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Integrating HR Practices and Institutional Support Systems for Enhancing Faculty Retention in Higher Educational Private Colleges

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ABSTRACT

Due to increasing competition, few opportunities for career advancement and evolving workplace expectations, faculty retention has become a major challenge for private institutions of higher education. In private higher education institutions, this research looks at the impact of Institutional Support Systems and Human Resource Practices on Faculty Retention. A descriptive and analytical research design was employed for the quantitative research method. Using a five-point Likert scale-based structured questionnaire, 54 Faculty Members provided the main data and secondary data was compiled from research papers and online databases. Descriptive statistics, Cronbach's Alpha, Pearson correlation, and multiple regression analysis were used to examine the acquired data using SPSS Version 26.0. The reliability study revealed Cronbach's Alpha value of 0.844, indicating strong internal consistency. The regression findings indicated that HR Procedures ($B = 0.535$, $p < 0.001$) and Institutional Support Systems ($B = 0.321$, $p = 0.028$) had substantial positive impacts on Faculty Retention, with 55.9% of the variance in faculty retention being accounted for by the model ($R^2 = 0.559$). The research shows that a favorable institutional environment, encouraging leadership, professional development possibilities and effective HR policies are crucial in enhancing faculty retention. The research finds that increasing institutional support mechanisms.

1. INTRODUCTION

Higher education plays a critical role in the development of both individuals and communities. It helps individuals get ready for rewarding careers, acquire information and improve their abilities. Moreover, educational establishments foster the country's research, creativity and overall growth. Therefore, it is essential to maintain the quality of higher education, which is highly dependent on the teaching staff's caliber and commitment. Any educational institution's most valuable asset of any educational institution. They are in charge of educating, counseling students, conducting research and advancing the institution's overall academic growth. Knowledgeable and driven teachers foster a positive learning atmosphere

and raise students' academic achievement. Private Colleges long-term success and image depend on their participation.

For many private colleges, faculty turnover has become a serious issue in recent years. The departure of seasoned faculty members has an impact on the quality of education, raises the expenses associated with recruitment and training and presents difficulties in sustaining academic continuity. Faculty members may be prompted to seek better prospects elsewhere by a number of variables, including a lack of recognition, little opportunity for professional advancement, poor pay and a heavy workload, as well as a lack of institutional backing.

Institutional support structures and

Human Resource (HR) practices can be crucial in increasing faculty retention. Faculty members feel appreciated and driven by fair hiring, training and development, performance evaluation, career growth prospects and recognition. Likewise, encouraging faculty members to stay with their organization for longer periods of time are a positive work environment, research opportunities, excellent communication, adequate resources and encouraging leadership.

In today's competitive higher education environment, private colleges are persistently working to raise the caliber of their educational offerings and fortify their institutional performance. However, it is challenging to meet these objectives without keeping knowledgeable and seasoned faculty members. Educational institutions must implement effective HR procedures and offer significant institutional support to keep talented faculty members as their expectations for career advancement, recognition and work environment rise.

The purpose of this study is to examine how human resource procedures and institutional support networks affect faculty retention in private institutions. The objective of this study is to identify the variables that encourage professors to stay at their schools and to provide recommendations that will allow educational institutions to enhance their faculty retention plans.

2. LITERATURE REVIEW

Holtom et al. (2020) examined organizational practices that promote employee retention through the concept of job embeddedness. The objective of the study was to identify organizational practices that enhance employee retention through job embeddedness. The study found that HR practices such as career development, supportive leadership, recognition and organizational fit significantly improve employee retention. The authors concluded that employees remain in organizations when they perceive strong organizational support and growth opportunities.

Aman-Ullah et al. (2020) conducted a systematic review of employee retention literature. The objective of the study was to identify the major determinants of employee retention across different sectors. The study found that human resource practices, compensation, motivation and organizational support are the most influential determinants of employee retention.

Van Beurden et al. (2021) investigated the influence of employee views of HR procedures on organizational results, this study aimed. According to the study, employees' favorable attitudes about recruitment, training, evaluation, incentives, and development have a big impact on their happiness at work, dedication, and retention. The authors determined that organizational outcomes and HR practices are mediated by employee perceptions.

