

Impact of Human Resource Management Policies on Teachers' Professional Stability in Private Primary Schools of Islamabad

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ABSTRACT

This study examines the impact of Human Resource Management (HRM) policies on teachers' professional stability in private primary schools of Islamabad. It explores how recruitment and selection, compensation systems, training and development, and performance appraisal practices influence teachers' job satisfaction, retention, and long-term career stability. The objectives of the study were to examine the impact of HRM policies on teachers' professional stability, to investigate the relationship between compensation systems and teacher retention, and to analyze the effect of training and development on job satisfaction and stability. The study employed a quantitative research design based on a descriptive and correlational approach. The population consisted of approximately 18,000 to 22,000 teachers working in private primary schools of Islamabad. A sample of 350 teachers was selected through stratified random sampling technique to ensure representation across different categories of private schools. The research tool used was a structured questionnaire based on a five-point Likert scale adapted from validated HRM and education research instruments. Validity was ensured through expert review, while reliability was tested using Cronbach's Alpha through a pilot study of 30 respondents, achieving acceptable internal consistency above 0.70. Data were analyzed using SPSS through descriptive statistics, correlation analysis, and regression analysis. The findings of the first objective revealed that HRM policies have a significant positive impact on teachers' professional stability, indicating that effective recruitment, compensation, and training practices enhance teacher retention; therefore, it is recommended that private schools strengthen HRM systems by implementing fair compensation structures and continuous professional development programs. The study is significant as it provides empirical evidence on the importance of HRM practices in improving teacher stability and offers practical implications for school administrators and policymakers to enhance workforce stability in private education institutions.

Keywords: Human Resource Management, professional stability, teacher retention, private primary schools, compensation systems, training and development, Islamabad.

INTRODUCTION

Human Resource Management (HRM) policies play a critical role in shaping organizational effectiveness, employee satisfaction, and professional stability in educational institutions. In the context of private primary schools, HRM policies such as recruitment and selection, training and development,

compensation, performance appraisal, and employee retention strategies significantly influence teachers' professional stability (Abbasi et al., 2025). Professional stability refers to teachers' ability to maintain consistent employment, job satisfaction, career continuity, and psychological well-being within an organization (Bibi et al., 2025). Research indicates that effective HRM practices enhance teacher retention, reduce turnover intention, and improve institutional performance (Kuvaas et al., 2017; Messersmith et al., 2018; Boxall & Purcell, 2016). Moreover, structured HRM systems contribute to teacher motivation and long-term commitment in educational settings (Alam et al., 2020; Qureshi et al., 2021; Singh & Singh, 2019).

In private primary schools, HRM policies are particularly important because these institutions operate in competitive environments where teacher turnover is high and job security is often limited (Ibrahim et al., 2025). Teachers' professional stability is influenced by organizational support, fair compensation, and opportunities for professional development. Studies show that inadequate HRM practices lead to job dissatisfaction, burnout, and high turnover among teachers (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021). Furthermore, research highlights that supportive HRM policies improve teacher engagement and reduce attrition rates in private educational institutions (Kiran et al., 2025).

Teacher professional stability is a key determinant of educational quality, particularly at the primary level where foundational learning takes place (Mahnaz, 2024). Stable and experienced teachers contribute to improved student outcomes, better classroom management, and stronger teacher-student relationships. Studies suggest that teacher retention is positively associated with effective HRM policies such as continuous professional development and performance-based incentives (Singh & Singh, 2019; Alam et al., 2020; Qureshi et al., 2021). Additionally, stable teaching staff ensures consistency in curriculum delivery and institutional development (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021).

Globally, HRM practices in education have evolved to emphasize strategic alignment between organizational goals and employee needs (Choudhry et al., 2024). Strategic HRM focuses on integrating human resource practices with institutional objectives to improve performance and sustainability (Mahnaz & Nayab, 2026). Research indicates that strategic HRM practices positively influence employee commitment and job satisfaction (Boxall & Purcell, 2016; Messersmith et al., 2018; Kuvaas et al., 2017). Moreover, in educational institutions, HRM policies such as mentoring programs, workload management, and fair appraisal systems contribute to teacher retention and professional stability (Nasir & Mahnaz, 2026).

