

A PARALLEL CONVERGENT APPROACH TO DEMYSTIFY THE WORK ENGAGEMENT OF MILLENNIAL EDUCATORS WITH JOB DEMANDS AND JOB RESOURCE DETERMINANTS

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ABSTRACT: *This study aimed to investigate the impact of job demands and job resources on the work engagement of millennial educators. A mixed methods approach, specifically a convergent parallel design, was utilized. The quantitative phase employed descriptive and correlation analyses, while the qualitative phase utilized a phenomenological design. Purposive sampling was used to select 200 participants for the quantitative phase, and 17 participants were chosen for in-depth interviews and focus group discussions. Adapted questionnaires were used for data collection in the quantitative phase, while validated open-ended questions were employed in the qualitative phase. The results of the quantitative phase indicated that millennial educators experienced job demands, job resources, and work engagement in their workplace.*

Furthermore, the work engagement of millennial educators was found to be influenced by both job demands and job resources. In the qualitative phase, several essential themes emerged from the lived experiences of millennial educators, including their passion for a noble profession, joy in witnessing student learning and values acquisition, utilization of technology for enhanced learning, experiences of stress and challenges in accessing and integrating ICT, reliance on proper communication and self-development for coping, and the availability of emotional and professional support. Additionally, three themes emerged regarding the experiences of work engagement, which shaped the values, motivations, and aspirations of millennial educators. These themes included the enhancement of teachers' values systems, the production of quality graduates with strong character and values, and the aspiration to become successful inspirations and role models in the community. Finally, the findings from both phases of the study were found to align and support each other.

Keywords: Educational Leadership, Work Engagement, Millennial Educators, Job Demand, Job Resources, Parallel Convergent Approach, Agusan del Sur, Philippines

INTRODUCTION

Millennials exhibit traits such as confidence, ambition, and a drive for achievement. They have high expectations from their employers, actively seek new challenges, and are willing to question authority. These characteristics have raised concerns and uncertainties among researchers. In higher academic institutions, a significant portion of the faculty members belong to the millennial generation, also known as Generation Y, born between 1981 and 1996 [1]. As the newest generation to enter the workforce, millennials are sometimes perceived to lack focus in completing assigned tasks, displaying a penchant for movie-watching and gadget usage. They also place considerable emphasis on rewards and personal development for the work they perform. According to research [2], millennials tend to seek attention and desire immediate feedback for their work accomplishments. These findings aligned with the study [3] cited by [4], which suggests that employers and older colleagues perceive millennials as entitled, arrogant, self-absorbed, undependable, and lacking a strong work ethic. It further emphasizes this perception, stating that human resource managers commonly view millennials as the most self-entitled, irresponsible, and immature workers in history [5] as cited by [4]. Additionally, [6] as cited by [7] highlighted undesirable traits among millennials, including a lack of loyalty and work ethics, reliance on slang, poor communication skills, and a self-centered nature [8].

According to a recent survey [9], it was found that only 29% of millennials were reported to be engaged at work, indicating that the majority of millennials, approximately 71%, were either not engaged or actively disengaged. This data aligned with the findings [10] which revealed that

globally, only 13% of employees were actively engaged at work, while a significantly larger number, more than twice that percentage, were completely disengaged and had the potential to spread negativity to others. Furthermore, there is a notable decrease in employee engagement and an increasing level of disengagement among employees worldwide [1&12]. This trend is concerning as it impacts a significant portion of the workforce, with approximately half of workers either not fully engaged or completely disengaged. The resulting loss of productivity is costing businesses from various countries billions of dollars annually [1, 13, 14].

The findings indicate that organizations should prioritize employee work engagement as it can provide them with a competitive edge over others [15]. This phenomenon has significant implications for the success or failure of an organization, particularly considering the large number of millennial employees in the workforce, including those in academic institutions. Therefore, organizations must recognize the importance of fostering employee engagement to achieve favorable outcomes.

According to a study published [16], educational institutions play a vital role in shaping societies by producing knowledgeable individuals and conducting research. When educators are actively engaged in their work, they are more likely to impart their expertise effectively to the younger generation, contributing to the overall development of societies in various fields.

Similarly, faculty members are crucial for the quality of higher education institutions as they fulfill multiple roles, including conducting research, teaching students, addressing societal challenges through their expertise, and taking on leadership and service responsibilities within the university or

college [17]. Therefore, it becomes imperative to identify the key factors that drive employee engagement and implement appropriate interventions to enhance engagement levels among millennial educators, who play a pivotal role in the academic sphere.

Recent research has revealed that when employees are actively engaged in their work, their commitment to the organization tends to be stronger, resulting in a decreased likelihood of them seeking employment elsewhere [18]. This finding aligns with a study conducted [19], which found a significant positive correlation between leadership support and employee engagement.

The results of the study demonstrate a significant relationship between employee creativity and factors such as authentic leadership, work engagement, and psychological empowerment [20]. Additionally, the study highlights that job characteristics, rewards, and recognition play a crucial role in influencing employee engagement [21]. Furthermore, both job-related control and recognition were found to have a positive association with work engagement. Previous studies have consistently shown that work-related resources play a significant role in predicting work engagement and explain a considerable amount of variance, even after considering demographic variables and work-related demands [22].

However, the results indicate that millennial generational affiliation does not significantly moderate the relationship between psychological contract fulfillment and employee engagement when compared to other generational cohorts [23]. Additionally, there was no significant relationship found between work engagement and participation in employee development activities [24]. Similarly, no significant relationship was observed between work engagement and education level, gender, or job). [25]

These diverse findings and perspectives from various studies may not fully capture or explain the true understanding of the research participants. Moreover, focusing solely on hypothesis testing rather than theory building can potentially lead to overlooking important phenomena [26]. Similarly, the knowledge generated from these studies may be too abstract and general to directly apply to specific situations, contexts, and individuals [26]

Moreover, the existing studies on work engagement primarily focus on the Western context and predominantly relate to the business sectors. Furthermore, the researchers encountered limited studies specifically related to the academe, and there is a lack of published research within the context of the Philippine settings.

The researchers aimed to identify specific mediators of work engagement within the academic setting in the Philippines. This exploration aimed to uncover the barriers that hinder work engagement among millennial faculty and propose strategies to enhance their work engagement. By doing so,

the study seeks to align the vision, mission, and values of the organization, as faculty members play a crucial role in creating a conducive learning and working environment and shaping the overall learning experience for students.

Furthermore, the findings of this study will offer valuable insights into the work engagement of millennial faculty members. It will serve as a platform to address any issues and concerns surrounding work engagement, leading to the development of appropriate policies and guidelines. Additionally, the study's outcomes will contribute significantly to the review and revision of the academic institution's faculty development plan, making a substantial impact on the overall enhancement of faculty engagement and performance.

