



## East African Journal of Education Studies

eajes.eanso.org

Volume 5, Issue 4, 2022

Print ISSN: 2707-3939 | Online ISSN: 2707-3947

Title DOI: <https://doi.org/10.37284/2707-3947>



EAST AFRICAN  
NATURE &  
SCIENCE  
ORGANIZATION

Original Article

### Perceived Support and Teacher Engagement in Secondary Schools in a Rural District in South-Western Uganda

Wilson Mugizi<sup>1\*</sup>, Edidah Natumanya<sup>2</sup> & Kariisa Henry Ampeire<sup>3</sup>

<sup>1</sup> Kyambogo University, P. O. Box 1, Kyambogo.

<sup>2</sup> Kampala International University, P. O. Box 20000, Kampala-Uganda.

<sup>3</sup> Makerere University, P. O. Box 7072, Kampala, Uganda.

\* Author for Correspondence ORCID ID: <https://orcid.org/0000-0001-8699-5659>; Email: [wmugizi@kyu.ac.ug](mailto:wmugizi@kyu.ac.ug)

Article DOI: <https://doi.org/10.37284/eajes.5.4.987>

Date Published: ABSTRACT

02 December 2022

**Keywords:**  
*Engagement,*  
*Pay,*  
*Perceived,*  
*Promotion,*  
*Support,*  
*Training.*

Hard to reach schools in rural districts experience many challenges including harsh environmental conditions, financial difficulties, lack of school buildings and shortage of teachers due to their locality. Teachers who accept to join such schools tend to get disengaged because of poor working environments. This study sought to identify factors related to teacher engagement in secondary schools in rural hard-to-reach areas in Uganda. Generally, the study assessed the relationship between head teachers perceived support and teacher engagement in secondary schools in Buhweju district a hard-to-reach rural district in south-western Uganda. Specifically, the study tested whether perceived support in terms of training, pay and promotion related teacher engagement. This correlational study used a sample of 220 teachers. Data were collected using a self-administered questionnaire and were analysed using the quantitative approach. Data were analysed using Partial Least Square Structural Equation Modelling (PLS-SEM) using SmartPLS 4 testing the link between the study variables. The findings revealed that while pay and training had a positive and significant relationship with teacher engagement, promotion support had a positive but insignificant relationship with teacher engagement. The conclusions of the study were to the effect that while pay is essential for teacher engagement and training is imperative for teacher engagement in hard-to-reach secondary schools in rural districts, promotion is not a probable requirement for teacher engagement in the hard-to-reach secondary schools in rural districts. Therefore, it was recommended that head teachers of secondary schools should provide pay support to teachers, and prioritise providing training to teachers but promotion should not be overemphasised.

#### APA CITATION

Mugizi, W., Natumanya, E. & Ampeire, K. H. (2022). Perceived Support and Teacher Engagement in Secondary Schools in a Rural District in South-Western Uganda *East African Journal of Education Studies*, 5(4), 103-119. <https://doi.org/10.37284/eajes.5.4.987>.

#### CHICAGO CITATION

Mugizi, Wilson, Edidah Natumanya and Kariisa Henry Ampeire. 2022. "Perceived Support and Teacher Engagement in Secondary Schools in a Rural District in South-Western Uganda". *East African Journal of Education Studies* 5 (4), 103-119. <https://doi.org/10.37284/eajes.5.4.987>

#### HARVARD CITATION

Mugizi, W., Natumanya, E. & Ampeire, K. H. (2022) "Perceived Support and Teacher Engagement in Secondary Schools in a Rural District in South-Western Uganda", *East African Journal of Education Studies*, 5(4), pp. 103-119. doi: 10.37284/eajes.5.4.987.

#### IEEE CITATION

W. Mugizi, E. Natumanya, & K. H. Ampeire. "Perceived Support and Teacher Engagement in Secondary Schools in a Rural District in South-Western Uganda", *EAJES*, vol. 5, no. 4, pp. 103-119, Dec. 2022.

#### MLA CITATION

Mugizi, Wilson, Edidah Natumanya & Kariisa Henry Ampeire. "Perceived Support and Teacher Engagement in Secondary Schools in a Rural District in South-Western Uganda". *East African Journal of Education Studies*, Vol. 5, no. 4, Dec. 2022, pp. 103-119, doi:10.37284/eajes.5.4.987

## INTRODUCTION

Teachers play a crucial role in promoting nation building for sustainable national development because they prepare learners for their future roles as adults in a nation (Novelli & Sayed, 2016). Teachers are a critical component in establishing school environment that is appropriate teaching and learning (Dignath & Büttner, 2018). However, in rural hard to reach schools, teachers experience harsh environmental conditions, financial difficulties, and poor school infrastructure hence un-conducive working and living conditions which affect their engagement levels (Dehaloo & Schulze, 2013; Shikalepo, 2020). High teacher engagement is associated with good teacher-student collaboration and successful teaching support which leads to favourable social environment necessary for students' positive academic attitudes (Wang et al., 2022). Teacher engagement is connected to the concept of work engagement which basically is about the energy experienced, the fuel of propelled behaviour that leads to positive work behaviours and outcomes (Green Jr et al., 2017). Kahn (1990) introduced the concept indicating that it is how people express themselves physically, cognitively, and emotionally during role performances (Kuok & Taormina, 2017).

Traditionally, work engagement was conceived as describing three work related attitudes that are

vigour, dedication, and absorption (Motyka, 2018; Schaufeli, 2013). Vigour is about high energy levels felt and mental fortitude displayed by an individual at work characterised by perseverance when confronted by obstacles. Dedication describes employees who are fully immersed in their job tasks and experience a sense of challenge, pride, motivation, and significance. Absorption describes an employee's propensity to deeply focus on work for extended periods of time and getting highly engrossed in it becoming difficult to detach from it (Schaufeli, 2013). However, Klassen et al. (2013) expounded that teacher engagement was different from that of other general workers and could be measured appropriately by considering teachers cognitive, emotional, and social engagements. Cognitive engagement mirror vigour and absorption because it describes the level to which an individual is ready and is able to do a task at disposal and involves the amount of effort one is ready to put in working on the task (Rotgans & Schmidt, 2011). Emotional engagement is synonymous with dedication and refers to the affection exhibited for the job including pleasure and belongingness to workplace (Hakanen et al., 2006). The social engagement uniquely describes engagement in the social aspects of teaching because of the need to socialise with fellow teachers and students (Klassen et al., 2013).

World over, a persistent recent educational debate is the significance of enabling all learners to access teachers who feel a strong urge to fulfil their responsibilities (Klassen et al., 2013). This is because teachers have been found to be disengaged in many countries (Symeonidis, 2015). For example, it has been reported that in North-western Europe, the Netherlands ranks first in high teacher engagement with 19% being highly engaged (Schaufeli, 2017). This means that 81% of the teachers were not highly engaged. In the US, too many teachers are leaving the field to pursue other endeavours (Billingsley & Bettini, 2019). In Africa, data from different countries show increasing low levels of teacher engagement. Taking the example of South Africa, qualified teachers leave poor rural schools (du Plessis & Mestry, 2019) and on average every teacher was absent for 19.7 days in 2012 and absenteeism rate in 2017 was equally disconcerting. In South Africa, there was also high level late-coming and high attrition (Vermooten et al., 2020). In Kenya, absenteeism, late coming, delayed evaluation of students' work, teaching in several schools hence failing to be available to students and involvement in cheating examinations are rampant (Olurotimi et al., 2015). In Tanzania, there are widespread reports of professional misconduct especially in rural schools with absenteeism, alcoholism, sexual harassment, exam fraud, abusive language, drug use, and indecent dressing highly prevalent (Mabagala, 2016).

