

IMPACT OF MINDFULNESS-BASED HR INTERVENTIONS ON RETENTION OF EDUCATORS IN INDIAN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

The continued employment of educators has emerged as a significant challenge within Indian educational institutions, as increasing burden demands, swift digital transformation, and results-oriented governance frameworks have heightened the psychological stress among faculty members. Although mindfulness-based therapies have been well recognised for their ability to improve well-being, there is little data on their efficacy when used as formal HR tactics to improve retention. This study examines how mindfulness-based HR interventions influence psychological outcomes and job attitudes, and subsequently, educators' intention to remain within their institutions. A structured online survey was administered using quantitative and explanatory research methods, and data were collected from 300 teaching faculty members from public, private, and autonomous educational institutions in India. To evaluate the postulated structural connections, Partial Least Squares Structured Equation Modelling (PLS-SEM) was conducted using SmartPLS 4. The findings of the suggested study paradigm provide empirical evidence of the degree to which mindfulness-related HR practices improve emotional well-being and self-efficacy, subsequently leading to greater job satisfaction and enhanced organisational commitment. Such positive job attitudes strengthen the intention to retain faculty members. These findings reveal the potential of mindfulness, when incorporated into HR systems instead of being provided as separate wellness activities, as an economical and highly usable retention strategy within higher education. The study contributes theoretically by integrating the concepts of mindfulness and retention through a psychological and attitudinal framework, as well as providing practical value for HR and educational policymakers who aim to enhance workforce stability in higher education.

Keywords: Mindfulness-based HR interventions, psychological outcomes, job satisfaction, Organisational commitment, retention intention.

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INTRODUCTION

The Indian higher education ecosystem is experiencing significant structural, technological, and pedagogical transformations, influenced by the National Education Policy (Rajpriya, 2025), accelerated digitalisation, and rising demands for research productivity. These modifications have further complicated the jobs of educators, who are now expected to handle, in addition to their original teaching loads, more administrative responsibilities, rapid curriculum changes, more expensive digital learning environments, and more changes in expectations (Marmoah et al., 2023). This has caused the challenges of faculty well-being, job satisfaction, and organizational commitment to become more visible and serious. Faculty retention has become a serious concern, and less commitment to organisations has been documented. Globally and in the Indian

context, research has established that prolonged stress and emotional exhaustion caused by declining self-efficacy are some of the major causes of the intention to leave the profession. Therefore, to avoid deteriorating academic continuity and other human resource quality associated with institutional obligations, retention is a priority (Taufiq-Hail et al., 2021). The Impact on teaching and organizational frameworks was drawn from the purported ability of mindfulness-based interventions to improve emotional regulation, cognitive clarity, and psychological resilience. More positive outcomes from mindfulness in educational scenarios have been documented; self-awareness and classroom outcomes were all better, and more stress and burnout were reported. The significant reduction of stress, better well-being, and mindfulness retention in educators were two major outcomes of the 8-week MBSR informed

interventions, according to Roeser et al. (2013) and Flook et al. (2013). Similarly, short-term mindfulness workshops have been shown to reduce educators’ perceived stress and increase positive affect and psychological functioning(Song et al., 2020). From an organisational behaviour perspective, psychological outcomes such as emotional well-being and self-efficacy directly influence job satisfaction and organisational commitment, which are two major determinants of employee retention. Evidence shows that higher job satisfaction and commitment significantly reduce turnover intentions among educators across different contexts(Shaik, 2025). This must be an institutional oversight because, unlike HR, mindfulness has been incorporated into classroom practices and instruction despite the potential of HR mindfulness interventions. In the context of stress and burnout, mindfulness HR interventions have become an inexpensive and practical option for educators to improve their psychological resources and mobilise organizational participation. Despite the unexplored potential of mindfulness HR interventions, mindful awareness psychological practices have garnered some attention in the context of mindfulness, psychological well-being, attitudes toward work, and retention(Lu et al., 2025). A new educational ecosystem is developing in India due to NEP 2020, digitalisation, and increased demand for Research and Outcome-based Learning(Vats, 2024). These three components work synergistically to improve primary processes. However, they do not match the level of work expected from educators within the system. Educators lesson plan, teach, manage curriculum redesign, administrative tasks, and learner engagement. Educators are required to manage and engage with educational resources and technology. Educators work far beyond 40 hours a week. This is not a sustainable work environment which has resulted in restricting retention. In India, educational institutions are experiencing retention issues

due to work stress triggered by increased workloads(Hafeez & Akbar, 2015).

The USHSE 2023 call for the Report highlights these issues, with 34% of lecturers in higher education being vacant, and the UGC (2024) predicting that 41% of the young lecturers will exit the workforce within five years(Jony et al., 2022). The FICCI Higher Education Survey (2023) reports that the rate of burnout and emotional exhaustion, which prop up high turnover (even more than pay), are the leading factors in the attrition of lecturers in private universities; thus, high attrition is related to the educational sector. The disruption in the stream of human resources affects the performance of institutions, the base of accreditation cycles, disruption of learner acquisition at the institutional level, and the output in research. Low self-efficacy, emotional exhaustion, and poor general and psychological wellness are turnover precursors. Thus, the state of affairs reviews the retention of staff to provide a better focus on the post-graduate education of the individuals in the HEI in India. Most existing wellness programs in universities are primarily activity-based, and by being too general to provide the needed psychological resilience, they focus on the long term (Khatri et al., 2024). In contrast to general programs, mindfulness-based programs (MBIs) have a greater impact on stress, emotional balance, and resilience of the individual, a fact which is unknown concerning the subsequent incorporation of the programs into human resource frameworks for retention. This study examines mindfulness within the context of this strategic HR framework, rather than as an isolated personal practice. By evaluating whether mindfulness-based HR interventions can alleviate psychological strain, reinforce positive job attitudes, and improve retention outcomes, this study responds to an urgent and empirically underexplored gap within Indian higher education.



Figure 1. Mindfulness-Based HR Interventions and Educator Outcomes

The impact of mindfulness-based human resource (HR) interventions on improved psychological well-being, which ultimately leads to more positive job attitudes and decreased turnover intentions, is shown in Figure 1. The link between psychological and organisational outcomes was used as the basis for building the research model. This research is centred around investigates how mindfulness-based HR strategies influence educators' well-being and retention in the environment and conceptualises the gaps in the higher education industry noted above.

