

# ROLE OF EMOTIONAL INTELLIGENCE ON EMPLOYEE RETENTION: THE MEDIATING ROLE OF WORKPLACE SPIRITUALITY IN HIGHER EDUCATION SETTINGS AMONG TEACHERS

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**Abstract:** This study explores the complex connection between emotional intelligence (EI) and the ability of instructors to stay in their jobs (employee retention) in higher education institutions in the busy Delhi-NCR region. Further mediating effects of workplace spirituality is examined between EI and ER. This study uses the combination of purposive and convenience sampling. A well-structured questionnaire was floated with a Likert scale as the research instrument to higher education institutions teaching fraternity. Sample size is 200 teachers out of which 170 filled the questionnaire completely. The study validates the proposed model that by employing Structural equation Model approach with Partial Least square (PLS-4). The assumption that a spiritual work atmosphere and high EI both help with employee retention is supported by this result, which shows a clear association between the two and importance of EI is also examined to understand the reasons for intent to leave.

**Keywords:** Attrition, Employee Retention (ER), Emotional Intelligence (EI), Emotional Quotient (EQ), Higher Education, Workplace Spirituality (WRS)

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## INTRODUCTION

An organisation's capacity to recruit and retain outstanding individuals has become crucial for long-term success in today's fast-paced workplace. Employee retention, which means how long an employee stays engaged and committed to an organisation, has gotten a lot of attention as an important factor that affects how well and how competitively an organisation does. Exploring the combined impact of emotional intelligence (EI) and workplace spirituality (WRS) on the critical factor of employee retention, this study article tries to delve into the multidimensional interplay between the two. Leaders and human resource professionals alike are increasingly preoccupied with unravelling the mysteries of how to cultivate employee commitment and longevity in the face of ever-increasing organisational complexity and change (Mahadi et al., 2020). Exploring the mediating impact of WRS in this complex interaction, this research aims to delve into the critical role of EI in determining employee retention.

Organisations are increasingly realising the importance of creating a happy work environment that goes beyond conventional methods. In this context, the incorporation of EI and WRS is crucial for comprehending and dealing with the intricate dynamics of emotional retention (ER) (Singh, 2023). ER is a significant determinant of an organisation's success as it has a direct impact on productivity, innovation and overall performance. High levels of personnel turnover not only lead to substantial costs but also weaken the cohesion of the organisation and hinder the implementation of long-term strategic objectives. Within this specific context, the importance of EI is evident as a vital factor in determining employee satisfaction, engagement and ultimately the ability to retain personnel. EI, encompassing self-awareness, self-regulation, social awareness and relationship management, is thought to enhance individuals' ability to navigate the complexities of interpersonal interactions and excel in team environments (Salihy & Sharma, 2024). EI is becoming increasingly essential in businesses where

the comprehension and control of people's emotions are vital. The EI and self-control of teachers play a vital role in leading students through the difficulties of learning and promoting their intellectual growth. The primary objective of this research is to investigate the impact of teachers' EI on their dedication, satisfaction and ultimately their choice to stay or depart from an institution (Ali, 2021).

The study explores the relationship between EI and ER, and also examines the emerging concept of WRS. There is an increasing acknowledgement that incorporating spirituality in the workplace can enhance job happiness, organisational commitment and overall well-being. This is due to its foundation on a sense of purpose, community and significant engagement (Shaheen & Rashidi, 2021). The results of this study can provide valuable guidance to educational institutions as they strive to recruit and retain exceptional faculty members, thereby ensuring a strong and committed teaching staff. Therefore, this research contributes to the existing knowledge in the areas of organisational behaviour and human resource management. Additionally, it has practical implications for administrators seeking to establish enduring and supportive work environments for faculties.

Faculty members have a crucial role in defining the academic trajectory and institutional identity as educational institutions face the difficulties of globalisation, technological breakthroughs and altering demography. Institutional stability, academic continuity and the general quality of education are all affected by ER, which is especially important for higher education faculty (Reddy & Koundal, 2023).

