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ORIGINAL CONTRIBUTION

Employee Participation, Training, and Performance Appraisal as Determinants of Employee Retention: An Empirical Analysis of KSA Universities

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Abstract— The rising labor mobility and competitive nature of employment have resulted in employee retention being an issue that is becoming a challenge for higher education institutions. Despite the past studies that have been conducted to explore the linkage between human resource management practice (HRM Practices and employee retention), there is scant empirical evidence in the higher education institutions in the Kingdom of Saudi Arabia, specifically on the joint impact of employee participation, training, performance appraisal, teamwork, and information sharing. Based on the Social Exchange Theory, this paper explores the effect of these HRM practices on employee retention within the university. Quantitative research design was used, and a structured questionnaire was used to gather data on 110 academic and administrative employees who work in Saudi universities, and a random sampling technique was used. The scales used in measurements were those that had been tested and used before, and the reliability was measured using Cronbach's alpha, with a range of 0.675 to 0.934, which showed a satisfactory level of internal consistency. Pearson correlation and linear regression were used to analyze the data in SPSS. The findings indicate significant positive relationships between HRM practices and employee retention, including employee participation ($\beta = 0.694$, $R^2 = 0.482$, $p < .05$), training ($\beta = 0.658$, $R^2 = 0.432$, $p < .05$), performance appraisal ($\beta = 0.572$, $R^2 = 0.327$, $p < .05$), teamwork ($\beta = 0.547$, $R^2 = 0.299$, $p < .05$), and information sharing ($\beta = 0.457$, $R^2 = 0.209$, $p < .05$). The above findings indicate that participative management, ongoing skill training, equitable assessment procedures, teamwork workplace, and open communication habits of an organization are more prone to retain employees. The research paper is valuable to the HRM literature by offering both empirical data in the Saudi higher education sector, as well as extending the use of Social Exchange Theory in the explanation of how HRM practices contribute to employee retention. The findings are also useful to university administrators who want to come up with effective HR practices that would minimize employee turnover and improve organizational stability.

Index Terms— HRM practices, Employee retention, Social exchange theory, Higher education, Saudi Arabia

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Introduction

Retention of employees has been one of the strategic issues that organizations face in highly competitive and uncertain surroundings. The capacity to retain qualified workers is especially imperative in knowledge-intensive sectors such as higher education, since universities depend

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on the expertise, experience, and cultural knowledge of academic and administrative personnel (Medukhanova & Bekmukhametova, 2025; Roham, 2025). The high employee turnover has the potential to disrupt the teaching and administration activities, raise costs associated with employee recruitment and training, and have adverse impacts on institutional performance and continuity (Samuel & Chipunza, 2009). As a result, efforts to identify organizational practices that make employees stay with their institutions have become a significant target in Human Resource Management (HRM) studies.

Human Resource Management Practices (HRMPs) are commonly accepted as key organizational mechanisms that can affect the attitudes and behaviors of employees, such as job satisfaction, commitment, and retention. Some of these practices are regularly emphasized to increase the engagement of employees and their commitment to the organization, including training and development, performance appraisal, teamwork, employee participation, and sharing information (Aguinis & Kraiger, 2009; Alajlani & Yesufu, 2022; Sharif et al., 2024). The practices aid employees in competency development, feeling that organizational processes are fair to them, being involved in decision-making, and establishing collaborative working conditions. Employees are more likely to stay with organizations when they feel that they are being valued and supported.

Despite the fact that the correlation between HRMPs and employee retention is a well-researched topic in the banking industry, manufacturing sector, and hospitality industry, comparatively little empirical evidence has been made in the area of higher education, specifically in the context of the Kingdom of Saudi Arabia (KSA). Universities are structurally and culturally different from many other organizational settings in that they are knowledge-driven environments in which professionals' autonomy, academic collaboration, and institutional regulation are important. In addition, KSA tertiary educational institutions are currently facing tremendous change owing to national development programs such as Vision 2030, which focuses on educational change, institutional competitiveness, and international academic standards. These changes put a strain on universities to recruit and retain talented people and adjust to changing organizational structures and performance requirements. Nonetheless, Al Doghan (2022) that investigate the impact of HRMPs on employee retention in Saudi institutions of higher learning are lacking.

