



Basic Psychological Need Satisfaction and Work Engagement of Employees in Andres Bonifacio College, Inc., Dipolog City, Philippines

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Abstract— This study aimed to determine the basic psychological need satisfaction and how it affects the work engagement of Andres Bonifacio College, Inc. employees during the school year 2022-2023. A quantitative descriptive-correlational research design was employed in this study. Using frequency counting and percent, weighted mean, standard deviation, Mann-Whitney U test, Kruskal-Wallis test, and Spearman Rank-Order Correlation, data were obtained from 120 employees of Andres Bonifacio College, Inc. The study found that the respondents' perceived level of basic psychological need satisfaction is agreed upon and interpreted as satisfied. Standard deviations less than 3.0 supported a high degree of homogeneity in their responses. Moreover, the study found that the respondents perceived level of work engagement is agreed upon and interpreted as highly engaged. The study found that there existed a significant difference in the perceived level of basic psychological need satisfaction when the respondents were grouped in terms of age, position, and educational attainment, but no significant difference in the perceived level of basic psychological need satisfaction when the respondents are grouped in terms of sex, monthly income and years in service. Furthermore, data analysis also revealed a significant relationship between basic psychological need satisfaction and work engagement. This indicates that the basic psychological need satisfaction was significantly related to employees' work engagement in Andres Bonifacio College, Inc. Hence, management strategy and working environments would be enhanced to boost employee job satisfaction, psychological well-being, and engagement.

Keywords— *Basic Psychological Need Satisfaction, Work Engagement, Philippines.*

I. INTRODUCTION

Maintaining and enhancing well-being is a universal plan for every employee. Improving organizational performance has no single solution because many aspects of human factors cause organizational performance. The performance of the organization depends on its employees who are working for the objectives of the organization. However, employees' psychological needs dissatisfaction could lead to organizational cynicism, leading to poor work engagement, low morale, high absenteeism, turnover, disillusionment, job dissatisfaction, and fewer citizenship behaviors. Lack of physiological needs can affect the well-being of psychological conditions (Abun & Magalanez, 2018). Furthermore, when employees get frustrated, it can result in work goals being followed by

feelings of emptiness, disappointment, and demotivation (Vansteenkiste & Ryan, 2013). Hence, disengaged employees become disconnected from their jobs and conceal their fundamental identities and ideas, leading to negative emotions during the performance of duties (Lovina, Genuba, & Naparota, 2020).

Self-determination theory emphasizes the importance of essential psychological needs satisfaction for optimal functioning and ongoing psychological growth. These needs indicate the necessary conditions for psychological well-being, and satisfying employees' needs such as psychological and physiological, which lead to the most optimal functioning. Autonomy, competence, and relatedness influence an employee's level of intrinsic motivation on a given task (Havik, Bru, & Ertesvåg, 2015).

Moreover, work engagement can be characterized by energy, involvement and positive interaction in the workplace and is regarded as an important concept for enhancing employees' recruitment and retention (Abarantyne, Naidoo, & Rugimbana, 2019).

Work engagement correlated to so many studies with different factors. Hassan and Al-Jubari (2015) who indicated that basic psychological need satisfaction and work engagement were significantly correlated. Hence, confirmed that basic psychological need satisfaction (autonomy, relatedness, competence, and work engagement) were significantly related. However, study revealed that basic psychological need satisfaction were not significantly related with each other (Nishimura & Suzuki, 2016).

Previous foreign and local studies such as Abun et al. (2020) and Abun et al. (2019) with distinct samples examined the accumulated antecedents and consequences of basic psychological need satisfaction at work. In addition, the study showed that various social-contextual factors had been examined concerning the basic psychological needs, such as autonomy, competence, and relatedness among private and government employees. As for basic psychological need satisfaction and work engagement, the same meta-analysis concluded that this concept needs further research because it has not received much attention in the City of Dipolog, Province of Zamboanga del Norte. However, the studies differ in scope and limitation because the various studies focused on different sectors. In contrast, the present study focused on educational sector employees of Andres Bonifacio College, Inc., Dipolog City. This study on basic psychological need satisfaction and work engagement are significant for it would help assess the present situation of the employees of Andres Bonifacio College, Inc.