Conventional variables including pay, work happiness and opportunities for advancement have been the focus of most prior studies on the topic of ER. Nevertheless, there is an increasing amount of research that acknowledges the importance of emotional and psychological factors in comprehending the dynamics of ER, particularly in fields where interpersonal connections and intrinsic motivation are prominent.

The literature on EI and WRS is expanding, but little is known about how these two factors interact to affect retention rates, especially among faculty members at Delhi-National Capital Region universities. Contributing to the current body of knowledge and providing practical insights for educational institutions striving to create conducive and fulfilling work environments for their faculty members, this research aims to fill this gap by providing a nuanced exploration of the interplay between EI, WRS and teacher retention (Wilhelm, 2023).

There has been a recent uptick in the importance of studying and developing EI in work. Managing one's relationships, being aware of one's social environment and being able to self-regulate are all components of EI. It is a basic trait that affects how people deal with others, make decisions, and perform overall in work settings. At the same time, spirituality in the workplace is on the rise, which puts an emphasis on values, purpose and connection beyond the mundane duties of the job, adding a more holistic component to the employee experience (Sudibjo & Sutarji, 2020).

Rapid technological improvements and changing employee expectations are two of the many complex issues that modern firms face in the global workforce. One of these problems is keeping skilled and interested workers, which has become a major issue for business leaders who want to see long-term success. High turnover rates not only cost the company money, but they also make it harder to keep information alive, make teams less effective and reach long-term goals. Because of this, studying the things that affect keeping employees has become an important field of study (Dalton et al., 2023).

EI, which was first proposed by Salovey and Mayer and made famous by Goleman, has become a major factor in determining success for both individuals and businesses. A high level of EI is characterised by self-awareness, emotional comprehension, emotional regulation and social competence (Yaseen, 2020). Those high in EI are more adept at finding solutions to issues, communicating effectively, and handling challenging people. Research has consistently shown a link between EI and a number of job-related outcomes, such as work happiness, performance and, most importantly, ER.

Individuals with high EI are better at building healthy relationships, handling stress and adjusting to new situations. These skills help make the workplace a place where people feel valued, encouraged and involved, which encourages loyalty and commitment (Korankye & Amakyewaa, 2021). Because of this, companies that want to create a workplace where employees will be happy for a long time need to know the specific aspects of EI that affect ER.

Spirituality in the workplace has emerged as a powerful cultural shift driver, coinciding with the rise of EI as a field of study. WRS goes beyond standard religious ideas and speaks to a deeper need in people to find meaning, purpose and connection at work. When businesses use WRS, they try to add a sense of community, morals and a feeling of a higher purpose to their work (Jena, 2022).

Recognising the ever-changing nature of employee expectations, discussions about ER can benefit from

including WRS. People are looking for more than just material perks at work. They want jobs that are in line with their values and make them feel fulfilled. Workers' health, happiness on the job and loyalty to the company are believed to improve in an environment that prioritises spirituality (Nawaz et al., 2024). An innovative and potentially fruitful line of inquiry into the multi-faceted dynamics of employee commitment could be to investigate the moderating role of spirituality in the workplace in the connection between EI and retention rates.

There is no broadly accepted meaning to the concept of WRS, as it is in itself complex and miscellaneous. Although, WRS primary components include the search for purpose and meaning, existing in harmony with others, integrity, ethics, justice, fairness, believing in the divine and holistic.

Several significant contributions can be made by this study. From a theoretical standpoint, it adds to the existing research by offering a more complex picture of the interplay between EI and WRS and their effects on ER. Highlighting the higher education industry in Delhi-NCR offers sector-specific insights that can inform policy and practice in similar contexts. Organisational leaders and HR experts can use the findings to their advantage by creating interventions that specifically target EI and WRS. This will assist improve retention rates. In addition, by incorporating spiritual and emotional components into HRM, this study advocates for a more comprehensive strategy to retain employees.

New research highlights the significance of EI in improving employee well-being and organisational commitment (Jena, 2022; Korankye & Amakyewaa, 2021). Expanding on these findings, this study delves into an under-researched area: the impact of EI and WRS working together to boost ER.

