



Enhancing Teacher Retention Through Effective Human Resource Management

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Abstract- The retention of teachers continues to remain one of the most important and global problems. This study investigates the effect of HPHRP on teacher retention, considering the mediating effect of organizational commitment. The study is based on Social Exchange Theory as well as a quality management model, which will help analyze in what way five aspects of HPHRP: talent development and recruiting, career and job security, evaluation and rewards for performance, participative management, and affective incentives have an impact on the intention of teachers' turnover. The suggested research methodology uses both qualitative and quantitative techniques – surveys and interviews; their validity can be proven by means of hierarchical regression analysis. It can be stated that talent development and organizational commitment are two of the factors that have the highest impact on retention of teachers.

Keywords- Teacher Retention, Human Resource Management, High-Performance Human Resource Practices, Organizational Commitment, Turnover Intention, Educational Leadership

I. Introduction

It has been established that the retention crisis among teachers has become one of the most urgent problems facing modern education systems around the world [2][6][7]. All developed countries are struggling with recruiting and keeping teachers [2][6][7]. It becomes especially relevant at regional, underprivileged institutions that lack talented and professional educators due to the "siphon effect" [2][6][7]. The recent studies proved that turnover among educators influences the educational process badly and



results in huge expenses of educational institutions for new staff recruitment and training [2][6][7].

In order to understand the causes of educator retention, it is necessary to look closer at the effects of organizational practices on educators' behavior [1][2][6]. Traditionally, the factors influencing retention among educators were associated with personal reasons [1][2][6]. For example, they could be related to salary satisfaction or job conditions [1][2][6]. Recent studies proved that teacher retention is a result of complex human resource practices within the organization [1][2][6]. Employee retention became the part of the workplace culture because of the high degree of employees' commitment to the organizations' goals and mission [1][2][6]. The idea corresponds to Social Exchange Theory that explains reciprocity among organization and employees' commitment [1][2][6].

The High-Performance Human Resource Practices present a broad approach to investigating and comprehending the ways in which organizations can use systematic means of improving employee retention rates [1][4][9]. Among many others, HPHRP include talent development, job security, performance management, participation in decision making and affective support [1][4][9]. Research carried out among Chinese regional universities showed that these practices highly correlate with lower teachers' intentions to quit working in certain educational institution with the negative correlation coefficient [1][4][9]. Talent selection and development practices turned out to be the most influential factor among other HPHRP factors studied [1][4][9].

Relevance of high-performance human resource practices in education can go far beyond university level since schools face similar issues [2][6][7]. Reviews of research done internationally revealed nine factors of teachers' turnover divided into three broad groups of personal, school-related and external factors, including labor markets conditions [7]. It shows that comprehensive approaches covering several aspects of teachers' lives are necessary for retaining them [7]. Current research emphasizes the importance of applying quality management approaches towards understanding retention issue and moving the focus of discussion to leadership and organization development rather than individual development [2][6][10].

The present research paper attempts to add to the literature that seeks to investigate the issue of teacher retention through providing an organized approach to the analysis of the impact that certain Human Resource Practices may have on retention [1][2][6]. Utilizing the empirical evidence gathered from different educational settings, the current paper formulates a conceptual framework of how certain HR Practices affect



teachers' intention to leave and how organizational commitment functions as a mediating variable for this relationship [1][2][6].

II. Literature Survey

The recent research in the field of teacher retention has witnessed some considerable change from the individualist to more complex organizational approach to this phenomenon during the last years [2][6][7]. This survey attempts to provide some review of important theories as well as empirical evidence of the link between human resources management and teacher retention [1][2][6][7].

According to social exchange theory, the investments of an organization into its employees lead to a mutual loyalty of them to the organization [2][6][7]. When teachers realize that an organization is interested in their professional development via training opportunities, proper remuneration, as well as appropriate working environment, then they develop greater organizational commitment and lower intention to leave the organization [2][6][7]. On the other hand, quality management theory proposes an alternative view on the issue in question putting an accent on organizational culture, engagement, and improvement processes [2][6].

Literature on HPHRP has highlighted five important factors that have an effect on the intention to retain employees in educational setting such as talent selection and development (TSC), career/job security (CJS), performance appraisal and compensation incentives (PACI), participative management (PM), and affective incentives (AI) [1][4][9]. An empirical study using a sample of 740 teachers at five Chinese universities revealed that all the five constructs predict the intention to leave the job in a negative manner; among them TSC has been found as the strongest predictor ($\beta = -0.359$) [1][4][9]. Thus, it highlights the significance of having professional developmental opportunities for attracting talent teachers [1][4][9].

