

HUMAN RESOURCE PRACTICES AND EMPLOYEE RETENTION IN SELECTED CBSE SCHOOLS OF MADURAI DISTRICT

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ABSTRACT

Employee retention is a major challenge for educational institutions, as retaining experienced and skilled employees is essential for maintaining educational quality and organizational effectiveness. Human Resource (HR) practices such as recruitment and selection, training and development, performance appraisal, compensation and benefits, career development, employee engagement, work-life balance, and organizational support play a crucial role in improving employee satisfaction and retention. This study examines the impact of Human Resource practices on employee retention in selected CBSE schools in Madurai District. A descriptive research design was adopted, and primary data were collected from 210 teaching and non-teaching employees using a structured questionnaire. The collected data were analyzed using descriptive statistics, percentage analysis, ANOVA, Chi-Square, and Pearson correlation. The findings indicate that effective HR practices positively influence employee retention by enhancing job satisfaction, organizational commitment, and employee motivation. The study identifies the key HR practices that encourage employees to remain with their institutions and provides valuable insights for school administrators to develop effective retention strategies. The research contributes to the existing literature by offering practical recommendations for strengthening HR policies and improving employee retention in CBSE schools.

Keywords: Human Resource Practices, Employee Retention, Job Satisfaction, Organizational Commitment, CBSE Schools, Madurai District.

INTRODUCTION

Human Resource (HR) practices play a significant role in enhancing employee retention, particularly in educational institutions where qualified and experienced employees contribute directly to academic excellence and organizational effectiveness. In CBSE schools, retaining competent teaching and non-teaching staff is essential for maintaining educational quality, ensuring continuity in student learning, and achieving institutional goals. Frequent employee turnover not only increases recruitment and training costs but also disrupts academic performance and organizational stability.

Effective Human Resource practices, including recruitment and selection, training and development, performance appraisal, compensation and benefits, career advancement

opportunities, employee engagement, and work-life balance, influence employees' job satisfaction, organizational commitment, and intention to remain with the institution. Schools that adopt employee-centered HR policies are more likely to create a positive work environment that promotes motivation, productivity, and long-term retention.

This study examines the impact of Human Resource practices on employee retention in selected CBSE schools in Madurai District. It seeks to identify the HR practices that most strongly influence employees' decisions to remain with their institutions and provides insights that can assist school administrators in developing effective retention strategies. The findings are expected to contribute to the improvement of Human Resource Management practices in the education sector and support the long-term growth and sustainability of CBSE schools.

REVIEW OF LITERATURE

Ghosh and Sen Gupta (2025) [1] conducted a systematic literature review on Human Resource Management (HRM) practices and employee retention. The study concluded that effective HR practices such as training, performance appraisal, career development, compensation, and employee engagement significantly improve employee retention by enhancing job satisfaction and organizational commitment. Yao, Zhang, and Kang (2026) [2] examined the push and pull factors affecting employee retention in the education sector in China using PLS-SEM analysis. Their findings revealed that supportive leadership, career advancement opportunities, work-life balance, and organizational support positively influence employees' intention to remain in educational institutions. Mugizi, Musunguzi, and Augustina (2019) [3] investigated career development practices and teacher retention in secondary schools in Uganda. The study found that professional development opportunities, promotion policies, and continuous training significantly improve teacher retention and organizational commitment.

Tran and Smith (2020) [4] explored employee experience as a strategy for teacher retention in hard-to-staff schools. The study emphasized that a positive work environment, recognition, supportive leadership, and employee well-being contribute significantly to retaining qualified teachers. Jayaraman and Peer Mohideen (2017) [5] studied employee retention practices in higher education institutions in Tamil Nadu. The authors reported that fair compensation, effective performance appraisal systems, and opportunities for career growth positively influence employee satisfaction and retention.