Theoretical Framework

This study is anchored on Self-Determination Theory by Deci and Ryan and Work Engagement Theory of

Khan. These are considered the most relevant theories to lay a solid foundation to support this study.

Deci and Ryan (1985, 2000) developed the Self-Determination Theory. SDT is a motivation theory that examines people's functioning in adaptive and maladaptive contexts. The idea that all people have three universally basic psychological needs—autonomy, competence, and relatedness—and the satisfaction of meeting these needs is at the heart of SDT. To be autonomous, a person must be able to choose their life direction, have psychological freedom when engaging in a task, and feel effective and capable of achieving their goals. Being competent involves feeling capable of completing tasks and achieving goals. Finally, relatedness refers to the requirement for developing close relationships and feeling like a member of a community or group. Therefore, fulfilling basic psychological needs and frustration can become a problem for the organizational objectives and performance.

The SDT theory posits the existence of three basic psychological needs: autonomy, relatedness, and competence. The satisfaction of these psychological needs is universally essential for human thriving. In contrast, when these needs get frustrated, maladjustment and even psychopathology results (Ryan & Deci, 2017; Vansteenkiste & Ryan, 2013) SDT views humans as active, growth-oriented organisms with an inherent integrative tendency. Satisfaction of the basic psychological needs for autonomy, relatedness, and competence is said to function as a fundamental nutrient that energizes the integration process and contributes to the health and psychological well-being. Recently, it has been recognized that beyond measuring need satisfaction versus the lack thereof, needs can be actively blocked or thwarted. Whereas low need fulfillment would fail to foster the growth potential of individuals, the frustration of these needs would elicit defensiveness, ill-being, and even psychopathology (Bartholomew et al. 2011; Ryan et al. 2006; Vansteenkiste & Ryan 2013).