Alselmi (2026) conducted studies in non-academic sectors, and the focus on individual HR practices has limited the existing literature, as it does not provide a comprehensive understanding of the importance of multiple HRMP dimensions in the context of higher education. Specifically, teamwork, information sharing, and employee participation, especially topical in the context of working in collaboration, are the aspects that have received little empirical research in Saudi universities. This gap is significant because the effectiveness of HRMPs may vary depending on organizational context, institutional culture, and labor market conditions.

In order to offer a theoretical basis through which these relationships can be studied, the research takes the Social Exchange Theory (SET) as its theoretical framework. According to the Social Exchange Theory, interactions between employees and organizations are founded on an exchange of benefits and obligations (Blau, 1964). In cases where organizations engage in supportive human resource practices, which include offering employees training opportunities, acknowledging their contribution in the workplace through equitable performance appraisal, promoting teamwork, supporting employee participation in decision-making, and the unrestricted flow of information, the employees can view such practices as organizational support (Shanock et al., 2019). They would also respond more by returning the favor with positive attitudes and behaviors, such as commitment and desire to stay in the organization. Thus, the HRMPs can be perceived as the processes that reinforced the relationship of exchange between the employees and their institutions, which ultimately increases employee retention.

In this theoretical view, the current research examines how five major HRMP dimensions of employee participation, training, performance appraisal, teamwork, and information sharing affect retention of employees in universities in the Kingdom of Saudi Arabia. This research plays different roles in enhancing the current literature of HRM by concentrating on the field of higher education. First, it offers empirical data in a relatively untapped institutional environment where the dynamics of organizations are not as in the conventional corporate industries. Second, it merges several HRMP dimensions in one analytical model to study their joint effect on employee retention. Third, it uses Social Exchange Theory to determine the relationship between supportive HR practices and employee attitudes and retention behavior in academic establishments.

In line with this, the research questions that will be answered in this study are:

- RQ1: How do human resource management practices relate to employee retention in the Kingdom of Saudi Arabia universities?
- RQ2: How does employee participation, training, performance appraisal, teamwork, and information sharing have an effect on employee retention amongst university employees?

By answering these questions, the study will not only offer a good theoretical basis but also practical suggestions to university administrators who wish to design effective HR-based strategies that facilitate employee stability and sustainability of the institution.

Literature Review

Employee retention and human resource management practices

Employee retention is a property of an organization that ensures a stable workforce by ensuring that employees are willing to stay with the organization over a long duration (Samuel & Chipunza, 2009). The retention of talented staff has taken on even greater significance in organizations within knowledge-based industries, where the competence of the employees is a key competitive asset. High turnover interferes with

organizational continuity, high recruitment and training, and has a negative impact on productivity and organizational performance. Employee retention is especially relevant in higher educational establishments since universities need the experience of well-established academic and administrative personnel to ensure the quality of education, the effectiveness of the research, and the stability of the organization. The Human Resource Management Practices (HRMPs) are widely accepted as organizational mechanisms that influence the attitude and behavioral intentions of employees, such as job satisfaction, commitment, and retention. HRMPs indicate an investment that an organization makes in its employees and are indicative of the worth attributed to the employees as stakeholders of the organization (Aguinis & Kraiger, 2009; Bano et al., 2025). The latest studies on the human resource management literature point to the fact that the supportive HR practices increase the perceptions of organizational support and strengthen their attachment (Alajlani & Yesufu, 2022; Jam et al., 2025; Massood & Ali, 2024). Consistent empirical research during the past decade has determined that HRMPs that include training opportunities, participative decision-making, clear performance evaluation systems, a teamwork working environment, and efficient communication systems positively influence employee retention (Sharif et al., 2024; Zreen et al., 2024). Most of the available empirical data, however, is in the corporate industries like banking, hospitality, and manufacturing, and relatively little study has been conducted to investigate these relationships in higher institutions of learning. Universities are institutions that provide distinctive environments in terms of professional autonomy, co-production of knowledge, and complicated systems of governance. Therefore, HRMPs can significantly affect the attitude of employees and retention across academic institutions as opposed to traditional corporate organizations. The impact that HRMPs have in influencing employee retention in the higher education sector is thus a critical area of research.

