

Influence of Human Resource Practices on Faculty Retention: Evidence from Higher Education Institutions in Bangalore

¹Ms. Vanaja V, ²Dr. Shilpa Ajay

¹Research Scholar, Department of Management Studies, Nitte Meenakshi Institute of Technology, Nitte (Deemed to be University), Assistant Professor, Sindhi Institute of Management, Bangalore, Karnataka.

Email: vanaja.vd@gmail.com ORCID: 0000-0002-9823-8775

²Professor and Head, Department of Management Studies, Nitte Meenakshi Institute of Technology, Nitte (Deemed to be University), Bangalore, Karnataka.

Abstract

Faculty retention has emerged as a critical concern for higher education institutions due to increasing competition for qualified academic professionals, evolving educational demands, and growing expectations related to teaching, research, and institutional service. Retaining experienced faculty members is essential for maintaining academic quality, research productivity, student satisfaction, and institutional reputation. This study examines the influence of human resource (HR) practices on faculty retention among faculty members working in higher education institutions in Bangalore, India. The study focuses on five key HR practice dimensions: recruiting and attracting faculty, compensation and rewards, faculty development, building and maintaining positive professional relationships, and identifying and recognizing talented faculty members. Data were collected from 135 faculty members using a structured questionnaire and analyzed through multiple regression analysis. The findings reveal that HR practices significantly influence faculty retention, explaining 60.6 percent of the variance in retention outcomes. Among the predictors, building and maintaining positive professional relationships emerged as the strongest determinant of faculty retention, followed by identifying and recognizing talented faculty members, recruiting and attracting faculty, and compensation and rewards. Faculty development exhibited a positive but statistically insignificant effect on retention. The study highlights the importance of supportive academic environments, faculty recognition mechanisms, transparent recruitment practices, and competitive reward systems in retaining talented faculty members. The findings provide valuable insights for institutional leaders and policymakers seeking to strengthen faculty retention strategies and enhance the long-term sustainability of higher education institutions.

Keywords: Faculty Retention, Human Resource Practices, Higher Education Institutions, Faculty Development, Talent Management, Academic Staff Retention.

1. Introduction

The success and sustainability of higher education institutions largely depend on their ability to attract, develop, and retain qualified faculty members. Faculty members serve as the foundation of educational institutions by contributing to teaching excellence, research productivity, student development, academic innovation, and institutional growth. However, higher education institutions worldwide are increasingly facing challenges in retaining talented faculty due to changing career expectations, increased employment opportunities, growing research pressures, and heightened competition among institutions. As a result, faculty retention has become a strategic priority for educational administrators and policymakers.

Human resource management practices play a vital role in influencing faculty satisfaction, commitment, engagement, and long-term association with institutions. Effective HR practices help create supportive academic environments that encourage faculty members to remain with their institutions and contribute meaningfully to organizational goals. These practices include transparent recruitment procedures, equitable compensation systems, opportunities for professional development, positive workplace relationships, and recognition of

academic achievements. When implemented effectively, such practices enhance faculty morale, strengthen organizational commitment, and reduce turnover intentions.

In recent years, the higher education sector has undergone significant transformation due to technological advancements, globalization, accreditation requirements, outcome-based education, and increased emphasis on research and innovation. These developments have expanded the roles and responsibilities of faculty members beyond classroom teaching to include research, consultancy, community engagement, curriculum development, and institutional administration. Consequently, faculty members increasingly seek institutions that provide professional growth opportunities, supportive leadership, collaborative work environments, and fair reward systems. Institutions that fail to address these expectations often experience higher faculty turnover, which can negatively affect educational quality, student outcomes, and institutional performance.

Bangalore is widely recognized as one of India's leading educational and knowledge hubs. The city hosts a large number of universities, autonomous colleges, engineering institutions, management schools, and research centers that attract faculty members from diverse academic backgrounds. The rapid expansion of higher education institutions in Bangalore has intensified competition for qualified academic professionals, making faculty retention an important organizational challenge. Educational institutions must therefore develop effective HR strategies that address faculty needs and create conditions that encourage long-term institutional commitment.

