

**Impact of Human Resource Practices on Faculty Retention and Job Satisfaction in Private Higher Education Institutions****<sup>1</sup>J.ALBIN JOE<sup>2</sup>DR.R.V.SUGANYA****<sup>1</sup>Research Scholar (Part time), Department of Commerce, Vels Institute of Science Technology and Advanced Studies, Chennai  
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suganya.sms@velsuniv.ac.in****Abstract**

*Human Resource (HR) practices are critical determinants of faculty retention and job satisfaction in private higher education institutions. This study, based on secondary data, examines the key challenges in the implementation of HR practices in private colleges, with particular emphasis on high faculty attrition, inadequate professional development, and limited career advancement opportunities. The study further assesses the impact of existing HR practices on teacher retention and overall job satisfaction. Secondary data were collected from peer-reviewed journal articles, government reports, policy documents, and institutional publications related to HR management and higher education. A systematic review and analytical synthesis of the literature reveal that ineffective HR frameworks, lack of continuous training mechanisms, and absence of transparent appraisal and promotion systems significantly contribute to faculty dissatisfaction and turnover. The findings also indicate a positive relationship between structured HR practices and improved teacher retention and job satisfaction. The study highlights the need for evidence-based HR policy reforms and strategic human resource planning in private colleges to enhance faculty engagement, reduce attrition, and improve institutional effectiveness.*

**Key words:** Human Resource Practices; Private Colleges; Faculty Retention; Job Satisfaction; Secondary Data Analysis

**INTRODUCTION**

The effectiveness of Human Resource (HR) practices has emerged as a critical factor influencing the performance and sustainability of higher education institutions worldwide (Kim et al., 2024; Cachón-Rodríguez et al., 2022). In the context of private colleges, faculty members represent the most valuable intellectual capital, directly shaping teaching quality, research output, and student development (Hoque and Atheef, 2024). As competition among higher education institutions intensifies, the ability to attract, motivate, and retain qualified teaching professionals has become a strategic priority (Rawalpindi et al., 2025). However, many private colleges continue to struggle with the consistent and effective implementation of HR practices, resulting in persistent faculty-related challenges (Devi and Rani, 2021).

Private higher education institutions often operate under unique structural and financial constraints that limit their capacity to implement comprehensive HR frameworks (Arora, 2024). Unlike public institutions, private colleges frequently rely on tuition-driven revenue models, which may restrict investments in faculty development, competitive compensation, and long-term career planning (Alajlani et al., 2025). Consequently, issues such as high faculty attrition, contractual insecurity, workload pressure, and limited access to professional development opportunities are widely reported in the literature (Yang and Yasmin, 2022; Singh and Patel, 2025). These challenges not only affect individual faculty well-being but also hinder institutional growth and academic stability (Snyman and Ferreira, 2023).

HR practices such as transparent recruitment processes, continuous training and development programs, fair performance appraisal systems, and clear career progression pathways play a decisive role in enhancing faculty job satisfaction (Sehgal and Kumar, 2025). Studies indicate that when teachers perceive HR policies as equitable and supportive, they exhibit higher levels of organizational commitment and professional engagement (Parimala Devi and Muthuveloo, 2020). Conversely, the absence of structured HR mechanisms often leads to dissatisfaction, burnout, and voluntary turnover, particularly among early-career and high-performing faculty members (Frontiers in Psychology Review, 2022).

Teacher retention has gained increasing attention as a critical indicator of institutional effectiveness in higher education (Green HRM Studies in Higher Education, 2023). High turnover rates impose substantial costs on private colleges, including recruitment expenses, disruption of academic programs, loss of institutional knowledge, and negative impacts on student learning experiences (Post-COVID Higher Education HR Review, 2024). Moreover, frequent faculty exits can weaken mentoring systems, research continuity, and accreditation outcomes, thereby affecting institutional credibility and competitiveness (Cachón-Rodríguez et al., 2022).

Despite the growing scholarly focus on HR management in higher education, existing studies are often fragmented and context-specific (Hoque and Atheef, 2024). There is a lack of comprehensive synthesis that consolidates findings on HR practice challenges and their outcomes in private colleges (Rawalpindi et al., 2025). Additionally, variations in institutional size, governance structures, and regional policies further complicate the understanding of HR effectiveness across the private higher education sector (Yang and Yasmin, 2022). In response to these gaps, the present study adopts a secondary data-based approach to systematically review and analyze existing literature, policy reports, and institutional documents related to HR practices in private colleges (Sehgal and Kumar, 2025). By examining documented challenges and their impact on teacher retention and job satisfaction, the study seeks to generate integrative insights and identify best practices in HR management (Singh and Patel, 2025). The findings aim to inform institutional leaders, policymakers, and academic administrators about the importance of adopting strategic, transparent, and development-oriented HR practices to enhance faculty satisfaction, reduce attrition, and promote long-term institutional sustainability (Alajlani et al., 2025).