Theoretical framework: The Social Exchange Theory

The research is based on the Social Exchange Theory (SET) that offers a theoretical clarification of the connection between organizational behaviors and employee conduct. The Social Exchange Theory proposes that interactions among individuals and organizations are founded on mutual exchange of resources and gains (Blau, 1964). When the employees understand that their organization offers them important help, opportunities, and fair treatment, they become obliged to them by giving them good attitudes and behaviors that bring about positive results to the organization. In the framework of human resource management, HRMPs can be described as the organizational investments that herald the support and acknowledgment of the employee. The organizational strategy has been shown to take care of the employees in terms of training programs, participative decision-making, and equitable performance evaluation. In return, the employees give back as they become more committed, show better performance, and have more desire to stay in the organization. Employee retention can therefore be conceived as a reciprocity of behavior due to a positive social exchange relationship between employees and their organizations. Applying Social Exchange Theory in the context of higher education implies that in those instances when universities engage in supportive HR practices that contribute to the development of professional, collaborative, and open communication, employees tend to become more positive about their institutions and become committed to them. Thus, HRMPs training, performance appraisal, employee participation, teamwork, and information sharing are likely to have a positive effect on employee retention.

Employee retention and training

Training and development are very important human resource practices that improve the knowledge and skills of employees, as well as their professionalism. Investments in employee training show that organizations have a concern for the development of employees and long-term career development. Through Social Exchange Theory, this kind of investment is interpreted as an indication of organizational support and motivates the employees to reciprocate by becoming more loyal and retaining them. Empirical research has always revealed that training opportunities make employees more job satisfied and committed to their companies, thereby decreasing their turnover intentions. Indicatively, HRM literature suggests that the workforce that feels that there are high developmental prospects in their organizations is likely to stay with their employers, since they consider the training as an investment in their career (Aguinis & Kraiger, 2009). Masood (2024) explains that learning institutions environment also indicates that professional development opportunities are significant in retaining academic and administrative employees by improving their skills and professional opportunities. Knowledge-based institutions such as universities have a critical need for continuous training, as employees must keep up with the changing technologies, teaching techniques, and administration. According to the Social Exchange Theory, employees are more likely to respond with stronger commitment and a willingness to stay longer with the organization when they feel the institution invests in their professional growth through some training programs.

H1: Training positively and significantly influences employees' retention.

Employee retention and performance appraisal

Performance appraisal can be defined as the structured analysis of the work output and the contribution of the employees towards the organizational objectives. Proper performance appraisal systems offer feedback, recognition, and improvement to the employees. Perception of fairness, transparency, and constructiveness in performance evaluation systems will increase trust in employees in their organization and make

them feel valued. Under the Social Exchange Theory, fair performance appraisal practices enhance the relationship of exchange between organizations and employees as they express disrespect, recognition, and fairness. Employees will tend to develop healthy attitudes towards their organization and become more dedicated to it when they believe that their work has been recognized and rewarded in the right ways. On the other hand, unfair or biased appraisal systems may cause dissatisfaction and turnover intentions. The recent studies in HRM have pointed out the significance of open and encouraging appraisal systems to encourage employee retention and engagement (Zreen et al., 2024). In schools, performance appraisal is also an important aspect in the identification of teaching performance, productivity in research, and administrative efforts. In this way, properly designed performance appraisal systems will play a major role in promoting employee retention in universities.

H2: Performance appraisal positively and significantly influences employee retention.

Employee retention and employee participation

Employee participation describes how much employees are engaged in the corporate decision-making process and have the capability to input their ideas and views on work issues. Participation practices enable the employees and instill a sense of ownership in the organizational outcomes. The Social Exchange Theory teaches that participative decision-making improves the perception of organizational support and respect among employees. The employees have the feeling that their voices are being heard and their contributions are being used to make decisions in the organization. The employees develop a stronger emotional attachment to the organization. This feeling of belonging makes the employees, in turn, give back in the form of commitment and loyalty. According to recent studies regarding human resource management, participative management practices amplify organizational identification of employees and decrease turnover intentions by increasing psychological empowerment and engagement (Sharif et al., 2024; Zreen et al., 2024). Employee participation is of special importance in higher education institutions, where academic professionals tend to appreciate autonomy and participation in the institutional governance and decision-making process.

H3: Employee involvement has a significant and positive influence on the retention of employees.

Teamwork and employee retention

Teamwork can be defined as a joint employment pattern that is based on the cooperation of employees towards accomplishing common organizational goals. Teamwork is effective in enhancing communication, sharing of knowledge, and supporting each other amongst employees. According to the Social Exchange Theory, teamwork improves interpersonal relationships and contributes to a supportive working environment where employees feel socially related to other workers and the organization. This type of working atmosphere leads to psychological attachment and decreases the turnover intentions of employees. According to studies in the literature of organizational behavior, teamwork does increase job satisfaction and organizational commitment by establishing favorable peer relationships and reducing workplace stress (Musriha & MSi, 2013). The concept of teamwork is crucial in academic collaboration and research, as well as in administrative coordination within universities. Hence, effective teamwork behaviors can play a great role in employee retention in institutions of higher learning.