Although previous studies have examined various determinants of employee retention across corporate and industrial sectors, relatively limited attention has been devoted to understanding the collective influence of HR practices on faculty retention within higher education institutions. Faculty members operate in a unique professional environment characterized by academic autonomy, intellectual engagement, research expectations, and student interaction, which may influence retention decisions differently from those observed in other sectors. Therefore, examining the role of HR practices in the higher education context is both timely and necessary.

Against this background, the present study investigates the influence of selected human resource practices on faculty retention among faculty members working in higher education institutions in Bangalore. By identifying the HR practices that significantly contribute to faculty retention, the study seeks to provide practical insights for institutional administrators and contribute to the growing body of knowledge on human resource management in higher education.

2. Literature Review

Faculty retention has become a critical issue in higher education institutions as universities and colleges increasingly depend on qualified and experienced academic staff to maintain teaching quality, research productivity, institutional reputation, and student success. Retaining competent faculty members not only reduces recruitment and training costs but also ensures continuity in academic programs, strengthens institutional knowledge, and contributes to long-term organizational effectiveness. Consequently, scholars have devoted considerable attention to understanding the role of human resource management practices in enhancing faculty retention within higher education institutions.

Recent studies have emphasized the importance of strategic human resource practices in fostering faculty commitment and reducing turnover intentions. Al Hammadi and Mohd Noor (2020) found that effective leadership and talent management practices significantly contribute to faculty retention by creating supportive academic environments and enhancing professional satisfaction. Similarly, Amushila and Bussin (2021) reported that talent management initiatives, including career planning, recognition, and professional growth opportunities, positively influence employees' willingness to remain within educational institutions.

Recruitment and selection practices have also been identified as important determinants of faculty retention. Hassan (2022) observed that transparent recruitment processes and appropriate faculty-job matching improve organizational commitment and reduce turnover intentions. Effective recruitment practices enable institutions to

attract faculty members whose academic goals, values, and competencies align with institutional objectives, thereby strengthening long-term retention.

Compensation and reward systems continue to play a significant role in retaining academic professionals. Almalki et al. (2020) found that satisfaction with compensation, benefits, and quality of work life significantly influences employees' intentions to remain within their organizations. Likewise, Hassan (2022) reported that equitable compensation systems and performance-based rewards positively affect employee retention by enhancing perceptions of fairness and organizational support. In higher education institutions, competitive salary structures, research incentives, and recognition of academic achievements contribute substantially to faculty commitment and retention.

Faculty development has emerged as another important factor influencing retention decisions. Professional development opportunities such as faculty training programs, research support, conference participation, academic mentoring, and skill enhancement initiatives enable faculty members to advance their careers and improve professional competencies. Chiat and Panatik (2021) highlighted that employees who perceive opportunities for growth and advancement demonstrate stronger organizational commitment and lower intentions to leave. However, developmental initiatives are most effective when accompanied by clear promotion pathways and opportunities for career progression.

Workplace relationships and institutional culture have been widely recognized as crucial contributors to faculty retention. Positive relationships with colleagues, department heads, and institutional leaders create a supportive academic environment that fosters engagement and commitment. Widyani et al. (2020) found that ethical leadership and supportive organizational practices positively influence employee satisfaction and organizational performance. Similarly, Sinisterra et al. (2024) emphasized that employee engagement, supportive leadership, and positive workplace experiences significantly reduce turnover intentions and enhance retention outcomes.

Recognition and management of talented faculty members also contribute substantially to retention. Narayanan et al. (2020) proposed that effective talent management practices strengthen employee commitment by recognizing individual contributions and providing opportunities for advancement. Mousa and Othman (2022) further reported that talent management initiatives enhance employee engagement and indirectly improve retention through increased organizational attachment. Faculty members who perceive that their teaching, research, and service contributions are valued by their institutions are more likely to remain committed to their academic careers.

The post-pandemic higher education environment has further increased the importance of supportive HR practices. Susanto and Rony (2023) found that employee engagement programs, recognition systems, and supportive organizational policies play an essential role in preventing employee turnover. Likewise, Zamri and Halim (2024) concluded that institutions adopting comprehensive talent management and employee support strategies experience stronger retention outcomes and improved workforce stability.

