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Psychological need satisfaction at work of faculty and employees of divine word colleges in region I, Philippine and their work engagement

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Abstract
The study was carried out to determine the psychological need satisfaction at work of employees and its relationship with work engagement. Three basic psychological need satisfactions at work were identified such as autonomy, competence and relatedness need. Literature and studies were reviewed. Descriptive research methodology was used and Pearson r product moment correlation was used to determine the correlation. The population of the study was the 300 employees of the colleges under investigation. Questionnaires were used to gather the data. The study found that overall the psychological need satisfaction at work of employees and faculty of Divine Word Colleges was high; however, overall there was no correlation between basic psychological need satisfaction at work of employees and their work engagement. But among the three components of basic psychological need satisfaction, relatedness need is correlated to work engagement of employees.

Keywords: psychological need satisfaction, autonomy competence, relatedness, self-determination theory

Introduction
Rationale
Improving organizational performance has no single solution because organizational performance is caused by many aspects of human factors. The performance of the organization depends on its employees who are working for the objectives of the organization. Employees' behaviors depend on how satisfied they are with their work. When they are satisfied, they perform well and consequently improving organizational performance. Therefore, it is necessary for the management to identify what are the needs of employees that drive them to work. Using the self-determination theory as the conceptual framework, the study would like to investigate the basic psychological need satisfaction and how does it affect the work engagement.

The study is within the domain of psychology and human behavior and the researcher does not pretend to be psychologist and behaviorist but the researcher uses their theories particularly self-determination theory to develop an understanding of the needs of the faculty and employees. The theory argues that the three needs such as autonomy, competency and relatedness are innate needs and universal, in the sense that all human beings across the boundary, culture, gender and race have the same needs. This study would like to find out the three needs among faculty and employees and how they affect the work engagement.

The importance of the study
The output of this study will help administrators to understand factors or the reasons behind faculty and employees' performance. By knowing the reasons behind performance, the administrators can formulate plans, policies that can enhance employees' work engagement. Besides, administrators will be able to determine basic psychological needs to be satisfied and adjust leadership-management styles according to the demand of particular psychological need satisfaction in order to improve performance and well-being of employees.

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Theoretical framework of the study
Self-determination theory of motivation

Self-determination theory (SDT) is another theory of motivation. SDT represents a broad framework for the study of human motivation and personality. In order to understand the current study, the concept of self-determination theory of motivation or SDT developed by Deci and Ryan, (2000) [42] has to be explored. Self-determination theory (SDT) concerns with human motivation, personality and optimal functioning. According to the theory, fulfilling these basic psychological needs lead to the enjoyment of work and well-being. Under the self-determination theory, motivation has different components. It has three innate psychological needs that are considered as universal necessities. Since there are three different components of motivation, naturally there can be different types of approaches to motivation.

According to the theory, people have innate psychological needs that are basis for self-motivation and personality integration. These needs are universal needs which all human beings are born with (Chirkov, Ryan, Kim & Kaplan, 2003, Deci, Ryan, Gagne, Leone, Usunove & Kornazheva, 2001) [7, 15]. They are not acquired through learning process but they are naturally built in human creation which all human needs to enhance or develop. Those three needs are competence, autonomy and relatedness. These are the needs that push one to behave in a certain way. Achieving these needs make one happy and fulfilled. What exactly they want to do and don't want to do is still something a mystery. It's a black box and it hasn't been fully penetrated. Needs behind it that motivates them have to be discovered. Those needs are the source of motivation that motivates them to do what they want to do.

Motivation is the process or activities that should be undertaken in order to energize and direct behavior toward particular behavior. It is the drive that gives one the strength to get up and keep going even when things are not going his/her way. It affects the strength of behaviors, persistence of behaviors and the direction of behaviors. Motivation is vulnerable to situational changes. When internal and external environment change, it follows that behavior also changes. It is closely linked to reinforcement (Premack, 1959, Allison & Timberlake, 1974) [37, 45]. Motivation determines what will work as reinforcement. The more attractive something appears (motivation), the more likely someone will do something to get some (reinforcement). Maslow (1943) [19] identified five needs that are described as source of human motivation and these needs are physiological, safety, belonging and love, esteem, self-actualization and self-transcendence. He argued that human beings move through these stages, one after the other. People are moved to work to fulfill the physiological needs and once those needs are fulfilled, they move to the next level until they reach the highest level of need which is self-transcendence.