H4: Teamwork is positively and significantly influential on the retention of employees.

Information sharing and employee retention

Information sharing can be defined as the degree to which organizations share information with employees in terms of the timely availability of accurate information and the transparency of information about the organizational policies, decisions, and strategy directions. Good communication systems ensure that there is trust and less uncertainty in organizations. The Social Exchange Theory postulates that open communication is an indication of transparency in an organization and respect for the employees. Employees feel more supported by the organization and trust their institution when they learn about the organization's developments and decision-making processes. This confidence leads to great commitment within an organization and minimization of turnover intentions. The recent research in the field of HRM emphasizes the significance of communication and knowledge sharing practices as one of the main factors contributing to employee engagement and retention, especially in the case of knowledge-based organizations (Zreen et al., 2024). In higher institutions of learning where teamwork and exchange of knowledge form a basic element of institutional operations, efficient information-sharing systems can greatly boost employee relations with their respective institutions.

H5: Retention of employees is strongly and positively influenced by information sharing.

Conceptual framework

The hypotheses of the study are based on the Social Exchange Theory and literature reviewed, which suggests that the practice of human management resources influences employee retention because of reciprocal organizational relationships.

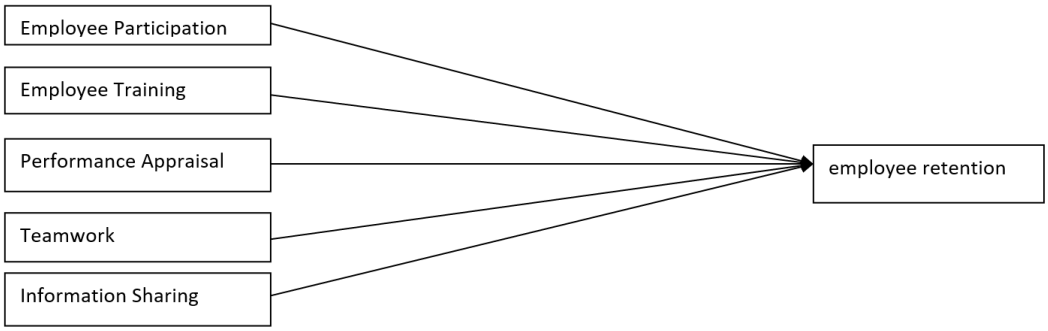


Fig. 1 *Conceptual framework*

Methodology

The research adopted a cross-sectional survey, which was quantitative in nature, to research the relationship betweeHuman Resource Management Practices (HRMPs) and employee retention in the universities of the Kingdom of Saudi Arabia (KSA). Appropriateness of the survey-based approach lies in its ability to collect standardized data that can be gathered systematically in a relatively large sample of respondents, and the associations between variables can be investigated statistically. The study design incorporates both descriptive and explanatory elements. The descriptive element aims to present the demographic attributes of the respondents and how the study variables are distributed, whereas the explanatory element focuses on examining the predictive correlations between the dimensions of HRMP training, performance appraisal, employee participation, teamwork, and information sharing and employee retention. Employees in universities were the unit of analysis in this research. The sample included both academic and administrative staff to ensure broader representation.

The study population was composed of employees who work in Saudi Arabian universities. A comprehensive sampling frame could not be achieved with limited access to the official institutional databases with full lists of the employees. As a result, a non-probability convenience sampling method was used to gather information about the employees who were available and willing to respond to the study. 150 questionnaires were sent to academic and administrative employees at selected universities. Among them, 110 usable questionnaires were returned, and this makes the response rate about 73 percent. The ultimate sample size to conduct the statistical analysis was therefore 110 respondents. The sample size is quite small, but it meets the generally accepted methodological criteria of regression analysis. Hair et al. (2019) explain that the minimum sample required in a multiple regression is 50 + 8m, and m is the number of independent variables. Since this research will incorporate five predictors, the ideal minimum sample will be 90 respondents, which implies that the sample of 110 respondents will be adequate to analyze the results.