Raja and Kumar (2016) [6] examined employee retention in the Indian education sector. The study concluded that organizational culture, leadership quality, salary structure, and employee motivation are major determinants of long-term employee retention. Oragwu and Nwabueze (2018) [7] analyzed the impact of Human Resource Management practices on employee retention in private secondary schools. The findings indicated that training, rewards, employee participation, and supportive management significantly reduce employee turnover. Patnaik, Nath, Malla, and Baliar Singh (2026) [8] identified the major determinants of employee retention in higher education institutions in Odisha. The study highlighted that compensation, recognition, career development, job security, and organizational support are the key factors influencing employee retention.

Sivakami and Elayaraja (2024) [9] investigated employee retention in private schools in Thanjavur. Their statistical analysis revealed that workplace relationships, leadership support, employee engagement, and job satisfaction significantly improve employee retention.

Kalaichelvi (2024) [10] examined workplace relationships and employee retention in private schools in Tiruchirappalli. The study concluded that a positive organizational climate, teamwork, effective communication, and recognition are essential for improving employee commitment and reducing turnover. Allen and Meyer (1990) [11] developed the three-component model of organizational commitment comprising affective, continuance, and normative commitment. Their research demonstrated that higher organizational commitment is associated with increased employee retention and reduced turnover intentions.

Hom, Lee, Shaw, and Hausknecht (2017) [12] reviewed a century of employee turnover research and concluded that employee retention is influenced by multiple organizational and individual factors, including job satisfaction, leadership, compensation, organizational commitment, and workplace relationships. Hausknecht, Rodda, and Howard (2009) [13] examined the reasons employees remain with organizations. Their findings showed that career opportunities, supportive supervision, job security, recognition, and meaningful work are among the strongest predictors of employee retention. Deery and Jago (2015) [14] explored the relationship between talent management, work-life balance, and employee retention. The study concluded that flexible work arrangements, employee well-being initiatives, and career development programs significantly enhance employee loyalty and reduce turnover.

Samuel and Chipunza (2009) [15] investigated motivational factors influencing employee retention. The authors found that financial rewards, recognition, promotion opportunities, job security, and supportive management practices are essential in retaining talented employees and improving organizational performance.

RESEARCH GAP

The reviewed literature indicates that Human Resource practices such as training and development, performance appraisal, compensation, career advancement, employee engagement, leadership support, and work-life balance play a significant role in improving employee retention. Although several studies have examined employee retention in educational institutions and other sectors, limited research has specifically focused on the influence of Human Resource practices on employee retention among teaching and non-teaching staff in CBSE schools in Madurai District. Therefore, the present study seeks to bridge this gap by empirically examining how various Human Resource practices influence employee retention in selected CBSE schools and by providing practical recommendations for improving retention strategies in the education sector.

RESEARCH METHODOLOGY

3.1 Objectives of the Research

The present study aims to examine the influence of Human Resource (HR) practices on employee retention among teaching and non-teaching staff in selected CBSE schools in Madurai District. The specific objectives are:

- ❖ To examine the demographic profile of employees working in selected CBSE schools in Madurai District based on age, gender, marital status, educational qualification, designation, and years of experience.
- ❖ To analyze the Human Resource practices adopted by selected CBSE schools, including recruitment and selection, training and development, performance appraisal,

compensation and benefits, career development, employee engagement, and work-life balance.

- ❖ To determine whether employees' perceptions of Human Resource practices differ across various age groups using One-Way ANOVA.
- ❖ To assess the association between employees' designation (teaching and non-teaching staff) and their intention to remain in the organization using the Chi-Square test.
- ❖ To measure the relationship between Human Resource practices and employee retention using Pearson's correlation analysis.

RESEARCH SAMPLE

The study investigates the influence of Human Resource practices on employee retention in selected CBSE schools located in Madurai District. Employee retention is a significant concern for educational institutions, as retaining experienced and qualified employees contributes to academic excellence, institutional stability, and improved student outcomes.

The study was conducted among employees working in 10 selected CBSE schools. A total of 210 respondents, comprising both teaching and non-teaching staff, participated in the study. The respondents were selected to ensure adequate representation from different departments and job categories.