Alderfer (1969) [2] condensed Maslow hierarchy of needs into three needs such as existence, relatedness and growth needs. The existence need is concerned with providing the basic material existence requirements of humans which may include physiological needs, and safety. The second group of needs is relatedness that basically human beings are longing for connection to other people, that they want to be related to other people, to develop personal relationship and wanted to be cared for, to be loved. These needs can be classified as social and esteem needs in Maslow's hierarchy of needs. Finally is growth needs. This is an intrinsic need, that all people have inner desires for personal development. This impels a person to make creative or productive effects on him/her and the environment. This need can be classified as self-actualization and self-transcendence in Maslow's hierarchy theory of needs.

Contrasting to the other theories of needs, Hezberg (1966, Hezberg, et al., 1959) [22, 21] presented two-factor theory or known as Herzberg's motivation-hygiene theory and dual-factor theory. The theory states that that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. Herzberg contradicted the theory of Abraham Maslow who argued that individuals are not just content with the satisfaction of lower-order needs at work; for example, those needs associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. These needs are sought at the same time while pursuing lower level needs.

McClelland's Need Theory argued that there are three needs that are common to all people across culture, age, sex or race. Those needs are achievement, power and affiliation. These three needs motivate people to work and it argues that people are not just working for lower level needs or physical and safety needs but people also work for highest level need which is achievement needs. Those who are after achievement need, prefer to take on difficult task and work in which the results are based on their effort rather than on anything else, and prefer to receive feedbacks on their work. Achievement based individuals tend to avoid both high-risk and low-risk situations. Low-risk situations are seen as too easy to be valid and the high-risk situations are seen as based more on the luck of the situation rather than the achievements that individual made. Further, people are also motivated by the affiliation need. This need recognizes the innate need of all human beings to be connected to other people. These people spend time creating and maintaining social relationships, enjoy being a part of groups, and have a desire to feel loved and accepted. These people tend to avoid behaviors that cause conflict and misunderstanding with other people. Lastly is the need for power which is also a natural tendency for all people. People who have this need tend to look for recognition, competition, and influence over others. The result of this is personal prestige, personal status and power (McClelland, Burnham, 1977, 2001, 1988) [32, 31]. McClelland proposed that one's needs are acquired over time as a result of their experiences - a notion that soon turned into what is now known as the acquired needs theory.

Self-Determination Theory (Deci and Ryan, 2002, 1975, 1995) [41, 12, 13] presented a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. These needs are innate and universal which belong to all human beings across the culture. SDT focuses on the degree to which an individual's behavior is self-motivated and self-determined. Under the self-determination theory, there are three needs that motivate human behavior at work and these needs are autonomy, competence and relatedness needs. By fulfilling these three needs can improve performance and well-being.

Following the SDT, motivations can be classified as intrinsic and extrinsic motivation. Intrinsic motivation is the natural, inherent drive to seek out challenges and new possibilities that SDT associates with cognitive and social development. It is the inner urge that motivates someone to do certain activity because she/he likes what he/she is going to do. Cognitive Evaluation Theory (CET) as sub-theory of SDT argues that intrinsic motivation be facilitating or undermining, depending on the social and environmental factors in play. It also implies that intrinsic motivation will be enhanced or undermined depending on whether the needs for autonomy and competence are supported or thwarted respectively. Referring to the Needs Theory, Deci & Ryan (1985, 2000) [42] argue that interpersonal events, rewards, communication and feedbacks that gear towards feelings of competence when performing an activity will enhance intrinsic motivation for that particular activity. Social factors such as positive feedbacks on work and rewards can lead to feeling of competence and therefore enhancing intrinsic motivation (Deci, 1975) [12] and negative feedbacks diminish the intrinsic motivation. The same theory also argues that there is a relationship between the need for competency and relatedness. Due to our need for competence, we want to belong to and connect with other people.

Beside competence need, CET (Cognitive evaluation theory) also focuses on autonomy need. According to Reeve (1996) autonomy must accompany competence for people to see their behaviors as self-determined by intrinsic motivation. For this to happen there must be immediate contextual support for both needs and inner resources based on prior development support for both needs. Cognitive evaluation theory also recognizes the link between intrinsic motivation and relatedness needs. The theory argues that intrinsic motivation develops when one has a sense of security and relatedness. Grolnick and Ryan (1989) [20] found that lower intrinsic motivation in children who believed their teachers to be uncaring or cold and so not fulfilling their relatedness needs.