The structured questionnaire was used to collect data in the form of measurement scales that were already tested and were borrowed from other research on the management of human resources literature. All the items in the questionnaire were measured with a five-point Likert scale (1 strongly disagree, 5 strongly agree). The questionnaire will have 36 questions, with demographic questions. The employee participation scale was borrowed from the works of (Lawler III, 1986), whereas training and performance appraisal were measured through the items modified in accordance with Singh (2004). The scale suggested by Boakye (2015) was used as the measure of the construct of teamwork, and the scale created by Seashore et al. (1983) was used to assess employee retention. The information-sharing measures were based on the past research on communication and knowledge-sharing in organizations. The utilization of the scales that have already proven their validity makes the measurement instruments more content valid and reliable since they are constructs that have been used in previous organizational studies.

A total of two months was used in the data collection process. To enhance participation, questionnaires were administered to the respondents by way of online and physical means. The participants were made aware of the intent of the research study and assured that their answers would be confidential and anonymous. The study was voluntary, and the respondents were encouraged to give true answers based on what they had gone through in their institutions. Before the actual process of data collection, the questionnaire was first checked to make it clear and pertinent to the context of higher education. There were slight changes in wording to enhance the readability, and the meaning of the adopted items was preserved.

The internal consistency of the survey items was the measure of the reliability of the measurement scales, which were calculated using the Cronbach alpha coefficients. Pallant and Tennant (2007) recommends that the alpha of a Cronbach above 0.70 can be regarded as an acceptable value, but a value above 0.60 can be an acceptable value in an exploratory study. The findings showed acceptable reliability of all the variables of the study. The levels of alpha of the Cronbach were 0.866 for employee retention, 0.914 for employee participation, 0.875 for training, 0.879 for performance appraisal, 0.934 for teamwork, and 0.675 for information sharing. These values show that the measurement scales have sufficient internal consistency and that the scales can be analyzed further statistically.

IBM SPSS Statistics version 26 was used in data analysis. The analysis was done in several steps. First, descriptive statistics were computed

as a way of summarizing the demographic characteristics of the respondents and as a method of analyzing the distribution of the key variables of the study. Second, the Pearson correlation analysis was conducted to determine the strengths and direction of the relationships between the dimensions of HRMP and employee retention. Third, the impact of the independent variables (training, performance appraisal, employee participation, teamwork, and information sharing) on employee retention was analyzed through multiple linear regression analysis. The choice of multiple regression was based on the fact that this model makes it possible to test a number of predictors simultaneously, and at the same time avoids redundant effects of the variables in the model, thus giving a better estimate of the specific contribution of each variable in employee retention.

Before the regression analysis, some of the statistical assumptions were reviewed to ascertain the soundness of the findings. Skewness and kurtosis values and the actual appearance of histograms were used to determine the normality of the data. Scatterplots were used to test the linearity between independent and dependent variables. Variance Inflation Factor (VIF) and tolerance values were used to determine whether the independent variables had multicollinearity with one another to ensure that the predictors were not very strongly correlated. Lastly, homoscedasticity was tested using the residual plots to ensure that the variance of errors was constant with the prediction values. The results of the diagnostic indicated that the data met the needed assumptions to conduct several regression analyses.

The ethical standards had been observed keenly during the research process to secure the safety of the participants and the integrity of the study. The research protocol was submitted to the institutional research ethics committee before data collection, and the committee approved the protocol, confirming that the study was in line with the set ethical standards of conducting research on human subjects. All of the respondents were informed of the purpose and objectives of the research, and participation in the study was voluntary. All respondents were informed prior to filling out the questionnaire. All participants gave informed consent and were allowed to withdraw or discontinue the study without any adverse effects. This process helped in ensuring that the respondents were respondents who volunteered to take part in the research and were well informed of their rights as research participants. To ensure confidentiality and anonymity, respondents were not asked to provide any personally identifiable information. All answers have been kept anonymous, and the usage of the answers is limited to academic research. The data collected were safely stored and only accessed by those who were conducting the research. These were implemented to safeguard the privacy of the participants and to make sure that the information given by the respondents would not be made public during the process of the research.