Scott et al. (2021) reviewed the aim of the research was to identify data-driven techniques for enhancing staff retention. Employee retention is effectively facilitated by encouraging supportive leadership, giving recognition, developing careers, and improving employee engagement, according to the poll. The writers came to the conclusion that businesses ought to implement data-driven HR procedures in order to lower employee turnover and enhance workforce stability.

Alajlani and Yesufu (2022) studied in three private higher education institutions in the UAE and looked at how HR practices affected employee retention. The goal of the study was to determine how HR policies affect employee turnover in institutions of higher learning. The study discovered that training and development, compensation, empowerment, and performance management had a favorable impact on employee retention based on data gathered from 270 workers. The authors determined that faculty dedication may be enhanced and staff turnover can be decreased through reinforcing HR regulations.

Aboramadan (2022) investigated green innovative work behavior and in-role and extra-

role green behaviors, as well as the role of green work involvement. Green work engagement acted as a major mediator, according to data from 208 employees, which revealed that GHRM practices had a substantial impact on these actions. Effective GHRM has the potential to boost employee engagement and encourage environmentally responsible activities.

Yamoah et al. (2024) investigated job engagement as a moderating factor, and looked at the connection between HR practices and employee retention. The goal of the research was to investigate the impact of HR procedures on employee retention using job involvement. Employee retention was substantially increased by compensation and training, according to the research, and job engagement strengthened this link even further. Employee engagement paired with HR practices may increase retention, according to the researchers.

Halid et al. (2024) explored how human resource management (HRM) practices affect lecturers' desire to stay at Malaysian private higher education institutions. They discovered that performance reviews had no impact, but activities like recruiting, training, and incentives had a good impact on instructors' choice to stay. Organizational citizenship behavior mediated these relationships, according to research that included data from 323 teachers. According to the authors, effective HRM policies that prioritize employee development can lower staff turnover and increase retention.

Ghosh and Sen Gupta (2025) carried out a comprehensive literature study on the effects of human resource management practices on staff retention. The study aimed to investigate the influence of human resource management procedures on staff retention in a variety of industries. The assessment indicated that consistently, talent acquisition, remuneration, training, promotion, balancing work and family, and performance evaluations increase employee loyalty and organizational commitment. Long-term employee retention is greatly facilitated by good HRM practices, the writers concluded.

Janjua et al.(2026) studied the association between employee retention and HR practices in private higher education institutions. The study's goal was to see how job satisfaction and employee engagement affect employee retention via HR activities. According to the study, HR practices greatly increase employee retention in both direct and indirect methods, including job satisfaction and employee engagement. This bond was strengthened further by technological adoption and organizational culture. The authors came to the conclusion that thorough human resources regulations that prioritized development, an encouraging work atmosphere, and technological integration were crucial for keeping academic personnel.

Vanaja and Shilpa Ajay (2026) conducted research in 2026 on how human resource practices influence instructor retention in Bangalore's higher education institutions. They focused on five HR areas: hiring, compensation, training, professionalism, and talent recognition. A total of 135 faculty members' data revealed a strong correlation between HR practices and retention. After recognition, recruiting, and compensation, positive professional connections had the greatest influence, but faculty development had a little, non-significant impact. The research underscored how crucial sympathetic ties, acknowledgment, hiring, and appealing pay are for maintaining academics.

Alotaibi (2026) explored the impact of perceived organizational pride on employee retention in Saudi higher education, highlighting intrinsic rewards as a key element. The study examined the effects of self-actualization, participation in decision-making, opportunities for growth, and task autonomy on retention. From 154 academic staff members of Taif University, data was gathered. With pride strengthening this link, the four components were positively related to retention in the results. Compared to autonomy, developmental and participative elements were more significant. To increase retention, the study indicates that institutions should promote professional development and significant employment.

Al Jerjawi et al. (2026) developed a conceptual framework explaining how perceived HR practices influence academics' mental health. The objective of the study was to explain the relationship between HR practices, employee well-being, and retention. The study suggested that fair rewards, transparent promotion systems, career development opportunities and performance appraisal improve employee well-being, engagement, and long-term retention in universities. The authors concluded that employee-centred HR practices contribute to sustainable faculty retention.