If intrinsic motivation comes from within the person, however, extrinsic motivation comes from external sources. Organismic Integration Theory (OIT) argues that extrinsic motivation depends on the extent to which autonomy is present. OIT, a sub-theory of SDT explains different ways extrinsically motivated behavior is regulated. According to this theory, there are four different types of extrinsic motivation and they are external regulation, introjected regulation, identified regulation and integrated regulation (Deci & Ryan, 1985, 2000) [42]. External regulation refers to external source of motivation such as reward or punishment. While, introjected regulation related to a person who is taking on regulations to behavior but not fully accepting said regulations as your own. This is the kind of behavior where people feel motivated to demonstrate ability to maintain self-worth. While this is internally driven, introjected behavior has an external perceived locus of causality or not coming from one's self. It is considered non-self-determined. Contrary to introjected regulation, identified regulation is considered an autonomous kind of extrinsic motivation. At this level the behavior of the person is determined by his/her own evaluation of particular behavior if such behavior is personally important to him/her. Lastly integrated regulation is considered as the most autonomous kind of extrinsic motivation. This may happen when regulations are fully assimilated with the self and they are included in a person's self-evaluations and beliefs on personal needs. It shares qualities with intrinsic motivation but are still classified as extrinsic because the goals that are trying to be achieved are for reasons extrinsic to the self, rather than the inherent enjoyment or interest in the task.

SDT theory of needs
The first tradition focusing on need theory was Hull (1943). For him motivation is a drive that is based in non-nervous system tissue deficits that push a person into action and must be satisfied for the person to be healthy. The drive states, when reduced, produce learning by linking drive stimulations to the responses that led to drive reduction (Hull, 1943). Since it is based on non-nervous system, these needs are called innate physiological needs such as food, water, sex, etc. Following the concept, studies were conducted to determine the association between the drive state and the response and the behavior.

The second tradition that discusses about the needs was originated from the work of Murray (1938) [36]. In the Murray tradition, the focus of the empirical studies has been on the individual differences in need strength. The individual differences were the focus of the assessment. Such assessment was used as a basis for predicting affective and behavioral outcomes (McAdams, 1989, McClelland, 1985) [30, 33].

The concept of needs of self-Determination Theory seems to be different from traditional theory of Hull and Murray. Hullian tradition understands needs as innate, organismic necessities rather than acquired motives, and Murray defines needs as psychological rather than physiological level. Self-determination theory considers needs as physiological and psychological needs. Needs are considered as innate psychological nutriments that are essential for ongoing psychological growth, integrity and well- being. The definition of SDT sees physiological needs as necessary ingredients to achieve the psychological needs. Lack of physiological needs can affect the well-being of psychological needs. Under SDT, there are three different needs and they are need for competence, autonomy and relatedness. The theory specifies that human needs or physiological needs are necessary conditions for psychological health or well-being and their satisfaction produce most effective functioning. The three needs that are identified should not be neglected in order to obtain optimal development.

Basic psychological need satisfaction: Competence, autonomy and relatedness
Self-determination theory (SDT) posits three universal psychological needs such as competence, autonomy and relatedness needs. The theory argues that fulfilling these needs can help people maintain or achieve optimal performance and well-being (Deci & Ryan, 2000) [42]. These needs are assumed to be innate and universal because as shown on cross-cultural research, that need satisfaction is necessary for all people's healthy development, engagement, motivation and well-being (Gagne et al., 2014) [17, 18]. The study of Gagne, et al. (2014) [17, 18] found that those need satisfactions improve work performance or work engagement, reduce stress and consequently fewer turn overs and when those needs are not satisfied, there can be psychological consequences. It has been also confirmed by other studies that basic psychological needs theory (BPNT)

is one of six mini-theories of self-determination theory proposing that satisfaction of the needs for autonomy, competence, and relatedness is essential for humans to thrive (Sari, 2015) [43].

Autonomy
According to Gagne (2014) [17, 18] autonomy is defined as behaving with a sense of volition, endorsement, willingness and choice. When someone has this kind of need, he/she acts according to his/her own endorsement, volition or free will and this is an intrinsic motivation. However, social environment must support such kind of autonomy by not imposing punishment or reward. External factors such as imposing deadlines can hinder the development of autonomy because it restricts, controls and decreases intrinsic motivation. There must be situations in which autonomy is enhanced. The need for autonomy represents individuals' inherent desire to feel volitional in acting and to experience a sense of choice and authorship over their behavior (deCharms, 1968; Deci & Ryan, 2000) [42]. Such autonomy concept is similar to the concept of Hackman and Oldham (1975). They argue that autonomy is substantial freedom, independence, and discretion to the individual to decide what he/she wants to do. Deci (1971) [10] argued that when someone is given an award for behavior that is intrinsically motivated undermines the intrinsic motivation as they grow less in it. Behaviors that are supposed to be intrinsically motivated become controlled when behaviors are given award which undermines autonomy.