Conceptual Framework

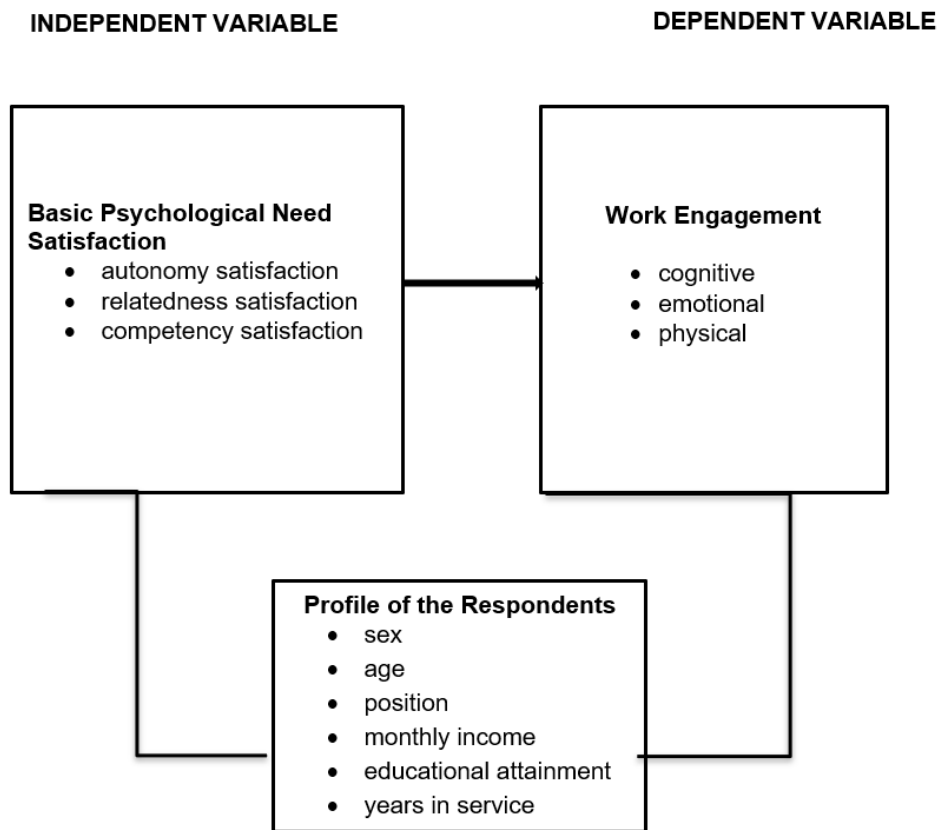


Fig.1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the basic psychological need satisfaction and how it affects the work engagement of employees in Andres Bonifacio College, Inc. during the school year 2022-2023.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 sex;
 - 1.2 age;
 - 1.3 position;
 - 1.4 monthly income;
 - 1.5 educational attainment; and
 - 1.6 years in service?
2. What is the perceived level of basic psychological need satisfaction of employees in terms of:
 - 2.1 autonomy satisfaction;
 - 2.2 relatedness satisfaction; and
 - 2.3 competency satisfaction?
3. What is the perceived level of work engagement of employees in terms of:
 - 4.1 cognitive;
 - 4.2 emotional; and
 - 4.3 physical?

4. Is there a significant difference in the perceived level of basic psychological need satisfaction of the respondents when analyzed according to profile?
5. Is there a significant difference in the perceived level of work engagement of the respondents when analyzed according to profile?
6. Is there a significant relationship between basic psychological need satisfaction and work engagement?

II. LITERATURE

Basic Psychological Need Satisfaction

The concept of basic psychological needs satisfaction is a significant predictor of individual function in life. Moreover, basic psychological need satisfaction is closely associated with the Self-Determination Theory (SDT). Satisfaction of individuals' basic psychological needs has a direct and positive influence on their level of satisfaction with life (Silman, 2014). The Self-Determination Theory describes the impact of social environments on employees' motivation, behavior, and well-being by focusing on fundamental aspects of personality development, self-regulation, and basic psychological needs (Schutte, Wissing, & Ellis, 2018). Basic psychological need satisfaction is the essential

nutrient for motivation in human beings (Tiwari & Garg, 2019).

Autonomy Satisfaction

Gagne (2015) autonomy is defined as acting with a sense of will, support, and decision. People act according to their approval, volition, or free will when they have this kind of need, which is an intrinsic motive. However, the social environment must encourage this independence by neither administering punishment nor praise. The growth of autonomy can be hampered by external factors like enforcing deadlines since they limit, regulate, and lower intrinsic motivation. Nishimura and Suzuki (2016) autonomy satisfaction refer to the feeling of being the perceived origin or source of one's behavior and the experience of full self-determination when committing to an activity. The need for autonomy signifies people's innate longing for purposive striving to perform and, experience a free will of choice and have psychological freedom when carrying out an activity (Tiwari & Garg, 2019).

Relatedness Satisfaction

Relatedness satisfaction refers to the experience of intimacy and genuine connection with others (Nishimura & Suzuki, 2016). Relatedness is that human beings long for connection to other people, to be related to other people, to develop personal relationships, and want to be cared for to be loved. Relatedness equates to the social and external esteem needs such as relationships or involvement with friends, family, and co-workers. Each individual has a social need to develop a social relationship with as many people as possible (Abun & Magalanez, 2018). Relatedness in the workplace builds bonds with others, connecting on similarities in how people socialize, think, and behave. Relatedness refers to having a sense of belonging among employees and building meaningful and fulfilling relationships. Employees' relatedness at work can affect their motivation and desire to do their job well and impact retention rates (Crace, 2020).

Competency Satisfaction

Competency satisfaction involves feeling effective in one's ongoing interactions with the social environment and being capable of expressing one's capacities and achieving positive outcomes (Nishimura & Suzuki, 2016). Competence is also known as mastery which is defined as having knowledge or skills in a particular subject or accomplishment. Humans need to learn and grow both personally and professionally. The desire to improve at something fuels one's motivation to be better, do more, and be rewarded for achieving their goals. It is the organization's responsibility to ensure there are programs and opportunities to develop their skills and reward employees for their accomplishments (Crace, 2020). The need for

competence is defined as an individual's inherent desire to feel effective in interacting with the environment (Tiwari & Garg, 2019).

