

Talent development practices and work engagement of in-service teachers at a private university in Western Uganda

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Abstract. Work engagement is the positive fulfilling work-related state of mind that is characterised by vigour, dedication and absorption. This study investigated factors that promote work engagement of teachers in schools looking at talent management practices. The talent management practices considered were performance appraisal, training and promotion. Specifically, the study examined the relationship between talent development practices and work engagement of in-service primary teachers at a private university in Western Uganda. In particular, the study sought to establish the relationship between performance appraisal, training, promotion and work engagement of in-service teachers. The study adopted a correlational research design to carry out the study. A self-administered questionnaire was used to collect data from 120 in-service teachers. The study findings revealed that for work engagement aspects, employee vigour and dedication of in-service teachers were high whereas absorption was moderate. With respect to talent management practices, performance appraisal and training were high but promotion was moderate. Regression analysis revealed that performance appraisal, training and promotion had positive and significant relationships with work engagement. It was concluded that performance appraisal, training and promotion are important for work engagement of teachers. Therefore, it was recommended that practitioners and head teachers ensure that the performance appraisal requirement is implemented effectively. Practitioners and head teachers should also ensure that teachers are offered regular training and are encouraged to go for further studies. Additionally, practitioners should implement a transparent promotion process that is regular.

Keyword: Work engagement, in-service teachers, performance appraisal, promotion, training.

INTRODUCTION

Work engagement refers to the positive fulfilling work-related state of mind that is characterised by vigour, dedication, and absorption (Eldor, 2016). Defined, absorption refers to the state by which an employee is happily engrossed in and concentrates on work. Dedication is the heavy involvement in one's work, and vigour describes a willingness to persevere in the face of obstacles in the workplace (Vallières *et al.*, 2017). The

concept of work engagement has gained the attention of both practitioners and researchers rising as one of the most popular research topics in psychology management, organisational behaviour, and other disciplines (Bailey *et al.*, 2017; Bedarkar and Pandita, 2014; Pollak *et al.*, 2017). The concept has become an extremely popular topic in recent years to the extent of being hyped as a human resource craze as it is

2016). Work engagement has been advanced as being critical to the success of a business bringing clear competitive advantage (Al Mehrzi and Singh, 2016). However, work engagement is a relatively new concept (Eldor, 2016; Harpaz and Snir, 2014; Mahboubi *et al.*, 2015). The Gallup group in their surveys that started in 1988 through the 1990s coined the concept of work engagement (Schaufeli, 2013). Conceptualising the concept of work engagement, Kahn in 1990 indicated that with engagement, people employ and express themselves physically, cognitively and emotionally during role performance (Joshi and Sodhi, 2011). Buckingham and Coffman in 1999 in their best-selling book entitled "First Break all the Rules" summarised survey results that Gallup had obtained since 1988 from strong work places with over 100,000 employees developing the Gallup's engagement questionnaire (Schaufeli, 2013).

The psychometric properties of the engagement questionnaire showed that work engagement is a multi-dimensional concept describing vigour, dedication and absorption of employees to their work (De Bruin *et al.*, 2013). Work engagement at its core is the experience of energy effectively, the fuel of motivated behaviour. Unlike a positive affective state such as job satisfaction which reflects a state of satiation, the energy inherent in work engagement may lead to positive work behaviours and outcomes. Much of the energy that employees bring to bear in their day-to-day activities at work is sustained (or undermined) through positive (or negative) emotional experiences (Green *et al.*, 2017). Engaged employees have a positive attitude and work-related state of mind that makes them psychologically present at work, which minimises their possibility to do work related errors (Sendawula *et al.*, 2018). Engaged employees exhibit three behaviours, namely say, stay and strive. In other words, the employees say (speak positively about the organisation to others inside and out), stay (display an intense desire to be a member of the organisation) and strive (exert extra effort and engage in behaviours that contribute to business success) (Dajani, 2015).