Competence
Competence is defined as the ability to master one's own environment. It is an individual desire to feel effective in interacting with the environment (Deci & Ryan, 2000; White, 1959) [42]. The term, competence appeared in the work of White (1959) [50] as a concept for performance motivation. The term was popularized by Boyatzizs (1982) [6]. White investigated the coping methods of normal people. Diverging from Freud whose thinking dominated psychology at the time, he emphasized the individuals were also driven by needs to be competent and effective in the world (Mccoubrey, 2001) [34]. Need for competence is innate individual needs and it recognizes that people have the natural tendency to manipulate and explore the environment and to actively seek challenges to extend one's skills. It is an innate tendency to effectively deal with the environment. By having competence, an individual can adapt to changing environment (Deci & Ryan, 2000) [42].
According to Deci (2000) [14] that giving people unexpected positive feedback on a task increases people's intrinsic motivation to do it, meaning that this was because the positive feedback was fulfilling people's need for competence. In fact, giving positive feedback on a task served only to increase people's intrinsic motivation and decreased extrinsic motivation for the task. While negative feedbacks can decrease intrinsic motivation by taking away from people's need for competence (Vallerand and Reid, 1984) [46].

Relatedness
The third component of basic psychological needs is relatedness need. Relatedness need was developed by Alderfer. He developed Maslow's hierarchy of needs and categorized it into three needs such as existence, relatedness and growth or it is known as ERG theory (Gibson, Ivancevich & Donelly, 2000) [19]. Existence need refers to the needs that sustain someone to live which Maslow classified it as physiological needs. Next is related needs. This need represents the need of every human being to be connected to other people. Relatedness equates to the social and external esteem needs such as relationships or involvement with friends, family, and co-workers. Each individual have a social need, a need to develop social relationship with many people as possible. These desires require interaction with others if they are to be satisfied, and they align with Maslow's social need and the external component of Maslow's esteem classification. Lastly is growth need, an intrinsic need for personal development or self-actualization as Maslow called it. It is an individuals' inherent propensity to feel connected to others, that is, to be members of a group, to love and care and be loved and cared for (Baumeister & Leary, 1995) [5]. According to Deci and Ryan (2000) [42], the need for relatedness will be satisfied if people experience a sense of communion and develop close and intimate relationships with others.

Employees' work engagement
Many have argued that work engagement is not really caused by money but other management aspects may contribute to work engagement of employees. When one joins the organization, one may be enticed by the salary, the brand name of the company and other benefits offered by the company. These do not necessarily translate into work engagement of employees but these may only contribute to the satisfaction of the employees; they do not necessarily increase engagement because engagement goes beyond satisfaction. Engagement occurs when employees find meaning, autonomy, growth, impact, connection or MAGIC on what the employees do (DecisionWise Leadership Intelligence, n.d).
Work engagement is crucial to the success of any organization. In the Gallup report, a business journal, the majority of the global workforce is not engaged. The report indicated that mostly of the employees are reluctantly heading to work, lacking energy and passion for their jobs. Converting this group of employees into engaged workers is the most effective strategy that any organization can implement to increase performance and sustainable long-term growth (Reilly, 2014) [39]. Learning how to improve engagement is to know the reasons why the employees do not engage. Employees are essentially checked out. They are sleepwalking through their workday; putting time but not energy and passion into their work.
It is an emotional state in which employees are inspired, excited and feel passionate, energetic and committed to their work. When employees are engaged in their work, they give all such as their heart, mind, spirit and hands. They see to it that they never leave their work until they see their output. Engagement is not just because of job satisfaction but engagement happens when employees see the connection between their work and their life. When employees find meaning of their life because of their work and they feel that they grow because of their work, they will commit themselves to the work. Thus, the leader must find ways that will contribute to the employees' engagement. There are several factors that contribute to employees' engagement which include the content of the job itself, the team the

employees are working with, the supervisors who supervise them and the organization as a whole.

Mortimer (2010) [35], a project manager, identified several key factors that can contribute to the work engagement of employees and these key factors are corporate values, ethical leadership, organizational citizenship, teamwork and communication. A leader should see to it that values statement should be stated clearly to remind the employees on how they should behave. Those values must be seen first through ethical leadership behavior of the leader. Such ethical leadership behavior can influence a positive work climate in which the employees feel that they belong to the organization or own the organization. Such kind of ownership motivates the employees to sacrifice and work beyond what is required. Within such an environment, a teamwork can function well to contribute more to the organization. However, given those aspects are in place, members of the organization cannot be united without communication. The job of a leader is to share information that is affecting the organization to the employees.