Otoo (2026) looked at how HRM practices affect organizational ambidexterity and how important employee creativity is. Utilizing data from 973 workers in 75 healthcare facilities that were subjected to structural equation modeling analysis, the study concentrated on the influence of HRM practices that increase motivation and ability. The data demonstrated that opportunity-enhancing activities had no impact, but motivation and ability-enhancing activities had a positive influence on ambidexterity. Employee creativity mediated the first two methods' positive impacts, but not the last. In order to promote creativity and overall firm success, the research highlights the necessity for HR procedures that increase employee skills and enthusiasm.

2.1 Research Gap

Research on employee retention and HR strategies was earlier carried out in many different sectors. Still, little empirical study has been conducted to investigate how institutional support networks and HR policies taken together influence faculty retention in private higher education institutions, particularly in India.

2.2 Objectives

- To ascertain the major elements influencing teacher retention in private colleges of higher education.
- Investigating how faculty retention is influenced by HR policies.
- To evaluate how institutional support systems influence faculty members'

retention.

2.3 Hypothesis

H₀₁: Human resources policies have little influence on faculty retention.

H₁₁: Human resource procedures have a significant bearing on faculty retention.

H₀₂: Staff retention is not significantly affected by institutional support programs.

H₁₂: Staff retention is greatly influenced by institutional support network.

3. RESEARCH METHODOLOGY

This study seeks to numerically measure and examine HR policies and organizational supports in connection with faculty retention at independent higher education institutions. Based on both primary and secondary data, the study is empirical. Primary data come from a structured online questionnaire with a 5-point Likert scale directed at 54 faculty members from selected private Higher Education Institutions in Meerut District, Uttar Pradesh. Information from books, research publications, publications, conference proceedings, reports, and online databases comprises secondary data. Descriptive statistical and psychometric studies abound, specifically correlation, regression, and Cronbach's alpha. Based on the participants surveyed, the study is restricted to Meerut's private higher education institutions.

3.1. Research Design

To study the connection among Human Resource Practices, Institutional Support Systems, and Faculty Retention in private higher education institutions, the researcher used a descriptive research approach. The survey used a quantitative research approach; 54 faculty members filled out a structured questionnaire to provide main data. Based on a five-point Likert scale, the survey sought to find out how people felt about faculty retention, institutional support systems, and HR policies. Based on mostly first-hand data gathered from the faculty members, supplemented by pertinent secondary information from research papers, academic sources, and online databases, the study is

empirical in character.

3.1.1 Sample Design

The researcher has employed the convenience sampling method in the current study to gather data from several sources. The study's scope covers faculty members employed at private higher education institutions. The sample was taken from faculty members working at chosen Meerut District, Uttar Pradesh, private higher education institutions. The study includes fifty-four faculty members from chosen independent higher education institutions. Sample Size: 54 Faculty Members.

3.1.2 Collection of Data

a. Primary Data: The poll comprises 54 Meerut District-based professors employed at chosen private colleges. A structured questionnaire with a 5-point Likert Scale spanning from 1 (Strongly Disagree) to 5 (Strongly Agree) helped gather primary data. The poll sought to gauge how much faculty retention, HR Practices and institutional support system methods would be seen by the respondents.

b. Secondary Data: The researcher has used the following sources for the collection of secondary data:

- Research journals and published articles
- Ph.D. theses and dissertations
- Online academic databases and websites such as Springer, Google Scholar, ResearchGate, and other relevant scholarly sources.

Using IBM SPSS Statistics Version 26.0, the collected data were analyzed. In order to analyze the data and meet the study's objectives, statistical methods such as descriptive statistics, reliability analysis (Cronbach's alpha), correlation analysis, and regression analysis were employed. The goal of this research was to see how well institutional support programs, instructor retention at higher education institutions are related.

4. DATA ANALYSIS AND INTERPRETATION

IBM SPSS Statistics Version 26.0 helped to analyze the gathered data. The replies were checked for completeness, correctness, and

coherence before analysis. For the study, 54 legitimate replies in all were taken into consideration. To investigate the link between HR Practices, Institutional Support Systems and Faculty Retention, descriptive and inferential statistical methods such Reliability Analysis, Descriptive Statistics, Correlation Analysis, and Regression Analysis were employed.