Accordingly, this study is guided by the following objectives:

1. This study aimed to evaluate the efficacy of mindfulness-based human resource interventions in enhancing mental health, confidence in oneself, job satisfaction, and organisational loyalty among educators within Indian educational institutions.
2. To examine how organisational outcomes (work satisfaction and organisational commitment) and psychological outcomes (well-being and self-efficacy) relate to educators' retention intentions and actions in Indian higher education institutions.

1.1 Need for Mindfulness-Based HR Interventions in Indian Higher Education

The rise of Mindfulness-based HR Interventions (MB-HRIs) across higher education in India stems from increasing discrepancies between the educators'

workload and support avenues available to them at an educational institution(Roeser, 2014). The rapid growth of digital technologies, demands on faculty to conduct research that can compete with other institutions, and increased administrative duties have resulted in diminished levels of well-being and engagement among faculty members. Traditional means of addressing faculty concerns through HR channels have not sufficiently addressed deeper psychological issues (i.e. stress, anxiety, diminished confidence, and emotional fatigue) for most faculty members. MB-HRIs are an approach to enhance the ability of faculties to cope with the stressors they face each day and develop a better relationship with the expectations placed on them by their institutions(Panjaitan, 2023). MB-HRIs are structured approaches to improve the internal coping ability of faculties while simultaneously enhancing the relationship between the institution and the faculty member. MB-HRIs can be implemented as part of the greater HR strategy of the organisation in conjunction with faculty development and retention strategies and policies. Research in the fields of education and the corporate sector provides evidence that practising mindfulness may boost an individual's capacity to regulate their attention, reduce emotional reactivity to stressors, and improve overall psychological resilience. Each of these areas exhibits a positive correlation with an individual's degree of company commitment and job fulfilment. A visual depiction of the correlation between mindfulness-oriented HR practices and educator outcomes is shown in Figure 2.



Figure 2. Mindfulness HR and Key Educator Outcomes

Many higher education institutions in India are experiencing issues such as large faculty shortages, high turnover rates, and uneven human resource structures. In this type of environment, MB-HRI provides an opportunity to build and strengthen the teacher

workforce through an economical and scalable approach. Therefore, this section highlights that when mindfulness is included in an organisation, it enhances not only the individual but also assists in accomplishing strategic human resource objectives related to increasing job

satisfaction, increasing organisational commitment, and increasing sustainable retention of educators. This study will be one of the first empirical analyses to explore the relationship between mindfulness, individual well-being, and the development of a sustainable workforce through additional evidence-based information on institutional policy and human resource planning for all higher education institutions in India.

LITERATURE REVIEW

2.1 Mindfulness-Based HR Interventions and Psychological Outcomes

Because of the documented benefits it provides to people's overall psychological functioning and emotional resilience, mindfulness-based HR interventions (MB-HRIs) are gaining traction as a viable approach to employee wellness for both organisations and educational institutions. Studies suggest that by having workplace policies that include systematic Mindfulness Programs versus offering mindfulness as an occasional wellness offering, employees experience less cognitive overload, improved emotional regulation, and greater self-awareness (SA). Consistently, meta-analyses related to workplace-based Mindfulness Interventions have indicated that participating in mindfulness interventions leads to significant decreases in stress, anxiety, and burnout, and increases in mental well-being, resilience, and attentional control (Sedlmeier, 2025; Vonderlin et al., 2020). Longitudinal studies on Mindfulness Interventions have also supported the conclusion that mindfulness has long-term efficacy in high-pressure work environments, in that employees maintain the benefits associated with Psychological Detachment and Boundary Control, as demonstrated by participation in mindfulness interventions for a minimum of six months after the intervention (Mellner et al., 2022). Nevertheless, most empirical studies view mindfulness as an individual health practice rather than strategically developing it as part of an organisation's HR strategy, creating a disconnect between institutional HR strategies and mindfulness within the [higher education] institution. When integrated into the institution's HR strategy versus individual use or within the classroom, mindfulness serves as a systematic means of developing internal coping resources/improving emotional stability/reinforcing professional self-efficacy within educators. This observation supports the Job Demands-Resources (JD-R) model of work stress, which states that job demands may be reduced through increased job resources that enhance workers' individual psychological capabilities. This model defines mindfulness as a job resource that protects employees from stressful work environments and promotes their mental well-being and self-efficacy, especially in jobs that require a heavy workload and maintain an ongoing demand for performance.

According to Marino et al. (2021), mindfulness-based treatments are effective in enhancing psychological health by decreasing anxiety, stress, and depression levels. Furthermore, these interventions confer physical benefits such as reduced systolic blood pressure. The study suggests that interventions based on mindfulness (MBIs) are an effective approach for enhancing mental and physical wellness and overall well-being (AlKhabbaz et al., 2022). D'Souza et al. (2025) demonstrated that mindfulness programs implemented in schools yielded moderate yet statistically significant enhancements in stress reduction, emotional regulation, and mindfulness levels. However, evidence for the positive impact of these school-based mindfulness programs on behaviour and academic success is conflicting, indicating that current studies need to employ a more rigorous methodology (D'Souza & Smyth, 2025). Mellner et al. (2022) found that a mindfulness training program that lasted for 8 weeks increased workplace psychological detachment, balance between work and family life and ability to manage boundaries for managers who were experiencing organisation-wide change during a period of restructuring; Furthermore, the benefits experienced by these managers were demonstrated to have continued for 6 months after completion of the mindfulness training program. Mellner et al. suggested that practising mindfulness can develop a long-lasting and building tool for resilience when faced with high-stakes or stressful work situations (Mellner et al., 2022a). Bonde et al. (2024) demonstrated that workplace-adapted mindfulness programs are feasible and widely accepted, with modest short-term improvements in mental health but with reductions over time. However, emotional regulation (decentering ability) continued to improve, suggesting the need for long-term reinforcement (Bonde et al., 2024). According to Howarth et al. (2019), stress, anxiety, and emotion regulation significantly improved with even short mindfulness interventions, as little as five minutes. The findings highlight brief MBIs as a scalable and rapid option for improving mental well-being (Howarth et al., 2019).