According to Heathfield (2017) [26] employees' engagement occurs when the strategic goals of the business are aligned with the employees' goals, the glue that holds the strategic objectives of the employees and the business together is the frequent and effective communication that reaches and informs the employees at the level and practice of his/her job. She argued that engaged employees have the information that they need to understand exactly and precisely what they do at work every day affects the business goals and priorities. Further, according to her, the engagement becomes even better when leadership is committed to performance development plan which can be reflected through developing employees at all levels.

Related studies

Since motivation is a crucial work performance, many researchers have tried to find out how the theories of needs are applied in the workplace and what are those needs that motivate people to work. The concept of employee engagement has attracted substantial attention in both research settings and organizational applications (Christian, Garza, & Slaughter, 2011) [8]. According to the studies, the concept of basic psychological needs is regarded as a significant predictor of individual function in life (Vanden Broeck, Vanteenkiste, De Witte, Soenens & Lens, 2010) [47]. Basic need satisfaction has a close association with the self-determination theory (SDT).Van den Broeck, Vansteenkiste, De Witte and Lens (2008) [49] imply that within the SDT, basic psychological needs are defined as the nutrients needed by humans to fulfil their potentials and maintain their growth, integrity and health.

Using the self-determination theory, Silman (2014) [44] conducted a study on work related basic need satisfaction and work engagement among academic staff in Turkey. The three needs under self-determination theory such as autonomy, competency and relatedness were investigated. The findings revealed that the sub-dimensions of work-related basic need satisfaction significantly predicted work engagement. Therefore, the researcher recommended that the upper management should improve work conditions of their personnel, which are related with competency, autonomy, and relatedness needs of academics. This way, academic staff will have better efficiency in terms of work engagement, which will also result in higher work adaptation and participation.

Within the same interest, using the self-determination theory as basic conceptual framework, Wideman (2016) [51] investigate employees' work engagement through self-determination theory. This study investigates employee engagement within the more established motivational framework of Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000) [42] as proposed by Meyer and Gagne (2008) to determine if satisfying the needs of competence, autonomy, and relatedness through the work environment is associated with increased levels of employee engagement and well-being. The study concluded that the basic psychological need satisfaction predicts performance outcome and work engagement of employees. Such relationship was also recognized by the study of Abu-Shamaa, Al-Rabayah and Khasawneh (2015) [1]. Their study confirmed that job satisfaction, need satisfaction affect work engagement and organizational commitment.

Using the self-determination theory of basic psychological need satisfaction conceptual framework, Arshadi (2010) [3] investigated the relationship between basic need satisfaction, work motivation and job performance in an industrial company in Iran. The result of investigation showed that autonomy support predicted satisfaction of three psychological needs, which in turn predicted work motivation and job performance. In addition, need satisfaction partially mediated these relationships. These basic psychological needs may not only support job satisfaction but they support to the goal orientation. Sari (2010) conducted a study to determine the relationship between the satisfaction of basic psychological needs and goal orientation, as well as to examine the contribution of these needs to goal orientation in young athletes. The results showed that task orientation was significantly correlated with the three psychological needs, whereas ego orientation was not correlated with any of them. These results suggest that the satisfaction of need for competence and relatedness can enhance athletes' task orientation.

Social environment is also playing important role to the development of basic psychological needs in the work place. When the environment is conducive for the development of basic psychological needs for autonomy, competence and relatedness through the way how managers manage employees and workplace, those needs can develop and grow and fulfilling those needs enhance satisfaction. Baard, Deci and Ryan (2004) [4] tested a self-determination theory based model in which employees' autonomous causality orientation and their perceptions of their managers' autonomy support independently predicted satisfaction of the employees' intrinsic needs for competence, autonomy, and relatedness, which in turn predicted their performance evaluations and psychological adjustment.