POPULATION AND SAMPLE

Target Population:

Teaching and non-teaching employees working in CBSE schools in Madurai District.

Sample Size:

210 respondents from 10 selected CBSE schools.

Sampling Technique:

Stratified Random Sampling was adopted to ensure proportionate representation of teaching and non-teaching employees from each selected school.

Data Collection Method

The study employed both primary and secondary data.

Primary Data:

Primary data were collected using a structured questionnaire administered to employees working in the selected CBSE schools. The questionnaire consisted of two sections:

- **Section A:** Demographic information
- **Section B:** Statements related to Human Resource practices and employee retention measured using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

The questionnaire included the following variables:

Demographic Variables

- Age
- Gender
- Marital Status
- Educational Qualification
- Designation
- Years of Experience

Human Resource Practice Variables

- Recruitment and Selection
- Training and Development
- Performance Appraisal
- Compensation and Benefits
- Career Development Opportunities
- Employee Engagement
- Work-Life Balance
- Leadership Support
- Organizational Culture

Employee Retention Variables

- Job Satisfaction
- Organizational Commitment
- Intention to Stay
- Employee Loyalty
- Overall Employee Retention

Secondary Data:

Secondary data were collected from journals, books, research articles, conference proceedings, government publications, and relevant online sources related to Human Resource Management and employee retention.

Table 3.1 Data Analysis Methods

Statistical Test	Variables	Purpose
Percentage Analysis	Demographic Profile	To describe the demographic characteristics of respondents
Mean and Standard Deviation	HR Practice Variables	To measure the level of agreement regarding HR practices
One-Way ANOVA	Age Groups → Perception of HR Practices	To determine whether perceptions differ among different age groups
Chi-Square Test	Designation × Intention to Stay	To examine the association between designation and employee retention
Pearson Correlation	HR Practices ↔ Employee Retention	To measure the strength and direction of the relationship between HR practices and employee retention

Statistical Tools Used

The collected data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). The following statistical techniques were employed:

- Percentage Analysis
- Descriptive Statistics (Mean and Standard Deviation)
- One-Way Analysis of Variance (ANOVA)
- Chi-Square Test of Independence
- Pearson Correlation Analysis

The findings obtained through these statistical techniques were interpreted to understand the impact of Human Resource practices on employee retention among employees working in selected CBSE schools in Madurai District.

Hypotheses

H₀₁: There is no significant difference in employees' perception of Human Resource practices among different age groups in the selected CBSE schools of Madurai District.

H₀₂: There is no significant association between employees' designation (teaching and non-teaching staff) and their intention to stay in the selected CBSE schools of Madurai District.

H₀₃: There is no significant linear relationship between Human Resource practices and employee retention among employees working in the selected CBSE schools of Madurai District.

Statistical Test	Null Hypothesis
One-Way ANOVA	H0₁: There is no significant difference in employees' perception of Human Resource practices among different age groups.
Chi-Square Test	H0₂: There is no significant association between employees' designation and intention to stay.
Pearson Correlation	H0₃: There is no significant linear relationship between Human Resource practices and employee retention.

RESULTS AND ANALYSIS

Demographic Profile of Respondents

Table 4.1 Demographic Characteristics of Respondents (N = 210)

Variable	Category	Frequency	Percentage (%)
Age	Below 30 Years	45	21.4
	31–40 Years	78	37.1
	41–50 Years	56	26.7
	Above 50 Years	31	14.8
Gender	Male	82	39.0
	Female	128	61.0
Marital Status	Married	142	67.6
	Unmarried	68	32.4
Designation	Teaching Staff	158	75.2
	Non-Teaching Staff	52	24.8
Educational Qualification	UG	32	15.2
	PG	96	45.7
	B.Ed./M.Ed.	82	39.1
Experience	Below 5 Years	58	27.6
	6–10 Years	76	36.2
	11–15 Years	48	22.9
	Above 15 Years	28	13.3

Interpretation

The majority of respondents (37.1%) were between 31 and 40 years of age. Female employees accounted for 61.0% of the sample. Most respondents (75.2%) were teaching staff, while 67.6% were married. Nearly half (45.7%) possessed postgraduate qualifications, and 36.2% had 6–10 years of work experience.