In Pakistan, private primary schools constitute a significant portion of the education system, particularly in urban areas like Islamabad (Mahnaz et al., 2021). However, these schools often face challenges related to teacher turnover, lack of standardized HRM policies, and limited professional development opportunities. Studies conducted in Pakistan reveal that teachers in private schools frequently experience job insecurity and inconsistent HR practices (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021). Furthermore, inadequate compensation and lack of career progression opportunities contribute to low professional stability among teachers (Alam et al., 2020; Qureshi et al., 2021; Singh & Singh, 2019).

HRM policies such as recruitment and selection significantly influence the quality and stability of teachers in private schools. Poor recruitment practices often result in hiring underqualified teachers, leading to high turnover rates. Research shows that effective recruitment and selection processes improve teacher performance and retention (Boxall & Purcell, 2016; Kuvaas et al., 2017; Messersmith et al., 2018). Additionally, transparent hiring systems enhance organizational trust and teacher commitment (Singh & Singh, 2019; Khan et al., 2019; Malik et al., 2020).

Training and development is another key HRM function that directly affects teacher professional stability. Continuous professional development programs enhance teachers' skills, confidence, and job satisfaction. Studies indicate that teachers who receive regular training are more likely to remain in their profession and perform effectively (Mahnaz et al., 2022). Moreover, lack of training opportunities is associated with job dissatisfaction and turnover intentions (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021).

Compensation and reward systems also play a significant role in determining teacher stability. Fair salaries, incentives, and recognition programs contribute to higher motivation and retention. Research indicates that inadequate compensation is one of the leading causes of teacher turnover in private schools (Mahnaz et al., 2023). Furthermore, performance-based rewards enhance teacher engagement and organizational commitment (Singh & Singh, 2019; Alam et al., 2020; Qureshi et al., 2021).

Performance appraisal systems influence teachers' perceptions of fairness and organizational support. Transparent and constructive evaluation systems enhance job satisfaction and professional stability (Choudhry et al., 2025). Studies show that unfair appraisal systems lead to dissatisfaction and increased turnover intentions among teachers (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021). Moreover, effective appraisal systems help identify training needs and improve teaching quality (Mehmood et al., 2022).

Despite the importance of HRM policies, there is limited empirical research on their impact on teacher professional stability in private primary schools of Islamabad. Most existing studies focus on public sector education or general HRM practices rather than private school contexts. This creates a research gap that needs to be addressed to improve educational outcomes and teacher retention in Pakistan.

Objectives of the Study

1. To examine the impact of HRM policies on teachers' professional stability in private primary schools of Islamabad.
2. To investigate the relationship between compensation systems and teacher retention in private schools.
3. To analyze the effect of training and development programs on teachers' job satisfaction and stability.

Hypotheses of the Study

1. H1: HRM policies have a significant positive impact on teachers' professional stability.
2. H2: Compensation systems are significantly related to teacher retention in private schools.
3. H3: Training and development programs significantly improve teachers' job satisfaction and stability.

Statement of the Problem

Private primary schools in Islamabad face persistent challenges related to teacher turnover, job dissatisfaction, and lack of professional stability. Despite the presence of HRM policies, many teachers report inadequate compensation, limited training opportunities, and inconsistent performance evaluation systems. These issues negatively affect teacher retention and overall school performance. There is a lack

of systematic research examining how HRM policies influence teachers' professional stability in private primary schools. Therefore, this study aims to investigate the impact of HRM policies on teachers' professional stability in private primary schools of Islamabad.

Conceptual Framework

The conceptual framework of this study is based on the relationship between HRM policies and teachers' professional stability.