The investigation of three basic psychological needs of self-determination theory has expanded into the community esteem and well-being. Molix and Nichols (2013) investigated the satisfaction of basic psychological needs mediate between one's community esteem and well-being. The study wanted to find out if the fulfillment of basic psychological needs mediate between feelings of esteem for one's community and well-being. The results revealed a robust association between community esteem and both hedonic and eudaimonic measures of wellbeing. The associations between community esteem and wellbeing were

mediated by self-reported satisfaction of basic psychological needs. Their study supported the finding of other studies that possessing a strong sense of community or esteem for one's community is positively related to feelings of psychological wellbeing.
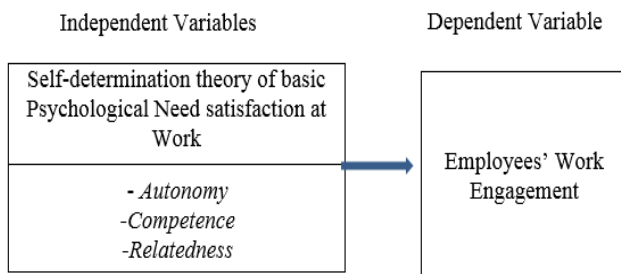
Conceptual Framework

Fig 1: Conceptual framework

The framework describes the relationship between the independent variables and dependent variable. The study assumes that basic psychological needs such as autonomy, competence and relatedness affect the employees' work engagement.

Statement of the Problems

The statement of the problem of the study is drawn from the conceptual framework. This study is to determine the level of basic psychological needs of faculty and employees at work and its influence on their work engagement, specifically to answer the following:

1. What are the basic psychological need satisfactions of employees in terms of
a. Autonomy
b. Competence
c. Relatedness.
2. What is the work engagement of employees?
3. Is there a relationship between basic psychological need satisfaction and work engagement of employees?

Assumption of the Study

The study assumes that the questionnaires used in the study are valid and the answers are honest. It also assumes that the fulfillment of basic psychological needs satisfaction affect the work engagement of faculty and employees.

Hypothesis

The study hypothesized that there is no relationship between basic psychological need satisfaction and work engagement of faculty and employees.

Delimitation of the study

The study is limited to the assessment of basic psychological need satisfaction of Self-Determination Theory at work of faculty and employees of Divine Word College of Vigan and work engagement. The basic psychological need satisfactions to be assessed are autonomy, competence and relatedness.

Research methodology

In order to carry out the study, an appropriate research methodology is utilized. Therefore, this part will discuss research design, data gathering instruments, population, locale of the study, data gathering procedures and statistical treatment of data.

Research design

Since the study is a quantitative research, thus, the study used descriptive research design to assess the level of academic self-regulation of students. It describes what is found in the data. It involves the description, recording, analysis and interpretation based on the data gathered through questionnaires which are statistically computed. It is a fact finding with adequate interpretation. It assesses, determines and reports the way things are. In other words, it describes the data that have been collected on research sample, describes "what is" about the data gathered.

In line with the current study, descriptive assessment and correlational method was deployed. The study assessed the basic psychological need satisfaction of faculty and employees and how it affects their work engagement. This was to identify what the basic psychological needs are and how they affect the work engagement of faculty and employees

Locale of the study

The locale of the study was Divine Word Colleges in Region I, Phillippines. Divine Word Colleges are located in Vigan city, Ilocos Sur Province, Laoag City, Ilocos Norte Province and Abra, Cordillera Province. The colleges are run by the Congregation of the Divine Word Missionaries or known as Society of the Divine Word or in Latin, Societas Verbi Divini (SVD).

Population

The population of the study was composed of faculty and employees of the colleges from Kinder to college. Since the number of employees of the three colleges was limited, therefore total enumeration was deployed. 300 people, excluding the janitors and security guards because of their English capability were the respondents of the study.

Data gathering instruments

The study utilized questionnaires. The questionnaires were adopted from BPNS at Work Scale made by SDT (Self-Determination Theory). The questionnaires were distributed to employees of the three private Catholic colleges in Region I. Questionnaires were composed of two parts. First part is basic psychological need satisfaction at work and the second part is work engagement of employees.

Data gathering procedures

In the process of data gathering, the researcher sent letter to the Presidents of the colleges, requesting the Presidents to allow the researcher to flow his questionnaires in his college. The researcher personally met the Presidents and employees and requested them to answer the questionnaires. The retrieval of questionnaires was arranged between the President's representative and the researcher with the help of employees and faculty of the college.

Statistical treatment of data

In consistent with the study as descriptive research, therefore descriptive statistics is used to measure the weighted mean and the Pearson r will be used to measure their correlations.

The following ranges of values with their descriptive interpretation will be used:

Statistical Range	Descriptive interpretation	Overall Descriptive Rating
4.21-5.00	Very true	Very High
3.41-4.20	True	High
2.61-3.40	Somewhat true	Moderate
1.81-2.60	Not true	Low
1.00-1.80	Not at all true	Very Low

Findings

The findings of the study are presented according to the statement of the problems of the study.