Results and Analysis

Table I shows the reliability and validity checks of the measurement scales in the study. All constructs have Cronbach alpha values of between 0.675 and 0.934, which are acceptable and high levels of internal consistency since values over 0.70 are generally regarded as reliable, and those that are a little above 0.60 may be acceptable in exploratory research. Employee participation (α = 0.914) and teamwork (α = 0.934) demonstrate particularly strong reliability, while employee retention (α = 0.866), training (α = 0.875), and performance appraisal (α = 0.879) also exhibit satisfactory reliability. There is a slightly smaller alpha value (= 0.675) in information sharing, though it is acceptable due to the small number of items. The factor loadings are between 0.58 and 0.86, which has a sufficient level of convergent validity since most items load highly on their respective constructs. Moreover, the Kaiser-Meyer-Olkin (KMO) value of 0.842 indicates that there is good sampling adequacy, and the Bartlett's Test of Sphericity is significant (X^2 = 1624.35, p =.001), which confirms that the data are fit to be analyzed using factor analysis.

Table I
Reliability and validity statistics

Construct	No. of Items	Cronbach's Alpha	Factor Loadings
Employee Retention	7	0.866	0.63 – 0.81
Employee Participation	10	0.914	0.66 – 0.85
Training	7	0.875	0.62 – 0.80
Performance Appraisal	2	0.879	0.74 – 0.82
Teamwork	6	0.934	0.70 – 0.86
Information Sharing	3	0.675	0.58 – 0.74

KMO = 0.842 Bartlett's Test of Sphericity: χ^2 = 1624.35, p < .001

The descriptive statistics of the key variables of the study in terms of mean scores and SDs calculated on a five-point Likert scale are reported in Table II. The findings show that performance appraisal (M = 3.85, *SD* = 1.04) and information sharing (M = 3.80, *SD* = 0.957) had the most significant mean scores, indicating that the respondents tend to think these practices are fairly adopted in their organizations. Employees also have moderately positive perceptions towards teamwork (M = 3.55, *SD* = 1.07) and training (M = 3.24, *SD* = 0.988). Employee participation, on the other hand, has the lowest mean score (M = 2.80, *SD*= 0.987), meaning that employees feel that they have limited participation in the decision-making processes in their institutions. The average of the employee retention (M = 3.08, *SD* = 0.975) indicates that employee retention

perception among respondents is moderate. The standard deviations among variables show that there is a reasonable variability in responses, which depicts the variability in how employees perceive HRM practices in different universities.

Table II
Descriptive statistics

Variable	Mean	Standard Deviation	Scale Range
Employee Retention	3.08	0.975	1–5
Employee Participation	2.80	0.987	1–5
Training	3.24	0.988	1–5
Performance Appraisal	3.85	1.04	1–5
Teamwork	3.55	1.07	1–5
Information Sharing	3.80	0.957	1–5

Table III shows the Pearson correlation coefficients between the variables of the study. The findings indicate that employee retention has a positive and significant correlation with all the human resource management practices at the p =.001 level. The relationship between employee involvement and employee retention is the highest (r = 0.694), which shows that employee involvement in the decision-making process of an organization is highly linked to employee retention. The training also shows a significant positive relation with employee retention (r = 0.658), which indicates that professional development opportunities help in enhancing employee intentions of staying in their organizations. There are also strong positive relationships between performance appraisal (r = 0.572) and teamwork (r = 0.547) with retention, and information sharing has a moderate, although significant, relationship (r = 0.457). Also, the correlations between independent variables are moderate, suggesting that although HRM practices are connected, they have moderate correlations with each other, which eliminates the worry of multicollinearity.

Table III
Correlation matrix

Variables	1	2	3	4	5	6
1. Employee Retention	1					
2. Employee Participation	.694***	1				
3. Training	.658***	.522***	1			
4. Performance Appraisal	.572***	.491***	.463***	1		
5. Teamwork	.547***	.432***	.401***	.396***	1	
6. Information Sharing	.457***	.384***	.352***	.339***	.421***	1

***p < .001

Table IV presents the results of the multiple regression analysis examining the impact of HRM practices on employee retention. The regression model is significant (F = 21.63, p < .001), which means that the combination of the predictors can explain a substantial amount of employee retention. This model explains 52% of employee retention variance (R^2 = 0.52), whereas the adjusted R^2 = 0.49 value depicts a good explanatory strength of the model. Of the predictors, employee participation is the most significant predictor of employee retention (0.32, p < .001), which is then followed by training (0.28, p <.01). Employee retention also is significantly positively affected by performance appraisal (0.21, p <.05), teamwork (0.19, p <.05) and information sharing (0.15, p <.05). The VIF values lie between 1.42 and 1.89, which means that there is no issue with multicollinearity. These findings suggest that supportive HRM practices significantly contribute to improving employee retention in universities.