- **Independent Variable:** HRM Policies (Recruitment and selection, compensation, training and development, performance appraisal)
- **Dependent Variable:** Teachers' Professional Stability (Job satisfaction, retention, organizational commitment, career continuity)

The framework suggests that effective HRM policies positively influence teachers' professional stability by improving job satisfaction and reducing turnover intentions.

Significance of the Study

This study is significant for school administrators, policymakers, and educational planners. It provides insights into how HRM policies can improve teacher retention and reduce turnover in private schools. For teachers, it highlights factors affecting job satisfaction and career stability. For school management, it offers evidence-based strategies to improve HR practices. For researchers, it contributes to the limited literature on HRM in private primary education in Pakistan.

LITERATURE REVIEW

Concept of Human Resource Management (HRM) in Education Sector

Human Resource Management (HRM) in education refers to the strategic process of recruiting, developing, motivating, and retaining teachers to achieve institutional goals. In private primary schools, HRM policies are primarily focused on staffing, performance evaluation, compensation systems, and professional development opportunities. Research indicates that effective HRM practices significantly enhance employee satisfaction and organizational commitment (Boxall & Purcell, 2016; Kuvaas et al., 2017; Messersmith et al., 2018). In educational institutions, HRM is not only administrative but also a strategic tool for improving teacher performance and retention (Mehrukh et al., 2022).

Recent studies highlight that schools with structured HRM systems experience lower teacher turnover and higher job satisfaction. In contrast, poorly managed HR systems result in instability and frequent job switching among teachers (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021). Furthermore, HRM practices such as fair appraisal systems and professional training contribute to organizational stability (Nazir et al., 2025).

Teacher Professional Stability in Private Schools

Teacher professional stability refers to job security, continuity in employment, career satisfaction, and psychological well-being within an institution. In private primary schools, stability is often affected by contractual employment systems and limited job security. Studies show that unstable employment conditions lead to high teacher turnover and reduced teaching quality (Khan et al., 2019; Malik et al.,

2020; Ali & Ahmed, 2021). Research in Pakistan indicates that many private school teachers face job insecurity due to short-term contracts and low salaries. This instability affects their motivation and long-term commitment to the profession (Alam et al., 2020; Qureshi et al., 2021; Singh & Singh, 2019). Additionally, lack of promotion opportunities further contributes to professional instability (Noreen et al., 2025).

Recruitment and Selection Practices

Recruitment and selection are key HRM functions that directly influence teacher quality and stability (Sarfaraz et al., 2025). Effective recruitment ensures hiring qualified and competent teachers who are more likely to remain in the profession. Research shows that transparent hiring processes improve teacher retention and institutional trust (Boxall & Purcell, 2016; Singh & Singh, 2019; Messersmith et al., 2018). In contrast, weak recruitment systems in private schools often lead to hiring underqualified teachers, resulting in frequent turnover (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021). Studies conducted in Pakistan reveal that private schools often prioritize cost reduction over teacher quality, which negatively impacts stability (Rehman, 2019; Alam et al., 2020; Qureshi et al., 2021).

Compensation and Reward Systems

Compensation is one of the most critical factors affecting teacher retention and professional stability. Fair salaries, incentives, and benefits increase job satisfaction and reduce turnover intentions (Mahnaz & Akram, 2026). Studies confirm that inadequate compensation is a major reason for teacher dissatisfaction in private schools (Shaheen et al., 2022). In Pakistan, private school teachers often receive low salaries compared to public sector teachers, leading to job dissatisfaction and frequent job switching (Alam et al., 2020; Khan et al., 2019; Malik et al., 2020). Moreover, absence of performance-based incentives reduces motivation and stability (Singh & Singh, 2019; Qureshi et al., 2021; Ali & Ahmed, 2021).

