

Meaningful Work, Job Anxiety, and Work Engagement of Chinese College Teachers: Strategies for Enhanced Work Engagement

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Abstract: The study employed a descriptive-comparative-correlative research design that mainly investigated the current situation of meaningful work, job anxiety, and work engagement of Chinese college teachers. The findings showed that the purposively respondents drawn from varied population of respondents manifested minimum variants across profile. The profile variables such as sex, age, work status, job title provide ideal samples to objectively assess basic work characteristics for this study. The domains of meaningful work, job anxiety and work engagements are vital to the assessment of current context of teachers' work characteristics that can be validated for various dimensions. The comparative assessment of the respondents' based on profile on the meaningful work, job anxiety and work engagements selectively, such as job title influence their assessment of meaningful work. Likewise, vigor, dedication influence their work engagement. Therefore, it can be inferred that those teachers who find work meaningful, are those teachers who are more engaged at work. That teachers with more significant work engagement are more likely to experience a sense of meaning in their work and less likely to experience job anxiety. Thus, the study recommends replication of the current study to validate its findings.

Keywords: College Teacher, Job Anxiety, Meaningful Work, Work Engagement.

1. Introduction

With the reform of China's university system, the focus of the title evaluation system in many colleges and universities has shifted from teaching to scientific research and competitions, resulting in the fact that it is difficult for many teachers to gain a sense of professional fulfillment through teaching alone. They have to work overtime to conduct scientific research in addition to their heavy teaching load. In addition to this, the cumbersome administrative system of Chinese colleges and universities makes college teachers face all kinds of red tape every day. These factors lead many teachers to have a reduced sense of meaningful work and suffer from more significant job anxiety, which is a potential threat to the healthy development of higher education. At the same time, the rapid development of colleges and universities requires a high level of work engagement from employees. Therefore, how to effectively channel and manage college teachers' job anxiety, reduce their emotional exhaustion, and increase their work engagement has become a top priority for higher education.

In recent years, with the rise of research related to positive psychology and positive organizational behavior, scholars advocate focusing on external favorable conditions (e.g., social support) and strong mental kernels (e.g., coping styles, mental toughness, and mental resilience) to alleviate the pain caused by negative emotions (e.g., burnout) and psychological barriers. In this context, as a positive behavioral manifestation, work engagement has become a hot research topic in career management research. It reflects an individual's love for the industry they are engaged in and his or her satisfaction at work and is characterized by durability and continuity. Most previous studies are bivariate studies that separately analyze the effects of social support, coping styles, and mental health (e.g., burnout, psychological disorders) on work engagement. If the theoretical model of

meaningful work, job anxiety, and work engagement is constructed, and the influencing factors of work engagement and the relationship between them are analyzed on this basis, it will help to deeply excavate the relevant factors affecting the work engagement of college teachers, to promote the state of work engagement of college teachers, and to build up a firm position of nurturing people in colleges and universities.

In the context of multiplying concentrations of workplace anxiety and emotional exhaustion in the field of higher education, this paper aims to investigate the current situation of meaningful work, workplace anxiety, and work engagement of college and university teachers and to study the relationship between them, to improve the management methods of institutions of higher education, carry out staff interventions, and providing ideas for transforming workplace anxiety into work engagement.

Therefore, this study intends to investigate the status of work engagement, anxiety level, and meaningful work of college teachers and analyze the correlation between them to complete the information on the occupational health of the college teacher group, provide theoretical support for improving the work engagement of college teachers, and thus promote the healthy and sustainable development of colleges and universities.

1.1. Theoretical Framework

1.1.1. Job Demands-Resources Model (JD-R Model)

Demerouti et al. (2001) proposed the Job Demands-Resources (JD-R) model [1]. The JD-R model, in which they argue that any job characteristic can be categorized into Job Demands and Job Resources. Job Demands are the psychological, organizational, or social aspects of a job that require sustained effort on the part of the individual, such as role conflict, workload, and psychological stress. Demerouti & Bakker (2011) also suggest that Job Resources are the aspects of the job that can achieve an individual's goals,

reduce demands and associated costs, and which can contribute to an individual's personal growth, such as organizational support, compensation, rewards, and positive feedback [2]. Bakker et al. (2011) proposed a JD-R model of work engagement; they hypothesized that work resources and personal resources can predict work engagement independently or in combination [3].

According to the JD-R model, job demands and job resources affect individuals' well-being and performance through impairing and motivating processes, respectively. This study adopts part of the model's hypothesis that a sense of meaningful work as a positive work resource reduces college teachers' job anxiety and positively affects teachers' work engagement.

1.1.2. Self-Determination Theory (SDT)

SDT hypothesizes that meaning in life is revealed when people are healthily integrated into their selves. This process of integrating the self and engaging in life in a self-consistent manner has been described by scholars Kernis et al. (2006) as living authentically [4], and Weinstein et al. (2013) argue that this provides purpose or meaning in life [5].

In addition, Crawford et al. (2010) demonstrated through their research that work-engaged employees are happier and more productive [6]. When individuals can fully express their individuality at work (cognitively, emotionally, and physically), Kahn (1990) argues that they are likelier to feel engaged in the activity [7]. Similar to Kahn (1990), Gagné and Deci (2005) suggested that autonomous motivation is positively related to work engagement [8]. Meyer et al. (2008) argued that when employees feel that they are the emitters of their behaviors in the workplace, they are more autonomously involved in work-related activities and are, therefore, more likely to experience work engagement in these activities [9]. The research evidence shows that employees are higher in work engagement when they have higher levels of personal resources, including self-efficacy, optimism, and resilience (Mäkikangas et al., 2013) [10].

1.2. Research Paradigm

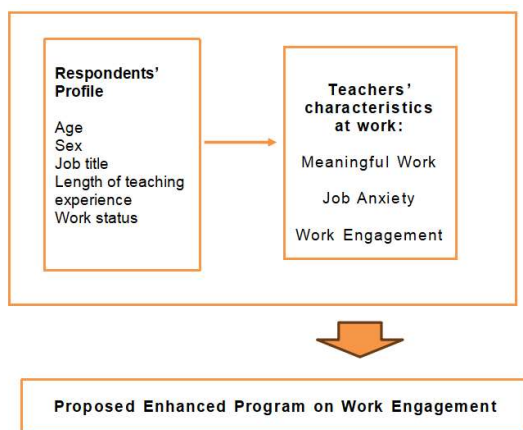


Figure 1. illustrates the research paradigm study.

