Basic Psychological Need Frustration and Work Engagement of Employees in Andres Bonifacio College, Inc.

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Abstract— This study aimed to determine the basic psychological need for frustration 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 discovered that the respondents' perceived level of basic psychological need frustration is not Frustrated. 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 highly engaged. The study found a significant difference in the perceived level of basic psychological need frustration when the respondents were grouped in age, position, and educational attainment. However, there is no significant difference in the perceived level of basic psychological need frustration when the respondents are grouped in terms of sex, monthly income, and years of service. Furthermore, there is no significant relationship between basic psychological needs, frustration, and work engagement. This indicates that the basic psychological need frustration was not 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 Frustration, Work Engagement, Philippines

I. INTRODUCTION

The employee adheres to a standard plan for maintaining and improving well-being. There is no one approach to enhancing organizational performance because there are numerous human factors that influence organizational performance. Employees that are working toward the organization's goals are what determine the performance of the company. The frustration of employees' psychological demands, however, may result in organizational cynicism, negatively affecting employee morale, attendance rates, attrition, disillusionment, and citizenship behaviors. Psychological problems might suffer from unmet physiological needs (Abun & Magalanez, 2018). Additionally, when workers become irritated, it may lead to emotions of emptiness, disillusionment, and demotivation in the wake of job goals (Vansteenkiste & Ryan, 2013). As a result, disengaged workers drift away from their occupations and hide their true selves and ideologies, which causes negative feelings to surface while performing tasks (Lovina, Genuba, & Naparota, 2020).

The importance of psychological well-being for optimal functioning and continual psychological growth is emphasized by self-determination theory. These demands reflect the necessary conditions for psychological well-being and satisfying employees' psychological needs, which leads to the most optimal functioning. Employee intrinsic motivation is influenced by autonomy, competence, and relatedness (Havik, Bru, & Ertesvg, 2015). Furthermore, work engagement is the presence of energy, involvement, and good interaction in the workplace. Therefore, it is

essential to improve employee recruitment and retention (Abarantyne, Naidoo, & Rugimbana, 2019).

Work engagement has been linked to a variety of research and circumstances. For example, according to Hassan and Al-Jubari (2015), basic psychological needs and frustration were substantially connected. As a result, essential psychological needs, frustration, and work engagement were substantially linked (Abun, Magallanez, Foronda, & Agoot, 2019). However, the study found that basic psychological needs, frustration, and each other were not significantly associated (Nishimura & Suzuki, 2016).

Previous international and local studies with various samples studied the compounded antecedents and repercussions of basic psychological needs and frustration at work (Abun et al. 2020; Abun et al. 2019). Furthermore, the study revealed that many social-contextual aspects addressing basic psychological requirements, such as autonomy, competence, and relatedness, had been investigated among private and government employees. The same meta-analysis found that basic psychological needs, frustration, and work engagement require further research because it has gotten less attention in the City of Dipolog, Province of Zamboanga del Norte. However, the scope and limitations of the studies vary because the numerous studies focused on different areas. On the other hand, the current research concentrated on the educational sector personnel of Andres Bonifacio College, Inc., Dipolog City. Therefore, this study on basic psychological needs, frustration, and work engagement are crucial, since, it will help assess the current status of Andres Bonifacio College, Inc. personnel.

Theoretical Framework

Deci and Ryan (1985) 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 & Deci. 2006; Vansteenkiste & Ryan 2013).

Statement of the Problem

This study aimed to determine the basic psychological need frustration 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 frustration of employees in terms of:
   3.1 autonomy frustration;
   3.2 relatedness frustration; and
   3.3 competency frustration?
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 frustration 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 frustration and work engagement?
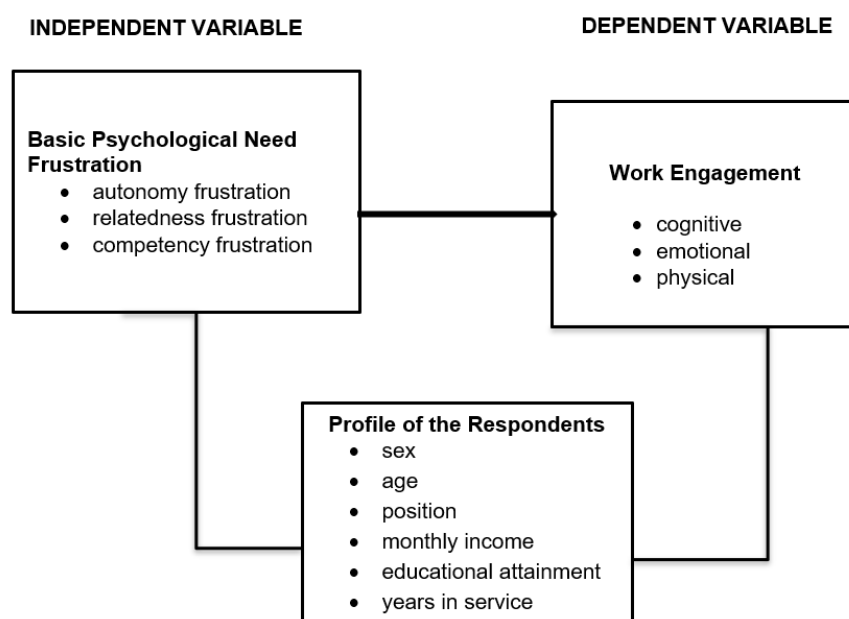
INDEPENDENT VARIABLE   **DEPENDENT VARIABLE**