Work Engagement

Work engagement means harnessing organizational members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances. It means that people are integrated into their work; there is no separation between personal selves and the work. Work engagement as a two-dimensional construct to include attention in terms of time spent thinking about one's role at work and absorption in terms of the intensity of one's focus on a role at work (Abun, Magallanes, Foronda, & Encarnacion, 2020). On the other hand, work engagement refers to three characteristics: vigor, dedication, and Absorption. Vigor is characterized by high energy dedicated to the work and mental resilience while working—the willingness to invest effort in one's work. The dedication was characterized as “a sense of significance, enthusiasm, inspiration, pride, and challenge. And Absorption was characterized as “being fully concentrated and deeply engrossed in one's work, whereby time passes quickly (Lovina, Genuba, & Naparota, 2020).

III. METHODOLOGY

Method Used

The study included survey and descriptive-correlational research methods. The survey method was employed since the researchers' gathered data through a questionnaire checklist of basic psychological need satisfaction and level of work engagement. Creswell and Guetterman (2019) defined a survey as a research method used for collecting data from a predefined group of respondents to gain information and insights on various topics of interest. On the other hand, correlational research is a type of non-experimental research method in which a researcher measures variables, understands, and assesses the statistical relationship between them with no influence from any extraneous variable (Bhat, 2019). A correlational analysis was performed to determine the significant relationship between basic psychological need satisfaction and work engagement.

Research Instrument

The questionnaire used in the study consisted of three parts; 1) Basic Psychological Need Satisfaction Scale (BPNSS) adopted from (Abun, D., Magallanez, T., Foronda, S. L. G. L., & Agoot, F., 2019) consists of twelve (12) items divided into three (3) indicators, namely: Autonomy Satisfaction, Relatedness Satisfaction and

Competency Satisfaction; 2) Work Engagement Scale (WES) adopted from (Abun, D., Menor, R. I., Catabagan, N. C., Magallanes, T., & Ranay, F. B. (2021) consists of fifteen (15) items divided into three (3) indicator, namely: Cognitive, Emotional and Physical.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of data gathered.

Frequency Counting and Percent. They are used to determine the profile of the respondents in terms of sex,

age, educational attainment, position and years of experience.

Weighted Mean. This is used to quantify the respondents’ ratings on the Basic Psychological Need Satisfaction and Work Engagement. Presented below are the scoring guide in giving qualitative description and interpretation of the responses of the items in Basic Psychological Need Satisfaction and Work Engagement.

Basic Psychological Need Satisfaction

Scale	Description	Interpretation
4.21-5.00	Strongly Agree	Very satisfied
3.41-4.20	Agree	Satisfied
2.61-3.40	Somewhat Agree	Somewhat Satisfied
1.81-2.60	Disagree	Dissatisfied
1.00-1.80	Strongly Disagree	Very Dissatisfied

Work Engagement

Scale	Description	Interpretation
4.21-5.00	Strongly Agree	Very Highly Engaged
3.41-4.20	Agree	Highly Engaged
2.61-3.40	Somewhat Agree	Moderately Engaged
1.81-2.60	Disagree	Low Engaged
1.00-1.80	Strongly Disagree	Very Low Engaged

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employees scores where $SD \leq 3$ is homogenous and $SD > 3$ is heterogeneous (Aiken & Susane, 2001; Refugio, Galleto, & Torres, 2019).

Mann-Whitney U Test. This is used to test the difference in workplace wellbeing and work engagement when respondents are grouped in terms of sex and position.

Kruskal-Wallis Test. This is used to test the difference in workplace wellbeing and work engagement

when respondents are grouped in terms of age, years of experience and educational attainment.