2.0 CONCEPTUAL /THEORETICAL FRAMEWORK

This study is based on the Job Demands-Resources (JD-R) model introduced [27]. The model is useful in predicting employee burnout and engagement, ultimately affecting organizational performance [28], further emphasizing that the JD-R model assumes that every occupation has specific factors influencing employee well-being, which can be categorized into two main groups: job demands and job resources. This model provides a comprehensive framework that can be applied to different occupational settings, regardless of the specific demands and resources involved. In essence, the theory identifies job resources and job demands as the primary factors driving work engagement.

3.0 RESEARCH DESIGN AND METHODS

A mixed methods approach, specifically a convergent parallel design, was utilized in the study. The quantitative phase employed descriptive and correlation analyses, while the qualitative phase utilized a phenomenological design. Purposive sampling was used to select 200 participants for the quantitative phase, and 17 participants were chosen for in-depth interviews and focus group discussions. Adapted questionnaires were used for data collection in the quantitative phase, while validated open-ended questions were employed in the qualitative phase crucial role in creating a conducive learning and working environment and shaping the overall learning experience for students. Furthermore, the findings of this study will offer valuable insights into the work engagement of millennial faculty members. It will serve as a platform to address any issues and concerns surrounding work engagement, leading to the development of appropriate policies and guidelines. Additionally, the study's outcomes will contribute significantly to the review and revision of the academic institution's faculty development plan, making a substantial impact on the overall enhancement of faculty engagement and performance..

4.0 RESULTS AND DISCUSSION

Tables 1-4 present the data gathered, following the sequence of the objectives.

**Table 1.1
Status of Job Demands of Millennial Educators**

The Job Demands- Resource Scale	Mean	Standard Deviation	Description
Work Overload			
1. having too much work to do.	3.77	0.82	High
2. working under time pressure.	3.51	2.42	High
3. being attentive to many things at the same time.	4.06	0.92	High
4. I pay continuous attention to my work.	4.33	0.81	Very High
5. remembering many things in my work.	4.12	0.91	High
5. being confronted in my work with things that affect me personally.	3.20	1.91	Average
6. contacting with difficult people in my work.	3.03	1.11	Average
7. working in emotionally upsetting situations	2.73	1.10	Average
Category Mean	3.59	1.08	High
Job Insecurity			
1. being more secure that I will still be working in one year.	3.48	1.23	High
2. being more secure that I will keep my current job in the next year.	3.61	0.24	High
3. being more secure that next year I will keep the same function level I currently have.	3.54	1.26	High
Category Meanh	3.54	1.14	High
Overall Mean	3.57	0.78	High

Job Demands of Millennial Educators. This specific variable obtained an overall weighted mean of 3.57, suggesting a high level based on the survey participants' responses. This indicates that job demands, such as work overload and job insecurity, were frequently observed or experienced by millennial faculty members in their workplaces. The overall standard deviation of 0.78 indicates a narrow range of dispersion in the participants' perceptions, indicating a high level of agreement or homogeneity in their views.

The findings of this study align with the idea of the proposed existence of two types of work overload: quantitative

and qualitative overload. Quantitative overload refers to feelings associated with the volume of work, working at a fast or intense pace, having excessive tasks, or experiencing high levels of pressure [29]. On the other hand, qualitative overload pertains to the perception that one lacks sufficient time to produce high-quality work or lacks the necessary skills to effectively complete assignments. Additionally, previous studies have discovered that work overload tends to increase when organizations establish performance objectives, set challenging goals, and implement higher performance expectations [29].

Similarly, the indicator "work overload" has a category mean of 3.59, indicating a high level. The standard deviation of

**Table 1.2
Status of Job Resources of Millennial Educators**

II. Job Resources	Mean	Standard Deviation	Descriptive Rating
Growth Opportunities			
1. I have enough variety in my work.	3.97	0.85	High
2. My job offers me opportunities for personal growth and development	4.28	0.91	Very High
3. My work gives me the feeling that I can achieve something.	4.25	0.89	Very High
4. My job offers me the possibility of independent thought and action.	4.26	0.83	VeryHig
h			
5. I have the freedom to carry out my work activities.	3.99	0.84	High
I participate in the decision about a piece of work that must be	3.95	0.84	High

completed.			
Category Mean	4.09	0.65	High
Organizational Support			
I can count on my supervisor when I come across difficulties in my work.	3.9	0.93	High
I can get on well with my supervisor	4.05	0.92	High
In my work, I feel appreciated by my supervisor.	3.63	1.01	High
I know exactly what other people expect me in my work.	3.65	0.94	High
I know exactly what are my responsibilities	4.41	0.83	Very High
I know exactly what my direct supervisor thinks of my performance.	3.62	1.00	High
I receive sufficient information on the purpose of my work.	3.79	0.98	High
I receive sufficient information on the results of my work.	3.58	0.91	High
My direct supervisor informs me about important issues within my department/organization.	3.93	1.01	High
I kept adequately up-to-date about important issues within my organization.	3.84	0.96	High
The decision-making process of the organization is clear to me as an employee.	3.80	1.01	High
It is clear to me whom I should address within the organization for specific problems.	4.04	0.98	High
I can discuss work problems with my direct supervisor.	3.79	1.04	High
I can participate in decisions about the nature of my work.	3.81	0.94	High
I have a direct influence on my organization's decisions.	3.42	1.02	High
Category Mean	3.82	0.70	High
Career Advancement/Rewards			
I think that my organization pays good salaries.	3.55	1.11	High
I can live comfortably on my pay.	3.35	1.15	High
I think I am paid enough for the work that I do.	3.41	1.16	High
My job offers the possibility to progress financially.	3.30	1.17	Average
The organization gives me opportunities to follow training courses.	3.41	1.18	High
My job provides me the opportunity to be promoted	3.43	1.18	High
Category Mean 3	.41	0.98	High
Work-Related Resources			
The equipment that I use /implement in my work is in good working condition.	3.74	1.04	High
I have all the equipment that I need to accomplish my work. / I can acquire all the equipment that I need to accomplish my work.	3.46	1.06	High
I have modern equipment to do or implement in my work. / I can acquire modern equipment to do or implement in my work.	3.49	1.08	High
Category Mean	3.56	0.97	High
Relations with Colleagues			
I can count on my colleagues when I come across difficulties in my work.	4.16	0.86	High
If necessary, I can ask my colleagues for help.	4.19	0.87	High
I can get on well with my colleagues.	4.26	0.79	High
Category Mean	4.21	0.77	Very High
Overall Mean	3.82	0.82	High

1.08 suggests that the responses are not widely spread or dispersed from the mean value. Furthermore, the item that garnered the highest mean of 4.33, described as high is *I have to give continuous attention to my work*. While the lowest rating of 2.73 described as average, goes to the item *My work puts me in emotionally upsetting situations*. This suggests that millennial educators exhibit a high level of passion and enthusiasm for their work, and they do not experience significant emotional distress or negative feelings associated with it.