Fig.3. Conceptual Framework of the Study

II.   LITERATURE

Basic Psychological Need Frustration

Self-Determination Theory posits that the mechanism explaining positive psychological outcomes also explains the darker side of people's functioning, which is associated with ill-being and adverse effects such as burnout and poor performance through the frustration or thwarting of the three basic needs (Vansteenkiste & Ryan, 2013). Combined frustration with the satisfaction of basic needs to shed light on how positive and negative personal psychological outcomes are produced: need thwarting induces adverse effects such as burnout, and needs satisfaction influences positive outcomes such as work engagement (Huyghebaert, Gillet, Lahiani, Dubois-Fleury, & Fouquereau, 2018). Basic Psychological Need frustration may even induce negative compensatory behaviors such as loss of self-control, display of rigid behavioral patterns, and oppositional defiance (for an overview of studies into the separate effects of needs satisfaction and needs thwarting or frustration (Vansteenkiste & Ryan, 2013).

Autonomy Frustration

Autonomy frustration represents a feeling of being controlled and pressured. Competence satisfaction involves feeling effective and capable at work, to bring about desired outcomes, and to manage various challenges (Baka, Szulawski, Prusik, & Najmiec, 2022). Autonomy frustration represents a feeling of being controlled and pressured (Ryan & Deci, 2017). Autonomy frustration would have a long-term negative influence, as it reduces

one's motivation and attention levels in a subsequent activity out of the primary thwarting context (Fang, Wan, Zheng, & Meng, 2020). Further confirmed that the negative effect of autonomy frustration can be far-reaching and may spread to subsequent irrelevant tasks. In addition, one of our major contributions is the finding that control causality orientation would aggravate the spillover effect of autonomy frustration (Ryan & Deci, 2017).

Relatedness Frustration

Relatedness frustration denotes feelings of loneliness, ostracism or rejection. Employees who feel part of a team and feel free to express their   work-related and personal troubles are more likely to have their need for relatedness fulfilled than employees who feel lonely and lack confidants at work (Baka, Szulawski, Prusik, & Najmiec, 2022). Relatedness frustration denotes feelings of loneliness, ostracism or rejection (Ryan & Deci, 2017). Need frustration marks a highly positive impact on the stress level because stress is created when the employee's basic needs are not fulfilled. Need frustration would automatically lead to stress because if an employee is not satisfied with the workplace and due to specific reasons he/she has to continue, then it would affect the mental health because these harmful workplace conditions are creating a massive level of stress in employee (Li, Ivarsson, Lam, & Sun, 2019).

Competency Frustration

Competency frustration denotes a feeling of inadequacy and failure at the tasks one is responsible for. The experience of need frustration at work was associated

with higher levels of work-related stress, which predicted higher levels of somatic symptoms, emotional exhaustion, and absence due to sickness. (Olafsen, Niemiec, Halvari, & Williams, 2017). Competency frustration denotes a feeling of inadequacy and failure at the tasks one is responsible for (Ryan & Deci, 2017).

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). 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 frustration 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 frustration and work engagement.

Research Instrument

The questionnaire used in the study consisted of three parts; 1.) Basic Psychological Need Frustration Scale (BPNFS) 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 Frustration, Relatedness Frustration and Competency Frustration; 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 in service.

Weighted Mean. This is used to quantify the respondents' ratings on the Basic Psychological Need Frustration 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 Frustration and Work Engagement.

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 in service and educational attainment.