It shows the interplay of the variables where the demographic information of the subjects, including sex, age, years of teaching experience, job title and work status may have differing effect in comparison. With varying personal profile or personal circumstances of the college teachers, there compared following their assessments of the teachers' basic work characteristics, namely; meaningful work, job anxiety, and work engagement. Seeking comparison whether

significant or not will lead to an implication whether their profile can be a factor in assessing teachers' basic characteristics at work. The result can be a basis for further investigation. Moreover, an investigation went beyond comparison, whether association existed between variables. The correlational analysis of the current status of meaningful work, job anxiety and work engagement were tested in satisfying basic psychological needs of person engaged in teaching. The correlation between these three by investigating the level of meaningful work, job anxiety, and work engagement of college teachers places importance to the relations they have with their colleagues at work and to propose strategies to improve the level of work engagement of college teachers.

1.3. Statement of the Problem

(1) What is the demographic profile of the respondent college teachers in terms of

- 1) sex,
- 2) age,
- 3) work Status,
- 4) years of teaching experience, and
- 5) job title?

(2) What is the assessment of college teachers on their basic work characteristics in terms of

- 1) meaningful work, including; positive meaning in work, making meaning through work, and great good motivation?
- 2) job anxiety? and
- 3) work engagement, including vigor, dedication, and absorption?

(3) Are there significant differences in the assessment of college teachers on the above-cited variables when their profile is taken as test factors?

(4) Is there a significant relationship between:

- 1) meaningful work and job anxiety,
- 2) meaningful work and work engagement,
- 3) work engagement and job anxiety?

(5) Based on the results of this study, what enhancement program on work engagement be proposed?

1.4. Research Hypotheses

The study tested the following null hypotheses at a 0.05 level of significance:

(1) There is no significant difference in the assessment of meaningful work, job anxiety, and work engagement among college teachers when their profile is taken as a test q factor.

(2) There is no significant relationship between:

- 1) meaningful work and job anxiety,
- 2) meaningful work and work engagement,
- 3) job anxiety and work engagement.

1.5. Definition of Terms

For clarity and understanding, the following terms are defined operationally and contextually:

Absorption. This term refers to one of the three dimensions of work engagement. It refers to a person being fully engaged in his or her work and feeling that time passes so quickly that it is difficult to separate from the work.

Chinese college Teachers. Chinese college teachers referred to in this study are those engaged in education and

teaching in China's institutions of higher learning. The institutions of higher education mentioned here include both universities and colleges.

Dedication. In this study dedication is one of the three dimensions of work engagement. It refers to a person's belief in meaningful work, enthusiasm, inspiration, pride, and willingness to be challenged.

Great good motivation. According to Steger (2012), great good motivation is one of the three dimensions of meaningful work[11]. It is a higher, broader social meaning. It is a subjective sense of the wider positive impact of work outcomes on others, the community, and society.

Job Anxiety. The job anxiety in this study is a complex emotion, including tension, uneasiness, and anxiety, that is expressed when facing specific tasks and the work environment. This emotional state can be affected by individual differences in employees.

Meaningful Work. This study adopts Steger's (2012) conceptualization of meaningful work as a subjective experience, which is an individual's subjective evaluation of the importance of work, the promotion of long-term personal development, and the motivation for beneficial external work.

Meaning-Making through work. According to Steger (2012), Meaning-Making through work is one of the three dimensions of meaningful work. He believes that work is an essential source of meaning in life and an important way to create meaning. It refers to the fact that individuals can feel the meaning of life through work, thus easing the conflict between life and work, gaining the support of family members, providing spiritual and material support for individual self-improvement and improving the environment, helping self-growth and bringing meaning to life.

Positive Meaning in work. According to Steger (2012), Positive Meaning in work is one of the three dimensions of meaningful work. It is a person's subjective experience of the positive meaning of the work itself, i.e., the individual's judgment of whether the work is meaningful and valuable.

Vigor. According to Schaufeli et al. 's (2003) theory, Vigor is one of the three dimensions of work engagement[12]. It refers to a person's high energy and mental toughness, willingness to put effort into their work, and the ability to persevere when the going gets tough.

Work engagement. This study adopts Schaufeli et al.'s (2003) definition of work engagement, which suggests that work engagement refers to the positive, energetic state employees maintain at work, including the three characteristics of vigor, dedication, and absorption. It is embodied in the courage to face difficulties at work, willingness to invest energy for growth, recognizing the meaningful work they are engaged in, feeling proud in the work they are involved in, possessing a high degree of enthusiasm, and at the same time being able to focus on their work, reaching a state of forgetfulness, forgetting the flow of time, and feeling pleasure at being able to be so focused on their work.

2. Methodology

2.1. Research Designs

This study utilized a descriptive-comparative-correlational design research. The research purpose of this paper is mainly to investigate the current situation of meaningful work, job anxiety, and work engagement of Chinese college teachers and the correlation between these

three and to propose corresponding strategies for improving the level of work engagement of college teachers. Therefore, this study needs to conduct a questionnaire survey on subjects' sense of meaningful work, job anxiety, and work engagement level and use SPSS to analyze the data.

Based on this, a questionnaire was designed so that the results of the statistical analysis of the questionnaire would serve this study.

2.2. Research Locale

This paper's research object are the teachers of four colleges and universities in mainland China. All schools provide interesting data about teachers wanting to make meaning out of their love for work and total work engagement.

2.3. Sample and Sampling Technique

The study used Qualtrics sample calculator from a population of 3463 from 4 colleges, to obtain the ideal samples was 346 at a 95% confidence level and 5% margin of error. The purposive sampling technique was utilized based on the criteria provided for representative samples in each college based on: 1) the respondent must be a full time teacher from each of the participating schools, 2) must have at least three years of teaching experience ; 3) must be willing to take part in the study by accomplishing the survey questionnaire.

The specific sample is given in Table 1 below:

Table 1. The specific sample

No.	College name	Population	Sample
1	College A	818	82
2	College B	653	65
3	College C	981	98
4	College D	1011	101
Total		3463	346

However the actual data collected was from 483 respondents which the respondents decided to consider for increased validity.

2.4. Research Instrument

This study utilized a survey questionnaire for data gathering. The research tools are standardized and adopted by the researcher. Based on the research objectives, this study utilized the standardized research questionnaires for data gathering however some modifications were employed such as adding more items to make each variable to have more or less 7 to 8 items. After modifications were implemented, the researcher submitted said questionnaires for content validation and reliability test. Finally the survey questionnaire utilized in this study has four parts.