In Uganda, teachers are also highly disengaged and show lack of motivation to carry out their job of teaching and fail to execute all their professional duties such as effective classroom teaching, providing management to students, and ensuring discipline and regularity (Mugizi et al., 2020). Many teachers in Ugandan schools absent themselves, do not to make schemes of work, fail to make lesson plans, and perform weekly duty (Mugizi et al., 2019). In Buhweju District which is a hard-to-reach district with poor services delivery in terms of roads, health services, and education because of its

mountainous terrain (Mukundane et al., 2016), the challenge of teacher engagement is even higher. Teacher absenteeism is high (Nahamya, 2017), and over-consumption of alcohol which leads to poor work performance and job neglect. Hence, teachers fail to make schemes of work and lesson plans, assess learners' assignments, and report late for their work (Amanyisa, 2021). Studies on employee engagement reveal that factors relating to it include job design, organisational interventions (Bailey et al., 2017), leadership (Decuyper & Schaufeli, 2020), job involvement (Kusmaningtyas & Nugroho, 2021), and perceived organisational support (Bonaiuto et al., 2022; Dai & Qin, 2016; Jankelová et al., 2021; Murthy, 2017; Saks, 2019). However, Buhweju District being a hard-to-reach mountainous area, this study investigated how the support given to teachers related to their engagement. Basing on the Perceived Organisational Support Theory (POST), this study assessed how perceived support in terms of pay, training and promotion related to teacher engagement. The following hypotheses were tested;

- There is a significant relationship between pay support and teacher engagement in rural secondary schools.
- There is a significant relationship between perceived training support and teacher engagement in rural secondary schools.
- There is a significant relationship between perceived promotion support and teacher engagement in secondary schools.

## LITERATURE REVIEW

This section covers literature review on perceived support and employee work engagement. The review includes the theoretical review and review of related on perceived support constructs and work engagement.

## Theoretical Review

The Perceived Organisational Support Theory by Eisenberger et al. (1986) was the basis for this study. POST explains the relationship between employees and organisations (Caesens et al., 2017). POST is the employees' perception that the organisation values their contribution and considers their well-being (Roemer & Harris, 2018). POST postulates that employees perceive their organisation to be supportive when they are rewarded beyond their contractual agreements. This makes employees develop perceptions of being supported hence positive work attitudes because of the organisation's readiness to reward increased effort (Viot & Benraiss-Noailles, 2018). Therefore, POS results into social exchange processes with employees feeling obliged to support the attainment of organisational goals and objectives because of anticipated greater rewards (Kurtessis et al., 2017).

POST is based on the principle of reciprocity (Scanlan et al., 2018). POST is an outcome of various organisational strategies such as providing satisfying financial rewards, training, promotion, and organisational policies (Vatankhah et al., 2017). Employees who perceive higher POS largely become more engaged to their job and organisation to enable it achieve its objectives (Nikhil & Arthi, 2018). Basing on POST, this study assessed whether POS in terms of pay, training, and promotion related to teacher engagement in rural secondary schools.

## Review of Related Literature

The review of related literature involves conceptual and theoretical literature on perceived support and employee work engagement. Empirical literature is also presented on perceived support constructs of pay, training, and promotion in relation to work engagement. The gaps that necessitated the investigations of this study are also presented.

## *Pay and Teacher Engagement*

Pay refers to the total income of an individual including a range of separate payments established in organisational provisions (Yinka, 2017). Basic pay and allowances are common forms of pay (Vasanthi & Basariya, 2019). Basic pay refers to fixed salary or wage which is the rate for the job varying depending on the grade of the job or the level of skill required (Brutus & Baronian, 2020). For allowances, these are extra payments beyond basic pay for special roles or features of employment such as working during unsocial hours. Examples of allowances include location allowances, overtime payments, and working conditions allowances (Zikanga et al., 2021). Scholars (Chevalier et al., 2019; Didit & Nikmah, 2020; Kulikowski & Sedlak, 2020; Olusola & Nze, 2019; Putra et al., 2017; Yalabik et al., 2017) have related pay and employee work engagement. However, only the studies by Didit and Nikmah (2020) and Putra et al. (2017) all the other studies reported that pay had an insignificant relationship with employee work engagement. Olusola and Nze (2019) indicated that of the pay variables namely pay level, benefit, raise, and pay structure only was a positive significant predictor of work engagement. These results suggest the importance of pay in relation to work engagement is still controversial necessitating further investigations in different contexts.

## *Training and Teacher Engagement*

Training is the equipping of employees with skills to enhance their job performance (Rodriguez & Walters, 2017). Therefore, training is an organised strategy for learning and development to enhance individual employees, team, and organisational effectiveness (Fletcher et al. 2018). Training enhances leadership development, learning new work skills, socialisation of new employees to the culture of an organisation, understanding job responsibilities, and business ethics (Mugizi et al., 2015). Studies (Aybas & Acar, 2017; Baker, 2017;

Memon et al., 2020; Sawasdee et al., 2020; Semwal & Dhyani, 2017; Siddiqui & us-Sahar, 2019; Sivapragasam & Raya, 2017) reported that training relates to employee engagement. However, the literature above suggests that none of the studies was carried out in the context of schools and none at all in Uganda. Therefore, the relationship between training opportunities in rural schools in Uganda in relation to teacher engagement remained unexplored which attracted the investigations of this study.

### ***Promotion and Teacher Engagement***

Promotion is the employee's rise from a lower-level position to a higher-level position in an organisation involving changes in duties, responsibilities, status, and values (Rao & Krishna, 2009). Promotions work as rewards for highly productive employees creating an incentive for increased work effort (Mugizi, 2019). Promotions work as incentives for lower-level employees who value the pay and prestige associated with the higher appointment in the organisation (Benson et al. 2019). A number of scholars (Ahmed et al., 2017; Ahmed & Islam, 2018; Bai & Liu, 2018; Liu et al., 2017; Meijerink et al., 2018; Yalabik et al., 2017) have related positive promotion and work engagement. However, except for the study by Yalabik et al. (2017) all the other studies reported existence of a positive and significant relationship between promotion and work engagement. With the study by Yalabik et al. (2017) inconsistent with the other studies, it suggests that there is no unanimity on the relationship between promotion and employee work engagement. Therefore, there was need for further investigations in different contexts particularly for this study in the context of hard-to-reach rural schools.

## **METHODS**

This segment of the study contains the methodology that was followed in carrying out the study. The methodology includes the research design and

associated approaches, the study sample and sampling technique used. The methods also include measurement of variables and data analysis method.