This study sheds light on a high-demand industry where faculty retention is of the utmost importance by concentrating on the higher education sector in the Delhi-National Capital Region. This study expands upon earlier work by Nawaz et al. (2024) that notes the increasing fascination with spirituality in the workplace and applies it to the educational setting in order to offer institutions practical advice.

This study provides HR professionals with actionable advice for creating tailored interventions based on recent research that connects EI to work happiness and performance (Yaseen, 2020). The overarching goal of these interventions is to improve retention tactics by fostering spirituality in the workplace and EI.

Mohamed et al. (2020) found that spirituality in the workplace increases job satisfaction and organisational commitment, which lends credence to the idea that it can be incorporated into retention tactics. This study

builds on previous work by showing how retention issues can be better addressed through a holistic approach that incorporates spiritual and emotional components.

## Contribution of the Study

This study suggests a long-term investigation of the lasting effects of EI and spirituality in the workplace on ER, filling a need in previous research that highlighted the lack of such studies. This method is in line with what has been suggested in the literature as a means to comprehend the long-term impacts of these elements on the viability and prosperity of organisations.

Expanding upon the findings of Mittal et al. (2023), which highlight the importance of staff retention for organisational competitiveness, this study offers ways supported by evidence to improve retention rates through EI and WRS. Organisations that want to stay ahead of the competition in ever-changing markets will find this contribution very useful.

## Purpose of the Study

The research is motivated by several key factors. To start, in today's fast-paced business world, firms can stay ahead of the competition by learning how spirituality in the workplace and EI boost ER. Second, encouraging an upbeat workplace that values EI and spirituality can boost morale and productivity. Plus, it's expensive to have a high turnover rate, so this study is trying to figure out how to make people stay put a little longer. Finally, this study aims to provide personalised answers to the unique issues faced by the higher education industry in the Delhi-National Capital Region in maintaining talented faculty.

## LITERATURE REVIEW

### Emotional Intelligence

EI is the skill of being able to identify, regulate and use your feelings. A person with high EI is aware of his or her own emotions and the emotions of others, can use emotional knowledge to guide behaviour and thought, is able to differentiate the difference among various emotions, and can regulate emotions when responding to different situations (Yaseen, 2020). Daniel Goleman's seminal 1995 book EI brought renewed attention to the idea of EI, which had been around since 1964. According to him, EI encompasses many different aspects that influence a leader's effectiveness. A

person’s self-awareness is their ability to understand and control their own actions and responses. A lot of people thought of EI as a set of non-cognitive skills that help people deal with stress and expectations in their environment. Emotionally intelligent people are said to know themselves well and be able to read other people’s feelings (Korankye & Amakyewaa, 2021). Another good thing about EI is that it is not a set trait but a trait that can be taught and improved.

**Models of EI**

EI, according to the ability model developed by Salovey and Mayer, is a collection of cognitive abilities that enable individuals to identify, comprehend and manage their

emotions. Being able to identify feelings, utilising emotions as a cognitive tool, comprehending emotions and effectively managing emotions are the four main points.

An EI model that incorporates both general disposition (trait) and competency (ability) reaps the benefits of both. Goleman (2001) and Bar-On (1997) both present large mixed models of EI. In essence, Goleman’s mixed model is more grounded in practice, while Bar-On’s mixed model is more theoretical. Daniel Goleman’s mixed model integrates emotional and cognitive competencies; its five primary components are self-awareness, self-regulation, motivation, empathy and social skills. Practical applications of EI, particularly in managerial and interpersonal roles, are given considerable consideration in this approach.

	Self (Personal Competence)	Other (Social Competence)
Recognition	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Emotional self-awareness</li> <li>• Accurate self-assessment</li> <li>• Self-confidence</li> </ul>	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Organisational awareness</li> </ul>
Regulation	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Emotional self-control</li> <li>• Trustworthiness</li> <li>• Conscientiousness</li> <li>• Adaptability</li> <li>• Achievement drive</li> <li>• Initiative</li> </ul>	<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>• Developing others</li> <li>• Influence</li> <li>• Communication</li> <li>• Conflict management</li> <li>• Visionary leadership</li> <li>• Catalysing change</li> <li>• Building bonds</li> <li>• Teamwork and collaboration</li> </ul>

Source: Adapted from Goleman (2001)

Petrides and Furnham’s trait model, on the other hand, sees EI as a set of stable psychological traits, such as emotionality, self-control, sociability and well-being. The trait model is different from the others because it sees EI as a part of psychological traits that are more general. It focuses on long-lasting habits that help people control their emotions. The different models give us a different view on the parts and structure of EI, which helps us fully understand this complicated idea.