Part 1 is a basic information survey with six items. It asked about the respondents' age, sex, title, teaching experience, job title and work status. Part 2 is the survey of teachers' meaningful work, and this study chooses the Work and Meaning Inventory (WAMI) developed by Steger in 2012 to conduct the survey research. This scale contains three dimensions in total, namely, the meaning of work itself, the meaning of work creation, and good motivation. The dimension of the meaning of work itself has four questions, and the meaning of work creation and the social meaning of work have three questions each. After, modification each of the above cited variables have 8 items for each sub-variables.

Scoring method: The scale adopts the Likert 4-point scoring method. The Positive Meaning, Meaning-Making

through Work, and Greater Good Motivations scores can all be added together to get the test-taker's overall Meaningful Work score. The higher the score, the stronger the degree of meaningful work.

Part 3 is the survey of job anxiety, and this study chooses the 8-item scale prepared by McCarthy et al. (2016) [13] based on McCarthy and Goffin (2004), which has an internal consistency coefficient of 0.94 and excellent internal consistency reliability [14]. The scale is widely used at home and abroad. Scholars Liu et al. (2020) [15], Li Zhicheng et al. (2018) [16], and others also confirmed that the scale has good reliability and validity criteria.

Scoring method: The scale adopts the Likert 4-point scoring method. The higher the score, the stronger the degree of job anxiety. The Job Anxiety Scale consists of 8 questions that allow for calculating total or mean scores for the included questions.

Part 4 is the investigation of work engagement. Schaufeli et al. 2002 developed the measurement tool Work Engagement Scale (UWES) 2006, they also developed a condensed version of the scale UWES-9 based on the UWES, which consists of 9 entries. The reliability of the condensed version of the scale is also better, and it has been widely used in relevant empirical studies. Considering the nature of the work of college teachers, this scale was used in the study.

Scoring method: This scale contains three dimensions: Vigor 3 questions, Dedication 3 questions, and Absorption 3. The scale adopts the Likert 4-point scoring method. And the total or average score of the topics included in the respective scales can be calculated separately. The higher the score, the stronger the work engagement. The adopted questionnaire undergo modification and the researcher added four to five items to each, thus Vigor has 8 questions; Dedication has 7 questions, and Absorption contained 8 questions

Validation. Before data gathering the question underwent validation process using content and reliability test to minimize culture bias, since the questionnaire was adopted and modified.

For content validity, validators were sought to add possible items to each of the variables as suggested by the panel during proposal defense. After adding two or three more items to each of the variables, wherein each have about 7-8 items each making each variable valid for the intended purpose.

A test for reliability was then sought, using Cronbach Alpha, the collected data were treated with the following results. The case processing summary showed that:

The Work Meaningful Work Inventory (WAMI) with 24 items has obtained .893 Cronbach's Alpha, indicating that said questionnaire is Very Good and that it will yield consistent result.

The Job Anxiety Scale with 8 items has obtained Cronbach's Alpha of .833 indicating that the questionnaire is Very Good and yield consistent and reliable result.

Work Engagement Scale with 23 items was tested for Cronbach's Alpha with .910 result indicating an Excellent result. It means that the said questionnaire will provide very reliable and consistent results.

Questionnaire Distribution Platform. The questionnaire in this paper were distributed through the Questionnaire Star platform.

2.5. Statistical Treatment of Data

The study employed SPSS software to organize and process the data collected. The following statistical tools were

used for processing in this study:

Frequency Count and Percentage. The researcher used these two measures on the profile variables in the study.

Weighted Mean. This tool was used by the researcher in the analysis of data based on the respondents' assessments of the teachers' work characteristics such as meaningful work, job analysis and work the disparity of their assessment from the mean engagement.

The researcher used the rating scales in the following Likert scale:

Table 2. Likert scale

Weight	Scale/Range	Description	Interpretation
4	3.51-4.00	Strongly agree	Highly Manifested
3	2.51-3.50	Agree	Manifested
2	1.51-2.50	Disagree	Less Manifested
1	1.00-1.50	Strongly disagree	Not Manifested

Standard Deviation. This tool was employed in every item that requires the mean values to determine the measures of dispersion of the responses given by the respondents.

T-test or ANOVA. These parametric tests were used by the researcher in testing two or more cases compared, whether differences are significant or not.

Pearson's r Coefficient Correlation Analysis. This parametric test was used by the researcher to determine significant relationships between variables.

Decision Criteria. The analysis of the hypotheses were carried out using the 0.05 level of significance. The null hypothesis was accepted if the computed significance value is greater than the set value at 0.05, otherwise it was rejected.

2.6. Ethical Consideration

When dealing with ethical issues, The researcher was guided by the following principles.

The principle of voluntary participation of the respondents. Principle of anonymity and confidentiality.

The principle of individual survey is applied as much as possible.

A description of the benefits that may be available to the respondent and the compensation that may be offered.

The right of the respondent to stop the investigation at any time.

Injury to the respondent must be treated.

If there are changes in the survey plan content, the respondent must be consulted, and consent must be obtained.

3. Results

3.1. Profile of the Respondents

Majority or 56 % of the respondent teachers are female, with about fifty percent are within 40-50 age bracket. A little below fifty percent are occupying lecturer positions. About 92 percent are have more than 20 years of teaching experience. With majority teachers serving on contractual basis.

3.2. Respondents' Assessment of College Teachers at Basic Characteristic of Work

3.2.1. Meaningful Work

The College teacher respondents' assessment have showed a composite mean value of 3.54 with a corresponding standard deviation of .29, interpreted to mean "Highly manifested." The assessment is unanimous among the respondents, as indicated by a low score standard deviation.

It means that the respondent may have positive vibration felt at work, that could have been infectious. Their daily moments at work could have positive energy, resulting in a pleasant feeling while working. Yan Peilin (2016) pointed out that meaningful work plays a mediating effect from the perspective of positive impact, it can directly or indirectly affect the behavioral performance and attitude of individuals at work[17]. When employees experience meaningful work, they show good psychological regulation, more organizationally desired traits, and report higher well-being and job satisfaction. Also, meaningful work plays a vital role in employees' ability to determine their self-concept and gain self-efficacy and self-esteem. Meaningful work also determines the job satisfaction of employees.

Likewise, three top ranking items were also rated very highly, such that tied for ranking 1.5 are the items, "I understand how my work contributes to my life's meaning (wm= 3.53, sd.58); "The work I do serves a greater purpose", (wm=3.53, sd.28). Where respondents find relevance that give meaning to their being part of workplace. Rank next, "The work I do serves a greater purpose, (wm=3.48 sd.33). Rank 5, are of equal weights at (wm=3.35 sd's .73-.75) on the items, "I have found a meaningful career"; "I have a good sense of what makes my job meaningful"; I think the job of a teacher is very rewarding. These meant that college teachers have found their purpose in life becoming a teacher.