### **Research Design and Sample**

This study was guided by the correlational research design that enables a researcher to explore links between predictor(s) and a criterion variable. Therefore, this study investigated the link between perceived support (predictor variable) and teacher engagement (criterion variable). Correlational studies are quantitative in nature and involve collection of statistical data for correlating the predictor variable on the criterion variable to make statistical inferences (Mertler et al., 2021). Therefore, the study adopted quantitative research strategies. The sample comprised 220 teachers from Buhweju District a rural hard to reach area in south-western Uganda. The sample was obtained using simple random sampling providing each teacher in the district the chance to participate in the study. Using simple random sampling enabled collection of data necessary for generalisation of the findings.

### **Measures of the Variables**

The measures of perceived support (predictor variable) were training, pay and promotion while the measures of teacher engagement (criterion variable) were cognitive, emotional, social with students, and social with teachers' engagement. The indicators for each measure were adapted from earlier tools as follows: training (Mugizi, 2019; Truitt, 2012), promotional (Mugizi; 2019; Liu et al., 2015) and Pay (Mugizi & Bakkabulindi, 2018; Heneman & Schwab, 1985). The measures for the criterion variables were: cognitive engagement and emotional (Klassena et al., 2013; Kuok & Taorminab, 2017), social engagement with colleagues (Klassena et al., 2013; Khodarahimi et al., 2012) and social engagement with students (Klassena et al., 2013; Vorkapić & Peloza, 2017). The scale for the indicators was a five-point Likert



scale (1 = strongly disagree, 2 = disagree, 3 = moderately agree, 4 = agree and 5 = strongly agree).

### Data Analysis Method

Data were analysed using Partial least square structural equation modelling (PLS-SEM) using SmartPLS 4 software to test the link between the study variables. SmartPLS was used because of its ability to extemporaneously generate higher-order measures and estimate complex models with multiple latent variables. SmartPLS identifies predictive relationships between variables on the basis of strong theoretical underpinnings revealing causal associations. SmartPLS enabled identifying of indicators for different constructs and creating measurement models describing paths between the different variables (Sarstedt et al., 2017). PLS-SEM using SmartPLS was the appropriate method for data analysis for establishing linkages in

hypothesised model because the sample was big above 100 (n = 220) (Hair Jr et al., 2021). SmartPLS was useful in producing models displaying the relationship between perceived support and teacher engagement.

### FINDINGS

This segment of the study presents empirical findings on perceived support and teacher engagement in rural secondary schools. The findings include measurement, structural equation, and path models.

#### Demographic Profiles of Teachers

The results on demographic profiles of the teachers were sex, age groups, education levels, working experience, and responsibility of the teachers. The results were as presented in *Table 1*.

**Table 1: Demographic Profiles of Teachers**

Item	Categories	Frequency	Percent
Sex of the Respondents	Male	154	70.0
	Female	66	30.0
	Total	220	100.0
Age Groups	Up to 30 years	84	38.2
	30-40 years	106	48.2
	40 years and above	30	13.6
	Total	220	100.0
Highest levels of education attained	Diploma	73	33.2
	Bachelor's Degree	129	58.6
	Postgraduate qualifications	18	8.2
	Total	220	100.0
Working Experience	Less than 5 years	80	36.4
	5 - 10 years	88	40.0
	11 years and above	52	23.6
	Total	220	100.0
Responsibility	Subject Teacher	90	40.9
	Class teacher	68	30.9
	Head of Department	48	21.8
	Senior administrator	14	6.4
	Total	220	100.0

*Table 1* shows that the majority percentage (70.0%) of the teachers were males, and 48.2% were aged 30 to 40 years, 38.2% were up to 30 years and 13.6% were 40 years and above. The larger percentage

(58.6%) had Bachelor degrees, 33.2% were diploma holders and 8.2% had postgraduate qualifications. The larger percentage (40.0%) of the teachers had working experience of five to 10 years, 36.4% had experience of less than five years, and 23.6% had experience of 11 years and above. Further, 40.9% of the teachers were subject teachers, 30.9% class teachers, 21.8% heads of departments, and 6.4% were senior administrators. Therefore, various categories of teachers participated in the study.

### Measurement Models

In preparation of data for relationship tests, Average Variance Extracted (AVE) and Heterotrait–Monotrait (HTMT) assessments (*Table 1*) and reliability (Cronbach's alpha [ $\alpha$ ] and Composite Reliability [CR]), and Collinearity [VIF]) tests (*Table 2*) were done. AVE assessed convergent validity helping to establish the appropriateness of the different indicators describing the various constructs. For every construct, AVE values exceeded the minimum level of 0.5 which implied

that the indicators for the different constructs were appropriate measures (Hair Jr et al., 2020). Heterotrait–Monotrait ratio (HTMT) of correlations was also tested to affirm if each of the independent variables (pay, training and promotion) independently predicted the dependent variable. HTMT is a reflective test that ascertains the independence of the constructs measuring the predictor variable. HTMT ratio of correlations shows that indicators of each construct describe it separately (Sarstedt et al., 2021). Heterotrait–Monotrait ratio (HTMT) of correlations confirmed the independence of the predictor variables because the values for each construct were below the cut-off point of 0.90 satisfying the condition for discriminant validity (Roemer et al., 2021). This meant that pay, training, and promotion independently predicted the outcome variable of teaching engagement (cognitive, emotional, social engagement with students, and social engagement with colleagues). *Table 2* presents AVE and HTMT correlation ratios.

**Table 2: AVE Convergent Validity and Heterotrait Monotrait (HTMT) Discriminant Validity Assessments**

Constructs	AVE	CE	EE	SS	ST	TE
Cogn	0.752					
Emot	0.593	0.659				
Sst	0.600	0.653	0.697			
Sco	0.555	0.271	0.514	0.567		
TE		0.816	0.892	0.869	0.756	
Measures	AVE	HS	PA	PR	TR	
HS						
Prom	0.586	0.889				
Train	0.635	0.898	0.640			
Pay	0.719	0.870	0.534	0.764		

*Cogn*= Cognitive, *Emot* = Emotional, *Sst* = Social engagement with students, *Sco* = Social engagement with colleagues, *TE* = Teacher Engagement, *HS* = Headteachers Support, *Prom* = Promotion, and *Train* = Training

Cronbach's alpha ( $\alpha$ ) and composite reliability (CR) were also calculated to affirm internal consistency of the indicators for each construct studied. *Table 3* reveals that except for the construct of cognitive engagement with a Cronbach's alpha value of

0.670, Cronbach's alpha and CR values for the other constructs were above the limit of 0.70 (Hair Jr et al., 2020). This suggested that the indicators for each construct studied were interrelated. CR besides Cronbach's alpha was calculated because it is less

sensitive as it does not assume that the traits of the indicators are similar across the population which lowers reliability values. CR takes into

consideration outer traits leading to a higher number of indicators becoming reliable (Sarstedt et al., 2021).