Recent evidence continues to highlight the strategic role of integrated HR practices in higher education institutions. Prajapati (2024) reported that recruitment effectiveness, compensation systems, career development opportunities, and supportive workplace environments collectively contribute to employee retention. Similarly, Shrestha and Prajapati (2024) observed that strategic human resource management practices significantly enhance employee commitment and organizational loyalty, leading to improved retention outcomes.

The existing literature consistently demonstrates that recruitment and attraction practices, compensation and rewards, faculty development opportunities, positive workplace relationships, and talent recognition mechanisms significantly influence retention outcomes. However, most studies have examined these factors independently or within general organizational settings. Limited empirical research has investigated the combined influence of these human resource practices on faculty retention within higher education institutions in Bangalore. Given the increasing competition for qualified academic professionals in the region, there is a need for empirical evidence examining how various HR practices collectively influence faculty retention. Therefore, the present study seeks

to address this gap by investigating the impact of selected human resource practices on faculty retention among faculty members working in higher education institutions in Bangalore.

Hypothesis

Based on the literature reviewed, the following hypothesis is proposed:

H1: Human Resource Practices have a significant positive influence on Employee Retention.

3. Research Objectives

1. To examine the various human resource practices adopted by higher education institutions in Bangalore for managing and retaining faculty members.
2. To analyse the influence of human resource practices on faculty retention among faculty members working in higher education institutions in Bangalore.

4. Research Methodology

The study adopted a descriptive and quantitative research design to examine the influence of human resource (HR) practices on faculty retention among faculty members working in higher education institutions located in Bangalore, Karnataka. Bangalore, recognized as one of India's leading educational and knowledge hubs, was selected as the study area due to its large concentration of universities, autonomous colleges, engineering institutions, management schools, and research-oriented higher education institutions. Primary data were collected from 135 faculty members using a structured questionnaire comprising statements related to HR practices and faculty retention. Responses were measured using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The respondents were selected through a convenience sampling technique based on their accessibility and willingness to participate in the study. The collected data were coded and analyzed using appropriate statistical tools, with multiple regression analysis employed to examine the influence of various HR practices on faculty retention and determine the relative contribution of each HR practice dimension toward retaining faculty members in higher education institutions.

5. Result And Analysis

Table 1. Demographic Profile of Respondents (N = 135)

Variable	Category	Frequency (N)	Percentage (%)
Gender	Male	78	57.8
	Female	57	42.2
Age	Below 25 Years	24	17.8
	25–34 Years	52	38.5
	35–44 Years	37	27.4
	45 Years and Above	22	16.3
Educational Qualification	Postgraduate	39	28.9
	M.Phil./NET/SET Qualified	72	53.3
	Doctorate (Ph.D.)	24	17.8
Teaching Experience	Less than 5 Years	41	30.4

	5–10 Years	56	41.5
	More than 10 Years	38	28.1
Institution Type	University	52	38.5
	Engineering College	31	23.0
	Management Institution	34	25.2
	Arts & Science College/Others	18	13.3

The demographic profile indicates that the majority of the respondents were male (57.8%), while female faculty members constituted 42.2 percent of the sample. Most respondents belonged to the 25–34 years age group (38.5%), followed by the 35–44 years category (27.4%), indicating a relatively young and professionally active faculty population. Regarding educational qualifications, a majority of the respondents possessed M.Phil./NET/SET qualifications (53.3%), while 17.8 percent held doctoral degrees. In terms of teaching experience, 41.5 percent of the faculty members had between 5 and 10 years of experience, followed by 30.4 percent with less than 5 years of experience. With respect to institution type, the largest proportion of respondents were employed in universities (38.5%), followed by management institutions (25.2%), engineering colleges (23.0%), and other higher education institutions (13.3%). The profile reflects a diverse representation of faculty members across different higher education institutions in Bangalore.