On the other hand, lowest mean is found in the item. I am committed to making my work have a growing positive impact on society. (wm= 2.25 sd.95). Though not almost shared by the teachers, but their commitment is worth revisiting, what gives!

3.2.2. Job Anxiety

The overall assessment of the teacher respondents on teacher job anxiety that resulted to an overall mean value of 3.51 with standard deviation of .42. is indicative of common assessment among the respondents, it means that the respondents are in unison in their assessment based on the low standard deviation score. This means that respondents are in strong agreement that at work, they "Highly Manifested" job anxiety. Highly assessed is the item, "I worry that my work performance will be lower than that of others at work" (wm=3.83 sd .63) indicating the highest ranked assessment. This may seem to indicate that indeed college teachers have develop greater anxiety when they work as they are so concerned of their performance. Second in rank is, the item, "I feel nervous and apprehensive about not being able to meet performance targets" with mean value of 3.72 and a corresponding standard deviation of .61. interpreted to mean "Highly Manifested," They seemed concerned about their performance as they render their service to the school., Third ranked, "I often feel anxious that I will not be able to perform my job duties in the time allotted. of 3.68 with standard deviation of .63. interpreted to mean "Highly Manifested". It may seem to indicate that the heightened anxiety is triggered by wanting to maintain their effectiveness as teachers. According to Huang et al. (2019), factors in the workplace trigger job anxiety in employees by increasing uncertainty about the future or making them feel threatened[18]. The over zealotness each of these teachers manifested are indeed expected at work as they are expected to perform at their best. At this pace where they are coping at work can be particularly challenging.

According to Morgan et.al. (2022) teachers' occupational

anxiety and found that occupational anxiety is a causal factor in teachers' absenteeism[19]. Juniata, et.al, (2020) added teachers' occupational anxiety can have negatively affects students' performance[20]. Dizon-Ross (2019) studied the relationship between teachers' occupational anxiety and their tendency to leave the profession and found that teachers' occupational anxiety induced teachers to decide to leave the profession[21].

The lowest ranked item is found in the item, "I worry that I will not be able to successfully manage the demands of my job", which obtained mean value of 3.36 and standard deviation of .62, interpreted to mean "Manifested". As always, teachers seemed to become stressed as not everyone can effectively able to manage and cope with their anxiety at work. Like most people, the respondent teachers struggle with excessive worry about a variety of problems related to work or their personal lives while trying to get their job done.

3.2.3. Work Engagement

The overall assessment of the three dimensions of work engagement has resulted in an overall mean value of 3.59 with a corresponding standard deviation of .30. The overall assessment indicate unanimity. It means that all teacher respondents are in strong agreement of their assessment. It means therefor that these teachers are indeed highly engaged at work. As cited by Schaufeli et al.'s (2003) high work engagement suggests the positive, energetic state employees maintain at work, including the three characteristics of vigor, dedication, and absorption. It is embodied in the courage to face difficulties at work, willingness to invest energy for growth, recognizing the meaningful work they are engaged in, feeling proud in the work they are involved in, possessing a high degree of enthusiasm, and at the same time being able to focus on their work, In addition, Crawford et al. (2010) demonstrated through their research that work-engaged employees are happier and more productive[6]. When individuals can fully express their individuality at work (cognitively, emotionally, and physically),

Differences in the Assessment of College Teachers on the College Teachers' characteristics variables at work when their Profile is taken as Test Factors.

3.3. Differences in Terms of Sex:

Respondents' assessment was done on the teachers' characteristics involving meaningful work, job anxiety and work engagement with regard to their Sex, namely categories of: Male and Female teacher respondents.

3.3.1. Differences in Assessment of Meaningful Work

Using t-test independent samples, the assessment between among respondents according to sex was compared which resulted in an overall t-value of 1.38 with a computed significance value at .170, since the computed sig value is greater than .05, the hypothesis is accepted, indicating no significant difference in the assessment between male and female college teachers.

3.3.2. Differences in the Assessment of Job Anxiety

Using t-test of independent samples, the compared assessment between male and female teachers of the Job Anxiety, has yielded an overall t-value of -.939 with a computed significance value of .348. With this result, the null hypothesis is accepted, This means that statistically that there is no significant difference in the assessment of Job Anxiety between male and female. This means that as far as job anxiety is concerned, there is consistency in their self-

assessment indicating , both groups of teacher respondents must have characterized their meaningful work as equally similar experience.

3.3.3. Differences in Assessment of Work Engagement

The comparative assessment between male and female college teacher-respondents. The overall result t-test value of 0.047 and its computed significance value of 0.063. The null hypothesis is accepted, indicating consistency in the assessment of male and female of work engagement. Perhaps, the vigor, the dedication and absorptions between male and female teachers did not differ. They could have similar perspective at their workplace.

3.4. Differences in Terms of Work Status

Respondents' assessment was done on the teachers' characteristics involving meaningful work, job anxiety and work engagement with regard to their Work Status, namely Regular teachers and Contractual Workers.

3.4.1. Differences in Assessment of Meaningful Work in Terms of Work Status

The comparative assessment between regular and contractual teachers. The overall result t-test value of .457 and its computed significance value of .648. The null hypothesis is accepted, since the computed significance value is greater than the predetermined sig value at .05. This means there is no significant difference in the assessment of meaningful work between regular and contractual teachers teaching in the targeted schools. This means that statistically, there are no significant difference among teachers identified as regular and contractual .It may seem to indicate that at work, both groups of teachers of different status, exert similar form of perspectives of what meaningful work is all about.

3.4.2. Differences in the Assessment of Job Anxiety in Terms of Work Status

Using the t-test of independent samples, the comparative assessment of the Job Anxiety when work status is taken as a test factor. The overall t-value of .490 and a computed significant value of .135 at .05 level of significance, accepts the null hypothesis, since the sig value is greater than .05, therefore the assessments among the respondent teachers do not differ. This means that the assessment of the respondent teachers whether regular or contractual teachers is not significant. Generally, this may seem to indicate that the assessment are common to all respondents, regardless of their

work status. Perhaps , intermittent anxiety may provide life's adjustment as there are good days and bad days in one's life. Meaningful work can weather all "bad days" in a teacher's life.

3.4.3. Differences in the Assessment of Work Engagement in Terms of Work Status

Using the t-test Independent samples, The overall mean difference yield the t-value of .392 with a computed significance value at .698. The comparative assessment among teachers in differing work status did not register significantly different indicating that regardless whether the teacher is on contractual status or regular basis, their assessment of work engagement are the same in the dimensions of Vigor, Dedication and Absorption. Perhaps, the teachers are in similar situation.