**Table 3: Reliability, Average Variance Extracted and Collinearity**

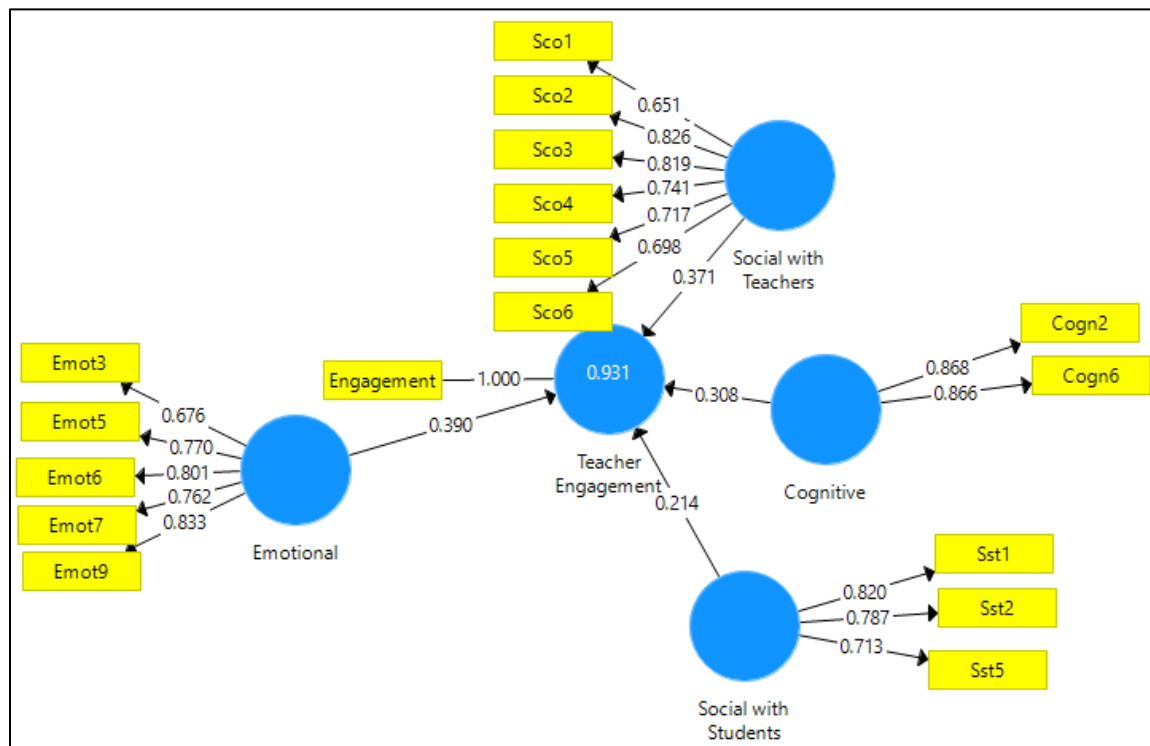
Measures	$\alpha$	CR	VIF
Cogn	0.670	0.858	1.409
Emot	0.827	0.879	1.677
Sst	0.664	0.818	1.574
Sco	0.837	0.881	1.321
Measures	$\alpha$	CR	VIF
Pay	0.910	0.926	1.534
Prom	0.855	0.896	2.150
Train	0.922	0.939	1.900

### Structural Model for Teacher Engagement

The structural model (*Figure 1*) suggests that teacher engagement is a multi-dimensional variable comprising; cognitive, emotional, social with students, and social with teachers' measures. For

each measure, every indicator that loaded above 0.50, the lowest limit when using Factor Analysis was maintained because it was considered valid (Hair Jr et al., 2021). Those indicators that loaded below 0.50 were not included in subsequent analysis.

**Figure 1: Teacher Engagement Model**



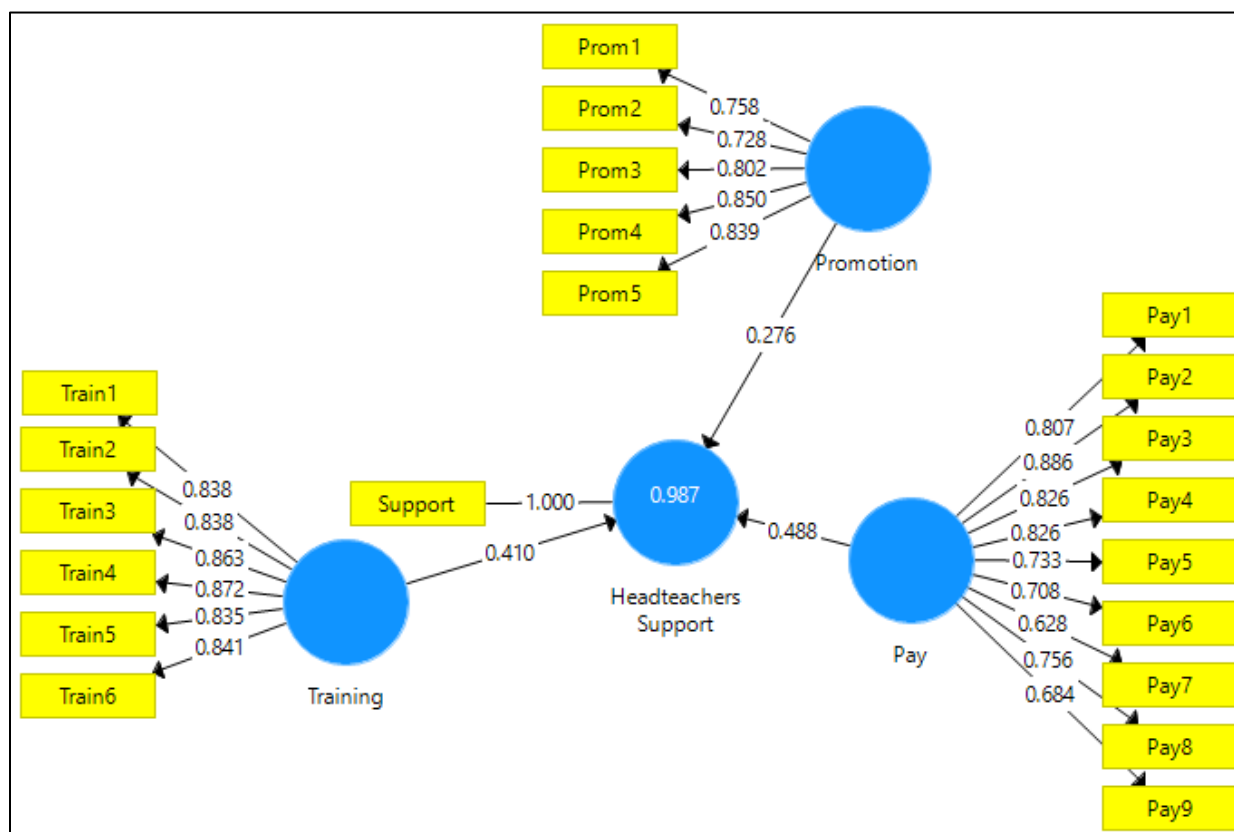


### Structural Model for Perceived support

The structural model (*Figure 2*) suggests that three constructs namely; pay, training, and promotion were the head teachers perceived measures studied. For each perceived measure, indicators that loaded

above 0.50, the lowest limit when using Factor Analysis were maintained because they were considered valid (Hair Jr et al., 2021). The remaining indicators that did not load above 0.50 were not included in subsequent analysis.