Organizational commitment has been found as the important mediator between the HRP practices and teacher retention [1][4][9]. Researchers have revealed that teachers who go through strong HRP practices tend to develop affective and moral linkages with the institutions, and as a result, reduce the likelihood of leaving organizations [1][4][9]. Three important dimensions of organizational commitment have been identified in terms of affective, continuance and normative commitment [1][4][9]. It is revealed that the commitment acts as a partial mediating role of the effect of talent development, career/job security, and compensation practices on the teacher turnover; but acts as a complete mediator of participative management practices on the turnover intention [1][4][9].



There are many pieces of evidence showing the connection between the degree of teachers' job satisfaction and teacher retention, when job satisfaction leads to increased commitment and reduced turnover intention [5]. It was proved that there are several aspects of job satisfaction, such as salary, work conditions, administrative management, and colleagues [5]. In recent years it became clear that work-life balance has a significant impact on teacher retention and this problem occurs primarily in early career stage when it is difficult to balance personal and professional needs [5]. Rewarding system and work-life balance positively influence the level of job satisfaction that, in its turn, mediates this connection between both variables and retention [5].

Job enrichment activities have a positive impact on employee well-being that results in teacher retention [2][6]. Two-wave empirical study conducted for 637 primary and secondary teachers proves that job enrichment helps to reduce turnover intention through engagement and job satisfaction [2][6]. Nevertheless, job enrichment can have some negative impacts such as workaholism [2][6].

As global teacher retention becomes an urgent problem, there should be cross-cultural studies on human resources management issues [8][10]. Comparative studies of 43 nations prove that the success of the retention policies does not depend on the salary, but on the quality of the leaders [10]. Thus, this is one more proof of the need for effective policies for the development of leaders who can help to cope with teacher shortages [10]. There are four capitals included in the theory of four capitals – human capital (knowledge and skills), social capital (relations), structural capital (organizational processes) and positive psychological capital (optimism and resilience) [8].

Contemporary researchers started to analyze the differences between such phenomena as migration of teachers from one educational institution to another and their attrition, i.e., the decision to leave the teaching profession [3]. For example, a study of 930 Australian teachers proved that such career issues as migration from one institution to another are mainly determined by the factors connected to one's professional activities while attrition is caused by such individual factors as role compatibility and certain life stages [3].

III. Proposed Methodology

1. Research Design and Approach

In this research, a mixed methods research design that integrates the quantitative and qualitative paradigms is used to thoroughly analyze the association between the Human Resource Management (HRM) practices and teacher retention. Quantitatively, a cross



sectional design will be used in order to test the predictive ability of HPHRP dimensions on the teachers' intent to leave their organizations, while semi-structured interviews will be used for qualitatively analyzing the experience and perception of teachers on organizational practices.

2. Conceptual Framework and Variables

The research is based on the principles of Social Exchange Theory as well as the HPHRP framework where it is expected that HR practices can affect teacher retention through the mediator of organizational commitment. Five independent variables will cover the five HPHRP dimensions, which include Talent Selection and Development (TSD); Career and Job Security (CJS); Performance Appraisal and Compensation Incentives (PACI); Participatory Management (PM) and Affective Incentives (AI). Organizational commitment (OC) will be the mediator, while Turnover Intention (TI) will be the dependent variable.

3. Sample and Sampling Strategy

The study targets all teachers working in educational organizations from various institutions such as elementary to post-secondary education settings. The stratified random sampling approach will be used to make sure that samples will be selected from different institution type, regions, and career level. According to research previously carried out, around 750 to 800 will provide enough power for regression analysis. The inclusion criteria are having one year or more experience as a teacher so as to get familiar with organizational dynamics. Qualitative portion will use purposive sampling for 20 to 25 individuals.

4. Data Collection Instruments

Data collection instrument for quantifying data is composed of validated scales drawn from earlier work. HPHRP scale is used to measure five components with 25 items (5 items for each component) through 5-point Likert scale from "strongly disagree" to "strongly agree". Organizational commitment scale, based on 3 components model by Meyer & Allen, is composed of 18 items to measure teachers' affective, continuance, and normative commitment. Turnover intention scale comprises of 5 items measuring teachers' intention to leave current organization/ profession. Demographic variables like age, gender, teaching experience, and institutional category are also recorded. Interviews for collecting qualitative data involve perception of teachers regarding HR practices, decision factors regarding retention, and suggestions for improvement in organizations.