A person’s EI can be defined in a variety of ways; it is the capacity to identify, analyse control and constructively use one’s own and other people’s emotions. Developed by psychologists John D. Mayer and Peter Salovey and popularised by Daniel Goleman, EI goes beyond IQ tests by

recognising the power of feelings to influence how people act and interact with one another. Knowledge of oneself, ability to control one’s impulses, drive, empathy and social competence are all parts of this concept. When people are self-aware, they are able to identify and comprehend their own emotions; when they are self-regulated, they are able to control and manage their emotional reactions. The process of directing one’s feelings towards the accomplishment of one’s objectives, both professional and personal, is what we mean when we talk about motivation. Being empathetic is being able to understand and react to other people’s feelings, which helps build strong relationships. The ability to connect with others and keep those connections strong is a key component of social intelligence. EI is an important factor in leadership, workplace dynamics and general interpersonal

success, in addition to being a major predictor of personal well-being (Pradhan et al., 2023). This idea has shaped our knowledge of the complex relationship between feelings and actions, and it remains a central focus of research in many fields.

## Workplace Spirituality

In the context of a study on ER, WRS looks at how spiritual values and a sense of purpose affect how committed people are to their jobs and the company. Researchers may look into how a company culture that supports workers' spiritual health, sense of purpose and sense of community can lead to higher job satisfaction and loyalty. Employees' choices to remain with a firm can be impacted by factors such as shared ideals, ethical considerations and a sense of transcendence (Shaheen & Rashidi, 2021). This area of study could explore these influences further. Spirituality in the workplace has the potential to greatly improve morale and retention rates by bringing individual and company values into harmony. EI and ER studies look at how emotional quotient (EQ) affects workers' happiness on the job and loyalty to their company. Researchers may look into how having a lot of EI is linked to good communication, resolving conflicts and having good relationships with other people, all of which lead to a helpful workplace. EI as a leadership competency and its effect on staff engagement and retention might be the subject of future research (Korankye & Amakyewaa, 2021). Organisations can improve employee well-being and retention rates by taking an EI assessment and working to foster a culture of empathy. The elements that impact workers' choices to remain with a company can be better understood when studies on spirituality in the workplace and EI are combined within the framework of ER. Future research may explore the compatibility of spirituality in the workplace with a culture that promotes EI, which encompasses good communication and conflict resolution skills.

According to Jandu et al. (2023), people who score higher on the EI scale may be more inclined to stay with a company because they have a stronger sense of belonging and purpose at work.

EI is positively correlated with WRS, which is defined by a feeling of purpose, interconnection and ethical principles in the place of employment. Research indicates that people who score higher on the EI scale are more likely to help build a spiritually focused workplace by encouraging others to be more empathic, making more ethical decisions and cultivating strong interpersonal relationships. On the flip side, spirituality in the workplace has the potential to pave the way for EI to flourish in business environments.

A spiritually infused workplace that is in harmony with its employees' emotional abilities may help those workers better handle difficult emotions, deal with stress and form meaningful relationships (Pradhan et al., 2023). Organisational outcomes, such as higher levels of job satisfaction, organisational commitment and purpose and fulfilment in one's work, are associated with spirituality in the workplace and EI. Research in this area is providing valuable insights into how to create resilient and purpose-driven workplaces by illuminating the reciprocal influences of EI and WRS (Shaheen & Rashidi, 2021). This is especially important as organisations begin to understand the significance of holistic approaches to employee well-being and organisational culture.