4.1 Reliability Analysis

The internal consistency of the research tool was evaluated using Cronbach's Alpha. Three ideas made up the questionnaire: HR Practices and institutional support systems, faculty retention. The general Cronbach's Alpha value of 0.844 points towards excellent dependability and so verifies the questionnaire's appropriateness for further statistical analysis.

4.2 Descriptive Statistics

Mean and standard deviation were among the descriptive statistics employed to summarize participants' answers. Respondents generally have a favorable opinion of HR Practices and Institutional Support Systems, which suggests that these things have a beneficial effect on faculty retention in private higher education institutions.

4.3 Correlation Analysis

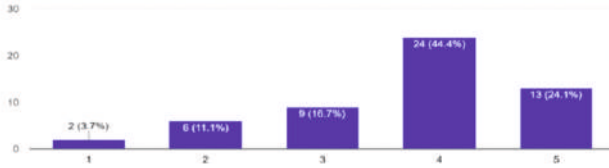
Pearson's Correlation Analysis was performed to determine the connection between HR Practices, faculty retention and Institutional Support Systems. It was discovered that Faculty Retention and the independent variables had a positive and meaningful correlation, suggesting that higher faculty retention is related to improved and more robust institutional support.

4.4 Regression Analysis

To ascertain the influence of Institutional Support Systems and HR Practices on faculty retention, a multiple regression analysis was conducted. The data shows that both independent variables have a major impact on Faculty Retention. Improvements in institutional support systems and human resources practices, according to the regression model, help private higher education institutions keep their faculty members.

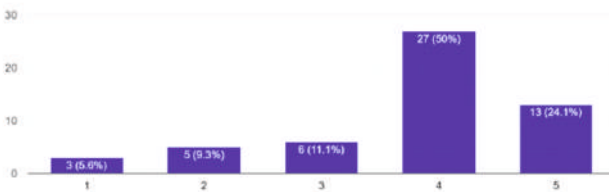
Section A: HR Practices 1. My institution has fair HR policies.

54 responses



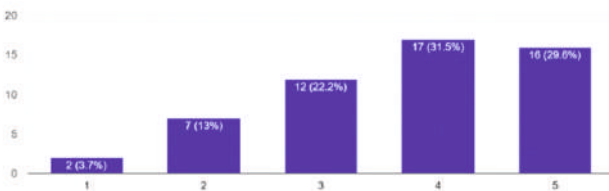
2. I receive adequate training and development opportunities.

54 responses



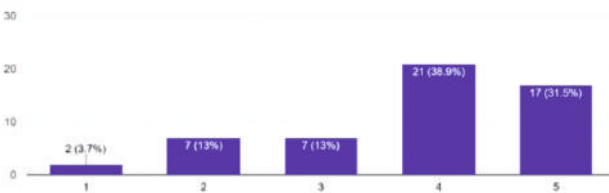
3. My performance is evaluated fairly.

54 responses



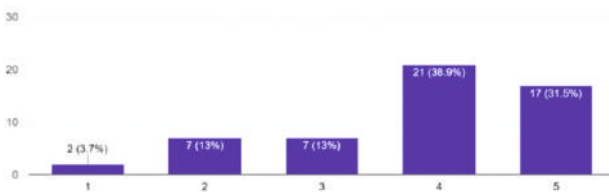
4. I am satisfied with my salary and benefits.

54 responses



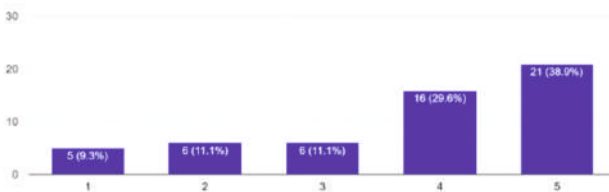
4. I am satisfied with my salary and benefits.