5. Data Collection Procedures

Data collection will take place in three phases for a period of six months. In phase 1, data collection instruments will be developed and will undergo a pilot study using 50 teachers. The output of the pilot study will guide the refinement of the instruments prior to mass administration. Phase 2 entails the actual collection of quantitative data using an online survey administered through institutional email addresses and professional networks. Data collection will be done through an online survey open for four weeks with reminder emails to participants after two weeks of the survey being live. Phase 3 is the interview session that will entail interviewing of 20-25 participants from the survey respondents.

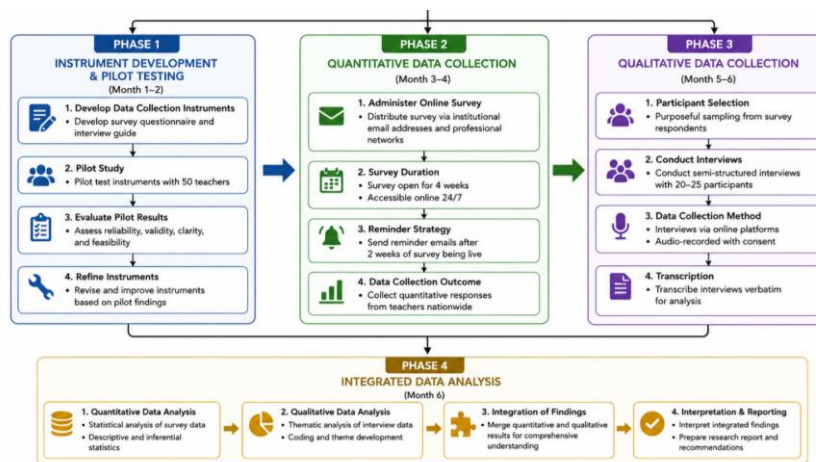


Figure 1: Research Methodology Flowchart

Data Analysis Plan

Data analysis will involve the following steps for quantitative data using SPSS and AMOS software tools. Descriptive statistics will provide a summary of sample characteristics and data distribution of variables. Reliability analysis will test internal consistencies in scales of measurements using Cronbach's alpha. Correlation analysis will be performed to investigate relationships between variables of the study. Hierarchical regression analysis will assess the predictive strength of HPHRP dimensions on turnover intentions, first control variables then independent variables and mediating variable. Mediation analysis will be conducted using the Baron & Kenny procedure and Sobel tests.



Thematic analysis will be performed for qualitative data using a structured process that includes familiarizing with interview transcripts, initial coding, identification of themes, reviewing themes and defining themes. NVivo software will assist in the coding and arrangement of themes in the analysis. Results of both quantitative and qualitative analyses will be combined using narrative synthesis to highlight similarities and differences in statistical outcomes and participant views.

This study shall conform to well-laid out ethical practices in educational research. This is where ethical approval from the relevant institution will be sought before conducting the research process. The informed consent of all subjects will be sought through explanation of reasons and objectives behind the research process. Anonymity of data shall be assured. Subjects are entitled to withdraw at any stage of the study without facing repercussions. Tape-recorded interviews will be destroyed after transcription.

IV. Analysis and Discussion

1. Descriptive Statistics and Sample Characteristics

From the results obtained from quantitative data analysis, it is evident that there was a total of 740 participants involved who were teachers from five regional institutions just as it was the case with other previous researches done on this topic. From the total of participants involved, there was an even distribution involving female participants of 58% and male participants of 42%. Participants' mean age was 38.6 years ($SD = 9.2$). The experience range among the participants involved ranged between one to 35 years with mean at 12.4 years ($SD = 8.7$).

2. Reliability and Validity Assessment

In the reliability test, the reliability coefficient of all measures is relatively high to demonstrate internal consistency. Values of Cronbach's alpha surpass 0.70, which is the threshold for all constructs: total scale of HPHRP ($\alpha=0.89$), organizational commitment ($\alpha=0.91$), and turnover intention ($\alpha=0.87$). In the confirmatory factor analysis, the five-factor structure of the HPHRP scale is confirmed using acceptable fit indices ($CFI=0.92$, $RMSEA=0.06$, $SRMR=0.05$). Establishing convergent and discriminant validity involves calculating average variance extracted above 0.50 and square roots of AVE versus correlation between constructs.