Spearman Rank-Order Correlation. This is used to determine the correlation between Basic Psychological Need Satisfaction and Work Engagement. The following guide in interpreting the correlation value suggested by Cohen, West, and Aiken (2014) was utilized in this study:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
0.0	No correlation	

IV. RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 2. Profile of Respondents in Terms of Sex

Sex	Frequency	Percent
Male	44	36.67
Female	76	63.33
Total	120	100.00

Table 2 shows the profile of the respondents in terms of sex. Seventy-six (76) or 63.33% are females while forty-four (44) or 36.67% are males. This implies that the majority of the respondents are females. This further implies that females are more interested in teaching than males. The current survey statistics was identical to Olafsen, Halvari, and Frølund (2021) study, which indicated that 54.4 percent of employees were females. Liebenberg, Scholtz, and De Beer (2022) also discovered that 78.80 percent employees were females.

Table 3. Profile of the Respondents in Terms of Age

Age	Frequency	Percent
21-30	69	57.50
31-40	21	17.50
41-50	6	5.00
51 & above	24	20.00
Total	120	100.00

Table 3 depicts the profile of the respondents in terms of age. Sixty-nine (69) or 57.50% are 21-30 years old, twenty-four (24), or 20% are 51 years and above, twenty-one (21), or 17.50% are 31-40 years old, and only six (6) or 5% are 41-50 years old. This means that majority of the respondents are 21-30 years old. This further implies that the employees at Andres Bonifacio College, Inc. are having a high level of turn-over of employees. The finding is contrary to Olafsen, Halvari, and Frølund (2021) study, which discovered that most employees were between 35–49 years, considered adulthood accounting for 44.0%, while Under 27.6% were under 34 years and 50 years, and over is 28.4 percent, considered old ages.

Table 4. Profile of the Respondents in Terms of Position

Position	Frequency	Percent
Teaching	92	76.67
Non-teaching	28	23.33
Total	120	100.00

Table 4 reveals the profile of the respondents in terms of position. Nine-two (92) or 76.67%, are teaching,

while twenty-eight (28), or 23.33%, are non-teaching. This means that majority of the respondents are in the teaching position. This can be attributed to the fact that in an educational institution, majority of the positions are teaching while only a few are open for non-teaching. The current data backs up Kawasaki (2019) study, which indicated that about 56.2% of employees belonged to academic positions, and 43.8% belonged to other positions.

Table 5. Profile of the Respondents in Terms of Monthly Income

Monthly Income	Frequency	Percent
Below 10,000	9	7.50
10,001-15,000	63	52.50
15,001-20,000	21	17.50
20,001-25,000	16	13.33
25,001 & above	11	9.17
Total	120	100.00

Table 5 illustrates the profile of the respondents in terms of monthly income. Sixty-three (63) or 52.50% are earning monthly income of 10,001-15,000. Twenty-one (21) or 17.50% are receiving a monthly income of 15,001-20,000, and only nine (9) or 7.50% are receiving a monthly income of below 10,000. This indicates that the majority of the respondents are receiving a monthly income of 10,001-15,000. The current survey statistics were identical to Batugal (2019) study, which indicated that 41.09% of employees received a salary of Php 15 000 and below. However, the National Wages and Productivity Commission Department of Labor and Employment Philippines indicated that the average monthly wage of full-time workers in education Philippines, as of August 2018, is Php 26,816 for University and Higher Education teachers (DOLE, 2018).

Table 6. Profile of the Respondents in Terms of Educational Attainment

Educational Attainment	Frequency	Percent
College Graduate	43	35.83
College Graduate w/ Masteral Units	46	38.33
Masteral Degree	22	18.33
Master's Degree, w/ Doctoral Units	4	3.33
Doctoral Degree	5	4.17
Total	120	100.00

Table 6 displays the profile of the respondents in terms of educational attainment. Forty-six (46) or 38.33% are college graduates with master's units, forty-three (43), or 35.83% are college graduates, twenty-two (22) or 18.33% are master's degree holders, four (4), or 3.33% are master's degree holders with doctoral units, and five (5) are doctoral degree holders. This suggests that only a few of the respondents pursue graduate studies. This can be attributed to the fact that the majority of the respondents are still young and new in the service. The finding is contrary to Kassaw and Golga (2019) study, which discovered that 66.10 percent of employees earned a Masteral degree, 15.30 percent of employees earned a bachelor's degree, and 18.60 percent earned a doctoral degree.