2.2 Psychological Outcomes and Job Attitudes

Psychological states, including emotional well-being and self-efficacy, are fundamental in influencing educators' professional attitudes and behaviours (Salavera & Urbón, 2024). Instructors who demonstrate enhanced emotional well-being experience increased positive affect, greater mental lucidity, reduced fatigue, and heightened intrinsic motivation for their work. Similarly, self-efficacy bolsters a person's trust in effectively executing academic duties and attaining mastery in the subject domain. All these diverse psychological assets exert a beneficial impact on attitudes associated with the job. Self-Determination Theory posits that psychological

contentment with a job and organizational commitment are more pronounced in individuals who perceive themselves as in charge, possess a sense of agency, and have experienced happy psychological fulfilment (Deci et al., 2017). Recent research in organisational and educational contexts has demonstrated that heightened mindfulness has a beneficial impact on intrinsic motivation, which subsequently enhances job satisfaction and performance assessments. Enhancing job satisfaction mitigates the negative impacts of work-related tension, excessive burden, and performance pressure. In higher education, psychological outcomes are of paramount importance because of the complexities and increasing demands of teaching, research, and administration (Bakker & Mostert, 2024). Hence, increased emotional well-being self-efficacy gives rise to positive outcomes and increased job satisfaction and organizational commitment, which are fundamental predictors of employee retention.

2.3 Job Attitudes and Retention in Higher Education

Retention at higher educational institutions is more strongly impacted by educators' psychological bond to the entity than by income, security, or rank (Bukhatir et al., 2023). In the retention trends of knowledge and service-providing professions (higher education included), the strongest predictors of retention are, arguably, the statistically significant levels of satisfaction with one's position alongside commitment to the organisation. There is little doubt that retention is due to satisfaction and that commitment enhances psychological attachment, loyalty to the institution, and devotion to the institution in the long run. Recent studies in higher education settings have shown that perceived fairness, organisational support, resource availability, and positive work relationships reinforce satisfaction and commitment, which, in turn, reduce turnover intentions (Snyman et al., 2023). Conversely, faculty members who experience emotional fatigue, heavy role overload, and low institutional support demonstrate reduced job satisfaction, weaker commitment, and significantly greater turnover intention. Given the increasing national and international competition for qualified educators, especially in private universities, faculty retention is now not only an HR challenge but also a strategic necessity for maintaining academic quality and accreditation credibility. The Broaden-and-Build Theories also support this idea because they state that pleasant feelings, over time, enlarge cognitive and behavioural research levels, which leads to the development of long-lasting personal and professional resources. Therefore, when mindfulness enhances well-being and satisfaction, it indirectly nurtures long-term commitment and retention behaviours.

Following an examination of 52 systematic evaluations, Aust et al. (2023) concluded that organizational-level

interventions, such as improved worktime agreements and task redesign, are effective in reducing fatigue and improving well-being. Nonetheless, definitive evidence concerning retention remains insufficient, underscoring the necessity for further focused research on retention-focused interventions (Aust et al., 2023). Molahosseini et al. (2020) demonstrated that workplace aesthetics—including physical design, visual attractiveness, and environmental harmony—substantially impact employee retention by fostering comfort, a sense of belonging, and pride. Conversely, unappealing environments tend to elevate turnover intentions, underscoring aesthetics as a strategic factor in human resource management for retention (Ma et al., 2024). Snyman et al. (2022) demonstrated that staff comfort with retention processes in university settings is significantly improved by organisational justice as well as trust, emphasising the importance of fairness and well-defined psychological contracts in promoting retention within academic institutions (Wang et al., 2024). Bharadwaj et al. (2022) verified that robust employer branding enhances retention by fostering greater job satisfaction as well as organisational identification, highlighting that a positive customer experience and alignment of identity serve as crucial mediators of retention (Bharadwaj et al., 2022). Alshaibani et al. (2024) found that job fulfilment, self-esteem, and organisational commitment are significant predictors of nurses' intention to remain, emphasising the importance of HR strategies aimed at strengthening psychological capabilities and workplace support to mitigate attrition (Alshaibani et al., 2024). Capone et al. (2022) demonstrated that a supportive educational environment, organisational justice, and teacher efficacy substantially enhance job satisfaction, which subsequently promotes mental well-being and serves as a safeguard against exhaustion, thereby underscoring job satisfaction as a vital foundation for retention (Alshaibani et al., 2024).

2.4 Contradictions and Gaps in Prior

Although mindfulness, job attitudes, and employee retention have been widely examined in organisational studies, prior research reveals notable gaps and inconsistencies that justify further investigation. The studies conducted mostly focused on mindfulness as a form of well-being which is handled either on a volunteer basis or through short personal training. Therefore, mindfulness has been given little to no consideration as an HR-defined Strategic Management Tool which is detrimental to understanding what mindfulness can accomplish in terms of improving the workforce's stability and reducing turnover. Moreover, while the Psychological Outcomes of Emotional Well-being, Self-Efficacy, etc. are correlated with job satisfaction and organizational commitment, the literature has no or very little evidence on the complete

course, the cause and effect of mindfulness, retention, psychological strengthening, and job attitude improvement. Regarding higher education, the stress, workload aggravation, and fatigue of educators are well documented, but many studies have tried to avoid mindfulness-based interventions and their potential as retention mechanisms for educators, though the emotional and professional aspects of the job are draining and retention is a major concern, which is also the case in India. In India's higher education, the most significant changes have been observed. The pressure of research, the digital age, and their institutional framework have led to a greater turnover of educators.

In addition, few models or studies have examined the cause and effect of HR-derived mindfulness on retention. In addition, while there is evidence of mindfulness and the impact of retention, possibly even mindfulness in the workplace, studies contradict the effectiveness of mindfulness, and evidence shows an effect decay over time. These inconsistencies make more mindfulness-based HR extensions more psychologically framed

attention and satisfaction and retention or other outcomes in the Indian educational context justifiable in the Indian higher educational context (Bhattacharya & Yadav, 2025). While the mindfulness and well-being of employees have been significantly more in the global context, there is virtually none in the Indian higher educational context, which is the primary concern of this study.

CONCEPTUAL FRAMEWORK

The conceptual structure of this research is founded on an integrated theoretical model that synthesises the Job Demands as well Resources (JD-R) theory, the Theory for Self-Determination (SDT), and the broadening and building Theory of Positive Emotions. Each theory offers a distinctive yet complementary explanation of how mindfulness-centred HR interventions influence psychological effects, work attitudes, and, finally, the retention of educators within higher educational institutions. Together, these theories establish a consistent framework for the causal pathway described **Figure 3** in this study.