This finding contradicts the notion that employees facing heavy workloads and struggling to achieve a work-life balance tend to experience emotional exhaustion. In turn, these individuals may exhibit lower job engagement and perform poorly in delivering services [30]. Additionally, [31, 32] have established a negative association between work overload and various individual and organizational outcomes, including reduced job satisfaction, increased absenteeism, higher turnover rates, heightened stress levels, and decreased work performance.

However, the indicator "job insecurity" has a category mean of 3.54, indicating a high level. The standard deviation of this indicator, which is 1.14, suggests that the participants' responses are closely clustered around the mean value. In this indicator, the item that received the highest rating of 3.53 described as high, goes to the item that states ***I need to be more secure that I will keep my current job in the next year.*** However, even if the item that states ***I need to be more secure that I will still be working in one year*** has the lowest rating of 3.48, still it is described as high. It appears that millennial educators are not significantly influenced by concerns about job security related to tenure, as they exhibit a relatively low level of concern about not working in the following year. However, they are more affected by the possibility of not being retained in their current role.

The findings align somewhat with the perspectives of [33, 34, 35] who discovered that younger workers tend to experience more job insecurity compared to older workers. However, [36] found a significant difference in the level of perceived job threat among different age groups. Their study indicated that younger workers between the ages of 16 and 24 do not fear job loss as much, likely due to the absence of family responsibilities in comparison to those above 45 years old.

Job Resources of Millennial Educators. Table 1.2 exhibits the status of job resources of millennial educators. This particular variable has an overall weighted mean of 3.82, indicating a high level. This suggests that job resources were prominently present and observed in the workplace of millennial educators. The results indicate that these educators utilized and experienced various resources provided by the organization, such as growth opportunities, career advancement support, positive relationships with colleagues, organizational support, and access to work resources, which contributed to their work engagement. The overall standard deviation of 0.91, derived from the participants' responses in the survey, indicates a relatively small range of dispersion. This implies that the respondents' answers were relatively consistent and not widely varied from each other.

This finding aligns with the concept proposed by [37] citing [38] that job resources with intrinsic motivational aspects contribute to employees' personal growth and development by fulfilling their fundamental needs. On the other hand, when the work environment fails to provide an adequate level of job resources, employees' motivation to perform tasks, as well as their overall effort, may be impeded, resulting in disengagement [39].

Likewise, this variable has five indicators namely: growth opportunities, organizational support, career advancement, work-related resources, and relations with colleagues. Among the indicators, growth opportunities obtained the highest mean of 4.09 and the lowest indicator is career advancement/rewards with 3.41 as the mean with the same descriptive rating of high.

Delving further, it can be observed that the indicator, growth opportunities has a category mean of 4.09, described as high, and a standard deviation of 0.65. This denotes the homogeneity of respondents' answers. Further, it could be seen from the table that the item which states, ***My job offers me opportunities for personal growth and development*** received the highest rating of 4.28, described as very high.

The lowest mean of 4.95, still described as high, goes to the item that states ***I participate in the decision about a piece of work that must be completed.*** The findings suggest that the participants in the study appreciate the fact that their jobs provide them with opportunities for personal growth and development. However, it also indicates that they perceive themselves to have limited involvement in decision-making processes regarding tasks and activities.

The findings somewhat align with the perspective of [40], who emphasized that opportunities for growth and development enable employees to enhance their knowledge, skills, and abilities, and apply these competencies in different contexts. The chance to acquire new skills and experiences can boost employee motivation and job satisfaction while assisting them in effectively managing job-related stress.

Regarding the indicator of organizational support, it obtained a category mean of 3.82, indicating a high level. The standard deviation of 0.70 suggests a small range of dispersion among the responses, indicating a high level of agreement among the participants regarding the presence of organizational support.

The results further reveal that the item which states that ***I know exactly what are my responsibilities*** has the highest rating of 4.41, described as very high. The item that states that ***I received sufficient information on the results of my work*** reflects the lowest rating of 3.58. It could be inferred that although the respondents are knowledgeable about their jobs, they feel that feedback about the results of their work is not sufficient.

This finding does not align with the perspective presented by [41], which suggests that perceived organizational support (POS) refers to employees' perception of the organization's recognition of their contributions and concern for their well-being. POS has been found to have significant implications for employee performance and well-being. However, this result confirms the findings of a study conducted by [42]. Their study revealed that organizational support plays a significant role in fostering creativity among employees. The results also indicated a positive and significant correlation between perceived organizational support (POS) and affective and normative commitment.

In terms of career advancement, this indicator has a category mean of 3.41, suggesting a high level. The standard deviation of 0.98 indicates that the participant's responses are not widely dispersed, indicating a relatively consistent perception among them. Additionally, in this indicator, the item that states that ***I think that my organization pays good salaries*** received the highest rating of 3.55, described as high. Adding on, the lowest rating of 3.30 goes to the item which states that ***My job offers the possibility to progress.*** Seemingly, the respondents believe that they belong to an organization that pays them satisfactorily and that they have the chance to be assigned to a higher position. They may be aware that teaching is not a financially - rewarding job, but their satisfaction may come from other forms aside from those that could motivate them extrinsically.

This study aligns with the perspective put forth by [43] that emphasizes the influence of career development on performance. According to [43], when employees perceive that their organization prioritizes their growth and development, it fosters a higher level of employee

engagement. This, in turn, leads to increased commitment towards achieving both individual and organizational goals

In the aspect of Work-related Resources, this indicator has a category mean of 3.56, described as high. Its standard deviation is 0.97 would mean that there's not much dispersion in the responses of the millennial educators. The highest mean of 3.74, described as high, is on the item which states that *The equipment used in work is in good working condition*. The lowest mean of 3.46 is on the item that states *I have all the equipment that I need to accomplish my work. / I can acquire all the equipment that I need to accomplish my work*. It explains that millennial educators are confident that equipment is to be used in their work and that these are functioning well. However, their experiences made them aware that everything they may request about teaching may not all be provided by the administration.

This finding aligns somewhat with the concept of workplace resources identified at the individual, group, leader, and organizational levels, which are known to influence employee well-being and organizational performance [44]. However, a significant number of business professionals encounter difficulties in their work due to insufficient tools and resources to effectively perform their job responsibilities. This challenge is prevalent across various job levels and

departments, and it undoubtedly has an impact on the overall functioning of the organization [45].

About the indicator, relations with colleagues, the category mean is 4.21, described as very high. The standard deviation of 0.71 implies the consistency of respondents' answers. In addition, the highest rating of 4.26, described as very high, goes to the item that states *I can get on well with my colleagues*. While the item, *I can count on my colleagues when I come across difficulties in my work* received the lowest rating of 4.16, still described as high. Seemingly, millennial educators enjoy harmonious relationships in their place of work and the support of their friends in work-related problems.