Table 7. Profile of the Respondents in Terms of Years in Service

Years in Service	Frequency	Percent
5 years & below	73	60.83

6-10 years	18	15.00
11-15 years	8	6.67
16 years & above	21	17.50
Total	120	100.00

Table 7 portrays the profile of the respondents in terms of years in service. Seventy-three (73) or 60.83% are in the service for five years and below, twenty-one (21) or 17.50% are in the service for 16 years and above, eighteen (18) or 15.00% are 6-10 years in service, and only eight (8) or 6.67% are 11-15 years in the service. This signifies that the majority of the respondents are 5 years and below in the service. This further signifies that they are still new in the service. The finding is supported by Ahmad, Jasimuddin, and Kee (2018), who indicated that 35.2 percent of employees have a long service history.

Basic Psychological Need Satisfaction

Table 8. Perceived Level of Basic Psychological Need Satisfaction

A. Autonomy Satisfaction	Mean	SD	Description	Interpretation
1. At work, I feel a sense of choice and freedom in the things I undertake	4.10	0.73	Agree	Satisfied
2. I feel that my decisions on my job reflect what I really want	4.13	0.67	Agree	Satisfied
3. I feel my choices on my job express who really, I am	4.24	0.74	Strongly Agree	Very Satisfied
4. I feel I have been doing what really interests me in my job	4.18	0.71	Agree	Satisfied
B. Relatedness Satisfaction				
1. I feel that the people I care at work about also care about me	3.96	0.86	Agree	Satisfied
2. I feel connected with people who care for me at work and for whom I care at work	4.06	0.82	Agree	Satisfied
3. At work, I feel close and connected with other people who are important to me	4.10	0.93	Agree	Satisfied
4. I experience a warm feeling with the people I spend time with at work	4.26	0.85	Strongly Agree	Very Satisfied
C. Competency Satisfaction				
1. I feel confident that I can do things well on my job	4.25	0.61	Strongly Agree	Very Satisfied
2. At work, I feel capable at what I do When I am at work, I feel competent to achieve my goals	4.23	0.63	Strongly Agree	Very Satisfied
3. When I am at work, I feel competent to achieve my goals	4.18	0.67	Agree	Satisfied
4. In my job, I feel I can successfully complete difficult task	4.21	0.71	Strongly Agree	Very Satisfied
Overall Mean	4.16	0.75	Agree	Satisfied

Table 8 reflects the perceived level of basic psychological need satisfaction. The respondents are very satisfied in terms of their experience with the people they spend time with in their work, they feel confident that they can do things well in their job, and they also feel that their choices on their job express who they really are, and in their job, they feel they can successfully complete a difficult job. The statement “I feel that the people I care at work about also care about me” obtained the lowest mean of 3.96 but is still interpreted as satisfied. Overall, the respondents are satisfied with their respective work assignments (mean=4.16, SD=0.75). The standard deviation shows the

homogeneity of the responses. This finding conveys that the teaching and nonteaching personnel of Andres Bonifacio College, Inc. are satisfied in terms of basic psychological need satisfaction. The current data backs up Abun, Magallanez, Foronda, and Agoot (2019) study, which found that overall, employees’ basic psychological need satisfaction is considered high. They further indicated that employees agree that their autonomy, relatedness, and competency needs are satisfied.