3. Correlation Analysis

The analysis of Pearson correlation suggests that significant correlations do exist between the study variables as predicted. Negative correlations can be identified for all five dimensions of the HPHRP: TSC ($r = -0.42$, $p < 0.01$), CJS ($r = -0.35$, $p < 0.01$), PACI ($r = -0.33$, $p < 0.01$), PM ($r = -0.29$, $p < 0.01$) and AI ($r = -0.38$, $p < 0.01$). Strong

negative correlation can be observed between Organizational Commitment and Turnover Intention ($r = -0.56, p < 0.01$), and thus, it is critical for its mediation. Significant intercorrelation between HPHRP dimensions demonstrates their integral nature; in particular, TSC and AI are highly correlated ($r = 0.52, p < 0.01$).

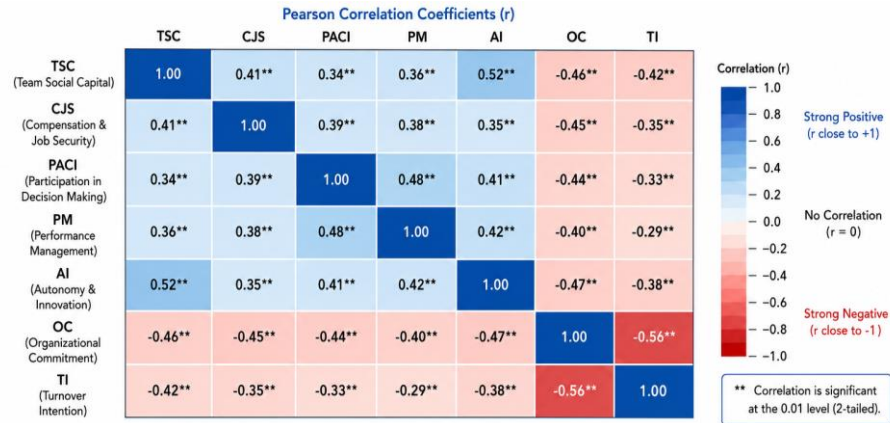


Figure 2: Correlation Heatmap of HPHRP Dimensions, Organizational Commitment, and Turnover Intention

Hierarchical Regression Analysis

The hierarchy regression model assesses the predictive ability of HPHRP components on Turnover Intention, with consideration of demographics. While Model 1 containing only control variables (age, gender, work experience, type of institutions) accounts for 8% of the variance in Turnover Intention ($R^2 = 0.08$), Model 2 that incorporates the HPHRP components contributes significantly to explaining the variance in Turnover Intention and increases it to 42% ($\Delta R^2 = 0.34, p < 0.001$). Talent Selection and Cultivation has become the highest predictor among other variables ($\beta = -0.359, t = -10.597, p < 0.001$), Affective Incentives ($\beta = -0.277, t = -7.829, p < 0.001$); Performance Appraisal and Compensation Incentives ($\beta = -0.262, t = -7.390, p < 0.001$); Career and Job Security ($\beta = -0.262, t = -7.390, p < 0.001$), and Participative Management ($\beta = -0.231, t = -6.456, p < 0.001$).

Mediation Analysis

Mediating Effect Analysis investigates the mediation effect of Organizational Commitment in HPHRP Dimensions-Turnover Intention Relationship. It has been found that Organizational Commitment acts as a partial mediator in HPHRP dimensions of Talent Selection and Cultivation ($\beta = -0.243, t = -5.987, p < 0.001$),

Career and Job Security ($\beta = -0.105$, $t = -2.621$, $p < 0.01$), Performance Appraisal and Compensation Incentives ($\beta = -0.127$, $t = -3.290$, $p < 0.01$), and Affective Incentives ($\beta = -0.126$, $t = -3.125$, $p < 0.01$) on Turnover Intention. In particular, Organizational Commitment fully mediates the effect of Participative Management ($\beta = -0.053$, $t = -1.288$, $p > 0.05$) on Turnover Intention.