3.5. Differences in Terms of Age

Respondents' assessment was done on the teachers' characteristics involving meaningful work, job anxiety and work engagement with regard to their Age, namely Age brackets : " 20-30 years old"; "31-40 years old," " 41-50 years old"; "51years or over"

3.5.1. Differences in the Assessment of Meaningful Work in Terms of Age

Using F-test, the overall assessment on the meaningful work dimension among the teacher respondent when grouped according to Age yielded a F-value of 4.561 with a computed significant value at .004, indicating a lower sig value compared to set value at .05. Generally, therefore the null hypothesis is rejected, hence there is a significant difference in the assessment of meaningful work when respondents are grouped according to age. This means that teachers who differ with age, differ in their assessment of meaningful work. A perusal of the weighted mean corresponding to age group reveals that those on the "over 50 years age bracket" then to manifest greater meaning to their work life. Moreover, the assessment on the " Great Good motivation dimension have manifested significant findings based on F-test value of 8.270 with a computed sig value at .000, thereby rejecting the null hypothesis at .05. Therefore , the assessment of Great Good motivation dimension is significant. the study sought to determine which age group differ when compared with another group in terms of age bracket.

Post Hoc Analysis.

Table 3. Post Hoc Analysis on the Significant Findings on the overall Assessment of Meaningful Work in terms of Age

	Group	Mean	20-30 yrs	31-40 years old	41-50 years old	50 years Or over
Mean			3.19	3.30	3.33	3.51
Great Good Motivation	20-30 yrs old	3.19				
	31-40 years old	3.30				*
	41-50 yrs old	3.33				*
	50 years & Over	3.51		*		
	Group	Mean	20-30 yrs	31-40 years old	41-50 years old	50 years Or over
			3.29	3.24	3.34	3.39
Overall	3.29	20-30 yrs old				
	3.24	31-40 years old				
	3.34	41-50 years old		*		
	3.39	50 years & Over			*	

*Pair with Significant Difference at a .05 level.

Using Scheffe, it shows the post hoc analysis conducted on the significant findings among different age brackets that assessed the meaningful work dimensions. The paired comparison between the teacher- respondents those 50 years old or over and 41-50 years old yield significant difference in their assessment of meaningful work specifically on great good motivation . It may seems that those older teachers (51 years or over) seemed to be more motivated and find meaning in their work . Tang Hanying et al. (2015) both believe that humble leaders can stimulate employees' work motivation and help them find meaningful work, thus increasing work engagement[22]. The subsequent Overall Finding, where significant findings were found in the paired comparison between college teachers whose age are between 50 years or over and 41-50 years of age and those significant pair as between 50 years or over and 31-40 years of age.

Based on the overall mean difference, the assessment by age in the meaningful work are found in their assessment of

it may seem to indicate that those who are older tend to show great motivation at work than younger ones. Perhaps being seasoned teacher have inspired them to stay on the job as they may find more meaning in their life being a teacher.

3.5.2. Differences in the Assessment of Job Anxiety in terms of Age

The difference in the assessment of Job anxiety when respondents' age is taken as a test factor. Using F-test, the F-value of 6.30 with a computed sig value of .000, resulted in rejecting the null hypothesis. This would mean that there is significant difference in the assessment of respondents on job anxiety when their age is taken as a test factor. This could mean further that varying age matter and it is a factor of job anxiety. To determine which age group matter, as follow up test is conducted for comparison.

Post Hoc Analysis.

Table 4. Post Hoc Analysis on the Significant Findings on the overall Assessment of Job anxiety in terms of Age

	Group	Mean	20-30 yrs	31-40 years old	41-50 years old	50 years Or over
Mean			3.33	3.36	3.45	3.40
Overall Job Anxiety	20-30 yrs old	3.33				
	31-40 years old	3.36			*	
	41-50 years old	3.45				
	50 years or over	3.40			*	

*Pair with Significant Difference at a .05 level.

Using Scheffe test, the Post Hoc analysis was conducted, where paired comparison was significant between college teachers' respondents different age brackets. The results was found between those in the age bracket 31-40 years old and those in the age bracket and 41-50 years old. Similarly, same observation of significant findings 50 years old or over was noted between those college teachers belonging to age brackets 31- 40 years old and 50 years old and over. Based on the mean difference, it may seem to indicate that those who are older tend to show high anxiety at work than younger ones. Their great concern to seek satisfaction at work could have impelled them to become anxious and eagerness to render service.

3.5.3. Differences in the Assessment of Work Engagement in terms of Age

Using ANOVA (F-test value) when assessment of the college teachers on the work engagement when grouped in Age has resulted in an overall F-value of 1.38 with a computed significant value at .228 , which accepted the null hypothesis since the computed significant value is greater than the set value at .05. Thus, it can said that no significant difference existed in the assessment among the college teacher -respondents. It may seem to indicate that regardless of age, teachers have similar assessment of their work engagement, on this note it can be said that the degree of engagement with regard to age knows no boundaries. Whether a teacher is young or old they will always positive about teaching efficacies.

3.6. Differences When Grouped by Job Title

Comparative assessment among college teachers was done on the teachers' characteristics involving meaningful work, job anxiety and work engagement with regard to their job title,

namely teaching assistant, lecturer or professor.

3.6.1. Differences in the Assessment of Meaningful Work in terms of Job Title

Table 5. Differences in the Assessment of Meaningful Work in terms of Job Title

	Group	Mean	F-value	Sig - value
Positive Meaning in Work	Teaching assistant	3.33	.486	.615
	Lecturer	3.35		
	Professor	3.40		
Making Meaning Through Work	Teaching assistant	3.29	.1253	.286
	Lecturer	3.37		
	Professor	3.32		
Great Good Motivation	Teaching Assistant	3.25	4.483	.012
	Lecturer	3.39		
	Professor	3.40		
Overall	Teaching Assistant	3.29	2.088	.125
	Lecturer	3.37		
	Professor	3.34		

Legend:Significant at .05.

Using the ANOVA or F-test, the overall F-value of 2.088 and a significant value of .125 accepts the null hypothesis, since the computed significant value is greater than the set value at .05. Therefore, there is no significant difference in the assessment of the groups of respondents that varying job title. This implies that job title is not a factor to influence teachers' assessment of what meaningful work is to them. However, a subsequent perusal of the table reveals that the

college teacher respondents differ significantly in their assessment of “Great Good motivation”. Perhaps, teachers have varying level of motivation for a meaningful work. There is no significant difference in the assessment of “Positive meaning in Work” and “Making Meaning Through Work”.