Work Engagement

Table 9. Perceived Level of Work Engagement

Work Engagement	Mean	SD	Description	Interpretation
A. Cognitive				
1. My mind is often full of ideas about my work	4.18	0.58	Agree	Highly Engaged
2. My mind is fully engaged with my work	4.13	0.72	Agree	Highly Engaged
3. I have an idea about how to perform my work better	4.27	0.67	Strongly Agree	Very Highly Engaged
4. I search for new ways to improve my knowledge related to my work	4.48	0.56	Strongly Agree	Very Highly Engaged
5. My thoughts are fully focused when thinking about my work	4.03	0.78	Agree	Highly Engaged
B. Emotional				
1. I feel very delighted about what I am doing whenever I am working	4.13	0.74	Agree	Highly Engaged
2. I am excited to do my work	4.16	0.73	Agree	Highly Engaged
3. I feel good about the work that I do	4.28	0.62	Strongly Agree	Very Highly Engaged
4. I am always very enthusiastic to perform my work	4.07	0.70	Agree	Highly Engaged
5. I feel very happy when I carry out my responsibilities at work	4.19	0.67	Agree	Highly Engaged
C. Physical				
1. No matter how much I work, I still have a high level of energy	3.71	0.99	Agree	Highly Engaged
2. I have a great deal of stamina for my work	3.87	0.77	Agree	Highly Engaged
3. I have a lot of energy for my work	3.89	0.83	Agree	Highly Engaged
4. I am frequently energized by my work	3.86	0.79	Agree	Highly Engaged
5. Though my work is physically challenging, I am still excited to do	3.93	0.94	Agree	Highly Engaged
Overall Mean	4.08	0.77	Agree	Highly Engaged

Table 10 conveys the perceived level of work engagement. The result shows that the respondents are very highly engaged in terms of “I search for new ways to improve my knowledge related to my work” and “I have an idea about how to perform my work better” for cognitive work engagement and “I feel good about the work that I do” for

emotional work engagement. The respondents are highly engaged in terms of physical work engagement. Overall, the respondents are highly engaged (mean=4.08, SD=0.77) in their respective work assignments. The standard deviation also manifests that there exists homogeneity of the responses. This finding implies that the teaching and

nonteaching personnel of Andres Bonifacio College, Inc. are highly engaged in their respective work assignment. The finding is contrary to Abun, Menor, Catabagan, Magallanes, and Ranay, (2021) study, which found that the work engagement of employees of the Divine Word Colleges in the Ilocos region is considered high but not very high. Abun,

Magallanez, Foronda, and Agoot (2019) also discovered that employees have a high work engagement.

Test of Difference in the Perceived Level of Basic Psychological Need Satisfaction

Table 10. Test of Difference in the Perceived Level of Basic Psychological Need Satisfaction

Variable	U-Value	H-Value	p-value	Interpretation
Sex	1441.500		0.193	Not Significant
Age		9.361	0.025	Significant
Position	810.500		0.002	Significant
Monthly Income		8.538	0.074	Not Significant
Educational Attainment		14.694	0.005	Significant
Years in Service		5.929	0.115	Not Significant

Table 11 presents the test of difference in the perceived level of basic psychological need satisfaction when respondents are grouped in terms of profile variables using the Mann-Whitney U-Test and Kruskal-Wallis H-Test. The result reveals that there is no significant difference in the perceived level of basic psychological need satisfaction when respondents are grouped in terms of sex, monthly income, and years in service. There exists a significant difference in the perceived level of basic psychological need satisfaction when respondents are grouped in terms of age (H=9.361, p=0.025), position (U=810.500, p=0.002), and educational attainment (H=14.694, p=0.005). Thus, the null hypothesis is rejected. This means that how respondents of different age brackets, positions, and educational attainment, perceive basic need satisfaction significantly differ. This further means that the respondents' perception of basic psychological need satisfaction is affected by their age, position, and educational attainment. When data on age and educational attainment are subjected to post hoc analysis using pairwise comparison and Mann-Whitney U-Test, it yielded that the differences when respondents are grouped in terms of age exist between 21-30 years old and 41-50 years old while in terms of educational attainment,

the differences exist between college graduates and master's degree graduates, college graduates and doctoral degree graduates, college graduates with master's units and master's degree graduates, college graduates with master's units and doctoral degree graduates, and between master's degree graduates and doctoral degree graduates.

The current data backs up Lataster et al. (2022) study, which indicated that sex has no significant impact on basic psychological need satisfaction. However, the present data contradicts Lataster et al. (2022) study, which stated that monthly income significantly impacts basic psychological needs. In addition, Betoret (2013) also discovered that years in service greatly influence psychological needs satisfaction. Stan and Virgã (2021) also found that the length of service affects basic psychological satisfaction. Moreover, the current data backs up Lataster et al. (2022) study, which indicated that age, position, and educational attainment positively influence basic psychological need satisfaction.