Nevertheless, in Uganda there has been a challenge of teachers exhibiting low engagement at work (Angundaru *et al.*, 2016). Accordingly, since the 1970s and 1980s when Uganda experienced turbulence because of bad regimes, there has been a decline in engagement of teachers a problem that remains up to today (Musoke, 2016). Teachers 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.*, 2019). Some teachers do not perform their jobs as required affecting academic achievement of learners (Musoke, 2016). For example, Komakech and Osuu (2014) contend that the deteriorating performance of pupils in Primary Leaving

address the problem of low engagement of teachers, the government of Uganda has made effort to carry out talent development of teachers in a bid to promote teachers engagement for better job performance. For instance, in 1994, the Ministry of Education and Sports introduced Teacher Development Management Systems which gave support to teachers to enhance their professional development through in-service teacher training (Nzarirwehi and Atuhumuze, 2019). The in-service training programme which is a part-time holiday programme is offered by core Primary Teachers Colleges (PTCs) for untrained teachers currently teaching in government aided schools and higher institutions of learning for trained teachers in both government aided and private schools (Kagoda and Ezati, 2013). Since the introduction of the programme, a big number of teachers has been able upgrade their academic qualifications.

Further, teachers are also appraised with forms completed by 31st January every year following performance appraisal meetings during the month of November. Specifically, the appraisal seeks to identify the development needs of the appraisee with a view to developing his/her potential, increase officers' motivation, provide constructive feedback on performance; and improve staff performance (Ministry of Public Service, 2007). The Ministry of Education also has introduced a policy whereby the lowest rank teachers (i.e. Education Assistant (EA)) are promoted to the rank of Senior Education Assistant (SEA) and the Principle Education Assistant (PEA) (Nabusoba, 2006). This is a talent management practice that involves job enlargement and job enrichment. Despite the effort to promote work engagement of teachers, it remains low. Therefore, the aforesaid contextual evidence shows that engagement of teachers is low despite talent management efforts including in-service training, performance management through performance appraisal and skill improvement targeted promotion. This thus led to the raising of the answered empirical question as to what was the relationship between talent development practices and work engagement of in-service primary teachers. This study therefore investigated talent development practices and work engagement of teachers.

LITERATURE REVIEW

Theoretical review

The Perceived Organisational Support (POS) Theory advanced by Eisenberger *et al.* (1986) underpinned this study. Perceived Organisational Support is the perception by employees that the organisation values their contribution and is mindful about their well-being (Roemer and Harris, 2018). Therefore, POS Theory

posits that employees perceive their organisation as supportive when they are rewarded beyond their

contractual agreements helping them to meet their socio-emotional needs (Viot and Benraiss-Noailles, 2018). When employees feel that they are supported by the organisation, they reciprocate it with attitudes such as increased level of work engagement, job satisfaction, commitment, better performance and high work efforts. A sense of reciprocity is created when employees feel that they are supported by organisation (Aktar and Pangil 2017). POS beliefs are influenced by various aspects of treatment of employees by the organisation and its managers, including talent management practices such as appraisal, training, promotion and job enrichment (Rhoades and Eisenberger, 2002). Since supportive talent management programmes represent discretionary treatment by the organisation that is likely to benefit the employee, they serve as indicators that the organisation cares about its employees' well-being and therefore are counted on for subsequent rewards (Nasurdin *et al.*, 2008). Overall, POS Theory revealed that perceived organisational support is reciprocated with increased positive attitudes such as work engagement. POS Theory was thus the basis for relating supportive talent management practices namely performance appraisal, training and promotion to work engagement of teachers.

Performance appraisal and work engagement

Performance appraisal refers to systematic evaluation employees' job performance and their potential for development (Toppo and Prusty, 2012). Performance appraisal is an overall review of work content, loads and volumes of employees and looking back at what they have achieved during the reporting period to agree on objectives for the next period (Armstrong, 2010). Performance appraisal aims at providing performance feedback to clarify goals for achieving long-term individual performance and career development (Mugizi *et al.*, 2015). A number of scholars (Ajibola *et al.*, 2019; Gupta and Kumar, 2012; Rizwan *et al.*, 2016) have related performance appraisal and work engagement. Ajibola *et al.* (2019) in their study done on employees of manufacturing firms in Nigeria found out that there was a positive significant relationship between performance appraisal and work engagement. Gupta and Kumar (2012) in exploration of the impact of performance appraisal justice on work engagement of Indian professionals established that the impact was positive and significant. LeVan (2017) in an online study using individuals working in the United States revealed a significant correlation between performance appraisal ratings and work engagement. Also, the study revealed that there was a significant correlation between performance frequency and work engagement. Rizwan *et al.* (2016) established that there was a significant positive

link between performance appraisal justice and work engagement among employees' industrial sectors of