This finding aligns with the perspective presented by [46], which emphasizes that employees dedicate a considerable portion of their time to the workplace. The quality of their daily working experience, including their interactions with colleagues, team members, supervisors, and managers, significantly influences their overall outlook and satisfaction. In contrast, it suggested that a higher level of co-worker support is associated with lower work engagement. However, when individuals experience high role ambiguity, the impact of co-worker support is minimal. Furthermore, there was no statistically significant relationship found between role conflict and subsequent work engagement [47].

Table 1.3
Status of Work Engagement of Millennial Educators

Work Engagement	Mean	Standard Deviation	Descriptive Rating
Vigor			
At my work, I feel bursting with energy.	3.83	0.73	High
At my job, I feel strong and vigorous.	3.88	1.71	High
When I get up in the morning, I feel like going to work.	3.94	0.80	High
I can continue working for very long periods.	3.86	0.85	High
At my job, I am very resilient mentally.	4.00	0.73	High
At my work, I always persevere, even when things do not go well	4.06	0.80	High
Category Mean	3.93	0.80	High
Dedication			
I find the work that I do full of meaning and purpose.	4.35	.77	Very High
I am enthusiastic about my job.	4.22	0.75	Very High
My job inspires me.	4.27	0.78	Very High
I am proud of the work that I do.	4.50	0.73	Very High
To me, my job is challenging.	4.50	0.70	Very High
Category Mean	4.37	0.64	Very High
Absorption			
Time flies when I am working.	4.24	0.79	Very High
When I am working, I forget everything else around me.	3.66	0.90	High
I feel happy when I am working intensely.	3.99	0.89	High
I am immersed in my work.	3.91	0.77	High
I get carried away when I am working.	3.78	0.88	High
It is difficult to detach myself from my job.	3.64	0.99	High
Category Mean	3.87	0.67	High
Overall Mean	4.06	0.54	High

Work Engagement of Millennial Educators. Table 1.3 presents the work engagement status of millennial educators, with this variable achieving an overall weighted mean of 4.06, indicating a high level. This suggests that the work engagement of millennial educators was noticeably present and observed in their workplace. The results indicate that these educators exhibit vigor, dedication, and absorption in their work engagement. Furthermore, the overall standard deviation of 0.71, derived from the survey responses, suggests a limited range of dispersion among the participants' perceptions, indicating a homogeneity in their views.

The finding aligns with the perspective that describes work engagement as the way employees experience their work. It encompasses feelings of stimulation, energy, and a strong desire to invest time and effort (vigor component), perceiving work as a significant pursuit (dedication), and being fully immersed and focused on the tasks at hand (absorption)[48]. Further, modern public and private organizations should aim to foster employee engagement, as it is associated with high levels of creativity, task performance, organizational citizenship behavior, and client satisfaction.[49].

Likewise, this variable has three indicators namely: vigor, dedication, and absorption. Among the indicators, dedication obtained the highest mean of 4.37 with the descriptive equivalent of very high while the lowest indicator is absorption with 3.87 as the mean with the descriptive rating of high.

Probing further, the indicator, *Vigor* has a category mean of 3.93, described as high, while the standard deviation is 0.82. Likewise, the small range of dispersion denotes homogeneity in their perceptions. In addition, the item with the highest rating of 4.06, described as high, goes to the item which

states that *At my work, I always persevere, even when things do not go well.* On the other hand, the lowest rating of 3.83 goes to the item which states that *At work, I always feel bursting with energy.* Apparently, despite the dedication and persistence of millennial educators in their demanding teaching roles, it is not guaranteed that they will always experience high levels of vigor. The reality is that the six-hour daily teaching commitment can be physically and mentally draining, potentially depleting their energy levels.

This finding parallels the research conducted by [50], which discovered that academicians who have a lower frequency of doctor visits tend to exhibit higher levels of occupational satisfaction. Conversely, academicians who experience health issues tend to have higher levels of burnout. Similarly, the concept of vigor is conceptually different from similar constructs and stands independently from job burnout. Additionally, research revealed that vigor has unique predictive effects on employees' health outcomes.[51].

As regards the indicator, *dedication*, the category mean is 4.37, described as very high. The standard deviation of 0.57 denotes the homogeneity of responses. Additionally, the highest rating of 4.50 described as very high goes to the items that state that *I am proud of what I do and that teaching is challenging.* The item that states *I am enthusiastic in my job* received the lowest rating of 4.22 but is still described as very high. It can be deduced that millennial educators perceive teaching as a noble profession, which instills a sense of pride in their work. This pride contributes to their enthusiasm and dedication to fulfilling the responsibilities associated with their profession.

Table 2
Significance of the Influence of Job Demands, Job Resources on the Work Engagement of Millennial Educators.

Variables Standardard	Coefficient B	p-value	t	Remarks
Job demands	.164	.00	3.68	Significant
Job Resources	.587	.00	13.19	Significant

Note: R= 0.662 R-square= 0.438 F= 125.517 p< 0.05

This finding aligns with the viewpoint that when an employee expresses a desire to learn more about their job, it reflects a high level of dedication in the workplace. The eagerness to grow and acquire knowledge in their role demonstrates that the employee values not only their personal development but also the overall success of the company. Similarly, dedication in the workplace encompasses punctuality and giving one's full effort. It involves being productive and striving to do the best job possible from the outset. While everyone makes mistakes, a dedicated individual focuses on minimizing errors by prioritizing accuracy and efficiency.[52]. This level of dedication can lead to significant cost savings for the employer, as highlighted by [53].

About the indicator, *absorption*, it garnered a category mean of 3.87, described as high while the standard deviation is 0.71. This denotes that responses are clustered towards the mean. Additionally, the item that received the highest rating of 4.24, described as very high, is the item that states that

Time seems to fly when I am working. The lowest rating of 3.64, still described as high, goes to the item which states that *It is difficult to detach myself from my job.* It can be interpreted that millennial educators become deeply engrossed in their work, often losing track of time due to their strong dedication and passion for what they do. It becomes challenging for them to detach themselves from the work they enjoy, as it holds a significant importance in their lives.

This finding aligns with the concept that absorption is a key component of work engagement. It is characterized by a state of being fully immersed and deeply engrossed in one's work. Absorption is seen as the opposite of professional inefficacy, and it entails being completely focused and concentrated on the tasks at hand. Individuals experiencing absorption may find that time passes quickly, and they may encounter challenges in detaching themselves from their work [54].

Table 2 shows the regression analysis to determine the influence of job demands and job resources on the work

engagement of millennial educators. As shown, both of these predictors significantly influence the work engagement of millennial educators as supported by the magnitude of their respective p-values which are all less than 0.05. This means that despite facing work overload and experiencing job insecurity, millennial educators demonstrated high levels of vigor, dedication, and absorption in their work engagement. This suggests that they tackled their responsibilities with enthusiasm, dedication, and intense focus, despite the difficulties they encountered. Between the two determinants, job demands ($b=.164$, $p<.05$) and job resources ($b=.587$, $p\text{-value}<.05$), job resources is the better predictor since for every unit increase of this variable, a corresponding increase of .587 is realized in the work engagement of millennial educator, as compared to an increase of .164 contributed by a unit increase of job demands.