Table IV
Regression results

Predictor	Standardized Beta (β)	t-value	p-value	VIF
Employee Participation	0.32	4.18	< .001	1.89
Training	0.28	3.62	< .01	1.76
Performance Appraisal	0.21	2.87	< .05	1.63
Teamwork	0.19	2.54	< .05	1.52
Information Sharing	0.15	2.11	< .05	1.42

Model Statistics	Value
R^2	0.52
Adjusted R^2	0.49
F-statistic	21.63
Significance	$p < .001$

Table V shows the 95% confidence interval of the regression coefficient of the predictors in the model. These findings indicate that the

confidence interval of all variables is positive and not zero, and this confirms the statistical significance and reliability of the estimated regression coefficients. As an example, employee participation has a confidence interval of 0.18 to 0.46, which means that its impact on employee retention is always positive. In the same way, the training also has a confidence interval of 0.11 to 0.39, and the performance appraisal of 0.06 to 0.34. There are also positive intervals of teamwork (0.04 to 0.31) and information sharing (0.02 to 0.27). These findings give further statistical evidence to the regression results and give more confidence in the stability of the model estimates.

Table V
Confidence intervals for regression coefficients

Predictor	Lower 95% CI	Upper 95% CI
Employee Participation	0.18	0.46
Training	0.11	0.39
Performance Appraisal	0.06	0.34
Teamwork	0.04	0.31
Information Sharing	0.02	0.27

Table VI shows the results of the single-factor test performed by Harman to determine whether there is common method bias in the data. The analysis indicates that the former explains 34.6% of the total variance, which is lower than the acceptable standard of 50. This implies that there is no one factor that dominates the variance of the dataset. The remaining factors together accounted for 65.4 percent of the variance, implying that there are several constructs that contributed to the variance and not just one underlying factor. Therefore, the results indicate that common method bias is unlikely to pose a significant threat, supporting the validity of the study's findings.

Table VI
Harman's single-factor test for common method bias

Factor	Variance Explained
Factor 1	34.6%
Remaining Factors	65.4%

Discussion

This research aimed to examine how Human Resource Management Practices (HRMPs), which include employee participation, training, performance appraisal, teamwork, and information sharing, affect employee retention in universities within the Kingdom of Saudi Arabia. The study findings reveal that the five dimensions of HRMP relate significantly with employee retention in a positive manner, meaning that favorable practices in human resources are crucial in motivating employees to stay in their respective institutions. According to the findings, employee participation is the best predictor of employee retention. This outcome is indicative of the fact that the more the employees see themselves in decision-making processes and feel that their ideas and contributions are appreciated, the more they will feel that they belong and will commit themselves to the organization. The given finding is consistent with the findings of prior research that indicates the significance of participative management approaches to the establishment of employee engagement and retention (Yadav, 2020). Employee engagement might be especially significant in the context of institutions of higher learning, as in the academic setting, intellectual autonomy and collaborative governance are of primary importance. If the universities provide the employees with the chance to influence the institution's decision-making, there is a likelihood that employees would find their role significant and still dedicate themselves to the organization. The findings also show that training and development significantly influence the retention of employees. This result confirms the earlier studies that indicate that organizations investing in employee skills and career expansion tend to have higher retention rates of their workforce (Yoerger et al., 2015). Constant professional growth is a necessity in institutions of higher learning as teaching styles, research demands, and technological changes evolve. When employees feel that their institution is offering them a chance at professional development, they may feel appreciated and nurtured, and this makes them feel more attached to the organization.

On the same note, performance appraisal showed a positive employee retention. This fact is supported by the prior studies that have shown that fair and clear evaluation systems enhance the level of organizational justice and recognition among employees (Akther & Tariq, 2020). Once employees learn that their efforts are appreciated and are assessed in a just manner, then the chances of trusting their institution and being devoted to it are high. Performance appraisal systems are instrumental in academic institutions to evaluate teaching performance, research productivity, and administrative performance, and therefore, the attribute of fairness and transparency is of significance to ensure employee satisfaction and retention. It was also established in the study that teamwork is a key factor in employee retention. Working in teams encourages the sharing of ideas, peer support, and good interpersonal relations among the employees. It has been demonstrated in the past that work satisfaction and commitment to an organization will increase as a result of teamwork that fosters favorable social settings in organizations. Teamwork is needed in universities in regard to collaborative research, curriculum development, and administration coordination. An effective

teamwork culture can consequently improve the feeling of belonging among the employees and minimize their turnover intentions from the institution.