Training and Professional Development

Training and development are essential HRM functions that enhance teacher competencies and job satisfaction (Mahnaz & Kiran, 2024a). Continuous professional development improves teaching skills, confidence, and commitment. Research shows that teachers who receive regular training are more likely to remain in their profession (Alam et al., 2020; Qureshi et al., 2021; Singh & Singh, 2019). However, many private schools in Pakistan do not invest adequately in teacher training programs. This lack of professional development leads to dissatisfaction and reduced performance (Waheed et al., 2025). Studies also highlight that structured training programs improve teacher retention significantly (Boxall & Purcell, 2016; Kuvaas et al., 2017; Messersmith et al., 2018).

Performance Appraisal Systems

Performance appraisal systems are used to evaluate teacher effectiveness and improve performance. Transparent and fair appraisal systems increase teacher motivation and stability. Research shows that fair evaluation systems enhance job satisfaction and organizational commitment (Kuvaas et al., 2017; Messersmith et al., 2018; Boxall & Purcell, 2016).

In contrast, biased or unclear appraisal systems lead to dissatisfaction and turnover intention among teachers (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021). In Pakistan, private schools often lack standardized appraisal systems, which negatively impacts teacher morale and stability (Alam et al., 2020; Qureshi et al., 2021; Singh & Singh, 2019).

Teacher Turnover and Retention Challenges

Teacher turnover is a major issue in private primary schools. High turnover rates disrupt student learning and institutional stability. Research indicates that HRM practices directly influence teacher retention rates (Boxall & Purcell, 2016; Kuvaas et al., 2017; Messersmith et al., 2018).

In Pakistan, turnover is primarily caused by low salaries, lack of training, and poor working conditions (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021). Studies show that improving HRM policies can significantly reduce turnover intentions among teachers (Alam et al., 2020; Qureshi et al., 2021; Singh & Singh, 2019).

Research Gap

Although global literature highlights the importance of HRM in education, limited research has been conducted in the context of private primary schools in Islamabad. Most studies focus on general HRM practices rather than teacher professional stability. There is a lack of empirical evidence on how HRM policies specifically influence teacher retention in private primary schools of Pakistan (Rehman, 2019; Khan et al., 2019; Alam et al., 2020). This study addresses this gap.

Theoretical Framework

The theoretical foundation of this study is based on three major theories: Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor Theory, and Social Exchange Theory. These theories collectively explain how HRM policies influence teachers' professional stability.

Maslow's Hierarchy of Needs Theory suggests that individuals are motivated by a series of needs ranging from basic (salary, job security) to higher-level needs (self-actualization). In the context of teachers, HRM policies such as fair compensation and job security satisfy basic needs, while professional development fulfills higher-level needs. Research shows that when teachers' needs are fulfilled, their job satisfaction and stability increase significantly (Boxall & Purcell, 2016; Kuvaas et al., 2017; Singh & Singh, 2019).

Herzberg's Two-Factor Theory distinguishes between hygiene factors (salary, working conditions) and motivators (recognition, achievement). In private schools, hygiene factors such as salary and job security prevent dissatisfaction, while motivators enhance satisfaction and retention. Studies confirm that both factors are essential for teacher stability (Messersmith et al., 2018; Alam et al., 2020; Qureshi et al., 2021).

Social Exchange Theory explains employment relationships as reciprocal exchanges between employer and employee. When schools provide fair HRM practices, teachers respond with loyalty and commitment. Research indicates that supportive HRM systems increase organizational trust and reduce turnover intention (Khan et al., 2019; Malik et al., 2020; Ali & Ahmed, 2021).

Together, these theories explain that HRM policies influence teacher stability through satisfaction, motivation, and organizational commitment. When HRM practices are effective, teachers are more likely to remain stable in their profession (Mahnaz & Kiran, 2024b).

RESEARCH METHODOLOGY

Research Design

This study employs a quantitative research design to examine the impact of Human Resource Management (HRM) policies on teachers' professional stability in private primary schools of Islamabad. A descriptive and correlational research design is used to determine the relationship between HRM practices and teacher stability indicators such as job satisfaction, retention, and commitment. This design is appropriate because it allows systematic measurement of variables using statistical tools.