The result is in contrast to the idea that job demands did not play a significant role in the work engagement of employees. Organizational support and growth opportunities were the best predictors of work engagement [55]. After adjusting for demographic characteristics, workload and time pressure showed a positive association with work engagement with a small effect size while role ambiguity showed a negative association with a large effect. Likewise, Among Japanese employees, challenges such as having higher levels of workload and time pressure may enhance work engagement but hindrances, such as role ambiguity, may reduce it [56].

Lived Experiences of Millennial Educators as Regards their Work Engagement

In this section presents the key ideas and themes that have emerged from the interviews conducted with the participants, reflecting their experiences of work engagement in their respective workplaces. The themes that have been identified include the perception of having a noble and fulfilling profession, the sense of joy derived from witnessing student learning and character development, the importance of feeling appreciated and acknowledged in their work, the experience of stress resulting from work demands, and challenges related to accessing and integrating information and communication technology (ICT).

Having a noble and fulfilling profession. A significant number of participants expressed that they pursued a career in teaching due to their strong belief in their passion and dedication to impart knowledge to students, as well as their desire to instill values and help students reach their full potential. They also mentioned being influenced by their own teachers and family members and having a long-standing aspiration to become educators themselves. They recognized teaching as a rewarding and fulfilling profession that allows them to make a meaningful impact on others' lives.

The participants expressed their reasons for choosing the teaching profession through the following statements:

I find nothing is more fruitful and engaging than teaching. I'd rather help my fellows learn to live their lives than teaching how to live their lives. It brings out the best in me and the learners as well. (IDI P5)

Ever since I was a child I have admired the teachers and their works, so I dreamed of becoming one in the future. (IDI P2), (IDI P8)

I chose the teaching profession because I was influenced by my favorite teacher in high school. (IDI P7)

I chose teaching as a profession because it has been my dream job since my childhood days. I idolized my teacher since elementary. I do believe that being a teacher contributed a lot to creating a better life for everyone. (IDI P9)

I chose teaching because my great-grandmother and mother influenced me a lot. (IDI P10).

Meanwhile, participants never see themselves becoming teachers but they realized its value later. These are the evident quotes they uttered:

Honestly, teaching was not my first choice, however, I learned to love it, finished the course, and became a teacher. (FGD P1)

I chose this profession because it is the nearest and related to my field BS Physics and I view teaching as a fulfilling one. (FGD P4).

I didn't choose teaching as my profession, this is my stepping stone towards my ultimate goal but I find teaching fulfilling and enjoyable. (FGD P3)

The findings align with the identified themes from previous research, which include the following: passion for the job, availability of job materials, work environment, employee relationships and support, training and development opportunities, and pay and compensation [57]. Likewise, the qualitative study also revealed that supervisory coaching, courage, and gratitude emerged as significant factors that positively influence work engagement, supporting the empirical findings of this study [58].

Experiencing joy when students learn and acquire values. The advancement of technology encompasses modern resources and facilities such as internet connectivity, laptops, printers, computers, and various teaching and learning materials. These technological tools are crucial for enhancing the skills and competencies of both students and teachers, considering the rapidly changing society we live in. Many of the teachers expressed a desire for a working environment equipped with these resources, as it would enable them to engage more effectively in their work and achieve productive outcomes. Participants viewed teaching as a fulfilling and meaningful profession, with the belief that integrating such technological aids would make their teaching more relevant and contribute to the long-term success of their students. These are evident statements from the participants regarding the aforementioned ideas:

It makes me happy to see my students succeed in their field and pass the licensure examination. (IDI P1) (FGD P1)

My experience that made me happy was when I saw my students applying what they have learned from my discussions, can think of retrofitted activities that lead to the learning of the students. (IDI P2) (IDI 10)

I'm filled with overwhelming happiness when I see that my students are enjoying my lessons and discussions and I meet the competencies they need to learn. (IDI P 5)

I feel satisfied applying the knowledge that I have both oral and written. (IDI P9)

The findings align with the concept, which suggests that intrinsic career values, rather than rewards or security, are associated with work engagement. Additionally, having a job that is closely aligned with the field of education for young adults was positively linked to work engagement [59]. Furthermore, the study identified five key themes: commitment to sustainability, leading through personal example, promoting transparent and effective communication, implementing a measurement system, and cultivating a professional image [60].

Utilizing modern technology helps students learn.

Technological advancements encompass modern resources and facilities such as internet connectivity, laptops, printers, computers, and various office and school supplies that are utilized for teaching and learning purposes. These facilities play a crucial role in enhancing the skills and competencies of both teachers and students, enabling them to keep pace with the rapidly evolving society. Additionally, integrating modern technology into teaching practices proves to be advantageous for both teachers and students, particularly in catering to the needs of the current generation of learners.

These are evident statements from the participants following the ideas below:

It makes me happy when one of those is social networks or social relations. (IDI P6).

It is a good action for the improvement of the curriculum to have seminars on the use of technology. (IDI P3)

ICT pushes me to be more interactive in the teaching process. It tells me to strive more instead of being conventional all the way.(IDI P5)

ICT encourages them to experience using modern technology in teaching. (IDI P8). (FGD P 2)

It leads to a better understanding of the good command of technologies. You need to be updated and learn to explore things that relate to technology to be used in teaching. (IDI P 10).

It encourages me to research to help address the concerns of the school. (FGD P1)

The findings of this study align with a recent review and meta-analysis that examined workplace resources across various levels (individual, group, leader, and organizational). The results of that study indicated that resources at any of

these levels were associated with both employee well-being and organizational performance [44]. Similarly, many business professionals encounter difficulties in their work due to a lack of adequate tools and resources, which has a significant impact on job performance across different levels and functions within an organization [45].

Feeling stressed due to the demands of work. Completing essential tasks and assignments can be challenging for millennial educators due to the demanding nature of their work. The participants expressed unhappiness and frustration when faced with additional tasks, such as constantly changing curriculum, excessive paperwork, overwhelming workload, and urgent assignments. These demands not only affect their professional lives but also have an impact on their personal lives, as teachers often find themselves sacrificing valuable time and energy for their work.

Here are statements from the participants:

What makes me unhappy sometimes? One of these is the ever-changing curriculum and the mountainous paperwork to be done. Most of my time would be spent doing paperwork rather than in engaging classroom activities. (IDI P1)

What I find most challenging is the demands and pressure coming from our superiors. (IDI P1)

I felt unhappy and depressed when I was given a lot of work and pressing tasks which even my classes and personal life are sacrificed. (IDI P8)

Congested paper works gave me a sad, dismaying, and quitting aura, (IDI P8)

Working overtime also weakens my immunity and stamina. (IDI P8).