Recent studies have examined the intricate correlation between EI and spirituality in the workplace, revealing that these two factors are closely interconnected and have a significant influence on the entire organisation, rather than simply individuals.

Employees that score higher on the EI scale tend to be more spiritually connected and help foster a more spiritually focused culture in the workplace. These people have a natural gift for understanding and managing people's emotions, creating welcoming environments and living up to the spiritual principles that are essential to a spiritual workplace. The flip side is that employees are more likely to develop and use EI in a workplace that is rich in spiritual values. Emotional competencies, such as self-awareness, empathy and effective communication, can flourish in a spiritually-orientated workplace because of the shared values of purpose, interconnection and ethical behaviour (Alam et al., 2020). WRS and EI have a positive feedback loop that benefits organisations. When employees feel spiritually connected to their work, they are more invested in it and they like coming to work more. Organisations are increasingly focused on building purpose-driven and holistic workplaces. One important technique to promote individual and organisational flourishing is to understand and nurture the complex relationship between EI and WRS. For leaders and practitioners seeking to foster purpose-driven and resilient corporate cultures, the intricate intricacies of this relationship are being further uncovered by on-going research in this field.

## The Emerging Role of Workplace Spirituality as a Mediator

WRS's growing mediating function highlights its growing importance in improving results across various organisational dimensions. WRS is an important factor that

helps us understand the complicated relationships that exist in the workplace, especially when it comes to employee health, happiness and the general efficiency of the business (Jena, 2022). One important area where workplace faith acts as a bridge is in the health and happiness of employees. Inspiring organisational practices that align with employees' beliefs and purpose can improve their well-being in many ways, including job satisfaction, stress levels and overall health. WRS also helps us understand the link between aligning principles and job satisfaction. It shows that a culture at work that supports shared values and meaning is a big part of why employees are happy in their jobs overall. WRS also helps us understand how company culture affects employees' thoughts and actions, highlighting the positive effects of a culture that values honesty, caring for others and a strong sense of community (Shaheen & Rashidi, 2021). WRS mediates between leadership and its effects on employee engagement by illuminating how leaders who live out spiritual values like empathy and sincerity inspire their teams to greater heights of performance. In addition to mediating relationships and conflict resolution, it shows how a spiritually-minded workplace encourages forgiveness, understanding and healthy conflict resolution, which leads to better relationships between employees. Spirituality in the workplace mediates the relationship between ER and organisational actions that boost morale and loyalty, thereby decreasing employee turnover (Pradhan et al., 2023). As a mediator of organisational efficiency, WRS elucidates the ways in which spiritual values influence innovation, collaboration and adaptation, which in turn contribute to long-term success. Spirituality in the workplace is making a splash as a mediator, which is a testament to the many ways it can help foster productive, positive workplaces.

Spirituality in the workplace has recently gained traction as an intriguing and complex concept in modern organisational theory, with researchers interested in its mediating potential in a variety of workplace dynamics. Beyond conventional organisational paradigms, WRS emphasises a comprehensive strategy that includes employees' spiritual well-being and is characterised by the incorporation of ethical principles, meaning and purpose into the workplace (Mohamed et al 2020). Job happiness, organisational dedication and employee well-being are just a few areas where spirituality in the workplace has been the subject of recent research into its mediating effects on organisational results. According to scholars, a spiritually oriented workplace can help create strong organisational cultures by bringing people together and encouraging them to communicate their ideals. Furthermore, spirituality in the workplace has been investigated for its mediating role

in the connections between ethical conduct and leadership practices, as well as for its possible effects on team dynamics and dispute resolution. WRS is an ever-growing field of study that provides valuable insights into how organisations can foster a more purposeful, supportive and ethically grounded culture by integrating spiritual values into employee engagement. This is especially important as organisations start to realise the importance of holistic engagement.