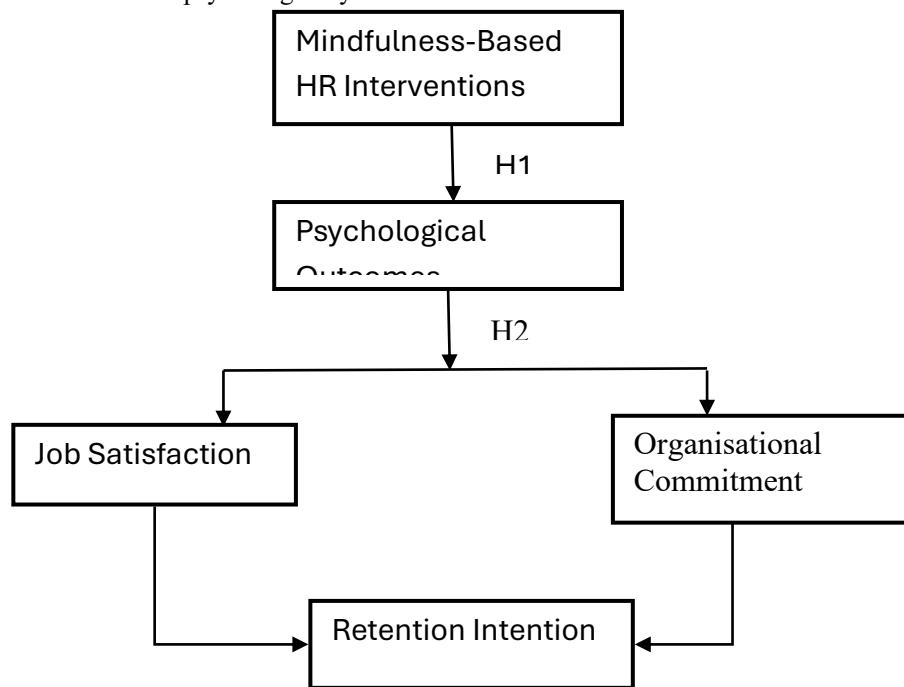


Figure 3. Conceptual Framework of the Study

3.1 Job Demands–Resources (JD-R) Theory

Every profession has its own set of balance between resources (things that reduce demands while promoting growth) and job demands (things that require sustained physical, emotional or mental efforts). For example, in academia, faculty and administrators prepare course syllabi, teach, manage students, conduct research, transcribe course material, and handle various other responsibilities. All of these job responsibilities

contribute to workplace burnout and lead to disengagement and turnover rates. Factors other than job requirements should also be considered, as the JD-R model indicates, such as the job's potential for professional growth, work-life balance, discretion, timely feedback, and employee advocacy. The mindfulness interventions outlined in this study focus on burnout, offering coping mechanisms and emotional resilience to buffer the effects of job demands. Mindfulness teaches

coping mechanisms from which an employee can grow to become a more autonomous and effective manager of their workplace stress (T.-J. Wu et al., 2024). When organisations incorporate training sessions into their employee programs, mindfulness can become an even more effective coping mechanism. The organisation's provision of mindfulness as a coping mechanism to assist employees in regulating their energy and emotions can be further elaborated using the JD-R Theory in relation to the mindfulness workshops offered to employees as a formal organizational program. This study has two purposes, which are stated as follows:

Compared to their colleagues, instructors are more likely to suffer from emotional exhaustion. We expect mindfulness HR interventions to enhance employees' emotional well-being and self-efficacy (H1).

3.2 Self-Determination Theory (SDT)

Persistence and motivation stem from internal factors and endurance factors, as well as components of mental wellness, such as autonomy, competence, and relatedness (X. Wu et al., 2025). Relatedness is the ability to create these social functioning networks, and the confidence these networks produce mastery within each individual discipline is related to the feelings of social connectedness and the ability to create these social functioning networks. The principles of SDT are further enhanced by mindfulness, driven by the effects of lesser external controls (Donald et al., 2020). With emotional and non-judgmental awareness, mindfulness enhances the feelings of autonomy because, "I am in control of how my professional reactions and choices are presented." These feelings also enhance competence to assert, "I can control the professional challenges presented to me." Along with these, feelings of self-efficacy dramatically increase. The self-regulatory effects of intrinsic motivation increase the positive attitudes that individuals hold within the workplace. Academic circles are even more enthusiastically and positively engaged by self-determined and self-fulfilled professional educators. Self-efficacy and emotional well-being from the perspective of professional experience reflect commitment to the organisation and feelings of well-being, thus making SDT provide the foundation for the emotional and psychological well-being of educators and for professional well-being.

There is a positive relationship between the emotional and psychological outcomes of self-efficacy and the mental and psychological outcomes, formal and informal well-being, professional commitment, and the self-efficacy outcomes related to the psychological outcomes of the self-determined professional well-being. Self-determined professional well-being is enhanced by the emotional and psychological outcomes of emotional well-being (Burns et al., 2022). The positive effects of

enhanced self-regulation in an organisation. Enhanced self-regulation positively relates to each other within organisations, thus forming social networks related to self-determined professional well-being (Wesarg-Menzel et al., 2023). Enhanced self-regulation in an organisation also enhances social functioning networks. This SDT-based explanation is in line with more recent findings in the field of higher education that document how educators' emotional and motivational needs shape their professional attitudes and career commitments.

3.3 Broaden-and-Build Theory of Positive Emotions

Having explored the JD-R and SDT frameworks understanding of mindfulness-related enhancements of well-being and attitude towards work, let us now consider the Broaden and Build Theory which describes how such improvements result in commitment and behaviours related to retention over the long term. The theory suggests that events characterised by positive emotions widen the range of responses that people are willing to make, especially in terms of building durable internal resources over time. Workplace positive psychological states that encompass happiness, calmness, a sense of fulfilment, and purposeful engagement result in the exercise of creativity and flexibility, persistence towards completion of tasks, prosocial behaviours, and positive engagement in the discussed activities. These outcomes of positive psychological states, as well as creativity and flexibility in behaviours, lead to the construction of important individual and collective assets. Strong professional self, work devotion, and emotional ties to the organisation are such resources. For teachers, job contentment and emotional well-being lead to the construction of a positive professional self and the identification of the organisation with long-term career goals. The above Broaden and Build theory assists in rounding off the final part of the model.