Post Hoc Analysis.

Table 6. Post Hoc Analysis on Significant Findings based on Great Good Motivation in terms of job Anxiety

	Group	Mean	Teaching Assistant	Lecturer	Professor
			3.45	3.41	3.31
	Teaching Assistant	3.25			
Overall Job anxiety	Lecturer	3.39		*	
	Professor	3.40	*		

*Pair with Significant Difference at a .05 level.

Paired comparison was found in “Great Good Motivation” where it shows significant findings between teachers who served as Professor as against Teaching Assistants. Teaching assistants may have experienced greater anxiety at work than Professors. Perhaps the knowledge and skills among Professors made them more confident than the low key school officers who may have problems of assertiveness.

3.6.2. Differences in the Assessment of Job Anxiety When Grouped by Job Title

The overall assessment of the teacher respondents has yielded an ANOVA/F-test value of .782 at .231 significant value, accepts the null hypothesis, there by rendering the different assessment on job anxiety by the teacher not significant. It means further that job title has nothing to do with job anxiety.

3.6.3. Differences in the Assessment of Work Engagement When Grouped by Job Title

The overall findings on the assessment of teacher respondents on work engagement showed significant findings when grouped according to Job Title based on the F-value of 4.011 with significant value at .019 , which is rejected , since the sig value is lower than the set value at .05. Therefore there is significant difference in the assessment among assistant teaching, lecturer and professors as regards work engagements. Greenier et al. (2021) study results showed that teachers' emotional regulation and psychological well-being levels were significantly related to teachers' work engagement status[23].

It can be further noted that respondents showed significant difference in the assessment depicted in dimensions Dedication (F-value 4.082, sig value at .017) and on Absorption at (F-test = 3.123 with sig value of .045) .While no significant difference on “Vigor”.

Post Hoc Analysis

The follow test using a Sheffe Test, the Post Hoc ANOVA Test on the differences in the assessments of college teachers' work engagement by title only yielded significant findings in some specific pairs of the years of service in terms of overall assessment, absorption and dedication. It shows that significant findings are found in the assessment between Professors and their lecturer and between the teaching assistants. It denotes that professors are very much in evidence as it cared so much greater work engagement, dynamism coupled with enthusiasm.

Table 7. Post Hoc ANOVA Test on the Differences in the Assessments Work Engagement in Terms of Job Title

Variable	Job Title	Mean	Teaching Assistant	Lecturer	Professor
dedication	Teaching Assistant	3.54	3.54	3.64	3.66
	Lecturer	3.64		*	
	Professor	3.66	*		*
Variable	Job Title	Mean	Teaching Assistant	Lecturer	Professor
Absorption	Teaching Assistant	3.55	3.40	3.28	3.38
	Lecturer	3.61		*	
	Professor	3.69	*		
Variable	Job Title	Mean	Teaching Assistant	Lecturer	Professor
Overall	Teaching Assistant	3.53	3.36	3.21	3.25
	Lecturer	3.60		*	
	Professor	3.64	*		

*Pair with Significant Difference at a .05 level.

3.7. Differences When Grouped in Years of Teaching Experience

Comparative assessment among college teachers was done on the teachers' characteristics involving meaningful work, job anxiety and work engagement with regard to their Years of Teaching Experience, namely “5 years and under”; “6-10 years”; “11-20 years”; “20 years and over”

3.7.1. Differences in the Assessment of Meaningful Work in terms of Years of Teaching Experience

Using F-test, the overall comparative assessment has yielded .355 with a computed significant value at .722, which is larger than the set value at .05, therefore the null hypothesis is accepted. This means that there is no significant difference in the assessment of meaningful when years of experience is taken as a test factor. This may seem to indicate that regardless of years of experience in teaching, meaning of work to the respondent teachers do not vary. Perhaps through the years teaching have been second nature to these teachers, without difficulties or inhibitions, its their life work.

3.7.2. Differences in the Assessment of Job Anxiety When Years of Teaching Experience is Taken as a Test Factor

Table 8. Differences in the Assessment of Job Anxiety when Years of Teaching Experience is taken as a test Factor

	Group	Mean	F-value	Sig value
Overall Job Anxiety	5 yrs & under	3.45	.412	.026
	6-10 yrs	3.41		
	11-20 yrs	3.31		
	20 yrs and over	3.18		

*Significant at .05.

Using F-test, the assessment of the respondents on job anxiety when grouped according to years of teaching experience has yielded an F-value of .412 with a computed sig value at .026 .Since the sig value is of lesser value compared to .05, the null hypothesis is rejected. Therefore there is a significant difference in the assessment among the respondent teachers when years of experience is used as text factor to compare assessment among respondents job anxiety.It may imply that job anxiety differ with how long certain groups of teachers have been teaching. Some may

manifest anxiety to some degree of intensity.

Table 9. Post Hoc ANOVA Test on the Differences in the Assessments of Job Anxiety in terms of Teaching Experience

Variable	Group	Mean	5 yrs &under	6-10 yrs old	11-20 yrs old	20 yrs &over
			3.45	3.41	3.31	3.18
Job Anxiety	5 yrs &under	3.45			*	
	6-10 yrs	3.41				*
	11-20 yrs	3.31		*		
	20 yrs and over	3.18				

*Pair with Significant Difference at a .05 level.

Using Scheffe , the significant pairs were singled out between those teachers whose experience was between” 5 years or under” and “11-20 years”, where anxiety seem to be higher with those with lesser teaching experience. Similarly, between those whose experience is between “6-10 years “manifested to have weather out anxiety than those whose experience are “20 years or more”.Perhaps it’s a matter of getting used to the daily encounter with life’s work whether to meet head on or deal with it normally.

3.7.3. Differences in Work Engagement When Years of Teaching Experience is Taken as a Test Factor

Table 10. Differences in the Assessment of Work Engagement when Years of Teaching Experience is taken as a Test Factor

Dimensions	Group	Mean	F-value	Sig value
Vigor	5 yrs &under	3.49	2.812	.112
	6-10 yrs	3.56		
	11-20 yrs	3.57		
	20 yrs and over	3.55		
Dedication	5 yrs &under	3.57	.963*	.000
	6-10 yrs	3.64		
	11-20 yrs.	3.64		
	20 yrs &over	3.64		
Absorption	5 yrs &under	3.58	.323	.067
	6-10 yrs	3.59		
	11-20 yrs	3.69		
	20 yrs &over	3.57		
Overall	5 yrs &under	3.55	.033	.120
	6-10 yrs	3.60		
	11-20 yrs	3.63		
	20 yrs.& over	3.59		

*Significant at .05.