**Figure 2: Perceived support Model**

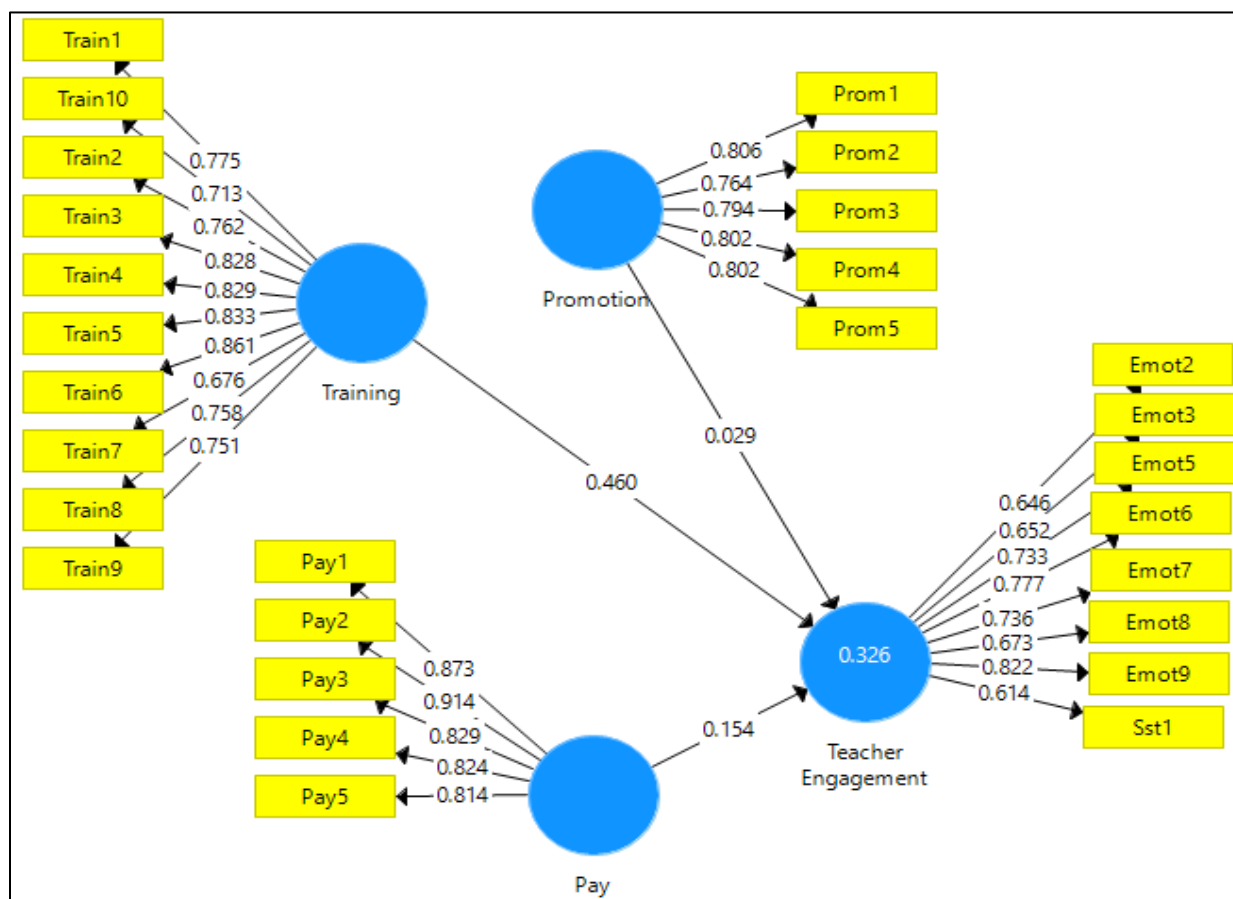


### Structural Equation Model for Perceived Support and Teacher Engagement

The structural equation model (*Figures 3*) describes the relationship between perceived support and teacher engagement. Nonetheless, the model showed that only emotional engagement and one indicator for social with students loaded highly above 0.50 suggesting that cognitive and social with teachers' measures did not load at all. The model

describes path coefficients between constructs and reveals coefficients of determination ( $R^2$  and adjusted  $R^2$ ) showing the model's predictive power. The model also provides the Betas ( $\beta$ ), t statistics and p-values indicating the positivity and significance of the relationships. In the model, three hypotheses conjecturing that head teachers' pay (H1), training (H2), and promotion support (H3) had a significant relationship with teacher engagement in rural secondary schools were tested.

**Figure 3: Perceived support and Teacher Engagement Model**



**Table 3: Path Model for Perceived Support and Teacher Engagement**

Perceived support and Teacher Engagement	B	Mean	STD	t	P
Pay vs Teacher engagement	0.154	0.154	0.077	2.003	0.046
Training vs Teacher engagement	0.460	0.455	0.097	4.761	0.000
Promotion vs Teacher engagement	0.029	0.042	0.078	0.367	0.713
$R^2 = 0.326$					
Adjusted $R^2 = 0.317$					

The structural equation model (Figure 3) and path model Table 3 revealed that pay ( $\beta = 0.154$ ,  $t = 2.003$ ,  $p = 0.046 < 0.05$ ) and training support ( $\beta = 0.460$ ,  $t = 4.761$ ,  $p = 0.000 < 0.05$ ) had a significant positive relationship with teacher engagement. However, promotion support ( $\beta = 0.029$ ,  $t = 0.367$ ,  $p = 0.713 > 0.05$ ) had a positive but insignificant relationship with teacher engagement.  $R^2$  suggested that overall perceived support explained 32.6% ( $R^2$

$= 0.326$ ) of the variation in teacher engagement. Adjusted  $R^2$  indicated that two significant support practices of pay and training explained 31.7% (adjusted  $R^2 = 0.317$ ). The coefficient of determination ( $R^2$ ) implied that 67.4% of the variation in teacher engagement was accounted for by predictors other than perceived support considered in this study. While Hypotheses One and

Two (H1-H2) were supported, Hypotheses Three (H3) was rejected.

## DISCUSSION

The findings of the study indicated that the study revealed that pay had a positive significant relationship with teacher engagement in support of the studies by Didit and Nikmah (2020) and Putra et al. (2017). However, the finding was in disagreement with most previous scholars (Chevalier et al., 2019; Kulikowski & Sedlak, 2020; Olusola & Nze, 2019; Yalabik et al., 2017) who reported that the relationship was insignificant. On their part, Olusola and Nze (2019) indicated that of the pay variables namely pay level, benefit, raise, and pay structure only was a positive significant predictor of work enjoyment. This means that in hard-to-reach rural areas, teachers' value pay hence their engagement.