Positive psychological states lead to job satisfaction and commitment to the organisation, which in turn leads to the intention to stay (H2).

The theory is relevant to the Indian higher education context in that the educators' commitment at the point of resignation is influenced by emotional bonds with the university and the value they ascribe to their professional position.

The model has control mechanisms to factor in demographic discrepancies while accounting for major structural route dependencies and increasing accuracy. Prior studies have demonstrated that educators' job satisfaction, psychological resilience, and retention behaviours vary by age, gender, years of teaching, and type of institution. Therefore, these elements were accounted for in the analysis, such that the impact of retention intention discrepancy could be attributed solely

to the theoretical constructs surrounding mindfulness-based HR interventions, psychological outcomes, and job attitudes, rather than demographic variables.

Therefore, the theoretical framework justifies both hypotheses.

- **H1:** Mindfulness-based HR interventions positively influence emotional well-being and self-efficacy.
- **H2:** Job satisfaction and organisational commitment mediate the relationship between psychological outcomes and retention intention.

RESEARCH METHODOLOGY

This section details the methodologies employed regarding the impact of mindful HR practices on the mental outcomes, attitudes toward work, and retention intentions of educators in the Indian university context. The current research was conducted according to accepted and reputable frameworks in academia to satisfy the criteria of validation, reliability, and academic diligence.

4.1 Research Design

This study employed a longitudinal quantitative exploratory method to examine the causal links within the proposed conceptual model. This design serves to reveal the psychological and organisational features and assess their predictive value within the actual context of higher education systems. The use of quantitative approaches also offers an opportunity to generalise the findings to a large population of education stakeholders.

4.2 Population and Sampling

This study aims to assess the impact of mindful HR practices on the mental state, work attitudes, and retention intentions of higher-education faculty members in India. This research complies with the code of ethics of recognised academia and reflects the ethics of credibility and scholarly work. This research covers all of India, comprising private, public, and autonomous university/college systems. A stratified random sampling method was used to guarantee the fair distribution of different types of institutions, all fields of education, and all stages of the academic/professional career. After data cleaning and reliability testing, we were left with 300 usable responses. This sample size is above the base threshold for PLS-SEM, which is the most reliable and accurate method when there are more than ten hypothesised structural pathways. In addition, the sample size was adequate for detecting small-sized effects ($f^2 \geq 0.15$) at 95% power and 5% significance level, as shown in the post-hoc power analysis using G*Power 3.1.

4.3 Data Collection

Information was collected using a Google Forms survey. To widen outreach and participant engagement from a range of higher education institutions, surveys were sent out to various professional networks, listservs, and

mailing lists. Before taking the survey, potential participants were provided with a summary of the study and its goals, as well as the confidentiality measures that were taken. Only the solicited responses were considered, and confidentiality was not violated. After omitting duplicates, insufficient responses, and other unrelated answers, the number of valid responses was 300.

4.4 Instrumentation and Operationalisation of Constructs

The aim of the aforementioned questionnaires was to measure self-efficacy, emotional well-being, work satisfaction, organisational commitment retention intention, and mindfulness-based HR solutions. All questionnaires were adapted to the context of the validators and edited research scales of educators within Indian higher educational institutes. Responses were catered through a five-point Likert scale, where one means contrary to position and five means to position. Responses were rated on a five-point Likert scale, where one means contrary to the position and five means to the position. Responses were measured on a five-point Likert scale, where one meant contrary to the position and five meant to the position. Minor decisions to edit the phrasing were made to enhance clarity without changing the original meaning of the items.

4.5 Data Analysis Procedure

This method was performed in two stages. The first stage had steps that included performing reliability checks and correlations, identifying outliers, and running descriptive statistics. These processes were performed using SPSS 26. All metrics had Cronbach's alphas greater than 0.70, indicating acceptable internal consistency. The second stage of the method involved Partial Least Squares Structural Equation Modelling (PLS-SEM) using SmartPLS 4.0. Subsequently, we calculated factor loadings together with, or rather in parallel with, composite reliability, Average Variance Extracted, and HTMT which were used to check both convergent and discriminant validity. All other values and measurements were then taken, including the mediation test to check the structural model. These other values included the path coefficient, significance values generated using the bootstrapping method, squared R values, effect sizes, and measures of predictive accuracy.

4.6 Ethical Considerations

Compliance with human ethics and study participation protocols was ensured. Respondents were asked to complete questionnaires only after being informed of the study purpose and after their signed consent was acquired. No identifiable information was collected to ensure confidentiality and security. Respondents were neither harmed nor coerced, and their information was kept safe and used exclusively for study.

RESULTS AND FINDINGS

5.1 Reliability Analysis

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
0.956	30

All 30 items were quite reliable and consistently measured the intended structures, as evidenced by the Cronbach's

alpha rating of 0.956, which shows great internal consistency showing in table 1.

majority of the participants identified as female (41.70%), followed by male (37.00%) and those who selected "Other" (21.30%). Regarding age, most participants were in the 31-40 age group (43.70%). In contrast, 26% of those polled were aged 41-50 years, suggesting that the majority of respondents are predominantly mid-career professionals, while 17.70% were under 30 years old and only 12.70% were over 50.

5.2 Respondent Profile

The demographic characteristics of the participants are presented in Table 2. The sample was collected from many different types of educational institutions and contained a wide variety of respondents by gender. The

Table 2: Demographic Profile of Respondents

	Count	Percentage (%)
Gender	Male	37
	Female	41.7
	Other	21.3
Age	Below 30 years	17.7
	31–40 years	43.7
	41–50 years	26
	Above 50 years	12.7
Type of Institution	Public	18
	Private	35.3
	Autonomous	46.7
Designation	Assistant Professor	19.3
	Associate Professor	39
	Professor	36.7
	Others	5
Teaching Experience	0–5 years	17.1
	6–10 years	39.5
	11–15 years	23.7
	Above 15 years	19.7

5.3 Reliability and Validity

Before assessing the overall structure of the model, the accuracy (the extent to which the scale items quantify a characteristic) and validity (the extent to which the rating items accurately assess the characteristic under examination) of the model for reflective measurement

were confirmed. The internal consistency accuracy of each of the seven constructs within the reflective measurement model was evaluated using both Cronbach's alpha coefficient (CA) and Composite Reliability (CR). All seven constructs exhibited CA values exceeding 0.70, which is the established threshold

for assessing scale validity (see Table 3). The CA's for scale reliability related to satisfaction with job were very good (CA = .877), Mindfulness Based HR Interventions (MB-HRI) were exceptionally good (CA = .919), Team Commitment (TC) were very good (CA = .890), mental outcomes were extremely good (CA = .915), and

Employee Intention (EI) values were also good (CA = .862), as cited by Nunnally and Bernstein (1994). All CR values ranged from .901 to .939, indicating the internal consistency of all constructs and exceeding the minimum acceptable threshold of .70 (Hair et al., 2022).