Lahore in Pakistan. Smith and Bititci (2017) in their study revealed that there was a clear relationship between performance measurement practices and work engagement among staff of a bank in the UK. Whereas the studies above suggest that scholars have related performance appraisal and work engagement, literature search showed that limited studies had been carried out on the same. This literature gap made it necessary for this study in the context of in-service primary teachers in Uganda to further test whether:

H₁: Performance appraisal influences work engagement of teachers.

Training and work engagement

Training refers to formal processes aimed at imparting knowledge such that people acquire the skills they require to perform their jobs satisfactorily (Armstrong, 2010). Therefore, training describes a systematic approach to learning and development aimed at improving individual employees, team and organisational effectiveness (Fletcher *et al.*, 2018). In organisations, training of employees leads to development of their leadership potential, acquisition of new work skills and understanding of their job responsibilities (Mugizi *et al.*, 2015). Scholars (Aybas and Acar, 2017; Baker, 2017; Khan and Khatoon, 2015; Lai *et al.*, 2015; Rubina and Paracha, 2013) have related training and work engagement. For instance, Aybas and Acar (2017) established that skill enhancing human resource management practices positively and significantly related to work engagement in private companies. While discussing strategic and proactive approaches to work engagement, Baker (2017) revealed that training increases participants' work engagement by promoting the self-directed behaviour, and strengthening of their personal resources. In an examination of dimensions influencing work engagement in organisations in Pakistan, Khan and Altaf (2015) found out that training positively and significantly influenced work engagement.

On their part, Khan and Khatoon (2015) revealed existence of a positive significant relationship between training and work engagement of employees working in different organisations. Lai *et al.* (2015) reported that training had a positive and significant relationship with development of work engagement of employees in the hotel industry. Rubina and Paracha (2013) found out that training was significantly and positively linked with work engagement of employees in the telecommunications sector. Semwal and Dhyani (2017) reported that training significantly contributed to all the components of work engagement in IT companies. Siddiqui and us-Sahar (2019) established that training had a positive impact on

work engagement in the banking sector. The study by Sivapragasam and Raya (2017) indicated that continuous
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training opportunities for employee development positively and significantly related to work engagement in IT companies. While the studies above suggest that training related to employee employment, none of the studies tackled in-service training of teachers. This thus attracted the attention of this study to test the hypothesis that:

H₂: Training influences work engagement of in-service teachers.

Promotion and Work engagement

Promotion is the movement of an employee from a lower level position to a higher level position in an organisation usually involving changes in duties, responsibilities, status and values (Rao and Krishna, 2009). Promotion leads to increase in job responsibility, scope and authority (Singh *et al.*, 2009). Promotions are important from the point of view of both employer and employee because employees benefit from promotions by monetary gains and higher reputation while employers can use promotions to make efficient job assignments (Pfeifer *et al.*, 2011). Organisations use promotions to reward highly productive workers, creating an incentive for workers to exert greater effort (Aminuddin and Yaacob, 2011). Promotions are one of the talent management practices because they are sometimes done to place people with good credentials into specific jobs in an effort to broaden their skills (Ruderman and Ohlott, 1994). Studies (Anitha, 2014; Bai and Liu, 2018; Khan and Altaf, 2015; Liu *et al.*, 2017; Meijerink *et al.*, 2018; Saks, 2006) have related promotion and work engagement. Anitha (2014) established that career development which involves employee promotion was a predictor of work engagement of employees of small scale industries in India. Bai and Liu (2018) revealed that employee career growth which covered promotion of employees had a significant positive impact on organisational identification and work engagement of enterprise employees in South China. Khan and Altaf (2015) established that there was a significant relationship between development or promotion and work engagement of major organisation working in Pakistan. Liu *et al.* (2017) reported that career growth including promotion of employees had a significant positive impact on employee job engagement of Chinese employees at entry level and managers in all kinds of enterprises in the major cities of Guangzhou, Wuhan, Beijing, Shanghai, Shenzhen and Xi'an. In the study by Meijerink *et al.* (2018), their results indicated that high-commitment HRM systems involving promotion-from-within had a positive and significant influence on work engagement. Saks (2006) in a study involving employees working in a variety of jobs and organisations