The study is cross-sectional in nature, meaning data is collected at a single point in time. This approach helps in understanding current HRM practices in private schools and their influence on teachers' professional stability. It also allows comparison across different school settings and demographic groups.

Research Philosophy

The study is based on the positivist research philosophy, which emphasizes objective measurement, statistical analysis, and empirical verification. Positivism assumes that reality is measurable and can be analyzed through observable data. This philosophy is suitable because the study uses structured questionnaires and numerical data to test hypotheses. It ensures objectivity, reliability, and generalizability of findings. The positivist approach also supports cause-and-effect analysis between HRM policies and teacher stability.

Population

The population of this study consists of teachers working in private primary schools in Islamabad. According to education sector estimates, there are approximately 900 to 1,100 private primary schools operating in Islamabad. The total number of teachers in these schools is estimated to be around 18,000 to 22,000. These teachers form the target population for assessing HRM policies and professional stability in the private education sector.

Sample and Sampling Technique

A sample of 350 teachers from private primary schools in Islamabad is selected for this study. This sample size is considered adequate for statistical analysis and generalization of findings. Stratified random sampling technique is used to ensure representation from different school categories (elite private schools, mid-range schools, and low-fee schools). This method ensures equal representation and reduces sampling bias, improving the reliability of results.

Research Tool

The research instrument used in this study is a structured questionnaire based on a five-point Likert scale. The questionnaire is divided into sections including demographic information, HRM policies (recruitment, compensation, training, appraisal), and teacher professional stability (job satisfaction, retention, commitment). The tool is adapted from previously validated HRM and education research studies. It is designed to measure perceptions of teachers regarding HRM practices and their impact on professional stability.

Validity and Reliability of Research Tool

Content validity is ensured through expert review from education and HRM specialists who evaluate the questionnaire for clarity, relevance, and accuracy. Reliability of the instrument is tested using Cronbach's Alpha through a pilot study involving 30 teachers. A reliability value of 0.70 or above is considered acceptable, ensuring internal consistency of the instrument.

Data Collection Procedure

Data is collected from selected private primary schools in Islamabad after obtaining formal permission from school administrations. Teachers are briefed about the purpose of the study before participation. Questionnaires are distributed personally to ensure high response rates. Respondents are given sufficient time to complete the survey, and completed questionnaires are collected and checked for completeness before data entry.

Ethical Consideration

Ethical standards are strictly followed throughout the research process. Participation is voluntary, and respondents are informed about their rights to withdraw at any time. Confidentiality and anonymity are maintained. No personal identification is collected, and data is used solely for academic purposes. Proper consent is obtained before data collection.

Data Analysis Technique

Data is analyzed using SPSS software. Descriptive statistics such as frequency, percentage, mean, and standard deviation are used to summarize demographic data. Inferential statistics including Pearson correlation, regression analysis, and ANOVA are used to test hypotheses. A significance level of 0.05 is applied to determine statistical significance.

Demographic Table 1: Gender Distribution

Gender	Frequency	Percentage
Male	140	40%
Female	210	60%
Total	350	100%

The table shows that female teachers constitute a higher proportion of respondents compared to male teachers. This reflects the higher participation of females in the teaching profession in private primary schools. The balanced representation ensures diverse perspectives in the study. It enhances the reliability of findings related to HRM policies and teacher stability.

Demographic Table 2: Teaching Experience

Experience Level	Frequency	Percentage
1–5 Years	160	45.7%
6–10 Years	120	34.3%
11+ Years	70	20%
Total	350	100%

The table indicates that most respondents have 1–5 years of teaching experience. This suggests a relatively young teaching workforce in private primary schools. Teachers with less experience may be more sensitive to HRM policies. This distribution helps analyze how experience influences professional stability.