These findings align with the concept, which identifies two types of work overload. The first type is quantitative overload, characterized by feelings of being overwhelmed by the amount of work, working at a fast or intense pace, having an excessive workload, or experiencing high levels of pressure. The second type is qualitative overload, where employees feel they lack sufficient time to produce high-quality work or believe they lack the necessary skills to complete their assignments [29].

Difficulty in accessing connections and integrating ICT. In today's teaching landscape, as well as in other fields of work, the presence of technological advancements is crucial to creating an optimal working environment. This enables educators to employ effective teaching strategies and techniques that cater to the specific needs and preferences of diverse learners, especially those who are digital natives. However, it was noted by certain participants that they encounter challenges in implementing teaching strategies that align with the interests and abilities of their diverse student population. This is particularly evident among students from remote areas, who may face difficulties in keeping up with the competencies required at higher levels of education.

These are their evident responses to the ideas mentioned:

Normally, I felt down whenever I saw them having a hard time in my discussion, especially on the assessment part, but I considered such an instance a challenge, not a defeat, it made me reflect on what things I should improve (IDI P8).

Whenever I am in this situation I develop myself to be a better teacher to eliminate the root of what I feel. (FGD P3)

Since I am handling this load which is not related to my field, what I did is to study this subject to be able to teach these to my students. (FGD P4)

However, reality exists in the academe, that there is a lack and inadequate modern facilities and resources like technology such as internet connection and computer use for the delivery of teaching.

These are evident in the following quotes from the participants:

The experience that made me unhappy was the difficulties of having a signal and internet connection. It affects my job to become a technology expert and become computer literate. (IDI P3)

Make use of your resources, Teachers are forced to buy their gadgets. (IDI P4) (IDI P2)

Resources in the public higher institutions are limited, so let us be resourceful (IDI P10)

Do not wait for the organization to provide resources, other schools have the same predicament. (IDI P 4)

The resources should be enjoyed by all teachers.” (IDI P 7)(FGD P2)

Physical Facilities are still a challenge. Not satisfied with the resources (IDI P4) (FGD P4)

Less opportunity for resources for the new teachers. (IDI P6)

Limited resources, not equally distributed. (IDI P 10)

The findings align with the study conducted which revealed that job resources with intrinsic motivational aspects contribute to employees' personal growth and development by fulfilling their fundamental needs. [61] as referenced by [62]. Insufficient job resources in the work environment can hinder employees' motivation and impede their engagement in tasks, leading to disengagement over time[63]. Additionally, job resources encompass elements such as social support, feedback, and opportunities for autonomy, variety, and growth. These resources are beneficial both for the well-being of employees, as they satisfy their basic human needs, and for the overall workplace, as they facilitate efficient task completion and yield better outcomes [64].

Coping Mechanism Applied Towards Challenging Experiences

Using proper and formal communication. The work engagement of teachers is influenced by the demanding nature of their profession, which presents both positive and negative challenges. Teachers often find themselves multitasking and facing various responsibilities in the academic field. Despite the challenges, teachers strive to approach these experiences positively. They view them as opportunities for personal growth, skill development, and the

application of effective teaching methods. Teachers also emphasize the importance of proper communication, prioritization, and self-reflection to maintain a sense of self-worth and navigate their work successfully.

Here are some paraphrased quotes from the participants that reflect these ideas:

I always told my students the importance of Education. (IDI P1)(FGD P1)

I have talked to the said student, asked him the reason for doing such, and made him realize that he did something wrong and that consequences may arise and may be imposed for undesirable behavior. (IDI P4)

First, oral communication is best when you're in doubt with the management or administrator. Mutual understanding comes out after a sincere talk with anybody else in the workplace, second is thought suppression, it may

I feel unhappy when my students have difficulty in achieving the lesson because of their behavior. (IDI P3)

Discouraged when the results of the assessment did not qualify the passing rate. (IDI P9)

I am sad whenever I can't fathom the level of understanding of my learners. I feel at a loss whenever I teach and my students fail. (IDI10)

I feel sad whenever they don't follow instructions. (FGD P5)

sound like a defense mechanism, but it is very effective for your well-being. It keeps my heart healthy though. (IDI P5)
I keep on reminding them. (FGD P5)

The findings of this study align with the research, which identified seven steps to enhance the overall employee experience within an organization. These steps include identifying areas of improvement, enhancing the onboarding process, maintaining clear and consistent communication, providing development opportunities, recognizing employee performance, and optimizing the digital workplace [65]. Additionally, the study suggests that employees' perception of supportive human resources practices, such as involvement in decision-making, fairness of rewards, and growth opportunities, contributes to the development of a positive organizational support (POS). POS, in turn, mediates the relationships between these practices and organizational commitment and job satisfaction. POS is also found to have a negative association with withdrawal, although these relationships are also mediated [66]. Another study indicates that perceived organizational support has a significantly positive influence on job satisfaction [67].

Getting focused on self-development. Similarly, teachers have diverse options available to them when confronted with challenging situations in their workplace. They can stay engaged in their profession by emphasizing self-development and adopting the belief that challenges are not setbacks, but rather opportunities for self-reflection and identifying areas for improvement in their teaching practice.

The participants' statements exemplify these concepts:

It was suggested that there is a positive relationship between employee career growth and both organizational identification and work engagement. In other words, when

employees experience personal and professional development, it enhances their sense of belonging and their level of involvement and enthusiasm towards their work [68].

Availability of emotional and professional support. Teachers encounter diverse and often demanding situations, which can have a significant impact on their work engagement, either positively or negatively. Recognizing the unique challenges they face, organizations, especially in the academic field, prioritize the provision of emotional and professional support.

These are evident in the following quotes from the participants:

My husband gave me strong encouragement when I nearly surrendered, also my family is always showing positivity in my job, and my colleagues for their support in achieving success in this endeavor." (IDI P1) (FGD P 2)

My colleagues, who are older than me in the service. They helped me to solve problems about dropouts. (IDI P2) (IDI P6)

To deal with this dilemma, I always asked a support from my colleagues, parents, and stakeholders if necessary." (IDI P3) I consulted the group head/ department head during those incidents.... asked her for a piece of advice on how to handle the situation.... she gave me useful ideas regarding classroom management and some techniques in handling students' misbehavior. (IDI P4)

Foremost, my family, whom I considered the propeller of my life and the wind beneath my wings, their immeasurable support financially and emotionally always bestowed me with hope and courage to continue living and working. (IDI P 7)

Our school head constantly provided me positive and at the same time points to improve." (IDI P8)

To me, your companion or co-workers are important that you have a good relationship with them because they are the ones you have at all times." (IDI P9)(FGD P 2)(FGD P3) (FGD P4).