5.1 Influence of HR practices on employee retention Multiple regression:

Table 2 : ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	91.815	5	18.363	39.703	.000
	Residual	59.664	129	.463		
	Total	151.479	134			

The ANOVA results presented in Table 2 indicate that the regression model is statistically significant ($F = 39.703$, $p < 0.001$). This finding demonstrates that the selected human resource practices collectively have a significant influence on **faculty retention** in higher education institutions. The significance of the model confirms that the independent variables meaningfully contribute to predicting faculty retention among faculty members working in higher education institutions in Bangalore. The results suggest that variations in faculty retention can be substantially explained by differences in recruitment and attraction practices, compensation and rewards, faculty development initiatives, positive professional relationships, and talent recognition practices adopted by educational institutions. Therefore, the overall regression model is considered appropriate and effective for examining the influence of HR practices on faculty retention.

Table 3: Multiple regression coefficients

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.516	.322		-1.603	.111

Recruiting and attracting	.242	.099	.176	2.447	.016
Compensation and rewarding	.192	.080	.171	2.407	.017
Development	.177	.098	.130	1.795	.075
Builds and Maintain Positive Relationships	.299	.085	.294	3.510	.001
Identifies and differentiates Talented Employees	.230	.092	.212	2.510	.013
a. Dependent Variable: Retention					

The regression coefficients reported in Table 3 reveal the individual contribution of each human resource practice dimension toward faculty retention. Recruiting and attracting significantly influences faculty retention ($\beta = 0.176$, $t = 2.447$, $p = 0.016$), indicating that effective recruitment and selection practices enhance faculty members' likelihood of remaining with their institution. Institutions that attract qualified faculty through transparent and competency-based recruitment processes are more likely to develop a committed and stable academic workforce. Compensation and rewarding also exert a significant positive influence on faculty retention ($\beta = 0.171$, $t = 2.407$, $p = 0.017$), suggesting that equitable salary structures, incentives, benefits, and recognition systems contribute significantly to retaining faculty members.

Faculty development exhibits a positive relationship with faculty retention ($\beta = 0.130$, $t = 1.795$), but the effect is not statistically significant at the 5 percent level ($p = 0.075$). This finding suggests that faculty development initiatives such as training programs, research opportunities, workshops, and professional development activities alone may not be sufficient to influence retention unless they are accompanied by promotion opportunities, career advancement prospects, and supportive institutional policies.

Building and maintaining positive professional relationships emerged as the strongest predictor of faculty retention ($\beta = 0.294$, $t = 3.510$, $p = 0.001$). This result highlights the importance of supportive academic leadership, collegial relationships, effective communication, collaboration among faculty members, and a positive institutional climate in encouraging faculty to remain with their institutions. Identifying and differentiating talented faculty members also significantly influences retention ($\beta = 0.212$, $t = 2.510$, $p = 0.013$), indicating that faculty recognition, merit-based rewards, and talent management practices play an important role in retaining high-performing academic staff.

Overall, the findings suggest that human resource practices significantly influence faculty retention, with relationship-building practices having the greatest impact, followed by talent recognition, recruitment and attraction, and compensation practices. Therefore, the hypothesis stating that Human Resource Practices have a significant positive influence on Faculty Retention is supported.

Table 4 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.779	.606	.591	.68008

The model summary presented in Table 4 reveals an R value of 0.779, indicating a strong positive relationship between human resource practices and faculty retention. The coefficient of determination ($R^2 = 0.606$) shows that approximately 60.6 percent of the variation in faculty retention is explained by the five HR practice dimensions included in the model. This indicates that recruitment and attraction practices, compensation and rewards, faculty

development, positive professional relationships, and talent recognition collectively contribute substantially to retaining faculty members in higher education institutions.

The Adjusted R^2 value of 0.591 further confirms the explanatory strength of the model after accounting for the number of predictors included in the analysis. This suggests that the model remains robust and reliable in explaining faculty retention even after statistical adjustment. The standard error of estimate was found to be 0.68008, indicating an acceptable level of prediction accuracy and demonstrating that the model provides a reasonably accurate estimate of faculty retention outcomes. Overall, the model exhibits strong predictive capability and confirms that human resource practices play a significant role in influencing faculty retention in higher education institutions.

