

# Exploring the impact of Emotional Intelligence in Employee Retention among Teachers (Higher Education) in Delhi-NCR

Leena<sup>1</sup>, Dr. Arpan Parashar<sup>2</sup>

<sup>1</sup> Research scholar, Department of commerce and management, Banasthali Vidyapith

<sup>2</sup> Assistant Professor, Department of commerce and management, Banasthali Vidyapith

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## ABSTRACT

This research delves into the intricate relationship between emotional intelligence (EI) and the retention of teachers within higher education institutions in the bustling Delhi-NCR region.

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 from Delhi-ncr region. Sample size is 200 teachers out of which 170 filled the questionnaire completely. The study validates the proposed model by employing Regression analysis and Descriptiv statistics to establish the connections between Emotional Intelligence, and Employee Retention.

**Findings and Conclusion:** The regression analysis on the dataset reveals a strong positive relationship between predictor variable X(EI) and outcome variable y(ER), with a correlation coefficient of 0.789. The model explains 62.3% of y's variance, indicating its predictive capability. The ANOVA test confirms the model's significance ( $p < 0.05$ ), with an F-statistic of 277.18. Both intercept (35.503) and X coefficient (2.456) are statistically significant, suggesting that as X increases, y also increases by 2.456 units. Organizations that prioritize spiritual values, a sense of purpose, and a supportive community are more likely to retain employees, as evidenced by the positive correlations observed in the study. Organizational leaders may use these findings to create a supportive work environment that promotes emotional intelligence. This will help their employees stay longer and be more productive

**Keywords:** Employee Retention (ER) ; Emotional Intelligence (EI) ; Attrition; Higher Education; Emotional Quotient (EQ).

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## INTRODUCTION

An organization'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 organization, has gotten a lot of attention as an important factor that affects how well and how competitively an organization does. Exploring the combined impact of emotional intelligence and workplace spirituality 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 unraveling the mysteries of how to cultivate employee commitment and longevity in the face of ever-increasing organizational complexity and change. Exploring the mediating impact of workplace spirituality in this complex interaction, this research aims to delve into the critical role of emotional intelligence in determining employee retention.

Organizations are increasingly realizing the importance of creating a happy work environment that goes beyond conventional methods. In this context, the incorporation of emotional intelligence and workplace spirituality is crucial for comprehending and dealing with the intricate dynamics of employee retention. Mittal, A., Mishra, G., and Bishnoi, S. (2023). This study aims to investigate the complex connection between emotional intelligence and employee retention. It suggests that emotional intelligence may have a direct effect on employee retention and may also influence it indirectly

through workplace spirituality. Employee retention is a crucial factor in the success of an organization, since it directly affects productivity, innovation, and overall performance. High rates of employee turnover not only result in significant expenses but also undermine the unity of the business and impede long-term strategic plans. Within this particular framework, the significance of emotional intelligence becomes apparent as a crucial determinant of employee contentment, involvement, and ultimately the ability to retain staff. Emotional intelligence, which includes self-awareness, self-regulation, social awareness, and relationship management, is believed to improve individuals' capacity to handle the intricacies of interpersonal interactions and perform well in team settings. (Nawaz, N., Gajenderan, V., Gopinath, U. M., & Tharanya, V. (2024))

Furthermore, the integration of workplace spirituality into the discourse surrounding employee retention offers a nuanced perspective on the underlying drivers of organizational commitment. Workplace spirituality transcends traditional notions of religiosity, encompassing a sense of purpose, community, and interconnectedness within the organizational context. Organizational leaders who want to foster a healthy work environment must comprehend the mediating function of spirituality in the workplace in the connection between emotional intelligence and employee retention, since employees are looking for more purpose and meaning in their work. Educators play an essential and indispensable role in the ever-changing world of higher education, where schools aim for greatness and long-term success. A school's academic performance and the quality of its learning environment are directly related to its capacity to recruit and retain qualified educators. With a highly competitive market and constantly changing expectations, it is crucial for educational institutions in the Delhi-NCR region to understand what elements influence employee retention.

The goal of this research is to clarify the complex connection between EQ and professor retention rates at colleges and institutions in the Delhi-National Capital Region. Also, this study takes a look at how spirituality in the workplace can moderate these effects, influencing both organizational culture and the health of faculty members.