**OBJECTIVE OF THE STUDY**

1. To **identify** the key challenges faced in the implementation of HR practices in private colleges, including issues such as high attrition rates, lack of professional development, and limited career advancement opportunities.
2. To **assess** the impact of HR practices on teacher retention and overall job satisfaction within the private college sector.

**HYPOTHESIS OF THE STUDY**

**H1:** There is a significant relationship between challenges in HR practices and faculty retention in private colleges.

**H2:** There is a significant impact of HR practices on teacher retention and job satisfaction in private colleges..

**RESEARCH METHODOLOGY**

The present study adopts a descriptive and analytical research design based exclusively on secondary data to examine the impact of Human Resource practices on faculty retention and job satisfaction in private higher education institutions, with data collected from peer-reviewed Scopus-indexed and Web of Science journals, academic publications in the fields of Human Resource Management and Higher Education Management, conference proceedings, scholarly books, and reports published by regulatory bodies such as UGC, AICTE,

NAAC, and the Ministry of Education, India, and the collected literature is systematically reviewed, categorized, and synthesized using thematic and comparative analysis techniques to identify key HR challenges, prevailing practices, and their influence on teacher retention and job satisfaction, thereby enabling the development of evidence-based insights and conclusions relevant to private colleges.

#### VARIABLES OF THE STUDY

- **Independent Variables:** HR practices in private colleges (recruitment and selection, training and development, performance appraisal, compensation, career development, work environment)
- **Dependent Variables:** Teacher retention and job satisfaction

#### SCOPE OF THE STUDY

The study focuses on **private colleges**, with particular reference to higher education institutions in India. However, selected international studies are also reviewed to provide a broader theoretical and comparative perspective.

#### Literature Review

**Seghal and Kumar (2025)** examined HRM practices and faculty satisfaction in Indian higher education institutions. The study found that training and development, performance appraisal, and welfare measures significantly influence job satisfaction and reduce attrition among faculty members. The authors emphasized the need for structured HR policies in private colleges to retain academic talent.

**Hoque and Atheef (2024)** conducted a systematic review of HRM practices in educational institutions and concluded that ineffective recruitment, inadequate professional development, and limited career growth opportunities are major challenges affecting employee performance and retention. The review highlighted the growing importance of strategic HRM in academic settings.

**Snyman and Ferreira (2023)** explored the role of psychological contracts in staff retention within higher education institutions. Their findings revealed that unmet expectations regarding promotion, recognition, and work-life balance lead to higher turnover intentions among academic staff.

**Parimala Devi and Muthuveloo (2020)** studied HR practices in Malaysian private higher education institutions and found a strong positive relationship between compensation, training opportunities, and intention to stay. The study underscored that private institutions must prioritize faculty career development to enhance retention.

**Cachón-Rodríguez et al. (2022)** analyzed sustainable HRM practices in universities and reported that ethical HR policies, employee participation, and long-term development initiatives significantly improve faculty loyalty and retention. The study recommended integrating sustainability into HR strategies.

**Kim et al. (2024)** investigated job satisfaction determinants among university lecturers and found workload pressure, lack of administrative support, and ineffective appraisal systems to be major dissatisfaction factors. The study emphasized the role of supportive HR environments in improving academic morale.

**Singh and Patel (2025)** examined employee engagement as a mediator between HR practices and faculty retention in higher education institutions. Their results indicated that engagement-oriented HR practices such as recognition, mentoring, and participative decision-making enhance job satisfaction and reduce turnover.

**Yang and Yasmin (2022)** studied high-performance HR practices in the education sector and found that person-job fit and person-organization fit significantly mediate the relationship between HR practices and turnover intention. The study stressed aligning HR policies with faculty expectations.

**Alajlani et al. (2025)** analyzed HR practices and employee retention in private higher educational institutions in the UAE. The findings showed that transparent recruitment, fair compensation, and continuous training positively influence faculty retention across nationalities.

**Arora (2024)** reviewed HRM practices in the digital era and highlighted how digital HR systems, online performance appraisal, and flexible work arrangements impact job satisfaction in higher education institutions. The study noted resistance to change as a key challenge.