Problem 1a. What is the Basic Psychological need Satisfaction at work of employees in terms of autonomy?

Table 1a: Autonomy

	Autonomy	$\bar{X}$	DR
1	I feel like I can make a lot of inputs to deciding how my job gets done	3.81	True/High
2	I feel pressured at work	3.04	Somewhat true/moderate
3	I am free to express my ideas and opinions on the job	3.93	True/High
4	When I am at work, I have to do what I am told	4.01	True/high
5	My feelings are taken into consideration at work	3.55	True/High
6	I feel like I can pretty much be myself at work	3.88	True/High
7	There is not much opportunity for me to decide for myself how to go about my work	2.97	Somewhat true/moderate
	Overall	3.60	True/High

Legend:
4.21-5.00   Very true   Very High
3.41-4.20   True   High
2.61-3.40   Somewhat true   Moderate
1.81-2.60   Not true   Low
1.00-1.80   Not at all true   Very Low

Based on the data gathered, it revealed that not all employees rated themselves true or high in their autonomy but most of them rated themselves high. However, overall, the table shows that the employees have high autonomy as reflected by its overall mean rating of 3.60 which is interpreted as true or high. It means that the employees act according to his/her own endorsement, volition or free will. They are not pressured by external forces but they do their work on their own volition. They somehow have freedom, independence and discretion in terms of the direction of their activities. This can be due to the fact they are given the chance to decide on their own on how the job gets done (3.81), to express their ideas and opinions on the job (3.93), their feelings are taken into considerations (3.88) and are given opportunity to decide on their own work.

Problem 1b. What is the psychological need satisfaction of employees of Divine Word Colleges in terms of competence?

Table 1b: Competence

Competence	$\bar{X}$	DR
1. I do not feel very competent when I am at work	2.60	Somewhat true/moderate
2. People at work tell me I am good at what I do	3.54	True/High
3. I have been able to learn interesting new skills on my job	3.99	True/High
4. Most days I feel a sense of accomplishment for working	4.00	True/high
5. On my job I do not get much of a chance to show how capable I am	2.62	Somewhat true/moderate
6. When I am working I often do not feel very capable	2.33	Somewhat true/moderate
Overall	3.18	Somewhat true/moderate

Legend:
4.21-5.00   Very true   Very High
3.41-4.20   True   High
2.61-3.40   Somewhat true   Moderate
1.81-2.60   Not true   Low
1.00-1.80   Not at all true   Very Low

As it is gleaned from the table, it showed that not all questions were rated true or high but some were rated moderate or somewhat true. As an overall, it revealed that the employees of Divine Word Colleges have somewhat true or moderate rating on their competence as it is reflected in the computed mean of 3.18 which is interpreted as moderate or somewhat true. Such rating indicates that they do not fully master their work environment or they do not fully master their work. They do not feel very competent when they are at work (2.62). Their moderate competence can be caused by the fact that they have not been given a chance to show their capabilities (2.33), and lack of self-confidence (2.60, 2.33). Such rating indicates that they cannot manipulate and explore the environment and to actively seek challenges to extend one's skills (Mccoubrey, 2001) [34].

Problem 1c. What is the basic psychological need satisfaction of employees of Divine Word Colleges in terms of relatedness?

Table 1c. Relatedness

Relatedness	$\bar{X}$	DR
1. I really like the people I work with	4.02	True/High
2. I get along with people at work	4.15	True/High
3. I pretty much keep things to myself when I am at work	3.84	True/High
4. I consider the people I work with to be my friends	4.14	True/high
5. People at work care about me	3.77	True/High
6. There are no many people at work that I am close to	2.86	Somewhat true/moderate
7. The people I work with do not seem like me much	2.72	Somewhat true/moderate
8. People at work are pretty friendly toward me	3.81	True/high
Overall	3.66	True/High

Legend:
4.21-5.00	Very true	Very High
3.41-4.20	True	High
2.61-3.40	Somewhat true	Moderate
1.81-2.60	Not true	Low
1.00-1.80	Not at all true	Very Low

Based on the computed mean reflected in the table, it showed that most questions were rated true or high and only two questions were rated moderate or somewhat true. But somewhat true or moderate ratings (2.86, 2.72) do not really mean negative but actually it means positive. It can mean that they like and close each other at work. However, as an overall mean rating (3.66) which is interpreted as true or high, indicates that relatedness need of employees of Divine Word Colleges is high. It means that they like the people they work with, they get along with each other, they consider each other as friends, they care each other, they like and close to each other at work. But certainly there are things that they keep to themselves only; they do not want to share them or to open them to others. This is common to many people, even around the globe that there are countless millions of people who keep their deeper feelings secret. There can be a lot of reasons why they keep their secrets to themselves. It can be a way of controlling others, keeping ourselves safe from perceived danger or retribution, or, believing that withholding information or feelings will somehow preserve other people's perception of us (Imber-Black, 1998) [23].