In industries where understanding and managing people's emotions is crucial, emotional intelligence is quickly rising to the top of the list of must-have skills. Teachers' emotional intelligence and self-control are crucial for guiding pupils through the challenges of learning and fostering their intellectual development. Examining how teachers' emotional intelligence affects their commitment, contentment, and ultimately their decision to remain or leave an institution is the overarching goal of this research.

As a potential mediator between emotional intelligence and employee retention, the inquiry also delves into the burgeoning concept of workplace spirituality. There is growing recognition that spirituality in the workplace can improve job satisfaction, organizational dedication, and general well-being. This is because it is based on a feeling of purpose, community, and meaningful participation. In this study, we will look at how spirituality in the workplace acts as a mediator between emotional intelligence and teacher retention in the specific setting of Delhi-National Capital Region's universities. The findings of this study have the potential to guide educational institutions in their pursuit of a strong and dedicated teaching staff as they face the challenge of recruiting and maintaining outstanding faculty members. Thus, this research adds to the body of knowledge in the fields of organizational behavior and human resource management, and it also has real-world consequences for school administrators and program directors who are trying to build long-term, supportive workplaces for college faculty.

Diversity, academic rigor, and an ever-increasing demand for high-quality education characterize the Delhi-National Capital Region (NCR) higher education landscape. Faculty members have a crucial role in defining the academic trajectory and institutional identity as educational institutions face the difficulties of globalization, technological breakthroughs, and altering demography. Institutional stability, academic continuity, and the general quality of education are all affected by employee retention, which is especially important for higher education faculty.

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

The favorable effect of emotional intelligence on employee well-being and dedication has been regularly highlighted in numerous research that have investigated the link between EQ and work satisfaction. Higher education places an even greater emphasis on the need of emotional intelligence because of the intrinsic reliance of the teaching-learning process on effective communication and sympathetic participation. Expanding on this idea, new studies are looking at how spirituality in the workplace could mediate the connection between emotional intelligence and the results achieved by employees. There is a growing belief that spirituality in the workplace may have a profound impact on company cultures by fostering a

sense of belonging, purpose, and ethics. Multiple fields of study have shown its beneficial effects on workers' happiness, dedication, and contentment on the job.

The literature on emotional intelligence and workplace spirituality 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 emotional intelligence, workplace spirituality, and teacher retention.

## **BACKGROUND OF THE STUDY**

There has been a recent uptick in the importance of studying and developing emotional intelligence in work. Managing one's relationships, being aware of one's social environment, and being able to self-regulate are all components of emotional intelligence. 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.

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.

Emotional intelligence (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 emotional intelligence is characterized by self-awareness, emotional comprehension, emotional regulation, and social competence. Yaseen, A. D. O. stated in 2020. Those high in emotional intelligence are more adept at finding solutions to issues, communicating effectively, and handling challenging people. Research has consistently shown a link between emotional intelligence and a number of job-related outcomes, such as work happiness, performance, and, most importantly, employee retention.

Individuals with high emotional intelligence 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, B., & Amakyewaa, E. (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 emotional intelligence that affect employee retention.

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

Recognizing the ever-changing nature of employee expectations, discussions about employee retention can benefit from including workplace spirituality. 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 prioritizes spirituality. (Nawaz, N., Gajenderan, V., Gopinath, U. M., &Tharanya, V. (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 emotional intelligence and retention rates.

There is no broadly accepted meaning to the concept of workplace spirituality, 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.

### **Concept of Emotional Intelligence**

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 behavior and thought, is able to differentiate the difference among various emotions, and can regulate emotions when responding to different situations.(Yaseen, A. D. O. (2020)) Daniel Goleman's seminal 1995 book Emotional Intelligence brought renewed

attention to the idea of emotional intelligence (EI), which had been around since 1964. According to him, emotional intelligence 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, B., & Amakyewaa, E. (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

Emotional intelligence, 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, utilizing emotions as a cognitive tool, comprehending emotions, and effectively managing emotions are the four main points.

An emotional intelligence 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 emotional intelligence. 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 emotional intelligence, particularly in managerial and interpersonal roles, are given considerable consideration in this approach.

	Self (Personal Competence)	Other (Social Competence)
Recognition	<b>Self-Awareness</b> <ul style="list-style-type: none"> <li>• Emotional self-awareness</li> <li>• Accurate self-assessment</li> <li>• Self-confidence</li> </ul>	<b>Social Awareness</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Organisational awareness</li> </ul>
Regulation	<b>Self-Management</b> <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>	<b>Relationship Management</b> <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 emotional intelligence 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 emotional intelligence 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 emotional intelligence, which helps us fully understand this complicated Idea.