54 responses



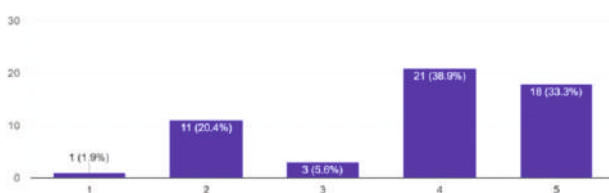
5. My institution provides opportunities for career growth.

54 responses



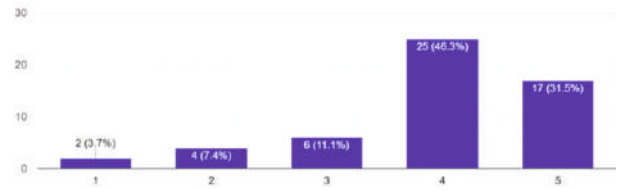
Section B: Institutional Support Systems. 1. The management supports faculty members whenever needed.

54 responses



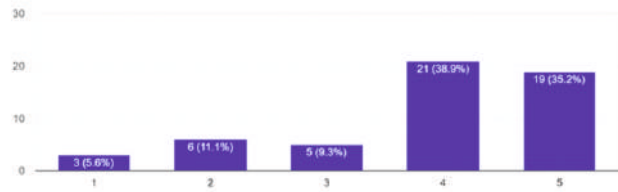
2. I receive encouragement for my professional development.

54 responses



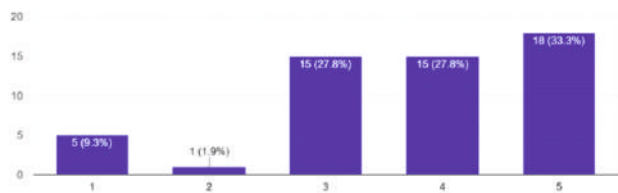
3. My institution provides adequate teaching and research resources.

54 responses



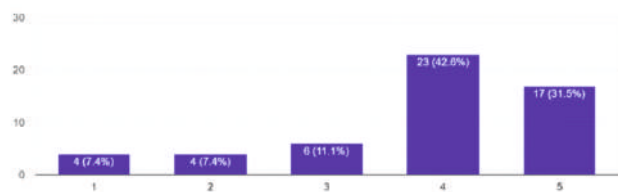
4. Communication between management and faculty is effective.

54 responses



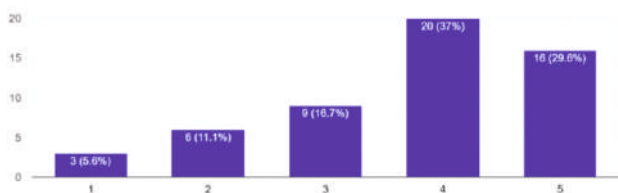
5. My institution promotes a healthy work-life balance.

54 responses



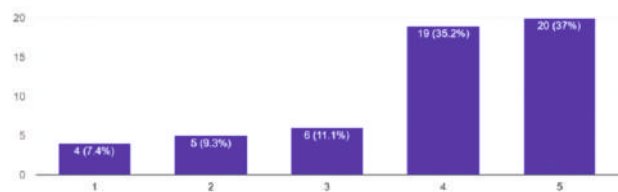
Section C: Faculty Retention 1. I intend to continue working in this institution.

54 responses



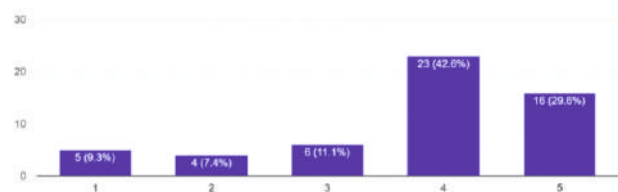
2. I feel committed to this institution.