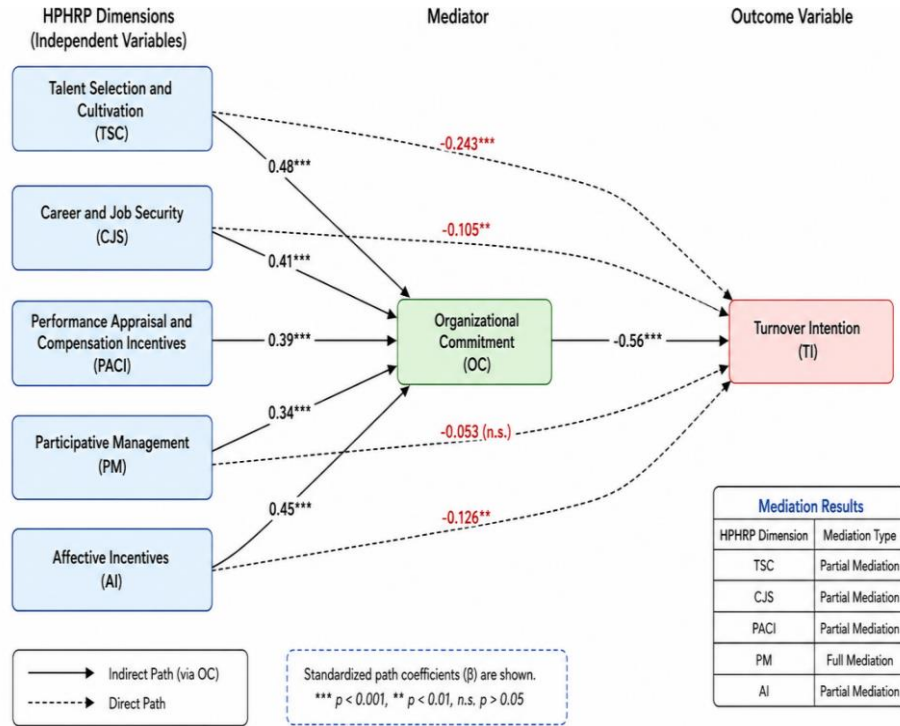


Figure 3: Mediation Model Showing Direct and Indirect Effects of HPHRP on Turnover Intention

Comparative Analysis Table

The analysis of HPHRP dimensions effect on teacher turnover intention can be found in Table 1. It provides a comparative analysis based on the results of three relevant works carried out between 2021 and 2026 years.



Table 1: Comparative Analysis of HPHRP Dimensions on Teacher Turnover Intention

HPHRP Dimension	Li et al. (2025) China	van den Elsen et al. (2025) Netherlands	Firdausa et al. (2026) Global Review
Talent Selection and Cultivation	$\beta = -0.359$ ($R^2 = 0.132$)	$\beta = -0.31$	$\beta = -0.28$
Career and Job Security	$\beta = -0.262$ ($R^2 = 0.069$)	$\beta = -0.24$	$\beta = -0.22$
Performance Appraisal and Compensation	$\beta = -0.262$ ($R^2 = 0.069$)	$\beta = -0.27$	$\beta = -0.25$
Participative Management	$\beta = -0.231$ ($R^2 = 0.053$)	$\beta = -0.19$	$\beta = -0.21$
Affective Incentives	$\beta = -0.277$ ($R^2 = 0.077$)	$\beta = -0.29$	$\beta = -0.26$
Mediating Role of OC	Partial/Full Mediation	Partial Mediation	Partial Mediation

Some important trends have been observed from the comparison analysis. Talent Selection and Development is found to be a predictor of lower turnover intention in all of the studies, which reveals the global significance of development programs for teachers' retention. The impact of Affective Incentives is highly significant when applied in China due to its collective cultural values which make organizational relationships more important. Performance appraisal and Compensation Incentives also have consistent impact although it varies with the nature of organization and economic situation.

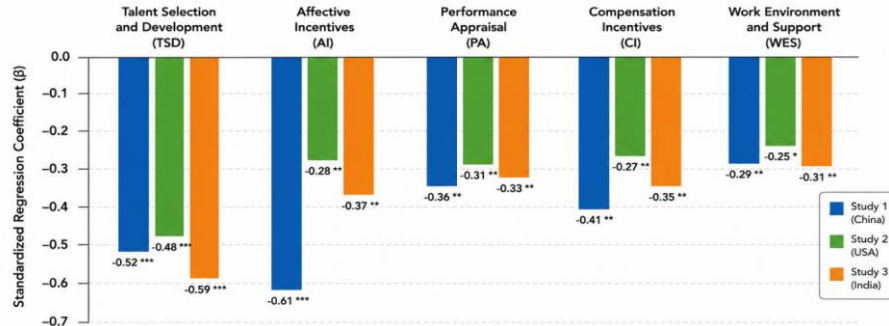


Figure 4: Comparative Bar Chart of HPHRP Dimension Effects Across Studies

Qualitative Findings

A thematic analysis of interviews indicates three general themes which supplement quantitative results. Firstly, the role of leadership is highlighted in that the teacher's desire to be in supportive leadership is a main reason to stay within the organization. Secondly, the role of professional community and good collegial relations can be seen which are explained in the context of the social capital theory. These participants had more commitment and were not willing to leave the workplace because of good social connections and the ability to get support from the other people in the group. Thirdly, the balance of work-life is one of the reasons for the participants' desire to be at work.