## Emotional Retention

ER refers to the practice of motivating individuals to remain with a company for an extended period of time or until a project is finished. ER refers to the deliberate steps taken by a business to implement measures, tactics and strategies that encourage present employees to stay with the organisation. The term "ER" refers to the actions taken by firms to motivate and inspire their employees, with the goal of preventing them from being lured away by competitors. These efforts aim to encourage employees to stay with the organisation for a longer period of time (Reddy & Koundal, 2023). The ER Rate (ERR) is used to measure an organisation's success in retaining its personnel. If the ERR is high, it indicates that the business has achieved success in its endeavours to keep the employees it desires to keep. ER refers to an organisation's capacity to retain valuable personnel who contribute to the company's success (Korankye & Amakyewaa, 2021). When a business has a very low retention rate, it will be compelled to bear significant additional expenses for the recruitment, selection and training of new staff.

ER rates are affected by a lot of different factors. Various scholars have placed emphasis on different aspects that influence ER. Pradhan et al. (2023) discovered that ER or lack thereof, was influenced by local labour market conditions and demographic factors of the personnel, rather than the organisational climate. According to McEvoy and Cascio's study, firms tend to keep highly performing individuals rather than lower performing ones. Absah et al., (2020) observed that the retention rate differs throughout industries; however none of the research identified any HR characteristics that moderate this relationship. According to Astuti et al. (2022), staff retention or turnover can be influenced by pull or push forces. Pull factors refer to the circumstances that compel a person to quit their current work in favour of more appealing alternatives in the market. This can occur even if the individual is content and fulfilled in their current position. During such circumstances, the employer must investigate the underlying cause of the high employee turnover and understand the true expectations

of the employees. If the employee is of great importance, the business should offer adequate incentives to ensure their retention inside the firm. The push factors refer to the variables that discourage employees in the current work environment.

## RESEARCH GAP

The field of ER studies is severely lacking in a number of important areas. Although the individual benefits of spirituality and EI on retention in the workplace have been well-documented, less is known about the combined impact of these two constructs on retention, particularly as a mediating factor.

Additionally, there is a dearth of studies that focus on the higher education industry in general and the Delhi-National Capital Region in particular, so we don't know how EI and WRS affect teacher retention in this setting. Furthermore, the majority of the current research only uses quantitative metrics, ignoring the qualitative data that could shed light on how employees perceive and incorporate spirituality and EI into their daily work lives. Lastly, most studies only look at short-term results, so we don't know how EI and WRS affect retention over a long period of time.

## Objectives of the Study and Hypothesis

- To analyse the factors influencing ER among teachers in higher education institutions in Delhi-NCR.
- To investigate the relationship between EI and ER among teachers in higher education institutions in Delhi-NCR.
- To provide recommendations for educational institutions in Delhi-NCR to enhance ER by fostering the development of EI skills among teachers.
- To analyse the effect of WRS as a mediator between EI and ER.

## Hypothesis Developed

- H1: EI has a positive impact on ER.

- H2: WRS as a mediator between EI and ER.
- H3: EI has a positive impact on WRS.
- H4: Combined Effect impact on WRS and EI on ER.

## MATERIALS AND METHODS

This study used an explanatory research approach to look at how campuses in the Delhi-National Capital Region deal with retention rates, spirituality on the job and EI. To accomplish this, a mix of convenience and purposive sampling methods is employed to select faculty members who are easily reachable and whose expertise is directly related to the study's objectives. A strong dataset for analysis is provided by the sample size of 170 individuals. The data in this study were collected by using questionnaires containing Likert scale questions. While framing the questions and floating them to the respondents the anonymity and confidentiality were maintained to ensure no bias is reflected in the responses, and the hypothesis was tested by implementing Structural equation Model approach with partial least square (PLS-4).

## RESULTS AND DISCUSSIONS

### Characteristics of Respondents (Demographic Study)

Based on gender, respondents were female at 71.45%. This is because females are believed to be more emotionally and spiritually alert. Based on age, respondents aged 30 years and above were 62%. Based on the level of education, respondents with postgraduate degrees were 74.08%. Based on the work experience, respondents with more than 5 years were 56.67%.

### Structured Proposed Model

Testing of the model is done to look into the relationship of constructs, significance value and the R-square values of the proposed research model.