Table 1d: Summary

Summary on the Basic Psychological need Satisfaction at work of Employees		
	$\bar{X}$	DR
Autonomy	3.60	True/High
Competence	3.18	Somewhat True
Relatedness	3.66	True/High
Overall	3.48	True/High

As reflected in the summary table, though competence was rated at moderate level, however, as a whole, basic psychological need satisfaction of employees of Divine Word Colleges is high. It indicates that they are independent or autonomous in their work, they are related or connected to each other at their work place and somehow they have moderate competence to perform their work.

Problem 2. What is the work Engagement of Employees of Divine Word Colleges?

Table 2: Work Engagement

Work Engagement	$\bar{X}$	DR
1.I am willingly accepting change	4.31	Very true/Very High
2. I am willing to take on new task as needed.	4.29	Very true/Very High
3. I take the initiative to help other employees when the need arises	4.24	Very true/Very High
4. I keep going even when things got tough	4.07	True/High
5. I adapt quickly to difficult situations	3.99	True/High
6. When at work, I am completely focused on my job duties	4.20	True/High
7. I am determined to give my best effort at work each day	4.32	Very true/Very High
8. I am often so involved in my work that the day goes by very quickly	4.15	True/High
9. I get excited about going to work	3.98	True/High
10. I feel completely involved in my work	4.21	Very true/Very High
11. I am inspired to meet my goals at work	4.17	True/High
12. I understand the strategic goals of my organization	4.03	True/High
13. I see to it that I work to the best I can to meet the objective of my organization	4.21	Very True/Very High
14. I see to it that what I do is in line with the organization's objectives	4.30	Very True/Very High
Overall	4.18	True/High

Legend:
4.21-5.00	Very true	Very High
3.41-4.20	True	High
2.61-3.40	Somewhat true	Moderate

| 1.81-2.60 | Not true | Low |
| 1.00-1.80 | Not at all true | Very Low |

As indicated in the table, the data revealed that as a whole, the work engagement of employees of Divine Word Colleges is high (4.18). This indicates that employees are willing to take on new task, taking initiative when there is a need, keeping themselves going despite of tough time, adapting quickly in difficult time, focusing on their job duties, giving their best every day, getting excited to go to work, completely engaging in their work, inspire to meet their goals, working always in line with the objectives of the organization.

Problem 3. Is there a Significant Relationship between Basic Psychological Need Satisfaction at work and work engagement?

Table 3: Correlation

Autonomy	0.0953
Competence	-0.0975
Relatedness	0.2376*
As a Whole	0.0784

*Significant at. 05 Level

As it is shown in the table, there is only one variable that is related, while other variables have no relationship. Significant relationship exists between relatedness need and work engagement, while competence and autonomy have no correlation with the work engagement. And as a whole, there is no correlation between basic psychological need satisfaction at work and work engagement. The finding of this study is contradictory with the study of Silman (2014) [44] when he conducted a study on work related basic need satisfaction and work engagement among academic staff in Turkey. The three needs under self-determination theory such as autonomy, competency and relatedness were investigated. The findings revealed that the sub-dimensions of work-related basic need satisfaction significantly predicted work engagement. Even the study of Meyer and Gagne (2008) found the relationship between the needs of competence, autonomy, and relatedness and work engagement. This study concludes that the hypothesis is accepted that there is no relationship between basic psychological need satisfaction at work and work engagement of employees. There can be other factors that contribute to the work engagement, not necessarily only autonomy and competence.

Conclusion
The study concludes that the basic psychological need satisfaction at work and work engagement of employees are high, however, as a whole there is no correlation between basic psychological need satisfaction at work and work engagement. The relationship exists only between relatedness and work engagement but as a whole, there is no correlation. Therefore, the hypothesis that there is no correlation between basic psychological need satisfaction at work and work engagement is accepted.

Recommendation
Based on the finding of the study, that competence need of employees is moderate and relatedness need is related to work performance, therefore, the study recommends that the administrators should improve the competence need of employees by sending them or providing training and development to improve their skills. Further, the administrators need to improve working climate of the organization in terms of harmonious working relationship.

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