in Canada found out that employee rewards and recognition including promotion of employees had a

negative influence on work engagement. While the literature above showed that significant effort had been made to relate promotion and work engagement, the contexts of the study were all outside the developing world of Africa. Still, the study by Saks (2006) produced controversial results suggesting that rewards and recognition including promotion had a negative influence on work engagement. These gaps made it necessary for this study in the context of Uganda to further test whether:

H₃: Promotion influences work engagement of in-service teachers.

METHODOLOGY

Sample and procedure

A sample of 120 in-service teachers at Kampala International University Western Campus in Western Uganda provided data. Since the study was correlational, it involved quantitative methods of data collection. Therefore, data were collected using a questionnaire survey. The sample was selected using simple random sampling from the teachers undergoing in-service training at the university. The random sample was selected from a sampling frame which gave every teacher in the population the opportunity to participate in the study. These being in-service teachers they were deemed suitable to provide appropriate data on talent management and how it influenced their work engagement because they were undergoing training and even hoped to get promoted while others were training in order to get confirmed in positions they were already promoted to or they held in acting capacity. Personally, the researchers collected data from the teachers. During data collection, ethical considerations were given paramount significance. Before data collection, informed consent was obtained from the teachers and the researchers ensured anonymity, confidentiality and respect for privacy. During reporting of the data, the researchers ensured honesty by ensuring that data presentation, analysis and interpretation were absolutely based on the data collected.

Instrument

The study being quantitative in nature, the data collection instrument used was a self-administered questionnaire (SAQ). The SAQ was divided into three sections namely section A, B and C. The question items in section A were nominal questions on demographic characteristics of teachers and the question items in section B and C were ordinal questions on the dependent variable (work

Table 1. Background characteristics.

Item	Categories	Frequency	Percent
Gender	Male	74	61.7
	Female	46	38.3
	Total	120	100.0
Age groups in years	Up to 30 years	30	25.0
	30-40 years	60	50.0
	40 years and above	30	25.0
	Total	120	100.0
Highest level of education	Grade III Certificate	24	20.0
	Diploma	84	70.0
	Bachelor's Degree	10	8.3
	Postgraduate qualification	2	1.7
	Total	120	100.0
Working experience	Less than 5 years	14	11.7
	5-10 years	56	46.7
	10 years and above	50	41.7
	Total	120	100.0
Course of Study	Diploma	33	27.5
	Bachelors	87	72.5
	Total	120	100.0

dependent variable (work engagement) were adopted from Schaufeli *et al.* (2006) and the questions for the independent variables (talent management practices) were adopted from Mugizi (2019). The measures in the questionnaire were based on a five-point Likert Scale (Where 1 = Strongly Disagree 2 = Disagree 3 = Moderately Agree 4 = Agree 5 = Strongly Agree). Exploratory Factor Analysis (EFA) and Cronbach's alpha were used to ensure the validity and reliability of the instrument. Factor loadings of 0.50 and above were considered (Pedrosa *et al.*, 2016) and reliabilities for the items of the different constructs were attained at $\alpha = 0.70$ and above which is the benchmark (Chan and Idris, 2017). Factor loadings and Cronbach's alpha results are presented in appropriate tables in the section of results.

Data management and analysis

After the data were collected, they were processed by coding every questionnaire, entered into the computer using the Statistical Package for Social Sci. (SPSS), summarised using frequency tables to identify errors and editing to remove errors. Data analysis was done at univariate and multivariate levels. Univariate analysis involved descriptive statistics by which means were

calculated. At the multivariate level, a regression model was run by regressing the work engagement (dependent variable) on talent management practises namely performance appraisal, training and promotion (independent variables).