Spearman Rank-Order Correlation. This is used to determine the correlation between Basic Psychological Need Frustration 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 ±.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 Frustration

Table 8. Perceived Level of Basic Psychological Need Frustration

A. Autonomy Frustration	Mean	SD	Description	Interpretation
1. Most of things I do on my job feel like, "I have to	3.33	1.15	Somewhat Agree	Somewhat Frustrated
2. I feel forced to do many things on my job I wouldn't choose to do	2.64	1.06	Somewhat Agree	Somewhat Frustrated
3. I feel pressured to do many things on my job	2.93	1.18	Somewhat Agree	Somewhat Frustrated
4. My daily activities at work feel like a chain of obligations	2.93	1.20	Somewhat Agree	Somewhat Frustrated
B. Relatedness Frustration				
1. I feel excluded from the group I want to belong to at work	2.11	1.09	Disagree	Not Frustrated
2. I feel that people who are important to me at work are cold and distant towards me	2.03	1.00	Disagree	Not Frustrated
3. I have the impression that people I spend time with at work dislike me	2.03	1.03	Disagree	Not Frustrated
4. I feel the relationship I have at work are just superficial	2.10	1.05	Disagree	Not Frustrated
C. Competency Frustration				
1. When I am at work, I have serious doubts about whether I can do things well	2.49	1.06	Disagree	Not Frustrated
2. I feel disappointed with my performance in my job	2.08	0.96	Disagree	Not Frustrated
3. I feel insecure about my abilities on my job	2.08	0.99	Disagree	Not Frustrated
4. When I am working, I feel like a failure because of the mistakes I make	2.22	1.10	Disagree	Not Frustrated
Overall Mean	**2.41**	**1.16**	**Disagree**	**Not Frustrated**

Table 9 discloses the perceived level of basic psychological need frustration. The respondents are somewhat frustrated in terms of autonomy but not frustrated in terms of relatedness and competency. Overall, the respondents are not frustrated (mean=2.41, SD=1.16). This finding entails that the teaching and nonteaching personnel of Andres Bonifacio College, Inc. are not frustrated in their respective work assignment. The findings are similar to those of Abun, Magallanez, Foronda, and Agoot (2019), who found that all the employees are not frustrated regarding their basic psychological needs.

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.

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

Variable	U-Value	H-Value	p-value	Interpretation
Sex	1563.500		0.548	Not Significant
Age		6.978	0.073	Not Significant

Position	1176.00	0.480	Not Significant
Monthly Income		15.474	0.004	Significant
Educational Attainment		6.169	0.187	Not Significant
Years in Service		1.805	0.614	Not Significant

Table 12 displays the test difference in the perceived level of basic psychological need frustration when respondents are grouped in profile variables using the Mann-Whitney U-Test and Kruskal-Wallis H-Test. The data shows no significant difference in the perceived level of basic psychological need frustration when respondents are grouped in terms of sex, age, position, educational attainment, and years in service. However, a significant difference exists in the perceived level of basic psychological frustration (H=15.474, p=0.004) when respondents are grouped in terms of monthly income. Thus, the null hypothesis is rejected. This indicates how respondents of different monthly income levels perceive basic psychological needs and frustration significantly differ. This finding also implies that the perception of the respondents on basic psychological need frustration is affected by their monthly income level. When the data is subjected to post hoc analysis using pairwise comparison and Mann-Whitney U-Test, the result shows that the differences exist between the income level of 10,00 and below and 10,001-15,000, 10,000 and below and 15,001-20,000, 10,00 and below and 25,001 and above, and between 10,001-15,000 and 15,001-20,000. The finding is supported by Phuoc (2020) study, who found that sex, age and monthly income greatly influences basic psychological need frustration. However, Gil-Flórez, Llorens, Acosta-Antognoni, and Salanova (2022) study, indicated that sex, age and years in service found no significant differences in the psychological need frustration dimension. Moreover, Ntsiful, Ahiakpor, Damoah, and Wee (2018) study, indicated that educational attainment does not influence basic psychological need frustration. Bautista (2018) also discovered that job position was not affected by psychological need or frustration.

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 Frustration and Work Engagement

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

Basic Psychological Need	Spearman's rho and p-value	Work Engagement	Interpretation
	p-value	< 0.001	
Frustration	Spearman's rho	-0.158	Negative Low Correlation
	p-value	.085	Not Significant

Table 14 reveals the test of the relationship between the perceived levels of basic psychological need 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 negative correlation between basic psychological need satisfaction and work engagement (Spearman rho=0.566, p< 0.001). Thus, the null hypothesis is accepted. This implies that as the level of basic psychological need frustration decreases, the level of work engagement also decreases. This further implies that employees work engagement is not significantly affected by basic psychological need frustration.

The finding is backs up Abun, Magallanez, Foronda, and Agoot (2019) discovered that, as a whole, basic psychological need frustration does not correlate with working engagement. This finding is corroborated by 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 low level of basic psychological need frustration over their own and others' emotions. This indicates that employees not bothered by frustration. This indicates further that overall, employees' basic psychological need frustration domain is considered low. In addition, the study concludes that employees are not frustrated over their respective work assignments and basic psychological needs. Furthermore, employees with a high level of work engagement also have happy emotional feelings and are physically energized and mindfully engaged in their work tasks. This indicates that work engagement is not influenced by psychological need frustration. Finally, the employees' working environment and psychological well-being are well and pleasing because they are not frustrated in their respective work, and the

employees' engagement is not bothered by psychological need frustration.

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