6. Discussion

The findings of the present study confirm that human resource practices play a significant role in influencing faculty retention in higher education institutions in Bangalore. The regression model explained a substantial proportion of the variance in faculty retention, indicating strong explanatory power and demonstrating the importance of HR practices in shaping faculty members' decisions to remain with their institutions. The findings are consistent with the growing body of literature emphasizing the strategic role of human resource management in enhancing faculty commitment, job satisfaction, and long-term institutional attachment.

Among the various HR practices examined, building and maintaining positive professional relationships emerged as the most influential predictor of faculty retention. This finding highlights the importance of supportive academic leadership, collegial relationships, effective communication, collaboration, and a positive institutional climate in fostering faculty commitment. Faculty members are more likely to remain in institutions where they experience mutual respect, academic freedom, professional support, and constructive interactions with colleagues and administrators. Positive workplace relationships contribute to a sense of belonging and emotional attachment, thereby strengthening faculty retention.

The study also revealed that identifying and recognizing talented faculty members significantly contributes to faculty retention. Recognition of teaching excellence, research achievements, academic contributions, and professional accomplishments enhances faculty motivation and reinforces perceptions of institutional support. Faculty members who believe that their efforts are acknowledged and valued are more likely to develop stronger organizational commitment and exhibit greater loyalty toward their institutions. Effective talent management practices therefore play an important role in retaining high-performing academic staff.

Recruitment and attraction practices were also found to significantly influence faculty retention. Institutions that implement transparent, fair, and competency-based recruitment processes are more likely to attract faculty members whose academic values, career aspirations, and professional goals align with institutional objectives. Such alignment promotes person–organization fit, which contributes to higher levels of job satisfaction, institutional commitment, and long-term retention. Effective recruitment practices therefore serve as a foundation for building a stable and committed academic workforce.

Compensation and reward practices were identified as another significant determinant of faculty retention. Competitive salaries, research incentives, performance-based rewards, promotion opportunities, and recognition programs contribute positively to faculty commitment. Faculty members often perceive compensation and rewards as indicators of how much their institution values their contributions. Consequently, institutions that provide fair and competitive compensation systems are more likely to retain qualified and experienced faculty members in an increasingly competitive academic environment.

Faculty development exhibited a positive relationship with faculty retention; however, the relationship was not statistically significant. This finding suggests that professional development initiatives such as training programs, workshops, research support, and academic skill enhancement alone may not be sufficient to retain faculty members unless they are accompanied by clear career advancement opportunities, promotion prospects, and

supportive institutional policies. Faculty members may value developmental opportunities more when they translate into tangible academic growth and career progression.

Overall, the findings demonstrate that relationship-oriented HR practices, talent recognition, effective recruitment strategies, and competitive reward systems are major determinants of faculty retention in higher education institutions. The results support the view that faculty retention is influenced by a combination of relational, professional, and economic factors rather than by any single HR practice. Therefore, higher education institutions should adopt an integrated human resource management approach that emphasizes faculty recognition, supportive professional relationships, equitable rewards, talent management, and career growth opportunities to create an engaging academic environment and strengthen long-term faculty retention.

7. Findings

Findings

1. Human resource practices significantly influence faculty retention in higher education institutions.
2. Building and maintaining positive professional relationships emerged as the strongest predictor of faculty retention.
3. Identifying and recognizing talented faculty members significantly enhances faculty retention.
4. Recruitment and attraction practices positively influence faculty retention.
5. Compensation and reward practices significantly contribute to faculty retention, whereas faculty development shows a positive but statistically insignificant influence.

8. Implications

The findings suggest that higher education institutions should prioritize relationship-oriented human resource practices to strengthen faculty retention. Institutional leaders should foster supportive academic environments, encourage collaboration among faculty members, and maintain open and effective communication channels across departments. Higher education institutions should also establish robust faculty recognition systems that acknowledge excellence in teaching, research, publications, consultancy, and academic service. Competitive compensation structures, research incentives, and transparent recruitment practices can further enhance faculty retention outcomes. Although faculty development initiatives remain important, institutions should align training, research support, and professional development programs with clear promotion pathways and career advancement opportunities to maximize their impact on long-term faculty retention.