Moreover, information sharing was observed to positively correlate with retention of employees. Communication in organizations enhances certainty, transparency, and confidence among employees and management. According to previous researchers, the practice of open communication enhances employee involvement and organizational commitment (Zreen et al., 2024). The use of transparent communication mechanisms in the context of higher institutions of learning, where organizational structures may be complex and hierarchical, may be significant in developing trust and enhancing employee association with their organizations. Theoretically, the findings can be explained by the assumptions of the Social Exchange Theory, which argues that the relationship between the employees and organizations is founded on mutual exchange. Employees who perceive organizational support in the practices of organizations that use supportive HR practices (e.g., offering training opportunities, encouraging participation, ensuring fair performance evaluation, building teamwork, and facilitating open communication) are encouraged to perceive organizational support in the organizational supportive HR practices. Employees react in turn by showing good attitudes and behaviors, such as increased commitment to the organization and increased desire to stay in the organization. Therefore, HRMPs represent the processes that reinforce the relationship of exchange between employees and their organizations, which eventually promote retention of employees.

Conclusion

This research paper has investigated the impact of the human resource management practices on employee retention in universities in KSA. According to the findings, participation by employees, employee training, performance appraisal, teamwork, and information sharing are all positively related to employee retention. These findings imply that universities that adopt favorable human resource practices stand a high chance of establishing organizational contexts that make employees stay with the institutions. The research is also a contribution to the literature of human resource management since it offers empirical research findings in the human resource management field in the Saudi Arabian higher education sector, which has received minimal focus in past studies. Through the application of the Social Exchange Theory, the study shows how HRMPs can deepen mutual relations between employees and institutions, hence encouraging their retention. The results point to the significance of organizational activities that would contribute to employee engagement, professional growth, equitable appraisal, teamwork in the workplace, and open communication.

Implications

This study has numerous implications for university administrators and human resource managers. To begin with, universities need to promote the increased involvement of employees in institutional decision-making processes since participative management practices contribute to the feeling of belonging and commitment of employees. Developing avenues like departmental meetings, faculty meetings, and joint planning can assist employees in making them feel included in the organization's governance. Second, universities should invest in continuous training and professional development programs to improve the skills and career opportunities of the employees. The perceptions of employees about the institutional support can be enhanced by professional development programs, such as workshops, research support programs, and leadership programs, which will promote long-term commitment. Third, the performance appraisal systems must be transparent, fair, and development-oriented in the institutions. The assessment procedures must give constructive feedback and appreciation of the accomplishments of employees to help boost motivation and confidence in the leadership of the institutions. Fourth, the universities should promote teamwork-oriented work environments that foster the sharing of knowledge. The professional relationships and the organizational cohesion can be reinforced by the formation of interdisciplinary research teams and joint academic projects. Lastly, the introduction of good communication and information sharing behaviors should be introduced, and this will help keep the employees posted with the various policies of the institution, the strategic goals, and changes in the institution. Clear and transparent communication helps build trust and minimize ambiguity, and thus enhances the attachment of employees to the institution.

Limitations and future directions

Although this study makes valuable contributions, it also has several limitations that should be considered when interpreting the findings. To start with, the research employed a cross-sectional research design, which does not allow drawing cause-and-effect links between HRMPs and employee retention. Future research may adopt longitudinal research designs to comprehend the effect of HR practices on employee retention in the long run. Second, the research was based on self-reported questionnaire data, which are prone to response bias. Future studies may utilize multi-source data, including the evaluations made by the supervisor or institutional data, to increase the validity of the data. Third, the sample size was quite small and confined to the employees who work in selected universities in Saudi Arabia. In addition to this research, further investigations can include more universities or institutions from different regions, which would enhance the generalizability of the research.

Lastly, the contribution of mediating and moderating variables, including organization commitment, job satisfaction, or perceived organizational support, could be investigated in further studies to offer a better understanding of how HRMPs contribute to the retention of employees.

Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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Author contributions

All authors contributed significantly to the conception, design, data collection, analysis, and writing of the manuscript. All authors have read and approved the final version of the manuscript.

Informed consent

Informed consent was obtained from all participants involved in the study.

Use of generative AI

The authors confirm that generative AI tools were used only for minor language refinement and did not contribute to the intellectual content, analysis, or conclusions of the study.

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