Table 10, shows the overall assessment of the teacher respondent of their basic characteristics in term of work engagement. The respondent overall assessment grouped according to years of teaching experience yielded a F-test value of .033 and a computed significant value at .120. This lead to accept the null hypothesis , hence indicating no significant difference . It may seem to indicate that the respondents are consistent in their perspectives of work engagement. However , upon perusal the assessment of “Dedication dimension” yield , F-test value of .963 and a computed sig value of .000, which indicate rejection of null hypothesis, thereby taken to mean that significant difference existed among respondents of varying years of teaching experience. A follow -up test was conducted to seek paired comparison frm this findings.

Post Hoc Analysis

Table 11. Post Hoc ANOVA Test on the Differences in the Assessments Work Engagement in Terms of years of Teaching Experience

Variable	Group	Mean	5 yrs &under	6-10 yrs old	11-20 yrs old	20 yrs &over
			3.57	3.64	3.64	3.64
Dedication	5 yrs &under	3.57				*
	6-10 yrs	3.64				
	11-20 yrs	3.64		*		
	20 yrs and over	3.64				

*Pair with Significant Difference at a .05 level.

Paired comparison was found in “Dedication” dimension where it shows significant findings between teachers whose experience was from “5 years and under” and “11-20 years”.

And between 5 years or under and “20 years or over” years of experience. This hos that those teachers who have more experience have manifested greater engagement by dedicating their commitment to the profession. Perhaps the those teachers who have stayed longer have reasons to believe that they could contribute more in shaping their students’ future.

3.8. Relationship Status among Variables of Teacher Characteristics

3.8.1. Relationship between the Assessed Meaningful Work and Work Engagement

Using a Product Moment Correlation Coefficient or Pearson r, the relationships between the basic teachers’ characteristics on assessed meaningful work and the work engagement yielded significant results between and among its respective variables.

Relationship on the dimension of meaningful work in terms of Positive meaning in work and Work engagement. It has yield an overall r-value = .611 sig .000 . This means that there is a direct and positive relationship between positive meaning of work and work engagement. Indicating further that when teachers realize that their work is important in their life , the more they show enthusiasm, dedication and deep commitment in what ever they do as a teachers.

Table 12. Relationship Between the Assessed Meaningful Work and Work Engagement

Dimensions of Meaningful Work	Statistical Treatment	Work Engagement			
		Vigor	Dedication	Absorption	Overall
Positive Meaning in Work	Pearson r	.676**	.483**	.684**	.611**
	sig	.000	.041	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Making Meaning through Work	Pearson r	.549**	.684**	.691*	.676**
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant
Great Good Motivation	Pearson r	.482**	.370**	.719**	.564
	sig	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject
	Interpretation	Significant	Significant	Significant	Significant

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Relationship on the dimension of meaningful work in terms of Making meaning through Work and Work engagement. It has yield an Relationship on the dimension of meaningful work in terms of making meaning through work and work engagement. It has yield an overall r-value = .611 sig .000. This means that there is a direct and positive relationship between making meaning through work and work engagement. Indicating further that when teachers realize that their work is important in their life they can be more determined, and accept the fact that such dynamism at work add more luster to their life.

Relationship on the dimension of meaningful work in terms of Great good motivation and work engagement. The correlation yield an overall r-value = .564 at .000 significance value. This means that the high yield correlation value is strong and positive. It indicates that great motivation impels a person to become engage with work with great energy, commitment and focused.

3.8.2. Relationship Between the Assessed Meaningful Work and Job Anxiety

Table 13. Relationship between the Assessed meaningful Work and the Assessed of Job Anxiety

Meaningful work Dimension	Statistical Treatment	Job Anxiety
Positive Meaning in work	Pearson r	-.007
	Sig. value	.880
	Decision Ho	Accept
	Interpretation	Not Significant
Making Meaning Through Work	Pearson r	.136**
	Sig,value	.003
	Decision Ho	Reject
	Interpretation	Significant
Great Good Motivation	Pearson r	.273**
	Sig. value	.000
	Decision Ho	Reject
	Interpretation	Significant

**Correlation is significant at the 0.01 level (2-tailed).

Using a Product Moment Correlation Coefficient or Pearson r, the relationships between Assessed Meaningful Work and Job Anxiety has the following results:

Relationship between Positive Meaning in work and job anxiety has obtained r-value -.007 with computed sig

value .880, which rejects the null hypothesis ,indicating no significant relationship. This may seem to mean that teachers find no meaning in their work when they are in a stressful situation. This was articulated in the work of Mercer et al. (2020), it has been argued that well-being is indispensable for the actual role of teachers teaching at different levels, since it can boost and foster creativeness and also a constructive relationship[24].

Relationship between Making Meaning through work and job anxiety has obtained r-value of .136 and a sig value at .003. The relationship is significant though weak, it carries with it an indication that while teachers find meaning in doing their job, a little anxiety could find work bearable,

Relationship between Good great motivation and job anxiety has obtained r-value of .273 with sig value of .000, would mean a significant relationship that is positive and mild. It may seem to show that some stress or anxiety may stir up state of consciousness to work as expected of them.

3.8.3. Relationship between the Work Engagement Dimensions and Job Anxiety

Table 14. Relationship between the Assessed Vigor and the Assessed of Job Anxiety

Dimensions of Work Engagement	Statistical Treatment	Job Anxiety
Vigor	Pearson r	.139**
	sig	.002
	Decision Ho	Reject
	Interpretation	Significant
Dedication	Pearson r	.030
	sig	.505
	Decision Ho	Accept
	Interpretation	Not Significant
Absorption	Pearson r	.077
	sig	.091
	Decision Ho	Accept
	Interpretation	Not Significant

**Significant at .01 level (2-tailed).

Table 14 shows the correlation between the dimensions of work engagement and job anxiety for the following results:

Relationship between vigor and job anxiety has r-value

of .139 with a computed sig value at .002 indicating a weak positive correlation. It may seem to show that vigor at work maybe diminish as a result of job anxiety due to daily dose of stress. An anxious teacher may lost ones interest to perform an expected task. It can loss its fervor to render a good job of teaching.

Relationship between dedication and job anxiety has r-value of .030 with a computed sig value at .505 accepts null hypothesis, this means there no significant correlation that exist between the dimension of dedication and job anxiety, It could mean that one cannot expect a teacher to become committed at work when a constant anxiety block ones path towards teaching goals.