RESULTS

Demographic characteristics

The findings in **Table 1** on demographic characteristics of the respondents revealed that the model percentage (61.7%) was of males, aged 30 to 40 years (50.0%), diploma holders (70.0%), with experience of 5 to 10 (46.7%) and pursuing bachelor's degree (72.5%).

Work engagement of teachers

Work engagement of teachers was operationalised as a multi-dimensional concept characterised by vigour, dedication and absorption of teachers. The results for work engagement of teachers include frequencies, percentages, and means. Validity and reliability test that are factor loadings and Cronbach's alpha (α) are also presented. These show the accuracy and interrelatedness of the items

Table 2. Means, factors loadings and Cronbach's alphas for work engagement of teachers.

	Mean	Factors
Vigour (Overall mean = 3.84, α = 0.808)		
At my work at school, I always persevere even when things do not go well	4.14	0.808
When I get up in the morning, I feel like going to school to work	4.27	0.799
At my job at school, I feel strong and vigorous	4.08	0.765
At my work at school, I feel bursting with energy	3.58	0.704
I can continue working for very long periods at a time.	3.52	0.668
At my job at school, I am very resilient, mentally	3.44	0.642
Eigenvalue	3.231	
% of Variance	53.856	
Dedication (Overall mean = 3.94, α = 0.789)		
I am enthusiastic about my job in the school where I teach	3.77	0.884
My job in my school inspires me	3.70	0.825
I find the work that I do in my school full of meaning and purpose.	4.27	0.743
I am proud of the work that I do as a teacher	4.02	0.637
To me, my job as a teacher is challenging	3.95	0.593
Eigenvalue	2.772	
% of Variance	55.446	
Absorption (Overall mean =3.27, α = 0.760)		
I get carried away when I am at school working	2.86	0.793
When I am at school working, I forget everything else around me	3.03	0.722
I feel happy when I am at school working intensely	3.61	0.704
Time flies when I am at school working	3.52	0.673
I am immersed in my work in my school	3.24	0.652
It is difficult to detach myself from my job in my school	3.36	0.501
Eigenvalue	2.775	
% of Variance	46.242	

were as presented in [Table 2](#).

[Table 2](#) shows that teachers rated their engagement (vigour = 3.84, dedication = 3.94 and absorption = 3.27) high because the overall means corresponded to true as per the measurement scale used in the questionnaire. Factor Analysis showed that, the items for each of the three components of work engagement of teachers could be reduced to only one factor, with the factors having eigenvalues of 3.231, 2.772 and 2.775 respectively. The factors explained over 53%, 55% and 46% respectively of the joint variation in the respective items constituting a factor. Since a factor loading of at least 0.5 is considered strong, the factor loadings in [Table 2](#) imply that each item loaded highly on the corresponding factor hence valid measures of the three components of work engagement of teachers. The Cronbach's alphas = 0.808, 0.789 and 0.760 for the respective components of work engagement of teachers were above the acceptable level = 0.70. This meant that the items for the four work engagement aspects of teachers were reliable measures.

Talent management practices

The talent management practices studied were performance appraisal, training and promotion. The results for the three talent management practices included frequencies, percentages and means. For each talent management practice, factor loadings and Cronbach's alpha (α) results are presented indicating the validity and reliability of the results. The results were as presented in [Table 3](#).

The results in [Table 3](#) showed that the implementation of talent management practices (performance appraisal = 3.98, training = 3.78 and promotion = 3.27) was high for performance appraisal because the overall means corresponded to true but for promotion, it was rated fair because the overall mean corresponded to somewhat true. Factor Analysis showed that for each of the talent management practices, the items could be reduced only one factor with the factors having eigenvalues of 3.510, 4.916 and 2.867, respectively. The three talent management practices explained over 58, 61 and 57% of the joint variation in the respective items constituting the performance appraisal, training and promotion respectively. Taking a factor loading of at least 0.5 strong, [Table 3](#) means that each item loaded highly on

Table 3. Means, factors loadings and Cronbach's alphas for talent management practices.