Table 3. Fornell-Larcker Criterion, Cronbach's Alpha, Composite Reliability, and AVE

Construct	(C A)	(C R)	A V E	Job Satisfaction	Mindfulness-Based HR Interventions	Organisational Commitment	Psychological Outcomes	Retention Intention
Job Satisfaction	0.877	0.919	0.677	0.819				
Mindfulness-Based HR Interventions	0.919	0.939	0.756	0.838	0.870			
Organisational Commitment	0.890	0.919	0.696	0.829	0.691	0.834		
Psychological Outcomes	0.915	0.936	0.746	0.871	0.897	0.734	0.864	
Retention Intention	0.862	0.901	0.645	0.767	0.698	0.810	0.729	0.803

Above table 3 shows Average Variance Extracted (AVE) is now recognised as a metric to assess whether adequate convergent validity exists among all constructs within the study. Convergent validity is characterised by a high correlation among all items assessing the same underlying construct (i.e. accounting for more than 50% of the total variance explained), providing adequate evidence of convergent validity. In this study, all

constructs had mean AVE values greater than 0.50, with mean AVE values ranging from 0.645 to 0.756 (Hair et al. 2022). The Fornell-Larcker criterion confirmed the existence of discriminant validity; that is, the square root of the AVE for each construct was greater than the correlations between the constructs. This statistically confirmed that each construct was unique from all other constructs.

Table 4. Heterotrait-Monotrait Ratio (HTMT)

Construct Relationship	Heterotrait-monotrait ratio (HTMT)
Mindfulness-Based HR Interventions <-> Job Satisfaction	0.933
Organisational Commitment <-> Job Satisfaction	0.937
Organisational Commitment <-> Mindfulness-Based HR Interventions	0.763
Psychological Outcomes <-> Job Satisfaction	0.970

Psychological Outcomes <-> Mindfulness-Based HR Interventions	0.978
Psychological Outcomes <-> Organisational Commitment	0.811
Retention Intention <-> Job Satisfaction	0.879
Retention Intention <-> Mindfulness-Based HR Interventions	0.783
Retention Intention <-> Organisational Commitment	0.923
Retention Intention <-> Psychological Outcomes	0.820

The Heterotrait-Monotrait Ratio (HTMT) in Table 4 also affirms that the constructs being investigated maintain discriminant validity. All HTMT values were below the absolute HTMT threshold of 1.00 and also below the more reasonable HTMT threshold of 0.90 (Benitez et al., 2020). The highest HTMT value was found between Mental Outcomes and Job Satisfaction (0.970) and between Psychological Objectives and Mindfulness-Based HR Interventions (0.978). This is theoretically consistent with research showing that self-efficacy and emotional well-being are powerful psychological precursors of motivation and satisfaction in academic work environments. The HTMT values between Organisational Commitment and Job Satisfaction (0.937) and Retention Intention and Organisational Commitment (0.923) also reflect the expected conceptual proximity, as higher commitment and satisfaction are closely associated with individuals' intention to remain in the institution. The measurement model has high levels of internal consistency and convergent and discriminant validity, as demonstrated by support from the reliability

measures, AVE, Fornell-Larcker Criterion, and HTMT. Thus, there is sufficient evidence that the reflective measurement model contains acceptable psychometric robustness to proceed with evaluating the structural model and testing the proposed hypotheses.

5.4 Measurement Model Evaluation

Before conducting the structural model testing, we assessed the reliability of the items via the measurement model by examining how well the reflective indicators represented the latent constructs at a theoretical level (Henseler et al., 2016; Tenenhaus et al., 2005). As shown in Table 5, the VIF values for each item fall between 1.731 and 3.508, which are all well below the maximum recommended limit of 10 and indicate no multicollinearity issues with the dataset (O'Brien, 2007). Additionally, each item factor loading fell between 0.774 and 0.899, demonstrating that each item contributed substantially to its respective construct and confirming robust measurement reliability (Sarstedt et al., 2021).

Table 5. Indicator Reliability and Collinearity Statistics for the Measurement Model

Constructs	Measurement Items	VIF	Loadings
Mindfulness-Based HR Interventions	My institution conducts mindfulness or stress-management programs for faculty members.	2.989	0.880
	HR policies here encourage relaxation, meditation, or mindfulness during work hours.	3.508	0.899
	Mindfulness-related programs are clearly communicated and easily accessible.	2.397	0.844
	My institution provides psychological / emotional support services for faculty stress.	2.902	0.879
	My supervisors actively support mindfulness practices in the workplace.	2.419	0.846
Psychological Outcomes	I stay motivated and positive even during heavy workloads.	2.685	0.863
	I am confident in completing difficult academic tasks successfully	3.156	0.889
	I am capable of meeting the performance standards expected by my institution.	2.643	0.863
	I feel emotionally stable and balanced while performing my duties.	2.438	0.850
	I handle stressful and challenging situations effectively.	2.431	0.853

Job Satisfaction	I am satisfied with my present job in this institution.	2.271	0.839
	The work I do gives me a sense of fulfillment.	2.227	0.828
	I am satisfied with the recognition and appreciation I receive.	2.067	0.818
	I am satisfied with the professional growth and development opportunities provided.	2.029	0.799
	Overall, I feel happy working in this institution.	2.040	0.809
Organisational Commitment	I feel emotionally attached to this institution.	2.378	0.852
	I am proud to tell others that I work here.	2.015	0.807
	I feel a strong sense of belonging to this institution.	2.487	0.857
	I am willing to put extra effort for the success of this institution.	2.321	0.837
	I would feel a personal loss if I had to leave this institution.	2.185	0.815
Retention Intention	I intend to continue working in this institution for the long term.	1.786	0.778
	I am not actively searching for alternative employment.	2.245	0.849
	I do not plan to leave this institution in the near future.	1.731	0.774
	I would recommend this institution to others as a good place to work	2.169	0.828
	I want to develop my long-term academic career in this institution	1.821	0.785