Mean Score of Human Resource Practices

Table 4.2 Descriptive Statistics

Human Resource Practice	Mean	Standard Deviation
Recruitment and Selection	3.96	0.69
Training and Development	4.12	0.63
Performance Appraisal	3.78	0.74
Compensation and Benefits	3.52	0.81
Career Development	3.84	0.71
Employee Engagement	4.08	0.65
Work-Life Balance	3.95	0.67
Organizational Support	4.15	0.61
Employee Retention	4.10	0.64

Interpretation

Organizational Support (Mean = 4.15) received the highest rating, followed by Training and Development (Mean = 4.12) and Employee Retention (Mean = 4.10). Compensation and Benefits obtained the lowest mean score (3.52), indicating that salary-related factors require greater attention from school management.

One-Way ANOVA

Hypothesis

H₀: There is no significant difference in employees' perception of Human Resource practices among different age groups.

Table 4.3 ANOVA Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.432	3	1.811	4.286	0.006
Within Groups	86.971	206	0.422		
Total	92.403	209			

Interpretation

Since the significance value (0.006) is less than 0.05, the null hypothesis is rejected. There is a significant difference in employees' perception of Human Resource practices among different age groups.

Chi-Square Test

Hypothesis

H0₂: There is no significant association between employees' designation and their intention to stay.

Table 4.4 Chi-Square Test

Test	Value	df	Sig.
Pearson Chi-Square	9.284	1	0.002

Interpretation

The significance value (0.002) is less than 0.05. Therefore, the null hypothesis is rejected. There is a significant association between employees' designation and their intention to stay in the organization.

Correlation Analysis

Hypothesis

H0₃: There is no significant linear relationship between Human Resource practices and employee retention.

Table 4.5 Pearson Correlation

Variables	Pearson Correlation (r)	Sig. (2-tailed)
Human Resource Practices & Employee Retention	0.742	0.000

Interpretation

The Pearson correlation coefficient ($r = 0.742$) indicates a strong positive relationship between Human Resource practices and employee retention. Since the significance value is less than 0.05, the null hypothesis is rejected.

Summary of Hypotheses Testing

Hypothesis	Statistical Test	p-value	Decision
H0 ₁	One-Way ANOVA	0.006	Rejected
H0 ₂	Chi-Square Test	0.002	Rejected
H0 ₃	Pearson Correlation	0.000	Rejected

Major Findings

- ❖ Most employees were female (61.0%) and belonged to the 31–40 years age group (37.1%).
- ❖ Organizational support and training & development were perceived as the strongest Human Resource practices.
- ❖ Compensation and benefits received comparatively lower satisfaction scores.
- ❖ Employees of different age groups exhibited significantly different perceptions of Human Resource practices.
- ❖ A significant association was observed between employee designation and intention to remain in the school.
- ❖ Human Resource practices demonstrated a strong positive relationship with employee retention ($r = 0.742$).
- ❖ Effective recruitment, continuous training, supportive leadership, and career development opportunities were found to be important contributors to retaining employees in CBSE schools.

CONCLUSION

The study has shown that effective Human Resource practices play a major role in retaining employees in CBSE schools. The HR practices which showed the highest impact on employee retention are organizational support and training and development, while compensation and benefits received lower ranks. The statistical analysis has shown a clear difference in employment retention perceptions of the respondents in terms of their age and the importance of position for keeping their job, and what is more important, the survey results revealed that HR practices are related to employee retention ($r = 0.742$, $p < 0.001$). That having been said, the management at schools should be more focused on applying supportive leadership, facilitating the professional development of employees, and ensuring fair compensation.

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