	Mean	Factors
Performance appraisal (Overall mean = 3.98, α = 0.853)		
The appraisal carried out has a strong influence on my performance	4.16	0.816
The performance appraisal system of my school is fair	3.78	0.811
After every appraisal I receive feedback about my performance	3.58	0.780
The appraisal system of my school advances my career	4.25	0.745
In my school I am appraised at regular intervals	3.95	0.735
In my school my performance is measured on the basis of objective results	4.15	0.694
Eigenvalue		3.510
% of Variance		58.495
Training (Overall mean = 3.78, α = 0.777)		
I have been encouraged to participate in seminars and workshops	4.07	0.840
In my school I receive regular training in the different aspects of my job	3.55	0.832
In my school I have been assigned challenging jobs to evoke my skills	3.32	0.812
In my school, teachers are encouraged to further their studies	4.28	0.705
The mentoring I have received has been vital to my job performance	4.08	0.683
My training needs are identified through a formal appraisal mechanism	3.53	0.646
The training programmes available are relevant to the changing needs of my job	3.62	0.565
Eigenvalue		4.916
% of Variance		61.758
Promotion (Overall mean =3.27, α = 0.812)		
The promotional opportunities available to me in my school are satisfying	3.22	0.845
There is an opportunity for me to get promoted in this school soon	3.37	0.798
Management has communicated the promotion policy to me very clearly	3.30	0.775
Promotion in my school is based on merit	3.39	0.684
I have a clear understanding of the promotion requirements of my job in my school	3.75	0.669
Eigenvalue		2.867
% of Variance		57.331

practices (performance appraisal, training and promotion). The Cronbach's alphas (α = 0.853, α = 0.777 and α = 0.812) for the respective talent management constructs were above the benchmark of 0.7. This implied that the items for the three talent management practices were reliable measures.

Correlation of talent management practices and work engagement of teachers

To establish the relationship between talent management practices and work engagement that is to test the three hypotheses (H1-H3) in this study, correlation analysis was done. The three talent management practices considered were performance appraisal, training and promotion. The results were given as in Table 4.

The results in Table 4 show that there was a positive significant relationship between talent management practices and work engagement. The results revealed that performance appraisal (r = 0.845, p = 0.000 < 0.05), training (r = 0.732, p = 0.000 < 0.05) and promotion (r =

0.503, p = 0.000 < 0.005) had a positive significant relationship with work engagement. These preliminary results revealed that performance appraisal had a more significant relationship with work engagement followed by training and promotion respectively.

Regression of work engagement of teachers on talent management practices

To establish whether talent management practices predicted work engagement of teachers, multiple regression analysis was carried out regression work engagement on the three talent management practices, namely performance appraisal, training and promotion. The results were as presented in Table 4.

The results in Table 5 reveal that the three talent management practices namely; performance appraisal, training and promotion explained 76.1% of the variation in work engagement of teachers (adjusted R^2 = 0.768). This means that 23.9% was accounted for by other variables not considered in this model. The regression model was

Table 4. Correlation of talent management practices and work engagement.

	Work engagement	Performance appraisal	Training	Promotion
Work engagement	1			
Performance appraisal	0.845** 0.000	1		
Training	0.732** 0.000	0.662** 0.000	1	
Promotion	0.503** 0.000	0.405** 0.000	0.586** 0.000	1

Table 5. Regression of work engagement of teachers on talent management practices.

Talent management practices	Standardised coefficients	Significance
	Beta (β)	P
Performance Appraisal	0.631	0.000
Training	0.244	0.001
Promotion	0.124	0.038
Adjusted R ² = 0.768		
F = 108.311, p = 0.000		

a. Dependent Variable: Work Engagement

appraisal ($\beta = 0.631$, $p = 0.000 < 0.05$), training ($\beta = 0.244$, $p = 0.001 < 0.05$) and promotion ($\beta = 0.124$, $p = 0.038 > 0.05$) had positive and significant relationships with work engagement. However, the respective Betas (β) suggested that performance appraisal had the most significant relationship with work engagement followed by training and promotion respectively.