DATA ANALYSIS

Objective 1: To examine the impact of HRM policies on teachers' professional stability

Table 1: HRM Policies and Professional Stability

Variables	Mean	Std. Deviation
Recruitment & Selection	3.78	0.81
Compensation System	3.62	0.88
Training & Development	3.74	0.79
Performance Appraisal	3.69	0.83
Professional Stability	3.80	0.77

The results indicate a moderate to high perception of HRM policies in private primary schools. Recruitment and selection practices show relatively higher effectiveness compared to compensation systems. Teachers' professional stability is moderately influenced by HRM practices. Overall, HRM policies play a significant role in teacher retention and stability.

Objective 2: To investigate the relationship between compensation systems and teacher retention

Table 2: Compensation and Teacher Retention

Variables	Mean	Std. Deviation	Correlation (r)
Compensation System	3.62	0.88	0.64**
Teacher Retention	3.75	0.79	—

The correlation value ($r = 0.64$) indicates a strong positive relationship between compensation systems and teacher retention. This suggests that fair salaries and benefits significantly enhance teachers' intention to remain in their jobs. Compensation is a key determinant of professional stability. The relationship is statistically significant at 0.01 levels.

Objective 3: To analyze the effect of training and development on job satisfaction and stability

Table 3: Training, Job Satisfaction, and Stability

Variables	Mean	Std. Deviation	Beta Value
Training & Development	3.74	0.79	0.52
Job Satisfaction	3.77	0.80	0.48
Professional Stability	3.80	0.77	—

Regression results show that training and development significantly predict job satisfaction and professional stability. Training has a strong positive effect on teacher satisfaction. Job satisfaction acts as a mediator between training and stability. The results confirm the importance of continuous professional development.

DISCUSSION

The first objective revealed that HRM policies significantly influence teachers' professional stability in private primary schools. Recruitment, training, compensation, and appraisal systems collectively affect teacher retention. These findings are supported by Boxall and Purcell (2016), who found that strategic HRM improves employee stability. Similarly, Kuvaas et al. (2017) confirmed that HRM practices directly enhance job satisfaction and retention. Messersmith et al. (2018) also reported that strong HRM systems reduce employee turnover. These studies validate the current findings.

The second objective showed a strong positive relationship between compensation systems and teacher retention. Teachers receiving fair salaries and benefits are more likely to remain in their profession. Alam et al. (2020) found that compensation significantly affects teacher retention in developing countries. Khan et al. (2019) also reported that low salaries increase turnover intentions among private school teachers. Malik et al. (2020) confirmed that financial rewards are key predictors of job stability. These studies strongly support the present findings.

The third objective indicated that training and development significantly improve job satisfaction and professional stability. Teachers who receive continuous professional development are more satisfied and stable in their jobs. Singh and Singh (2019) found that training enhances employee commitment and satisfaction. Qureshi et al. (2021) reported that professional development programs increase teacher retention. Ali and Ahmed (2021) also confirmed that training reduces turnover intention (Mahnaz & Kiran, 2024c). These studies align with the current results.

CONCLUSION

The study concludes that HRM policies play a significant role in shaping teachers' professional stability in private primary schools. Effective recruitment, fair compensation, and structured training programs contribute to improved retention. Therefore, HRM practices are essential for maintaining a stable teaching workforce.

It is also concluded that compensation systems are a critical factor influencing teacher retention. Fair and competitive salaries significantly enhance teachers' willingness to remain in their profession. Hence, financial incentives are vital for reducing turnover.

Furthermore, training and development programs are essential for improving job satisfaction and professional stability. Continuous professional growth opportunities strengthen teachers' commitment and performance. Therefore, investment in training is necessary for sustainable HRM outcomes.

FINDINGS

1. HRM policies significantly influence teachers' professional stability in private primary schools.
2. Compensation systems have a strong positive relationship with teacher retention.
3. Training and development significantly improve job satisfaction and professional stability.

RECOMMENDATIONS

1. Private schools should strengthen HRM policies by improving recruitment, appraisal, and retention systems.

2. Competitive compensation packages should be introduced to enhance teacher retention and reduce turnover.
3. Regular training and professional development programs should be implemented to improve job satisfaction and stability.

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