54 responses

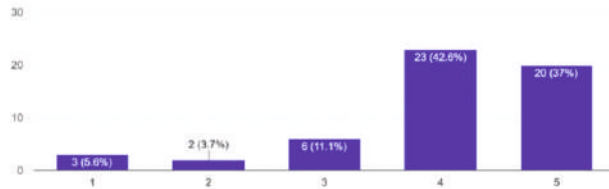


3. I am satisfied with my job in this institution.

54 responses



4. I would recommend this institution as a good place to work.
54 responses



5. I rarely think about leaving this institution.
54 responses

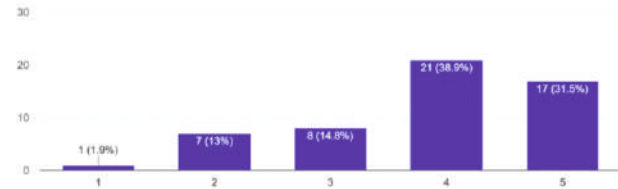


Table 1: Responses of the Respondents

Q. No.	Topic	Mean Score	Likert Scale	Classification	Interpretation
1.	My institution has fair HR policies.	3.70	Agree	High	Most faculty members think the university upholds just HR rules.
2.	I receive adequate training and development opportunities.	3.83	Agree	High	Most respondents find the training and growth possibilities offered acceptable.
3.	My performance is evaluated fairly.	3.76	Agree	High	Faculty think the performance review system is open and honest.
4.	I am satisfied with my salary and benefits.	3.87	Agree	High	The majority of respondents find the institution's compensation and perks to be acceptable.
5.	My institution provides opportunities for career growth.	4.02	Agree	High	Faculty feel the institution provides enough chances for career growth.
6.	The management supports faculty members whenever needed.	3.93	Agree	High	The institutional management helps faculty members feel supported.
7.	I receive encouragement for my professional development.	4.04	Agree	High	Respondents think the institute promotes professional growth.
8.	My institution provides adequate teaching and research resources.	3.98	Agree	High	Faculty find the resources for instruction and research available to them satisfactory.
9.	Communication between faculty and management is effective.	3.80	Agree	High	Management and staff members seem to communicate quite well.
10.	My institution promotes a healthy work-life balance.	3.85	Agree	High	Respondents feel the institute promotes work-life balance.
11.	I intend to continue working in this institution.	3.76	Agree	High	Faculty members show a clear intention to stay employed at the university.
12.	I feel committed to this institution.	3.91	Agree	High	Respondents show a great degree of organizational commitment.
13.	I am satisfied with my job in this institution.	3.89	Agree	High	Most faculty members are happy with their present employment.
14.	I would recommend this institution as a good place to work.	4.00	Agree	High	Most respondents would suggest the company as a decent place to work.
15.	I rarely think about leaving this institution.	3.87	Agree	High	Faculty members show a clear desire to stay at the institution.

Source: Based on Collected Data by Author

5. CONCLUSION

This study concludes that human resource practices and institutional support systems significantly influence faculty retention in private higher educational institutions. Overall reliability of the measurement instrument was confirmed through a Cronbach's alpha coefficient of 0.844, indicating good internal consistency. Descriptive statistics revealed positive faculty perceptions across all three constructs, while correlation and regression analyses demonstrated statistically significant positive relationships among the variables.

The findings further indicate that HR practices represent the strongest predictor of faculty retention, followed by institutional support systems. Together, these factors explain a substantial proportion of faculty retention, emphasizing the importance of strategic human resource management and organizational support in retaining qualified academic professionals.

The findings demonstrate that effective human resource practices and institutional support systems significantly enhance faculty retention in private colleges. Therefore, educational institutions should strengthen employee-centric HR policies and supportive institutional environments to retain talented faculty members and improve long-term

organizational performance.

6. RECOMMENDATIONS

- a. To enhance faculty retention and job satisfaction, educational institutions should implement transparent hiring practices, fair performance evaluation systems, attractive compensation packages, and clear pathways for career development.
- b. Enhance Institutional Support Structures: Institutional leaders need to foster supportive leadership, encourage open communication, provide adequate teaching and research resources and create a positive work atmosphere that encourages long-term commitment from faculty.
- c.. Universities ought to regularly conduct faculty feedback surveys to collect input regarding HR policies, the work environment and institutional support to identify concerns and promptly address them.
- d. Increase Employee Recognition and Opportunities for Professional Growth: Faculty members should receive promotions, incentives, chances for professional development, and awards to recognize their excellence in teaching, contributions to research and academic accomplishments, thereby enhancing motivation and commitment. ■

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