DISCUSSION

The findings showed that the relationship between performance appraisal and engagement of teachers was positive and significant. This finding was consistent with the findings of previous scholars such as Ajibola *et al.* (2019) and LeVan (2017) who established a positive significant relationship between performance appraisal and work engagement. Also, the finding of the study was consistent with the related study of Gupta and Kumar (2012) that reported that appraisal justice had a positive and significant impact on work engagement. Similarly, Rizwan *et al.* (2016) revealed that there was a significant positive link between performance appraisal justice and work engagement among employees' industrial sectors of Lahore in Pakistan. Further, Smith and Bititci (2017) revealed that there was a clear relationship between performance measurement practices and work engagement. The findings of the study also showed that the relationship between training and work engagement

of teachers was positive and significant. This finding also concurred with the findings of previous scholars. For instance, Aybas and Acar (2017) established that skill enhancing human resource management practices positively and significantly related to work engagement. Baker (2017) revealed that training increased participants' work engagement by promoting the self-directed behaviour, and strengthening of their personal resources. Further still, Khan and Altaf (2015) and Khan and Khatoun (2015) found out that training positively and significantly influenced work engagement.

Further, concurring with the finding that the relationship between training and work engagement was positive and significant, Lai *et al.* (2015) indicated that training had a positive and significant relationship with development of work engagement of employees. Similarly, Rubina and Paracha (2013) revealed that training was significantly and positively linked with work engagement of employees. Semwal and Dhyani (2017) revealed that training significantly contributed to all the components of work engagement. Siddiqui and us-Sahar (2019) established that training had a positive impact on work engagement in the banking sector. Also, Sivapragasam and Raya (2017) indicated that continuous training opportunities for employee development positively and significantly related to work engagement. Lastly, the finding of the study also found the relationship between promotion and engagement of employees to be positive and significant. This finding was supported by the

findings of most previous scholars. For example, Anitha (2014), Bai and Liu (2018), Khan and Altaf (2015), and

approach for in-depth analysis of talent management and work engagement issues of teachers.

Liu *et al.* (2017) reported that career development or growth involving employee promotion predicted work engagement. Relatedly, Meijerink *et al.* (2018) indicated that high-commitment HRM systems involving promotion-from-within had a positive and significant influence on work engagement. However, on the contrary, Saks (2006) found out that employee rewards and recognition including promotion of employees had a negative influence on work engagement. Nevertheless, with the findings of most previous scholars supporting the finding of the study, it can be deduced that promotion relates to engagement of employees.

CONCLUSION

Drawing from the discussion above, it can be inferred that performance appraisal is a prerequisite for engagement of employees. This is especially so if performance appraisal has a strong influence on performance of teachers, the performance appraisal system is fair, provides feedback on performance, advances careers of the teachers, takes place at regular intervals and performance is measured on the basis of objective results. Further, basing on the discussion of the study it can be concluded that training is an essential requirement for work engagement of teachers. Particularly, this true when teachers participate in seminars and workshops, receive regular training in the different aspects of their jobs, are encouraged to further their studies, are mentored, their training needs are identified through a formal appraisal mechanism and the training programmes are relevant to the changing needs of their jobs. Last but not least, it can be deduced that promotion is important for work engagement of teachers. This occurs when teachers have a clear understanding of the promotion requirements of their jobs. Therefore, it is recommended that practitioners and head teachers should ensure that performance appraisal is implemented effectively. Practitioners and head teachers should ensure that teachers are offered regular training and are encouraged to go for further studies. Additionally, practitioners should implement a transparent promotion process that is regular. The practical and theoretical contribution of this study is that it identifies factors that are namely; performance appraisal, training and promotions as being imperative in promoting work engagement of teachers. While this study makes significant contributions regarding talent management practices and work engagement of teachers, a number of limitations emerged. First, the study was carried out on in-service teachers at a university, future studies should be carried out in school settings. Still, the study adopted the positivist paradigm limiting in-depth analysis. Therefore, future studies should take the qualitative

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