The findings also suggested that training had a positive significant relationship with teacher engagement. This finding is consistent with the findings by scholars such as Aybas and Acar (2017), Baker (2017), Memon et al. (2020), Sawasdee et al. (2020), Semwal and Dhyani (2017), Siddiqui and us-Sahar (2019), and Sivapragasam and Raya (2017) who reported that training relates to employee engagement. This means that teachers in hard-to-reach rural schools experience higher engagement levels when provided with training opportunities. However, the study revealed that promotion had a positive but insignificant relationship with teacher engagement, which is in agreement with Yalabik et al. (2017). However, the finding was contrary to most previous scholars (Ahmed et al., 2017; Ahmed & Islam, 2018; Bai & Liu, 2018; Liu et al., 2017; Meijerink et al., 2018; Yalabik et al., 2017) who reported that promotion was related work to employee engagement. This means that promotion does not necessarily enhance engagement of teachers in hard-to-reach area.

## CONCLUSION

The discussion above leads to the conclusion that pay is essential for teacher engagement. This is particularly when teachers receive pay comparable to the market value, that is satisfying, fairly distributed, adequate and related job performance is an important factor for determining engagement of teachers. Further, training is imperative for engagement of teachers in hard-to-reach rural schools. Therefore, when teachers are provided relevant training opportunities, are guided on how to carry out certain activities, receive regular and extensive training in the different aspects of their jobs, and participate in seminars and workshops, they develop engagement. Teachers also become engaged when they receive training in form of mentoring, being provided challenging tasks, receive instructions on accomplish activities and receive positive feedback on how to carry out their jobs. However, promotion is not a probable requirement for teacher engagement in hard-to-reach secondary schools in rural districts. This is because the promotion opportunities at school level were not attractive for teachers even when based on merit, the promotion policy is communicated, and promotion is attained faster.

## Recommendations

Head teachers should provide pay support to teachers to promote their engagement. This should involve ensuring that they receive pay comparable to the market value, pay that is satisfying, fairly distributed, adequate, and the pay should be determined by the level of job performance. Head teachers of secondary schools in hard-to-reach areas should also prioritise providing training to teachers. This should involve providing teachers relevant training opportunities, guiding teachers on how to carry out certain activities, providing them regular and extensive training in the different aspects of their jobs, and organising seminars and workshops for them. Teachers should also be mentored, provided challenging tasks, given instructions on

how to accomplish activities and positive feedback on how to carry out their jobs. However, head teachers in heard to reach schools should not over emphasise using promotion in promoting teacher engagement. Internal promotions whether based on merit, involving communicating of the promotion policy and being fast do not enhance teacher engagement.

## REFERENCES

- Ahmed, S., & Islam, S. R. (2018). Influence of human resource management practices on employee engagement in developing economy. *Journal of Business*, 5(2), 29-44. doi: <http://doi.org/10.4038/jbs.v5i2.35>
- Ahmed, S., Ahmad, F. B., & Jaaffar, A. R. (2017). Influence of employee engagement on employee promotion opportunity and performance relationship in developing context: Critical evaluation with PLS-SEM analysis technique. *Transylvanian Review*, 25(17), 4827-4840.
- Amanyisa, Z. (2021, July 27). Drunk teachers to blame for poor PLE performance, say officials. *Daily Monitor*. <https://www.monitor.co.ug> › Home › News › National
- Aybas, M., & Acar, A. C. (2017). The effect of human resource management practices on employees' work engagement and the mediating and moderating role of positive psychological capital. *International Review of Management and Marketing*, 7(1), 363-372.
- Bai, J., & Liu, J. (2018). A study on the influence of career growth on work engagement among new generation employees. *Open Journal of Business and Management*, 6(02), 300-317. <https://doi.org/10.4236/ojbm.2018.62022>
- Bailey, C., Madden, A., Alfes, K., & Fletcher, L. (2017). The meaning, antecedents and outcomes of employee engagement: A narrative synthesis. *International journal of management reviews*, 19(1), 31-53. <https://doi.org/10.1111/ijmr.12077>
- Baker, A. B. (2017). Strategic and proactive approaches to work engagement. *Organisational Dynamics*, 46, 67-75. <http://dx.doi.org/10.1016/j.orgdyn.2017.04.002>
- Benson, A., Li, D., & Shue, K. (2019). Promotions and the peter principle. *The Quarterly Journal of Economics*, 134(4), 2085-2134. <https://doi.org/10.1093/qje/qjz022>
- Billingsley, B., & Bettini, E. (2019). Special education teacher attrition and retention: A review of the literature. *Review of Educational Research*, 89(5), 697-744. <https://doi.org/10.3102/003465431986249>
- Bonaiuto, F., Fantinelli, S., Milani, A., Cortini, M., Vitiello, M. C., & Bonaiuto, M. (2022). Perceived organizational support and work engagement: the role of psychosocial variables. *Journal of Workplace Learning*, 34(5), 418-436. <https://doi.org/10.1108/JWL-11-2021-0140>
- Brutus, S., & Baronian, N. (2020). *Human resources management - Canadian edition*. Pressbooks. <https://pressbooks.com>
- Caesens, G., Stinglhamber, F., Demoulin, S., & De Wilde, M. (2017). Perceived organizational support and employees' well-being: The mediating role of organizational dehumanization. *European Journal of Work and Organizational Psychology*, 26(4), 527-540. <https://doi.org/10.1080/1359432X.2017.1319817>
- Chevalier, S., Fouquereau, E., Bénichoux, F., & Colombat, P. (2019). Beyond working conditions, psychosocial predictors of job satisfaction, and work engagement among French dentists and dental assistants. *Journal of*

- applied Biobehavioral research*, 24(1), e12152. <https://doi.org/10.1111/jabr.12152>
- Dai, K., & Qin, X. (2016). Perceived organizational support and employee engagement: Based on the research of organizational identification and organizational justice. *Open Journal of Social Sciences*, 4(12), 46-57. doi: 10.4236/jss.2016.412005.
- Decuyper, A., & Schaufeli, W. (2020). Leadership and work engagement: Exploring explanatory mechanisms. *German Journal of Human Resource Management*, 34(1), 69-95. <https://doi.org/10.1177/2397002219892197>
- Dehaloo, G., & Schulze, S. (2013). Influences on the work engagement of secondary school teachers in rural Kwazulu-Natal. *TD: The Journal for Transdisciplinary Research in Southern Africa*, 9(2), 225-240. <https://doi.org/10.4102/td.v9i2.205>
- Didit, D. D., & Nikmah, N. R. S. (2020). The role of remuneration contribution and social support in organizational life to build work engagement. *Journal of Islamic Economics Perspectives*, 1(2), 20-32. <https://doi.org/10.35719/jiep.v1i2.24>
- Dignath, C., & Büttner, G. (2018). Teachers' direct and indirect promotion of self-regulated learning in primary and secondary school mathematics classes—insights from video-based classroom observations and teacher interviews. *Metacognition and Learning*, 13(2), 127-157. <https://doi.org/10.1007/s11409-018-9181-x>
- du Plessis, P., & Mestry, R. (2019). Teachers for rural schools—a challenge for South Africa. *South African Journal of Education*, 39(Supplement 1), S1-S9. <https://doi.org/10.15700/saj e.v39ns1a1774>
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organisational support. *Journal of Applied psychology*, 71(3), 500-507. <https://doi.org/10.1037/0021-9010.71.3.500>
- Fletcher, L., Alfes, K., & Robinson, D. (2018). The relationship between perceived training and development and employee retention: The mediating role of work attitudes. *The International Journal of Human Resource Management*, 29(18), 2701-2728. <https://doi.org/10.1080/09585192.2016.1262888>
- Green Jr, P. I., Finkel, E. J., Fitzsimons, G. M., & Gino, F. (2017). The energizing nature of work engagement: Toward a new need-based theory of work motivation. *Research in Organizational behavior*, 37, 1-18. <https://doi.org/10.1016/j.riob.2017.10.007>
- Hair Jr, J. F., Howard, M. C., & Nitzl, C. (2020). Assessing measurement model quality in PLS-SEM using confirmatory composite analysis. *Journal of Business Research*, 109, 101- 110. <https://doi.org/10.1016/j.jbusres.2019.11.069>
- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43, 495-513. <https://doi.org/10.1016/j.jsp.2005.11.001>
- Heneman III, H. G., & Schwab, D. P. (1985). Pay satisfaction: Its multidimensional nature and measurement. *International journal of Psychology*, 20(1), 129-141. <https://doi.org/10.1080/00207598508247727>
- Jankelová, N., Joniaková, Z., & Skorková, Z. (2021). perceived organizational support and work engagement of first-line managers in Healthcare: The mediation role of feedback seeking behavior. *Journal of Multidisciplinary*