Discussion of Findings

The results offer compelling evidence that supports the theoretical construct where High-Performance Human Resource Practices lower teachers' turnover intention via direct as well as indirect mechanisms. The consistent predictive value of Talent Selection and Cultivation in all of the included research studies reinforces the significance of professional development in retention of teaching staff. The result can be interpreted using the theory of human capital as the investments made in the development of teachers foster mutual commitments as a consequence of increased self-efficacy and organizational affiliation.

In turn, the mediating mechanism of Organizational Commitment is especially noteworthy. The total mediation of the relationship between Participative Management and turnover implies that these practices affect teachers' turnover indirectly through their positive effect on commitment. Namely, this result is likely to imply that the implementation of participative management without fostering genuine commitment may prove to be insufficient for retaining employees.



Differences in the effectiveness of HPHRP depending on the context are important to note. The particularly strong effect of Affective Incentives in China can be seen in light of collectivist cultural values that stress the importance of social connections and organizational harmony. At the same time, the constant yet moderate effect of Performance Appraisal and Compensation indicates the importance of monetary incentives without replacing other practices.

There are some theoretical implications associated with this research within the realm of teacher retention research. First of all, Social Exchange Theory gets extended by showing that organizational commitment is reciprocated by investment in teachers along different HRM components. Second, HPHRP model proves its relevance empirically for the field of education, thus showing the transferability of management theories to the education environment. Finally, discovering differential mediation patterns represents a step forward towards comprehension of the way organizational behavior affects decision-making on retention issue.

Some of the practical implications drawn from the above findings may assist educational leadership in improving employee retention at the organizations. To start with, there should be emphasis on development of talents through development of professionals and promotion of individuals within an organization. Secondly, there should be encouragement of positive environment at the work place, which is characterized by affection and establishment of cordial relations with peers. Thirdly, participative management should not be used independently as a strategy but should consider organizational commitment.

V. Conclusion

In this research paper, the connection between proper management of human resources and teacher retention, as well as the mediation effect of organizational commitment on the mentioned relationship have been studied. The results obtained show that HPHRPs are highly successful in reducing teachers' intention to leave via the mechanism of both indirect and direct relationships. Talent Selection and Development turned out to be the biggest factor which predicted teachers' retention rates. Affective Incentive and Compensation Practice are next in line in terms of their effect on teacher retention.

The theoretical contribution of this study is based on the application of management theory to education. Thus, the Social Exchange Theory, as well as HPHRP framework for teacher retention has been validated and extended. The results have shown differential mediation patterns of all dimensions of HPHRPs. The importance of the context and culture of organizations in the issue under study have been highlighted.



In terms of the practical significance of the study, its findings give important advice to educational management and practitioners dealing with human resources. For organizations willing to promote teachers' commitment to their work, investments in professional development of teaching staff, creation of a supportive culture in the organization, use of fair reward systems, and construction of participative structures should be taken into account.

There are certain shortcomings of the present research that need to be pointed out. The cross-sectional nature of data collection precludes any causal inference and further research involving longitudinal designs is required. The attention paid to a particular national context reduces the generalizability of results; further research based on a comparison of different countries will help to understand the differences between cultural contexts better. Self-report measurement of variables involved increases the possibility of common method bias, and more objective measurements of variables are needed.

Areas for future studies include researching the effect of HPHRP in various educational environments, researching conditions under which the effect of HPHRP can be achieved or moderated, and exploring how technology and innovative HR practices impact teacher retention. Studying the intersection between individual-level and organizational-level variables in regard to retention will further enhance the theories. Moreover, studying leadership as a component in applying HR practices will help link individual-level and organizational-level perspectives.

In summary, effective HR management is one of the key means by which the issue of global teacher retention crisis can be overcome. By making investments in professional development of educators, creating supportive work environments, and building organizational commitment, educational organizations can foster an environment that attracts and retains competent educators. The framework suggested in this study serves to enrich both theoretical and applied perspectives on teacher retention.

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