9. Conclusion

Faculty retention remains a strategic challenge for higher education institutions operating in an increasingly competitive academic environment. The present study demonstrates that human resource practices play a substantial role in influencing faculty retention among faculty members working in higher education institutions in Bangalore. Positive professional relationships, faculty recognition, effective recruitment practices, and competitive compensation systems significantly contribute to faculty retention. Although faculty development exhibits a positive association with retention, its influence is not statistically significant when considered alongside other HR practices.

The findings suggest that higher education institutions seeking to retain qualified and experienced faculty members should adopt integrated human resource strategies that combine supportive academic relationships, recognition mechanisms, transparent recruitment processes, and equitable reward systems. Such an approach can

strengthen faculty commitment, enhance job satisfaction, reduce turnover intentions, and contribute to the long-term sustainability and academic excellence of higher education institutions.

References

- [1.] Al Hammadi, H. A. A., & Mohd Asri Bin Mohd Noor. (2020). The role of leadership in the talent management and employee retention of education in Abu Dhabi. *European Journal of Multidisciplinary Studies*, 5(1), 68–71. doi:10.26417/301nxi33o
- [2.] Almashyakh, A. M. (2024). Talent management practices and employee retention: Does it make a difference? *Merits*, 4(4), 421–438.
- [3.] Amushila, J., & Bussin, M. H. R. (2021). The effect of talent management practices on employee retention at the Namibia University of Science and Technology: Middle-level administration staff. *SA Journal of Human Resource Management*, 19, Article a1485. doi:10.4102/sajhrm.v19i0.1485
- [4.] Hassan, Z. (2022). Employee retention through effective human resource management practices in Maldives: Mediation effects of compensation and rewards system. *Journal of Entrepreneurship, Management and Innovation*, 18(2), 137–173. doi:10.7341/20221825
- [5.] Prajapati, D. K. (2024). Human resource management practices and employee retention. *Journal of Business and Social Sciences Research*, 9(1), 1–15.
- [6.] Shrestha, P., & Prajapati, M. (2024). Impact of strategic human resource management practices on employee retention. *The Batuk: A Peer Reviewed Journal of Interdisciplinary Studies*, 10(1), 55–71.
- [7.] Sinisterra, L., Sanchis, M., & Peiró, J. M. (2024). Connecting the organizational incomes and outcomes: A systematic review of the relationship between talent management, employee engagement, and turnover intention. *Frontiers in Psychology*, 15, Article 1439127.
- [8.] Yadav, A. (2020). Human resource management practices and employee retention. *Asian Journal of Managerial Science*, 9(1), 30–35. doi:10.51983/ajms-2020.9.1.1633
- [9.] Zamri, A. D., & Halim, S. N. A. (2024). Employee retention and talent management: A systematic literature review. *International Journal of Education, Psychology and Counseling*, 9(56), 1–15.
- [10.] Almalki, M., Fitzgerald, G., & Clark, M. (2020). The relationship between quality of work life and turnover intention of primary health care nurses. *BMC Health Services Research*, 20, Article 1–11.
- [11.] Chiat, L. C., & Panatik, S. A. (2021). Perceptions of employee turnover intention by Herzberg's motivation-hygiene theory: A systematic literature review. *Journal of Research in Psychology*, 3(2), 10–15.
- [12.] Mousa, M., & Othman, M. (2022). Talent management practices and employee retention: The mediating role of employee engagement. *International Journal of Organizational Analysis*, 30(6), 1500–1518.
- [13.] Narayanan, A., Rajithakumar, S., & Menon, M. (2020). Talent management and employee retention: An integrative research framework. *Human Resource Development Review*, 18(2), 228–247.
- [14.] Susanto, P., & Rony, Z. T. (2023). Analysis of employee retention programs and talent engagement to prevent employee turnover in organizations: A systematic literature review. *Asian Journal of Community Services*, 2(6), 489–500.
- [15.] Widyani, A. A. D., Landra, N., Sudja, I. N., Ximenes, M., & Sarmawa, I. W. G. (2020). The role of ethical behavior and entrepreneurial leadership to improve organizational performance. *Cogent Business & Management*, 7(1), 1747827.