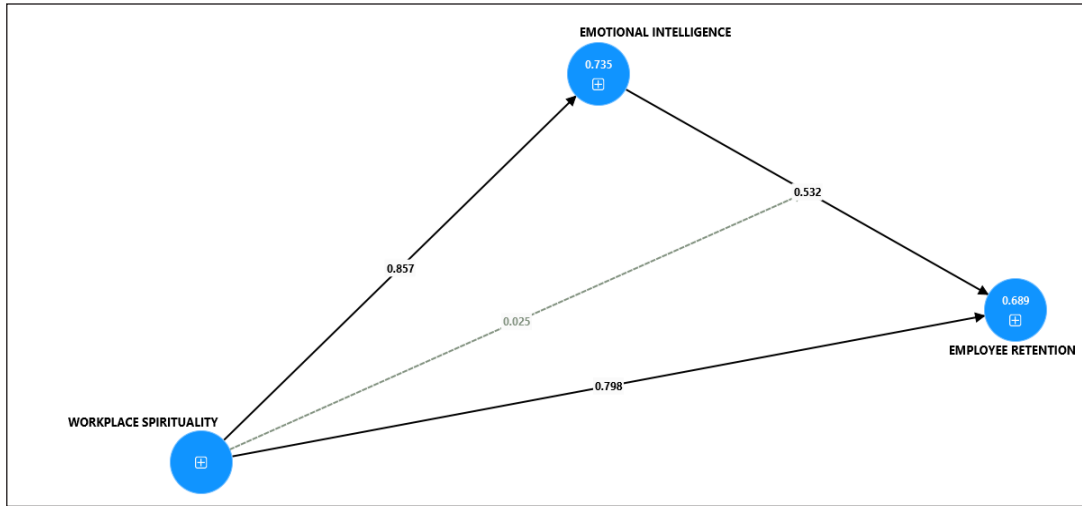


Fig. 1: Proposed Model

Table 1: R-Square

	R-Square	R-Square Adjusted
Emotional Intelligence	0.735	0.733
Emotional Retention	0.689	0.683

These findings provide credence to the usefulness of regression models for making predictions about EI and ER. The R-squared value of 0.735 for EI indicates that the model adequately accounts for the variability in this construct, suggesting that 73.5% of the variance in EI scores can be explained by the predictors included in the model. By adjusting for the number of predictors in the model, the corrected R-squared value is 0.733, which is somewhat lower. This confirms that the explanatory power is robust even when model complexity is taken into account. In a similar vein, ER has a regression model that accounts for

68.9% of the variation in retention rates (R-squared = 0.689), with an adjusted R-squared = 0.683 offering a more refined estimate taking model complexity into account. These results demonstrate how well the models capture and forecast EI and ER changes according to their individual predictors, which is important for comprehending the elements impacting these organisational outcomes. In light of these findings, it is reasonable to conclude that the models satisfactorily explain the relationships and anticipate the outcomes relevant to organisational research and practice.

Table 2: Reliability and Validity

	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Emotional Intelligence	0.924	0.938	0.932	0.532
Employee Retention	0.860	0.877	0.896	0.558
Workplace Spirituality	0.800	0.837	0.863	0.564

The results show that the concepts of EI, ER and WRS are very reliable and valid. High levels of internal consistency (Cronbach's alpha) between 0.800 and 0.924 indicate that items within each construct accurately assess the targeted ideas. The indices for WRS (rho\_a and rho\_c > 0.837), ER (rho\_a > 0.877) and EI (rho\_c > 0.932) demonstrate good representation of the corresponding variables. Furthermore,

AVE values ranging from 0.532 to 0.564 indicate that each concept explains a considerable amount of the variance in its elements, lending credence to their convergent validity. All things considered, these results show that the models used to measure EI, ER and WRS are reliable and accurate, which is crucial for comprehending the effects of these concepts in business settings.