- Healthcare*, 14, 3109. <https://doi.org/10.2147/JMDH.S3265> 63
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692-724. <https://doi.org/10.5465/256287>
- Khodarahimi, S., Hashim, I. H., & Mohd-Zaharim, N. (2012). Workplace relationships, stress, depression and anxiety in a Malaysian sample. *International Journal of Psychology and Behavioural Sciences*, 2(1), 1-8. <https://doi.org/10.5923/j.ijpbs.20120202.01>
- Klassen, R. M., Yerdelen, S., & Durksen, T. L. (2013). Measuring Teacher Engagement: Development of the Engaged Teachers Scale (ETS). *Frontline Learning Research*, 1(2), 33-52.
- Kulikowski, K., & Sedlak, P. (2020). Can you buy work engagement? The relationship between pay, fringe benefits, financial bonuses and work engagement. *Current Psychology*, 39(1), 343-353. <https://doi.org/10.1007/s12144-017-9768-4>
- Kuok, A. C., & Taormina, R. J. (2017). Work engagement: Evolution of the concept and a new inventory. *Psychological Thought*, 10(2), 262-287. <https://doi.org/10.5964/psyc.v10i2.236>
- Kurtessis, J. N., Eisenberger, R., Ford, M. T., Buffardi, L. C., Stewart, K. A., & Adis, C. S. (2017). Perceived organizational support: A meta-analytic evaluation of organizational support theory. *Journal of management*, 43(6), 1854-1884. <https://doi.org/10.1177/0149206315575554>
- Kusmaningtyas, A., & Nugroho, R. (2021). Effect of job involvement on Employee performance through work engagement at Bank Jatim. *Universal Journal of Management*, 9(2), 29-37. <https://doi.org/10.13189/ujm.2021.090201>
- Liu, J., Yang, J., Liu, Y., Yang, Y., & Zhang, H. (2015). The use of Career Growth Scale in Chinese nurses: Validity and reliability. *International journal of nursing sciences*, 2(1), 80-85. <http://dx.doi.org/10.1016/j.ijnss.2015.01.010>
- Mabagala, S. (2016). Prevalence of professional misconduct in Nzega District, Tanzania public secondary schools. *African Journal of Teacher Education*, 5(1), 1-15.
- Meijerink, J., Bos-Nehles, A., & de Leede, J. (2018). How employees' pro-activity translates high-commitment HRM systems into work engagement: The mediating role of job crafting. *The International Journal of Human Resource Management*, 1-26. <https://doi.org/10.1080/09585192.2018.1475402>
- Memon, M. A., Salleh, R., Mirza, M. Z., Cheah, J. H., Ting, H., Ahmad, M. S., & Tariq, A. (2020). Satisfaction matters: the relationships between HRM practices, work engagement and turnover intention. *International Journal of Manpower*, 42(1), 21-50. <https://doi.org/10.1108/IJM-04-2018-0127>
- Mertler, C. A., Vannatta, R. A., & LaVenja, K. N. (2021). *Advanced and multivariate statistical methods: Practical application and interpretation*. New York: Routledge. <https://doi.org/10.4324/9781003047223>
- Motyka, B. (2018). Employee engagement and performance: a systematic literature review. *International Journal of Management and Economics*, 54(3), 227-244. <https://doi.org/10.2478/ijme-2018-0018>
- Mugizi, W. (2019). Human resource development practices and organisational commitment of

- teachers in government aided secondary schools in Wakiso district, Uganda. *International Journal of Education and Social Science Research*, 2(2), 68- 85. <http://dx.doi.org/10.26739/2573-5616-2019-2-9>
- Mugizi, W., & Bakkabulindi, F. E. K. (2018). Human resource management practices: Developing and testing an instrument in the context of academic staff in universities in Uganda. *Journal of Educational Review*, 10(1) 130-142
- Mugizi, W., Bakkabulindi, F. E. K., & Bisaso, R. (2015). A framework for the study of employee commitment. *Makerere Journal of Higher Education*, 7(2), 15-47. doi: <http://dx.doi.org/10.4314/majohe.v7i2.2>
- Mugizi, W., Dafiewhare, A. O., Manyange, M., & Zikanga, D. K. (2020). Talent development practices and work engagement of in-service teachers at a private university in Western Uganda. *Journal of Educational Research and Reviews*, 8(5), 57-66. [https://doi.org/10.33495/jerr\\_v8i5.20.125](https://doi.org/10.33495/jerr_v8i5.20.125)
- Mugizi, W., Mujuni, B. T., & Dafiewhare, O. A. (2019). Ethical leadership and job performance of teachers in secondary schools in Kyabugimbi Sub-County in Bushenyi District in Southwestern Uganda. *Direct Research Journal of Education and Vocational Studies*, 1(1), 11-22. doi: <https://doi.org/10.5281/zenodo.3497120>
- Mukundane, M., Nannungi, A., Bataringaya, D., Aryaija-Karemania, A., Ssesanga, P., & Muhwezi, W. W. (2016). *Assessing the management and administration in public health facilities of Uganda and the implications for the healthcare service delivery and utilization: evidence from the CODES project*. ACODE Health Policy Research Series No. 77, 2016. Kampala.
- Murthy, R. K. (2017). Perceived organizational support and work engagement. *International Journal of Applied Research*, 3(5), 738-740.
- Nahamya, J. (2017, February 7). *Buhweju leaders reward best pupils amid complaints*. *ChimpReports*. Retrieved from <https://chimpreports.com › buhweju-leaders-reward-bes...>
- Nikhil, S., & Arthi, J. (2018). Perceived organisational support and work engagement: mediation of psychological capital-a research agenda. *Journal of Strategic Human Resource Management (JSHRM)*, 7(1), 34-36.
- Novelli, M., & Sayed, Y. (2016). Teachers as agents of sustainable peace, social cohesion and development: theory, practice & evidence. *Education as Change*, 20(3), 15-37. <http://dx.doi.org/10.17159/1947-9417/2016/1486>
- Olurotimi, O. J., Asad, K. W., & Abdulrauf, A. (2015). Motivational factors and teachers commitment in public secondary schools in Mbale Municipality. *Journal of Education and Practice*, 6(15), 117-122.
- Olusola, A. I., & Nze, D. N. (2019). Dimensions of pay satisfaction as predictors of work engagement among military and civilian personnel. *Journal of Reviews on Global Economics*, 8, 1077-1085. <https://doi.org/10.6000/1929-7092.2019.08.93>
- Putra, E. D., Cho, S., & Liu, J. (2017). Extrinsic and intrinsic motivation on work engagement in the hospitality industry: Test of motivation crowding theory. *Tourism and Hospitality Research*, 17(2), 228-241. <https://doi.org/10.1177/14673584156133>
- Rao, V. S. P., & Krishna, V. H. (2009). *Management: Text and cases*. New Delhi: Excel Books India.