Test of Difference in the Perceived Level of Work Engagement

Table 11. Test of Difference in the Perceived Level of Work Engagement

Variable	U-Value	H-Value	p-value	Interpretation
Sex	1521.00		0.391	Not Significant
Age		5.701	0.127	Not Significant
Position	822.000		0.003	Significant
Monthly Income		10.541	0.032	Significant

Educational Attainment	10.015	0.040	Significant
Years in Service	4.840	0.184	Not Significant

Table 13 reflects the test of difference in the perceived level of work engagement when respondents are grouped in terms of profile variables using the Mann-Whiney U-Test and Kruskal-Wallis H-Test. The data manifest that there is no significant difference in the perceived level of work engagement when respondents are grouped in terms of sex, age, and years in service. There exists a significant difference in the perceived level of work engagement when respondents are grouped in terms of position ($U=822.00$, $p=0.003$), monthly income ($H=10.541$, $p=0.032$), and educational attainment ($H=10.015$, $p=0.040$). Thus, the null hypothesis is rejected. This entails how respondents of different positions, monthly income levels, and educational attainment perceived work engagement significantly differ. This implies that the respondents' perception of work

engagement is significantly affected by their positions, monthly income levels, and educational attainment. The current data contradicts Landqvist and Schad (2021) study, which found that age, sex, and year of experience influence work engagement. Wang, Chen, Duan, and Du (2018) discovered that educational attainment and job position impact working engagement. However, Heniel and Naparota (2021) study indicated no significant difference in the perceived level of Work Engagement when respondents were grouped as to monthly income.

Test of Relationship between the Perceived Levels of Basic Psychological Need Satisfaction, Basic Psychological Need Frustration and Work Engagement

Table 12. Relationship between Basic Psychological Need Satisfaction, Basic Psychological Need Frustration and Work Engagement

Basic Psychological Need	Spearman's rho and p-value	Work Engagement	Interpretation
Satisfaction	Spearman's rho	0.566	Significant High Positive Correlation
	p-value	< 0.001	
	p-value	.085	

Table 14 reveals the test of the relationship between the perceived levels of basic psychological need (satisfaction and frustration) and work engagement using Spearman's rho. The results convey that there is no significant relationship between the perceived levels of basic psychological need frustration and work engagement (spearman rho=-0.158, $p=0.085$). There exists a significantly high positive correlation between basic psychological need satisfaction and work engagement (Spearman rho=0.566, $p< 0.001$). Thus, the null hypothesis is rejected. This implies that as the level of basic psychological need satisfaction increases, the level of work engagement also increases. This further implies that work engagement is significantly affected by basic psychological need satisfaction.

engagement. Furthermore, it reveals that, as a whole, basic psychological need frustration does not correlate with working engagement (Abun, Magallanez, Foronda, & Agoot, 2019). Gil-Flórez, Llorens, Acosta-Antognoni, and Salanova (2022) indicated that basic psychological need frustration is negatively related to work engagement.

V. CONCLUSIONS

The study concludes that the employees polled have a strong awareness of psychological well-being and control of their emotions over satisfaction and engagement. They also have a high level of essential psychological need satisfaction over their own and others' emotions. Likewise, the study concludes that employees work with freedom, confidence, and competence in their jobs and have connectivity with their co-employees. This indicates that overall, employees' basic psychological need satisfaction is considered high. In addition, employees with a high level of work engagement also have happy emotional feelings and

The finding is supported by Abun et al. (2019), who indicated that Autonomy, competence, and relatedness satisfaction were significantly associated with work engagement. Taken them singly, Autonomy, relatedness, and competence need satisfaction are all correlated to work

are physically energized and mindfully engaged in their work tasks. Moreover, those with a high level of essential psychological need satisfaction have a high level of engagement in their work. This indicates that work engagement is influenced by psychological well-being satisfaction. Furthermore, those with the highest levels of psychological need satisfaction are also the ones who are the most engaged in their work. Finally, the employees' working environment and psychological well-being are well and pleasing because the employees' engagement is unbothered by psychological well-being.

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