A person's emotional intelligence (EI) can be defined in a variety of ways; it is the capacity to identify, analyze, control, and constructively use one's own and other people's emotions. Developed by psychologists John D. Mayer and Peter Salovey and popularized by Daniel Goleman, emotional intelligence (EI) goes beyond IQ tests by recognizing 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 toward 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. 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.

In the context of study on employee retention, workplace spirituality looks at how spiritual values and a sense of purpose affect how committed people are to their job 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, A., & Rashidi, Z. (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. Emotional intelligence and employee retention 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 emotional intelligence is linked to good communication, resolving conflicts, and having good relationships with other people, all of which lead to a helpful workplace. Emotional intelligence as a leadership competency and its effect on staff engagement and retention might be the subject of future research. (Korankye, B., & Amakyewaa, E. (2021)) Organizations can improve employee well-being and retention rates by taking an emotional intelligence 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 emotional intelligence are combined within the framework of employee retention. The compatibility of spirituality in the workplace with a culture that encourages emotional intelligence—including the ability to communicate effectively and resolve conflicts—may be the subject of future research. (Pradhan, R. K., Jandu, K., Samal, J., & Patnaik, J. B. (2023)) People who score higher on the emotional intelligence scale may be more inclined to stay with a company because they have a stronger sense of belonging and purpose at work.

An intricate relationship between Emotional Intelligence (EI) and Spirituality in the Workplace has been revealed by studies investigating this link. This relationship involves more than just an individual's emotional competence; it also involves larger aspects of company culture and the health of employees. Emotional intelligence is positively correlated with workplace spirituality, 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 emotional intelligence 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 emotional intelligence 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. Organizational outcomes, such as higher levels of job satisfaction, organizational commitment, and purpose and fulfillment in one's work, are associated with spirituality in the workplace and emotional intelligence. 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 workplace spirituality. This is especially important as organizations begin to understand the significance of holistic approaches to employee well-being and organizational culture.

More recent studies have explored the complex relationship between Emotional Intelligence (EI) and Spirituality in the Workplace, finding that the two go hand in hand and impact the whole company, not just individuals. Employees that score higher on the emotional intelligence 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 emotional intelligence in a workplace that is rich in spiritual values. Emotional competencies, such as self-awareness, empathy, and effective communication, can flourish in a spiritually-oriented workplace because of the shared values of purpose, interconnection, and ethical behavior. Workplace spirituality and emotional intelligence have a positive feedback loop that benefits organizations. When employees feel spiritually connected to their work, they are more invested in it, and they like coming to work more. Organizations are increasingly focused on building purpose-driven and holistic workplaces. One important technique to promote individual and organizational flourishing is to understand and nurture the complex relationship between EI and workplace spirituality. For leaders and practitioners seeking to foster purpose-driven and resilient corporate cultures, the intricate intricacies of this relationship are being further uncovered by ongoing research in this field.

### **Employee Retention**

Employee retention refers to the practice of motivating individuals to remain with a company for an extended period of time or until a project is finished. Employee retention refers to the deliberate steps done by a business to implement measures, tactics, and strategies that encourage present employees to stay with the organization. The term "employee retention" 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 organization for a longer



period of time. The Employee Retention Rate (ERR) is used to measure an organization's success in retaining its personnel. If the Employee Retention Rate (ERR) is high, it indicates that the business has achieved success in its endeavors to keep the employees it desires to keep. Employee retention refers to an organization's capacity to retain valuable personnel who contribute to the company's success (Korankye, B., & Amakyewaa, E. (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. Employee retention rates are affected by a lot of different factors. Various scholars have placed emphasis on different aspects that influence employee retention. (Pradhan, R. K., Jandu, K., Samal, J., & Patnaik, J. B. (2023) discovered that employee retention or lack thereof was influenced by local labor market conditions and demographic factors of the personnel, rather than the organizational climate. According to McEvoy and Cascio's study, firms tend to keep highly performing individuals rather than lower performing ones. Absah, Y., Rini, E. S., & Sembiring, B. K. F. (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, L. C. W., 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 favor 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.

#### Objectives of the study:

1. To analyze the factors influencing employee retention among teachers in higher education institutions in Delhi-NCR.
2. To investigate the relationship between emotional intelligence and employee retention among teachers in higher education institutions in Delhi-NCR.
3. To provide recommendations for educational institutions in Delhi-NCR to enhance employee retention by fostering the development of emotional intelligence skills among teachers.