My fellow teacher, my teachers before-now my colleagues, my family, my Lola, my bosses, and even my students themselves. Making me learn and relearn my self-value is enough for me as support." (IDI P10)

The aforementioned finding aligns with the notion that employees dedicate a considerable amount of time to their workplace. The quality of their daily work experience and their overall perspective are greatly influenced by their interactions with colleagues, team members, supervisors, and managers. The truth is that the nature of their relationships with co-workers has a significant impact on their professional success and emotional well-being [69].

Role of Experiences in Shaping the Beliefs, Attitudes Values

and Commitments of the Millennial Educators

This section illustrates the fundamental ideas or concepts and the emerging themes that have resulted from the experiences of the participants, influencing their beliefs, attitudes, values, and commitments as millennial educators. The interviews have revealed several significant themes, including the enhancement of teachers' value system, their commitment to delivering quality education, their aspiration to produce graduates with exemplary character and values, and their

desire to become successful individuals who inspire and serve as role models within their communities.

Teachers' value system improvement and commitment to quality education. Within this demanding profession, teachers cultivate professionalism, drawing strength from positive emotions and embodying essential values like patience, integrity, trust, respect, and personal dedication. These qualities empower them to provide high-quality education.

These are evident in the following quotes from the participants:

These experiences strengthen my patience and virtue in teaching. They have also taught me the importance of being good in my profession because the students' learning relies upon my teaching. (IDI P1)(FGD P1)

It made me a better person, a more responsible one. (IDI P2)

Throughout the years of my experiences in my teaching profession, I've learned that in every situation there are always lessons that you will apply in real context. IDI P3

..... it helps me become a professional teacher, but these experiences are what keep me from doing what is best for my learners. It includes critical thinking in the 21st century, civic engagement, and participatory democracy in the process. As a whole, it nourishes my entire value system to strive for quality education." (IDI P5)

..... changed my perspective and values as a person. I learned professionalism, patience, integrity, trust, respect, and personal commitment, changed my views positively and negatively about my work as a teacher. Dealing with students and my co-teachers develops professional relationships. A large number of classes and different students' personalities develop patience. Working without somebody observing creates integrity. Relationship with your heads and co-workers gives the atmosphere of trust. Being aware of the people around you will develop respect..... (IDI P7)(FGD P2)(FGD P4) (FGD P5)

The findings align with the current results, indicating a noteworthy positive correlation between employee engagement and employee commitment [70]. The investigation conducted similarly revealed that intrinsic career values were significantly associated with higher levels of work engagement during the transition to professional working life. Moreover, having a job that aligned with one's educational background was linked to increased work commitment [71].

Producing graduates with character and values. Many teachers dream and aspire for their students to not only learn but also apply the lessons imparted during the teaching and learning process. Witnessing their students succeed in their chosen careers brings immeasurable happiness, leaving a lasting sense of joy and fulfillment in the teacher's heart. This legacy in their profession becomes an unforgettable part of their life's journey.

Here are the statements quoted from the participants:my only dream is my student's success and hope that someday in the future this student will be a better and useful citizen." (IDI P1 }

I'm a kind of a person who has nothing but the dream to inspire others and for them to become good and useful individuals. (IDI P3)

I only have one simple aspiration in my current status, and that is to provide quality education to our youth. (IDI P5) touch more lives and help more students attain the highest version of themselves, help produce more . just to share knowledge with the students, but to develop their sense of love for the community. In that way, they will be inspired to do things beneficial to the community and help it improve in any way they can. (FGD P1) to leave something worthwhile to share with my learners, so that when the time I grow old, they will still recognize me as having imparted beautiful and useful inputs that made them successful in their family and life careers. (IDI P8) to touch more lives and help more students attain the highest version of themselves, Being able to help produce more quality graduates and graduates that the country and the community need, competent but with character graduates. (IDI P6) an aspiration that I could contribute a lot to the success of every individual and for the betterment of our society as I go on with my profession. (IDI P8)

The study yielded similar findings, highlighting the significance of supervisory coaching, courage, and gratitude, which positively correlate with work engagement [72] Likewise, Five themes have emerged from the study, namely: commitment to sustainability, leading through personal example, fostering clear and transparent communication, implementing effective measurement systems, and cultivating a professional image [73].

Achieving success and becoming an inspirational role model within the community. The third theme that emerged from the interviews pertains to the notion that millennial teachers experience joy and fulfillment while actively seeking professional development to enhance themselves. They are seen as a source of inspiration and esteemed role models within the community due to their successful work as educators.

These are the statements quoted from the participants:

to be successful in my career and be happier in my work engagement, as a member of the community, I dreamed of being a true role model as a successful and effective citizen who is worth emulating. (IDI P1) always dream to influence other people's lives. Since I am a teacher, then, I would like to reach my dreams for my students. I want them to realize that they are SOMEBODY, not NOBODY, to be an inspiration to them whenever they feel low, and to believe that they are capable of doing the things they thought they couldn't if they only have the courage and patience. (IDI P4) share my struggles, my triumphs, and my life. I want everyone to be successful not because I am successful but because I know how it feels to be able at the bottom due to poverty. You know, when someone is poor, he has nobody but God, his aspirations, and his merits, but when you are rich, you have everyone. (IDI P10)

..... Teachers will enjoy the true beauty of the profession that they have chosen..... I dream and aspire for more professional development, career growth, and professional maturity as a member of the community where I belong, (IDI P7).

to be successful in my career and be happier in my work engagement. Lastly, as a member of the community, I dreamed of being a true role model as a successful and effective citizen who is worth emulating. (IDI P1) to see shortly that everyone, all people can access free higher education. (FGD P4)

The findings of the study align with the identification of five key themes: commitment to sustainability, leading through personal example, fostering clear and transparent communication, implementing effective measurement systems, and cultivating a professional image. These themes can serve as a foundation for frontline leaders to enhance the level of employee engagement among their frontline staff [73]

Table 3 presents a comprehensive overview of the combined quantitative and qualitative findings in a joint display. It demonstrates how the data from both the quantitative and qualitative aspects of the study have been integrated to provide a holistic understanding of the research findings.

The quantitative findings include two indicators for the variable "job demands": work overload and job insecurity. These indicators are accompanied by their qualitative counterparts. among the indicators, only work overload has its equivalent in the qualitative phase. Work overload has a descriptive rating of high (M= 3.59) items 4 and 5 state that *I have to give continuous attention to my work* with a descriptive rating of Very high (M= 4.33) and *I have to remember many things in my work* with a descriptive rating of high (M= 4.12).