In table 5 described Items under Mindfulness-Based HR Interventions showed particularly strong loadings (0.844–0.899), suggesting that faculty members clearly associate structured mindfulness programs, HR reinforcement, accessibility of emotional support, and supervisor encouragement with institutional mindfulness practices. Indicators with loadings between 0.850 and 0.889 represent motivation, emotional resilience, academic self-efficacy, and the ability to manage professional stress. This set shows the strongest aggregation of the psychological attributes of the respondents in the domain of higher education. Indicators of Job Satisfaction showed loadings between 0.799 and 0.839, demonstrating that the characteristics of fulfilment, recognition, professional and personal growth, and overall happiness at the workplace were closely related to the satisfaction of the respondents. The same applies to the Organisation Commitment, where loadings of 0.807 and 0.857 represent the characteristics of emotional attachment, pride, sense of belonging, willingness to put in extra effort, sense of loss should one leave, and commitment to the institution. The indicators of Retention Intention had acceptable loadings between 0.774 and 0.849 which indicates that the absence of active job seeking, intention to recommend the institution, and desire to advance in the same institution are well captured. The high indicator loadings and optimal VIF scores suggest that the reflective measurement model is robust and that the data for each construct are accurately represented by the indicators.

Therefore, the model is reliable and valid which enables testing of the structural model and outlined hypotheses.

5.5 Structural Model Evaluation

The structural framework was evaluated to assess the proposed causal relationships among changes in mental states, job satisfaction, organisational commitment, intention to remain, and mindfulness-based HR practices. In accordance with the guidelines provided by Hair et al. (2022), SmartPLS 4 was used employing a 5,000-resample informal bootstrap procedure to ensure robust significance testing. As illustrated in Table 6, the claim that systematic mindfulness techniques improve educators' mental health and self-efficacy is supported by the strong or statistically significant positive effect of awareness-based HR interventions on psychological results ($\beta = 0.897, p < 0.001$). Psychological outcomes also demonstrated significant positive effects on both work satisfaction ($\beta = 0.871, p < 0.001$) and organisation commitment ($\beta = 0.734, p < 0.001$), thereby confirming that psychological resilience and emotional stability play a vital role in fostering favourable job attitudes. Furthermore, retention intention was significantly affected by job satisfaction ($\beta = 0.306, p < 0.001$) and organisational dedication ($\beta = 0.557, p < 0.001$). These findings corroborate the proposed mechanisms through which positive work attitudes and mindfulness-based psychological resilience enhance educators' likelihood of remaining with their organisations. Robust statistical evidence for the concept model was demonstrated by p-

values below 0.05 for each of the five proposed associations.

Table 6: Path coefficients

	t-value	t-value	Result
Job Satisfaction -> Retention Intention	3.874	0.000	Supported
Mindfulness-Based HR Interventions -> Psychological Outcomes	43.520	0.000	Supported
Organisational Commitment -> Retention Intention	7.244	0.000	Supported
Psychological Outcomes -> Job Satisfaction	47.462	0.000	Supported
Psychological Outcomes -> Organisational Commitment	16.363	0.000	Supported

Additionally, Retention Intention was strongly influenced by Job Satisfaction ($\beta = 0.306$, $p < 0.001$) and Organisational Commitment ($\beta = 0.557$, $p < 0.001$). These findings support the hypothesised processes through which good work attitudes and mindfulness-driven psychological strengthening increase educators' chances of sticking with their organisations. Strong statistical support for the conceptual model was shown by p-values < 0.05 for each of the five hypothesised

linkages. Job Satisfaction exhibited the highest R² value (0.759), indicating that 75.9% of its variance was explained by Psychological Outcomes. Psychological Outcomes were strongly predicted by Mindfulness-Based HR Interventions (R² = 0.805), while Retention Intention demonstrated high predictive power (R² = 0.686) when explained jointly by Job Satisfaction and Organizational Commitment mentioned in table 7.

Table 7. Coefficient of Determination (R²)

	R-square	R-square adjusted
Job Satisfaction	0.759	0.759
Organisational Commitment	0.538	0.537
Psychological Outcomes	0.805	0.805
Retention Intention	0.686	0.684

The effect size analysis (Table 8) further highlights the key drivers of the model. Mindfulness-Based HR Interventions demonstrated an exceptionally large effect on Psychological Outcomes ($f^2 = 4.138$), confirming the dominant contribution of HR-led mindfulness strategies in shaping educators' psychological functioning. Psychological Outcomes also showed large effects on

Job Satisfaction ($f^2 = 3.156$) and Organisational commitment ($f^2 = 1.165$), establishing psychological well-being and self-efficacy as pivotal predictors of favourable job attitudes. Organizational Commitment has a large positive influence on Retention Intention ($f^2 = 0.310$), while Job Satisfaction has a small positive influence on Retention Intention ($f^2 = 0.093$).

Table 8. Effect Size (f²)

	f-square
Job Satisfaction -> Retention Intention	0.093
Mindfulness-Based HR Interventions -> Psychological Outcomes	4.138
Organisational Commitment -> Retention Intention	0.310
Psychological Outcomes -> Job Satisfaction	3.156
Psychological Outcomes -> Organisational Commitment	1.165