## Hypothesis Testing

**Table 3: Correlation Path Coefficients**

	Emotional Intelligence	Emotional Retention	Workplace Spirituality	Workplace Spirituality X Emotional Intelligence
Emotional Intelligence		0.532	0.857	
Emotional Retention				
Workplace Spirituality		0.342		
Workplace Spirituality X Emotional Intelligence		0.025		

The table shows the correlation coefficients for employees’ retention, WRS, EI and the interaction effect of the two. Both ER ( $r = 0.532$ ) and WRS ( $r = 0.342$ ) are moderately positively correlated with EI ( $r = 0.532$ ). ER is favourably correlated with WRS ( $r = 0.857$ ). The moderately positive association between WRS and EI is suggested by the interaction effect ( $r = 0.025$ ). The results show that both ER and WRS are boosted by higher levels of EI, and that WRS has a strong correlation with ER. WRS and EI may have a little additional good impact when they are combined, according to the mild interaction effect. However, this effect is relatively small compared to their independent contributions. There is a clear correlation between high levels of EI and a more spiritual work environment, and this finding lends credence to the idea that both factors contribute to ER efforts.

Hence hypotheses H1, H3 & H4 are accepted.

**Table 4: Indirect Effect**

	Specific Indirect Effects
EMOTIONAL INTELLIGENCE -> WORKPLACE SPIRITUALITY -> EMPLOYEE RETENTION	0.294

The indirect effect value of 0.294 WRS partially mediates the association between EI and ER in a favourable and noteworthy way. Therefore, it may be prudent to encourage EI and WRS as a means to boost ER. Hence, Hypothesis H2 is accepted.

The study’s findings shed light on the role of EI in retaining faculty members within universities in the Delhi-National Capital Region (NCR). The hypothesis, proposing a positive correlation between EI and ER, is supported by the data analysis. Specifically, the study reveals that instructors with

higher levels of EI tend to exhibit greater job satisfaction, commitment and loyalty towards their employing institution. These insights suggest that EI plays a crucial role in shaping teachers’ attitudes and behaviours, thereby influencing their likelihood of remaining in their positions. Furthermore, the hypothesis suggesting that WRS acts as a mediator in this relationship is also supported.

These findings carry significant implications for higher education institutions seeking to improve ER strategies. By recognising the importance of EI in fostering teacher satisfaction and loyalty, institutions can design targeted training and development programs aimed at enhancing EI competencies among faculty members. These programs could include workshops, coaching sessions, or other interventions focused on emotional awareness, self-regulation, empathy and interpersonal skills. By equipping teachers with the tools to better understand and manage their emotions, institutions can create a more supportive and conducive work environment, ultimately leading to higher retention rates.

## CONCLUSION

Acknowledging the limitations of the research is essential. Firstly, the limited geographical scope of the research, which only focuses on universities in the Delhi-NCR region, may restrict the applicability of the findings to other contexts. Moreover, the study’s dependence on cross-sectional data offers a limited perspective on the connections between variables at a specific moment in time. Therefore, future research should focus on overcoming these constraints by performing longitudinal studies or broadening the geographic scope to investigate the lasting effects of EI on ER in various contexts. By doing more extensive research

on these processes, scholars can acquire a more thorough comprehension of how EI impacts the dynamics of retention and discover efficient approaches to enhance teacher satisfaction and longevity in higher education institutions.

According to the results of this study, we may suggest numerous solutions to improve the ability of higher education institutions in Delhi-NCR to keep their instructors. First and foremost, institutions should give priority to implementing EI training programs that are specifically designed for instructors. These programs can assist educators in cultivating vital abilities such as self-awareness, self-regulation, social awareness and relationship management. These skills are key for nurturing strong workplace connections and reducing job-related pressures. In addition, cultivating a culture that encourages on-going feedback and support can enhance the development of EI abilities in teachers, equipping them with the essential tools to effectively handle difficult situations. This may entail integrating mindfulness exercises, advocating for ethical leadership practices and fostering a feeling of community and purpose among staff members. Institutions can increase job satisfaction and organisational commitment by promoting a sense of belonging and connection among employees, which in turn leads to improved retention rates. Moreover, institutions should give priority to initiatives aimed at establishing a nurturing and all-encompassing work atmosphere that places importance on the welfare and career advancement of teachers. This may entail providing prospects for professional growth, instituting adaptable work schedules and furnishing sufficient resources for handling workload and job-induced stress.

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