**Rawalpindi et al. (2025)** examined high-performance work systems in business schools and concluded that integrated HR practices significantly enhance faculty performance and retention. The study recommended adopting bundled HR strategies rather than isolated practices.

**Devi and Rani (2021)** studied HR challenges in Indian private colleges and identified low pay, job insecurity, and limited research support as major contributors to faculty attrition. The study emphasized policy reforms for improving academic working conditions.

**Frontiers in Psychology Review (2022)** synthesized HRM and employee well-being studies in education and found that supportive leadership, fair appraisal, and training opportunities are critical for reducing burnout and improving job satisfaction among teachers.

**Green HRM Studies in Higher Education (2023)** highlighted the emerging role of environmentally sustainable HR practices in improving organizational commitment and retention among academic staff, particularly in private institutions.

**Post-COVID Higher Education HR Review (2024)** revealed that remote teaching stress, job insecurity, and reduced institutional support intensified HR challenges in private colleges. The study emphasized flexible HR policies and mental well-being initiatives to improve faculty retention.

#### RESEARCH GAP

Although existing studies have examined Human Resource Management (HRM) practices in higher education, significant gaps remain in understanding their comprehensive impact within private colleges. Most prior research focuses on isolated HR practices or predominantly on public universities, offering limited insight into the unique employment conditions, job insecurity, and governance structures of private institutions. Furthermore, there is a lack of integrated analysis linking HR practices simultaneously to teacher retention and job satisfaction, particularly through systematic secondary-data-based reviews. Emerging dimensions such as digital HRM, sustainable HR practices, and post-COVID workforce challenges are also underexplored in the context of private colleges. Consequently, there is insufficient context-specific evidence to guide effective HR policy formulation for improving faculty satisfaction and retention in private higher education institutions, which this study seeks to address.

#### MAJOR FINDINGS

- Ineffective HR practices particularly in recruitment, performance appraisal, compensation, and career development are the primary challenges faced by private colleges.
- Training and professional development opportunities have a significant positive influence on faculty job satisfaction and long-term retention.
- Limited career advancement, job insecurity, and inadequate compensation contribute substantially to high faculty attrition rates in private higher education institutions.
- Employee engagement-oriented HR practices, including recognition, mentoring, and participative decision-making, enhance job satisfaction and reduce turnover intentions.

- Lack of transparency and fairness in performance appraisal systems negatively affects faculty motivation and trust in institutional management.
- Supportive leadership, work–life balance, and institutional support play a crucial role in reducing burnout and improving faculty satisfaction.
- Overall, effective and integrated HR practices have a strong positive impact on teacher retention, organizational commitment, and the sustainability of private colleges.

#### LIMITATIONS OF THE STUDY

- The study is limited to secondary data and does not capture first-hand perceptions of faculty members
- Findings depend on the quality, scope, and availability of existing literature
- Variations across institutions may not be fully represented due to differences in study contexts

#### CONCLUSION

The synthesis of existing scholarly evidence demonstrates that Human Resource practices play a decisive role in shaping the professional experiences of faculty members in private higher education institutions, where structural constraints, competitive pressures, and evolving academic expectations demand systematic and responsive HR frameworks. The reviewed literature consistently indicates that inadequacies in recruitment transparency, professional development opportunities, performance appraisal mechanisms, compensation structures, and career progression pathways contribute significantly to faculty dissatisfaction, weakened organizational commitment, and increased turnover intentions. At the same time, institutions that have adopted integrated, development-oriented, and engagement-focused HR practices exhibit stronger academic stability, higher levels of faculty motivation, and improved institutional credibility, thereby reinforcing the importance of strategic human resource planning in sustaining academic excellence within the private higher education sector.

The findings further suggest that faculty retention and job satisfaction are not isolated outcomes but are closely intertwined with the quality, fairness, and effectiveness of institutional HR policies. Supportive leadership, continuous training, recognition systems, participative decision-making, and work–life balance initiatives emerge as critical determinants of faculty well-being and long-term commitment. When HR practices are perceived as equitable, transparent, and growth-oriented, faculty members demonstrate stronger professional engagement and a greater willingness to contribute to institutional development. Conversely, weak HR governance, contractual insecurity, and limited career mobility continue to undermine academic morale and organizational sustainability. Collectively, the evidence underscores the need for private colleges to adopt evidence-based, holistic, and future-oriented HR strategies to strengthen faculty satisfaction, minimize attrition, and enhance overall institutional effectiveness.

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