Relationship between absorption and job anxiety has r-value of .077 with a computed sig value at .091 that accepts the null hypothesis indicating no significant difference. This may seem to show that intermittent anxiety may cause a teacher to lost focus on the job that may cause inefficiency at work Generally, the correlation is significant at a .01 level. It seemed that degrees of correlations were low to high in the specific pairs of variables. This implied that one variable greatly influences the other variable.

4. Discussions

4.1. Summary of Findings

Profile of the Study. Majority of the college teacher respondents are women and on contractual basis. With almost 50% of them are in the 41-50 age bracket serving as Lecturers and Teaching experience is equally distributed across the teacher population from groups of novice to more experienced groups.

4.2. Respondents' Assessment of College Teacher Basic Work Characteristics

The respondent' assessment of their characteristics at work is "Highly Manifested". The details showed that:

In terms of Meaningful work, based on the assessment of positive meaning at work, rank 2nd, making meaning through work, rank 1st, and great good motivation rank 3rd, with an overall interpretation of "Highly Manifested"

In terms of job anxiety, the composite mean is interpreted " Manifested".

In terms of work engagement, based on Vigor which rank 3rd, while Dedication and Absorption are tied to 1st place, the overall assessment is "Highly Manifested"

4.3. Differences in the Assessment of the Basic Work Characteristics when Profile is taken as Test Factor

4.3.1. Differences in Terms of Sex

Based on the domains of Meaningful Work, the overall assessment is not significant between male and female college teachers respondents in the domains of positive meaning in work, making meaning through work and great good motivation.

Based on job anxiety, the composite result showed no significant assessment between male and female teacher-respondents

Based on work engagement dimension, the overall assessment did not show significant difference in the male and female respondents assessment of Vigor, Dedication and absorption.

4.3.2. Differences in Terms of Work Status

Based on the domains of Meaningful Work, the overall assessment is not significant between regular status and contractual status college teachers respondents in the domains of positive meaning in work, making meaning through work and great good motivation.

Based on job anxiety, the composite result showed no significant assessment between regular and contractual status respondents.

Based on work engagement dimension, the overall assessment did not show significant difference in the regular and contractual status respondents assessment of Vigor, Dedication and Absorption.

4.3.3. Differences in Terms of Age Profile

Based on the domains of Meaningful Work, the overall assessment is Significant among respondents of varying age brackets. Where a Post Hoc Analysis reveals significant values for those of whose age bracket are within the range of 50 years old or over.

Based on job anxiety, the composite result showed Significant difference in the assessment among respondents of varying age brackets. Noted are those in 41-50 years of age and 31-40 years of age that manifested significant findings versus those in younger age brackets

Based on work engagement dimension, the overall assessment is Not Significant in the assessment of respondents by Age assessment of Vigor, Dedication and Absorption

4.3.4. Differences in Terms of Job Title Profile

Based on the domains of Meaningful Work, the overall assessment is Not Significant among respondents of varying job title as teaching Assistants, Lecturer or Professor.

Based on job anxiety, the composite result showed No Significant difference in the assessment among respondents of varying job title.

Based on work engagement dimension, the overall assessment is Significant in the assessment of respondents by Job Title in the assessment of Dedication and Absorption dimension but not on Vigor.

Post Hoc Analysis reveals that paired comparison between Professors are highly manifested than Lecturers in Absorption dimension.

4.3.5. Differences in Years of Teaching Experience

Based on the domains of Meaningful Work, the overall assessment is Not Significant among respondents of varying years of teaching.

Based on job anxiety, the composite result showed Significant difference in the assessment among respondents of varying years of teaching experience. Post Hoc analysis showed that those with lower teaching experience (5 years or under)show higher mean anxiety than those with longer years of teaching experience.

Based on work engagement dimension, the overall assessment is Not Significant in the assessment of respondents grouped by years of teaching experience, but Notably, in terms od Dedication, a Significant findings was revealed through Post Hoc Analysis in the assessment of c Dedication was manifested highly by those who have longer years of teaching experience.

4.4. Relationship among the Assessed Variables of Basic Work Characteristics

4.4.1. Relationship between Meaningful Work and Work Engagement

Using a Product Moment Correlation Coefficient or Pearson r , the relationships between the basic teachers' characteristics on assessed meaningful work and the work engagement yielded significant results between and among its respective variables. The correlation is significant at a .01 level. It seemed that degrees of correlations were moderate to high in the specific pairs of variables. This implied that assessed meaningful work greatly influence the work engagement dimensions. Converso et al. (2018), in their study of teachers' work meaningfulness and turnover intentions, it focused on the relationship between relationship needs, work meaningfulness, and willingness to leave the job and verified the findings of this study[25]. Meaningful work is one of the strongest predictors of employee work engagement. When employees realize that the meaning of their work has been sublimated and that their work is no longer only for "earning money" but also for self-realization and even for serving society, their organizational engagement will be significantly increased.

4.4.2. Relationship between Meaningful Work and Job Anxiety

The overall correlation analysis reveals significant correlations between the dimension of Making Meaning through work and job anxiety and between Great Good motivation and Anxiety. However, an overall weak to mild correlation ensued between meaningful work and job anxiety. A series of studies such as Chang (2009)[26], Frenzel et al., (2016)[27]; Wang et al., (2017) [28] have shown that anxiety, as a common negative emotion in the teacher population, has a negative impact on teachers' physical and mental health and professional development.

4.4.3. Relationship between Work Engagement and Job Anxiety

The correlation analysis findings between work engagement and job anxiety showed significant findings in the Vigor dimension of work engagement of a positive but of low correlational findings (r -value-.139). This is congruent to the statement by Izard et al., (2008) who suggested that emotions have a motivational as well as a regulatory role[29]. As a negative emotion, anxiety may weaken teachers' level of work engagement.

5. Conclusion

Based on the findings culled from the gathered data, the following conclusions are hereby drawn:

It can be inferred that the purposively selected respondents drawn from varied population of respondents manifesting minimum variants across profile variables provide ideal samples to objectively assess basic work characteristics for this study.

That the domains of meaningful work, job anxiety and work engagements are vital to the assessment of current context of teachers' work characteristics that can be validated for various dimensions.

It can be said that comparison of various aspects of meaningful work dimension that are assessed based personal on circumstances define its inherent work characteristics.

Now, it can be inferred that those teachers who find work

meaningful, are those teachers who are more engaged at work. It implies therefore that the self-determination theory is realized as the guiding framework that becomes a driving force to reckon with and in enhancing more energized work engagement. It can further deduced that teachers with more significant work engagement are more likely to experience a sense of meaningful work and less likely to experience job anxiety.

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