- Rodriguez, J., & Walters, K. (2017). The importance of training and development in employee performance and evaluation. *World Wide Journal of Multidisciplinary Research and Development*, 3(10), 206-212.
- Roemer A, Harris C (2018). Perceived organisational support and wellbeing: The role of psychological capital as a mediator. *South African Journal of Industrial Psychology*, 44(1), 1-11. <https://doi.org/10.4102/sajip.v44i0.1539>
- Roemer, E., Schuberth, F., & Henseler, J. (2021). HTMT2—an improved criterion for assessing discriminant validity in structural equation modeling. *Industrial Management & Data Systems*, 121(12), 2637-2650. <https://doi.org/10.1108/IMDS-02-2021-0082>
- Rotgans, J. I., & Schmidt, H. G. (2011). Cognitive engagement in the problem-based learning classroom. *Advances in Health Sciences Education*, 16(4), 465-479. <https://doi.org/10.1007/s10459-011-9272-9>
- Saks, A. M. (2019). Antecedents and consequences of employee engagement revisited. *Journal of Organizational Effectiveness: People and Performance*, 6(1), 19-38. <https://doi.org/10.1108/JOEPP-06-2018-0034>
- Sarstedt, M., Ringle, C. M., & Hair, J. F. (2021). Partial least squares structural equation modeling. In *Handbook of market research* (pp. 587-632). Cham: Springer International Publishing. [https://doi.org/10.1007/978-3-319-57413-4\\_15](https://doi.org/10.1007/978-3-319-57413-4_15)
- Sawasdee, A., Saengchai, S., & Jernsittiparsert, K. (2020). The role of emotional demands, supervisor support and training opportunities towards work engagement among employees in pharmaceutical companies of Thailand. *Bioscience*, 11(3), 176-184.
- Scanlan, G. M., Cleland, J., Walker, K., & Johnston, P. (2018). Does perceived organisational support influence career intentions? The qualitative stories shared by UK early career doctors. *BMJ open*, 8(6), e022833. <https://doi.org/10.1136/bmjopen-2018-022833>
- Schaufeli, W. B. (2013). What is engagement? In C. Truss, K. Alfes, R. Delbridge, A. Shantz, & E. Soane (Eds.), *Employee Engagement in Theory and Practice*. London: Routledge. <https://doi.org/10.4324/9780203076965>
- Semwal, M., & Dhyani, A. (2017). Impact of employees training and career development on their engagement: A study using OCM and UWES measurement scales. *NICE Journal of Business*, 12(1), 85-101.
- Shikalepo, E. E. (2020). Challenges facing learning at rural schools: A review of related literature. *International Journal of Research and Innovation in Social Science (IJRISS)*, 4(3), 128-132.
- Siddiqui, D. A., & us-Sahar, N. (2019). The Impact of training & development and communication on employee engagement – A study of banking sector. *Business Management and Strategy*, 10(1), 23-40.
- Sivapragasam, P., & Raya, R. P. (2018). HRM and employee engagement link: Mediating role of employee well-being. *Global Business Review*, 19(1), 147-161. <https://doi.org/10.1177/0972150917713369>
- Symeonidis, V. (2015). *The status of teachers and the teaching profession*. Brussels, Belgium: Education International Research Institute.
- Truitt, D. L. (2011). The effect of training and development on employee attitude as it relates to training and work proficiency. *SAGE Open* 1(3). <https://doi.org/10.1177/2158244011433338>

- Vasanthi, S., & Basariya, R. (2019). Pros and cons of on the job training versus off the job training. *International Journal of Scientific & Technology Research*, 8(10), 671-674.
- Vatankhah, S., Javid, E., & Raoofi, A. (2017). Perceived organizational support as the mediator of the relationships between high-performance work practices and counter-productive work behaviour: Evidence from airline industry. *Journal of Air Transport Management*, 59, 107-115. <https://doi.org/10.1016/j.jairtraman.2016.12.001>
- Vermooten, N., Malan, J., & Boonzaier, B. (2020). Variance in employee engagement: A qualitative analysis amongst public school teachers in the Cape Winelands education district. *SA Journal of Industrial Psychology*, 46, a1568. <https://doi.org/10.4102/sajip.v46i0.1568>
- Viot, C., & Benraiss-Noailles, L. (2018). The Link between benevolence and well-being in the context of human-resource marketing. *Journal of Business Ethics*, 159, 883-896. <https://doi.org/10.1007/s10551-018-3834-1>
- Vorkapić, S. T., & Peloza, I. (2017). Exploring personality traits and well-being among pre-school and primary school teachers in Croatia. *Current Issues in Personality Psychology*, 5(1), 21–31. <https://doi.org/10.5114/cipp.2017.65830>
- Wang, J., Zhang, X., & Zhang, L. J. (2022) Effects of teacher engagement on students' achievement in an online English as a foreign language classroom: The mediating role of autonomous motivation and positive emotions. *Frontiers in Psychology*, 13. 950652. <https://doi.org/10.3389/fpsyg.2022.950652>
- Yalabik, Z. Y., Rayton, B. A., & Rapti, A. (2017). Facets of job satisfaction and work engagement. *Evidence-based HRM*, 5(3), 248-265. <https://doi.org/10.1108/EBHRM-08-2015-0036>
- Yinka, C. O. (2017). The impact of remuneration on employees' performance: A study of Abdul gusau polytechnic, Talata-Mafara and State College of Education Maru, Zamfara State. *Nigerian Chapter of Arabian Journal of Business and Management Review*, 62(139), 1-10. <https://doi.org/10.12816/0037554>
- Zikanga, D. K., Anumaka, B. I., Tamale, M. B., & Mugizi, W. (2021). Remuneration and job performance of teachers in government aided secondary schools in Western Uganda. *Interdisciplinary Journal of Education Research*, 3(2), 10-22. <https://doi.org/10.51986/ijer-2021.vol3.02.02>