dan belajar sepanjang akhir pekan	<input type="checkbox"/>
Pergi berpesta dan belajar hanya pada hari Minggu	<input type="checkbox"/>

<i>Urutkan aktivitas yang tertera di bawah ini berdasarkan banyaknya waktu yang ingin digunakan dalam satu hari (1-7)</i>	
Hobi	
Kumpul bersama keluarga	
Kumpul bersama teman	
Olahraga	
Belajar	
Bepergian	
Bekerja	

Responden diminta untuk TIDAK menuliskan data pribadi dalam bentuk apapun pada lembar kuesioner ini untuk menjaga anonimitas.

Seluruh informasi yang terkumpul akan dikelola secara rahasia dan hanya akan digunakan untuk kepentingan riset peneliti.

Petunjuk khusus: Pertanyaan dengan (*select box*) pada kolom jawaban HANYA diisi SATU jawaban dengan cara diberi tanda centang (✓). Responden dimohon untuk memberi tanda pada jawaban yang paling sesuai.

Jenis Kelamin	Pria <input type="checkbox"/> / Wanita <input type="checkbox"/>
Kewarganegaraan	
Kewarganegaraan Orang Tua	
Budget per Bulan	Rp 0 – Rp 613.000 <input type="checkbox"/> Rp 613.000 – Rp 1.226.000 <input type="checkbox"/> Diatas Rp 1.226.000 <input type="checkbox"/>

Universitas	
Jurusan	
Strata	Sarjana <input type="checkbox"/> / Pasca-Sarjana <input type="checkbox"/>
Tingkat Strata Tertinggi yang Ingin Dicapai	Sarjana <input type="checkbox"/> / Pasca-Sarjana <input type="checkbox"/> / Doktor <input type="checkbox"/>

<i>Mengapa Anda memilih untuk berkuliah?</i>	
Untuk menjadi mandiri dan menjalani kehidupan saya sendiri	<input type="checkbox"/>
Untuk memperoleh pengetahuan yang diperlukan untuk bekerja dalam rangka menopang keluarga saya	<input type="checkbox"/>

<i>Apa tujuan Anda berkuliah?</i>	
Mendapatkan pekerjaan dengan gaji tinggi	<input type="checkbox"/>
Mendapatkan pekerjaan dengan jabatan tinggi	<input type="checkbox"/>
Mendapatkan pekerjaan yang bertujuan untuk membantu masyarakat	<input type="checkbox"/>
Berusaha untuk mengubah dunia	<input type="checkbox"/>

<i>Mengapa Anda memilih untuk berkuliah?</i>	
Suruhan orang tua	<input type="checkbox"/>
Ajakan teman	<input type="checkbox"/>
Dibutuhkan dalam dunia ekonomi	<input type="checkbox"/>
Saya ingin mendalami topik kuliah yang saya pilih	<input type="checkbox"/>

|

<i>Urutkan barang-barang yang tertera di bawah ini berdasarkan jumlah uang yang digunakan (1-7)</i>	
Alkohol	
Mobil	
Pakaian	
Makanan dan Minuman	
Hobi	
Perhiasan	
Pesta	
Penginapan	
Tabungan	
Olahraga	

<i>Bagaimana perubahan urutan prioritas (1-7) yang terjadi apabila Anda dapat menggunakan uang 3 kali lebih banyak pada barang yang sama?</i>	
Alkohol	
Mobil	
Pakaian	
Makanan dan Minuman	
Hobi	
Perhiasan	
Pesta	
Penginapan	
Tabungan	
Olahraga	

Terima Kasih!