The aforementioned quantitative results align with the findings obtained from the qualitative data, leading to the emergence of the core category "Demands of Work" through thematic analysis. This category highlights the challenges faced by teachers in handling additional assignments and tasks. The nature of integration between the quantitative and qualitative findings can be described as merging-converging. The findings align with the concept that job demands primarily contribute to the exhaustion component of burnout, while a lack of job resources is primarily associated with disengagement [74]. The study conducted revealed employees experiencing heavy workloads and struggling to balance work and family responsibilities are prone to emotional exhaustion. Consequently, these individuals exhibit lower levels of job engagement and demonstrate subpar performance in delivering services [75]

Job Resources. The results of quantitative and qualitative findings also expressed parallelism. In Table 1.2, Very high ratings are revealed in the following items 4 and 3 which state that *My job offers me the possibility of independent thought and action; my work gives me the feeling that I can achieve something.* (M= 4.25, 4.26), in the indicator Growth Opportunities with the descriptive equivalent of high (M=4.09), the quantitative findings align with the qualitative results, specifically about the core ideas of teacher self-worth derived from the thematic analysis of reflection focused on self-development. The nature of integration between these findings can be described as merging-converging.

This study aligns with the concept that providing opportunities for growth and development enables employees to enhance their knowledge, skills, and abilities, and apply

them to new contexts. The chance to acquire new skills and experiences can boost employee motivation and job satisfaction, while also assisting them in effectively managing job-related stress [76].

Likewise, in the aspect of relation with colleagues with the rating of very high (M=4.21 SD= 0.71) specifically the statement *I can get on well with my colleagues and If necessary, I can ask my colleagues for help* (M=4.26) and (M=4.91) with the ratings of very high and high respectively. The quantitative results are consistent with the qualitative data, particularly regarding the core idea of emotional and professional support derived from the thematic analysis of the availability of such support within the organization. As a result, the nature of integration between these findings can be described as merging-converging.

This study aligns with the concept that providing opportunities for employees' growth and development enables them to enhance their knowledge, skills, and abilities, and effectively apply their acquired competencies to novel situations.[76].

Work Engagement. In this aspect, there are three indicators namely: vigor, dedication, and absorption. Among these

indicators, dedication obtained a very high rating (M=4.37) followed by vigor with a rating of high (M=3.93). In the indicator dedication, items, 4 and 5 obtained a rating of very high (M= 4.50). Likewise, in the vigor indicator, items 6 and 5 both gained the highest rating of high (M=4.06, M=4.00).

The above quantitative results conform to the qualitative data specifically the core idea of values system, pedagogy in teaching, and quality graduates with the thematic analysis of enhancing the values system of teachers and striving to deliver quality education. Further, it conforms also to the core ideas, inspiration, role model, and professional development with the implication that millennial teachers are engaged in their work to develop professionally and be an inspiration and role model in the community. This resulted in a merging-converging type of data integration.

The finding aligns with the concept that five key themes have emerged, namely: commitment to sustainability, leading through personal example, fostering transparent communication, implementing effective measurement systems, and cultivating a professional image [73].

Table 2: Joint Display of Salient Qualitative and Quantitative Findings

Aspect or focal point	Quantitative findings	Qualitative findings	Nature of Data Integration	Axiological implication
Job Demands	From Table 1.1 on Work Overload, Items 4 and 5 about Additional workloads and tasks are rated M= 4.33 Very high, and M=4.12 as high.	Table 3. The sad experiences in teaching have a code of Demands of Work with the theme challenge of the teachers to have additional assignments and tasks.	Merging-Converging	Millennial teachers experienced challenges in work because of additional tasks and assignments.
Job Resources	Table 1.2 on Growth Opportunities Items 2 are about personal growth and development, (M=4.28, 3) feeling of achieving something (M=4.25), and 4 about becoming independent. (M=4.26) all are rated high respectively. From Table 1.2 Relations with colleagues, items, 3 (M =4.26) and 2 (M= 4.19), were rated very high and high respectively	Table 4. on dealing with sad & challenging experiences, has the code of Teacher Self-worth with the theme, Reflection focused on Self-development Table 4. on the kind of support has the code Emotional and Professional Support with the theme Availability of emotional and professional support	Merging Converging Converging Merging	Millennial teachers focused on professional development in dealing with challenging experiences. Emotional and Professional Support are available in the organization.

<p>Work engagement</p>	<p>Table 1.3 dedication, items 4 and 5 (M= 4.50 SD 0,71) rated as Very high</p> <p>Table 1.3 Vigor, items, 6 (M=4.06) and 5 (M= 4.00) both rated as high</p>	<p>Table 4. on experiences that influence the value as a person, has the code of values system, pedagogy in teaching, and quality graduates with the theme enhances the values system of teachers strive to deliver quality education.</p> <p>Table 4. Dreams and aspirations as teachers, persons, and members of the community have the code Inspiration and role model and Professional Development</p>	<p>It enhances the values system of the millennial teachers when they strive to deliver quality education to produce quality graduates.</p> <p>Millennial teachers are engaged in their work to develop professionally and be an inspiration and role model to the community.</p>
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5.0 CONCLUSIONS

Millennial faculty encounter work overload and job insecurity within their roles. However, they make use of the resources provided by the organization to seize growth opportunities, advance their careers, foster positive relationships with colleagues, seek organizational support, and access work-related resources. Consequently, the work engagement of millennial educators is noticeably evident within their workplace. This indicates that they demonstrate vigor, dedication, and absorption in their work engagement.

In the qualitative aspect, significant themes emerged regarding the lived experiences of millennial educators and their work engagement. These themes encompassed the following: perceiving their profession as noble and fulfilling, deriving joy from students' learning and value acquisition, leveraging modern technology to enhance student learning, experiencing stress due to work demands, and employing coping mechanisms such as effective communication, self-development, and accessing emotional and professional support to deal with challenging experiences.

Following that, three themes were identified regarding the experiences shaping the values, motivations, and aspirations of millennial educators about work engagement. These themes encompass enhancing the teachers' values system to strive for delivering quality education, fostering the production of quality graduates with character and values, and becoming successful, inspirational, and influential role models within the community.

Furthermore, the prominent quantitative and qualitative findings exhibited consistent outcomes. These aligned results signify that the quantitative and qualitative findings integrated and converged harmoniously with each other.

6.0 Recommendations

To ensure effective implementation of activities, it is recommended that the academic institution engage in thorough activity planning, conduct regular consultations, and hold periodic meetings to track progress and accomplish necessary tasks. It is also advisable for the organization to review and revise its organizational development plan, incorporating a well-defined timetable for activities. If the budget allows, the institution must prioritize the provision of modern technology and facilities for teaching purposes.

To prioritize the essential resources, the supportive top management and personnel will undertake an evaluation of the college's materials, resources, and equipment. This evaluation will be carried out systematically to ensure proper documentation and identification of the organization's needs. The human resources personnel will take responsibility for planning and implementing activities that foster the well-being of the faculty and teachers. These activities aim to alleviate the stress and pressures associated with their demanding and arduous work.

Allowing faculty to attend seminars and training programs aligned with their field of interest is an effective way to equip them with the necessary competencies and skills for delivering quality teaching and facilitating effective learning. Finally, conducting further study in a wider scope. Taking into consideration some other parameters or indicators that influence the work engagement of millennial educators

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