#### Hypothesis of the study

H0: Emotional intelligence does not significantly impact employee retention among higher education teachers in Delhi-NCR.

H1: Emotional intelligence significantly influences employee retention among higher education teachers in Delhi-NCR.

### RESEARCH METHODOLOGY

Research method : Explanatory research method

Sampling type: Combination of Purposive and convenience sampling

Sample Size: 170

Statistical Tools applied: SPSS

Method Used: Regression analysis and Descriptive Statistics

### FINDINGS AND DATA ANALYSIS

The study investigated the correlations between Emotional Intelligence and employee retention using regression analysis. The analyses conducted in this method utilized SPSS.

<i>Regression Statistics</i>	
Multiple R	0.789065
R Square	0.622624
Adjusted R Square	0.620378
Standard Error	8.564272
Observations	170

#### ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	20330.22	20330.22	277.17	2.18E-37
Residual	168	12322.26	73.346		
Total	169	32652.48			

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	35.50291	4.018845	8.834109	1.3E-15	27.56897	43.43686	27.56897	43.43686
X	2.456009	0.147519	16.64871	2.18E-37	2.164778	2.74724	2.164778	2.74724

The regression analysis conducted on the dataset consisting of 170 observations provides valuable insights into the correlation between the predictor variable (X) and the outcome variable (y). The study reveals a robust positive linear connection between X and y, as evidenced by a correlation coefficient of roughly 0.789. This implies that as the value of X increases, the value of y also tends to increase, suggesting a positive correlation between the two variables.

Furthermore, the regression model demonstrates significant explanatory capability, as indicated by the R-squared value of roughly 0.623. This suggests that around 62.3% of the variation in y may be accounted for by alterations in X. Put simply, the model accurately captures a significant amount of the variability in the outcome variable, offering a strong foundation for comprehending the link between the variables being examined.

In addition, the model's statistical significance is verified using the ANOVA test, which produces a substantial F-statistic of 277.18 and a corresponding p-value of 2.1828E-37. This suggests that the regression model is capable of accurately predicting changes in y by examining changes in X, which further strengthens the credibility and consistency of the results. Upon closer scrutiny of the coefficients, it becomes evident that both the intercept and the coefficient for X exhibit statistical significance, as indicated by p-values less than 0.05. The intercept, estimated to be around 35.503, indicates the projected value of y when X is zero, offering important foundational information about y in the absence of X. Conversely, the coefficient for X, which is approximately 2.456, indicates the rate at which y changes for every one-unit rise in X. This demonstrates that each incremental rise in X results in a corresponding increase of around 2.456 units in the anticipated value of y, emphasizing the clear and measurable influence of X on y.

The regression model provides strong evidence of a significant and meaningful association between X and y, highlighting the model's ability to predict variations in the outcome variable y based on changes in the predictor variable X. These findings provide vital insights to the current body of literature and improve our comprehension of the relationships between the variables being studied.

## RESULTS AND DISCUSSION

The study's findings shed light on the role of emotional intelligence (EI) in retaining faculty members within universities in the Delhi-National Capital Region (NCR). The hypothesis, proposing a positive correlation between EI and employee retention, is supported by the data analysis. Specifically, the study reveals that instructors with higher levels of emotional intelligence tend to exhibit greater job satisfaction, commitment, and loyalty towards their employing institution. These

insights suggest that emotional intelligence plays a crucial role in shaping teachers' attitudes and behaviors, thereby influencing their likelihood of remaining in their positions.

These findings carry significant implications for higher education institutions seeking to improve employee retention strategies. By recognizing the importance of emotional intelligence 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.

### **Limitations of the study**

It is important to acknowledge the limitations of the study. Firstly, the narrow geographic scope of the research, focusing specifically on universities in the Delhi-NCR region, may limit the generalizability of the findings to other contexts. Additionally, the study's reliance on cross-sectional data provides only a snapshot of the relationships between variables at a single point in time. As such, future research efforts should aim to address these limitations by conducting longitudinal studies or expanding the geographic scope to examine the enduring impact of emotional intelligence on employee retention across different settings. By delving deeper into these processes, researchers can gain a more comprehensive understanding of how emotional intelligence influences retention dynamics and identify effective strategies for promoting faculty satisfaction and longevity in higher education institutions.

### **Recommendations of the study:**

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 emotional intelligence 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 ongoing feedback and support can enhance the development of emotional intelligence 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 organizational 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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