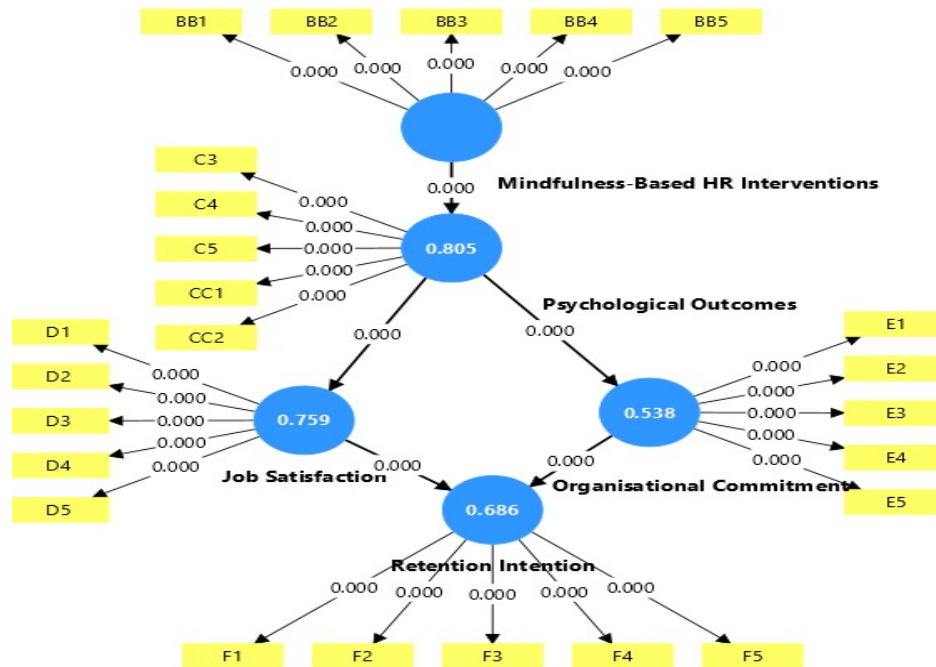


Figure 4. Structural Model Evaluation Results (PLS-SEM Output)

The structural model Figure 4 shows that HR interventions focusing on mindfulness have a direct impact on improving emotional well-being and self-efficacy of educators, leading to increased levels of satisfaction and organizational commitment, which leads to increased intention to remain employed in their current position. The high R² values and large effect sizes of this model indicate that it does a very good job of explaining faculty retention behaviour in the Indian higher education sector. Therefore, this model demonstrates that Mindfulness-Based HR Initiatives are a key strategic tool for addressing educator attrition, developing psychological resilience, and strengthening the sense of attachment to their institution.

DISCUSSION AND IMPLICATIONS

This study demonstrates that mindfulness-based HR practices positively and significantly affect educators' psychological outcomes which in turn fosters organizational commitment and work satisfaction, which positively increases retention intentions(Lomas et al., 2017). These outcomes corroborate and expand the existing global evidence while also providing unique contributions to the Indian higher education sector. The evidence-based HR research outcomes are overwhelmingly positive, especially regarding changes in psychological outcomes ($\beta = 0.897$, $p < 0.001$), and are consistent with the outcomes that mindfulness-based approaches enable employees to achieve improved emotional stability and adaptive coping with stress. For instance, Bonde et al. (2024) reported that institutionalised mindfulness contributed to improved

emotional regulation, albeit with a diminished short-term positive well-being impact. Mellner et al. (2022) claimed that mindfulness in organisations positively contributed to psychological detachment and work-life balance during periods of high job demand stress(Mellner et al., 2022b). This study contributes to the ongoing discussion by establishing that the most significant impact of mindfulness is felt when it is incorporated into formal HR practices rather than informal practices of teaching mindfulness in workshops. This elucidates how mindfulness is more of a retention tactic than a strategy that advocates for employees' mental health.

This study further reiterates that positive and negative emotionality and self-efficacy also significantly improve job satisfaction ($\beta = 0.871$) and commitment to the organisation ($\beta = 0.734$), which is congruent with past studies which postulate that higher self-efficacy serves as a buffer for burnout. This may indicate that satisfaction derived from work mediates the association between educators' psychological and overall well-being (Capone et al., 2022). This psychological enrichment is probably what results in a more favourable positive bond to the institution. This enrichment and the purpose educators derive from their work is what this study believes enhances retention in the higher education system in India. This is contrary to the findings of studies on employees in the medical field and corporate studies, where pay and volume of work are the main reasons for retention. The final structural relationship pertains to job satisfaction and commitment to the organisation, which serve as the most significant predictors of retention

intention ($\beta = 0.557$ for commitment to the company and $\beta = 0.306$ for job satisfaction). This complements existing research on retention within the international academic community, such as Snyman et al. (2023), and extends retention studies in the academic sector by examining the entrepreneurial brand as a strategy to strengthen employee identification and loyalty.

Facilitating emotional attunement within other disciplines illustrates attitudinal bonds as a deviation within the literature (Ghulam Mustafa et al., 2024). Within this literature, the primary drivers are compensation, job security, institutional rank, and research collaborations, while this research posits the primary driver to be psychological strengthening through mindfulness. This mechanism first amplifies emotional stability and competence and subsequently fortifies educators' attitudinal bonds to their institution. Regarding the administration and policy of HR in Indian universities, these findings reflect the situation somewhat differently (Verma & Kaur, 2023). Thus far, there has been an emphasis on the design of faculty development interventions pertaining to neuroses tied to the promo, training, and occasionally wellness activities. Such faculty development interventions do little to protect emotional exhaustion and deteriorating loyalty to the organisation. On the other hand, when institutionalised, mindfulness programs integrated with the design of HR systems, academic calendars, and support of supervisors create a setting that promotes psychological resilience, motivation for teaching-research, and emotional bonds to the institution (Roziqin et al., 2024). Mindfulness programs in HR are a vital option for universities experiencing chronic faculty shortages and high turnover rates, as they are a cost-effective retention strategy that strengthens both human well-being and institutional continuity.

CONCLUSION AND RECOMMENDATIONS

This study provides strong evidence that mindfulness-based HR interventions significantly improve educator retention in Indian higher-education institutions. Mindfulness embedded in HR policy, rather than mindfulness workshops in isolation, improves emotional well-being and professional self-efficacy. Such effects improve job satisfaction and retention by increasing commitment to the organisation. Within an environment with increasing workload demands, digital teaching requirements, and performance-based governance, retention findings show that compensation and performance goals alone will not mitigate burnout; psychological and emotional sustainability must be a priority. In light of these findings, Indian higher education institutions must stop perceiving mindfulness as a temporary wellness trend and start embedding it in policies as a strategic retention tool. Automatic emotional well-being support, emotional well-being

reinforcement at the supervisory level, protected mindfulness practice time during working hours, and mindfulness incorporated into faculty development practices are necessary. Mindfulness must be compared to other HR retention techniques, such as mentoring, redesigning workloads, digital teaching aids, and longitudinal designs, to determine the mindfulness retention benefits on attitudes and competencies over time. Universities will be able to create a sustainable and committed teaching workforce. This is possible by treating the psychological well-being of educators as a core HR strategy. This study highlights the importance of viewing psychological well-being as critical in the field.

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