

Managing Stress in Sustainability Transitions: A Warangal Analysis of HR Interventions, Digital Learning, and Employee Well-being

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Abstract

The worldwide sustainability shift to paperless systems and energy requirements is causing significant shifts in operations in higher education and placing employees under occupational pressure that is not recognized. In this paper, the conflict between organizational green objectives and employee welfare is researched through the lens of analyzing the contribution of HR interventions and Digital Learning (DL) efficacy in the alleviation of stresses associated with the transition. The study is a comparative case study that is based on the Warangal region of Telangana, India, and involves three institutional models a federally funded Institute (U1), state-funded University (U2), and a private University (U3). Quantitative survey was used to collect data among 450 participants and support the findings with qualitative data gathered among 15 HR managers. The analysis was based on Multiple Regression, which was anchored on Job Demands-Resources (JD-R) model to determine predictive and moderating relationships. Research findings reveal that there are very strong differences in stress and well-being among the institutions (ANOVA, $p < 0.001$). Transition Stress is a significant negative predictor of well-being (Multiple Regression = -0.415 , $p < 0.001$). Of importance, the value of Stress $\times$ HR interaction is positive and significant ($= 0.110$, $p = 0.002$) which supports the buffering effect. Results indicate that successful, focused HR wellness interventions have a significant impact in mitigating transition-related stress, which avoids the most harmful impact on well-being, and the benefits of centralization and well-resourced HR settings provide the greatest protective value (U1 and U3). Although the latter is required, it imposes techno-stress in the first place, which requires an active, leveled digital literacy support to maintain positive well-being. The research finds that effective sustainability transitions cannot be achieved without the consideration of the stress management as an element of transition planning, where the employee well-being is placed in the focus of the institutional change (not a peripheral HR activity). The recommended future studies comprise longitudinal designs that can monitor the long-term well-being, the analysis of the leadership style as a modulator, and HR-oriented follow-up case studies to derive optimal-practice change communication models.

Keywords: Sustainability Transition, Employee Well-being, HR Interventions, Digital Learning, Occupational Stress

1. Introduction

1.1 Background

The 21st century has been marked with a two-fold responsibility of the organizations in the world to both gain operational effectiveness and strictly follow the global sustainability goals. This transformation is called the Sustainability Transition, and it requires organizational behavioral changes, changes in the infrastructure, and cultural changes. The Higher Education Institutions (HEIs) are leading in this transformation, as they are quickly shifting towards sustainable practices, not only in reducing physical waste and reducing energy use but also in integrating ecological literacy into all their departments (Mohamed Hashim et al., 2022). This institutional re-engineering is however seldom smooth. It brings new performance indicators, insists on quick implementation of new digital technologies (e.g., paperless administration, sophisticated energy management software), and changes the long-established work patterns. Human cost of this change, specifically the resulting occupational stress is a poorly studied aspect of sustainability research (Tsipouri et al., 2024).

1.2 Problem Statement

The main issue that this research aims to resolve is the fact that there is a fundamental conflict between the institutional aim of environmental sustainability and the reality of any organizational structure to maintain the psychological well-being of its employees in the times of swift change. Sustainability is a long term benefit whilst the transition process is a short term stressor. The employees have to break their old habits (e.g., using physical files) and learn new and often complicated digital systems within a short period of time. Such stress caused during the transition may result in burnout, change resistance, decreased productivity, and, most importantly, the failure itself of sustainability efforts (Kurt et al., 2024).

1.3 Objectives of Research:

The primary aims of this research are:

1. To evaluate and compare the occupational and transition stress levels of employees in three different HEIs in Warangal due to recent sustainability transitions.
2. To assess the impact of the current HR interventions (e.g., wellness programs, change management training) in the reduction of the transition-related stress that employees perceive.

3. To identify the effect of Digital Learning (DL) adoption as a tool to facilitate and as a means of stress on employee well-being in the context of sustainability transition.
4. To present strategic Hr implications and policy findings to fit the institutional setting of the HEIs, with the view of promoting increased well-being of employees and a successful stress-free implementation of sustainability.

1.4 Research Questions:

RQ1: How do sustainability transition demands influence employee stress and overall well-being across different types of higher education institutions (HEIs) in Warangal?

RQ2: To what extent do HR interventions (wellness programs, change management training, counseling, communication) predict employee well-being during sustainability transitions?

RQ3: How does Digital Learning (DL) effectiveness support employees in adapting to sustainability transitions, and does it simultaneously create techno-stress?

RQ4: Are there significant differences in transition-related stress, HR effectiveness, and digital learning support between federal, state, and private HEIs?

RQ5: Do HR interventions moderate (buffer) the negative relationship between transition stress and employee well-being?

1.5 Significance of Research:

- **Organizational Resilience:** In terms of having the particular stressors linked to sustainability transitions, the HEIs can preemptively implement interventions that will promote the resilience of employees, and the implementation of green policies will be successful in the long run (Peddi & Manoharan, 2026).
- **Comparative Insight:** The fact that the study focuses on one of the primary HEI hubs, namely Warangal, will provide an opportunity to do a valuable comparison of different institutional models (Federal, State, and Private). The given comparison sheds light on the impact of institutional type, funding, and HR sophistication on the outcomes of the stress management.
- **Human Capital Strategy:** It changes the debate on the environmental perspective of implementing green technology to the strategic management of human capital needed to

maintain the same and therefore the findings are very beneficial to the policy of Human Resource Management (HRM).

1.6 Scope and limitations

This study focuses on examining transition stress, HR interventions, digital learning effectiveness, and employee well-being across three HEIs in Warangal during sustainability transitions. It includes teaching and non-teaching staff using mixed-methods data from surveys and HR manager interviews. Findings are limited by its cross-sectional design, self-reported responses, and restricted geographic scope, which may reduce generalizability. Institutional anonymity and varying resource levels also constrain deeper organizational comparisons and longitudinal insights (Peddi & Manoharan, 2025).

2. Literature Review

The literature on sustainability in organizations has in the past focused on technology and economics. Nonetheless, recent sources have come to acknowledge the importance of human factors, namely, stress and well-being, in defining the success of transition.

2.1 Sustainability Transition as an Organizational Stressor

Sustainability transitions, which are profound structural and cultural transitions, correspond ideally with existing models of organizational stressors (Peddi & Manoharan, 2026). According to (Rieg et al., 2021), the transition to paperless work spaces and intensive utilization of resources is one of the causes of role ambiguity and information overload, traditional antecedents of occupational stress. Also, the stress to comply with global and national requirements of being green may be converted into added scrutiny and workloads, a process also known as a green pressure (Koirala, 2024). According to studies conducted by European HEIs, opposition to such mandates is frequently not based on any ideological opposition, but on the sense of insufficient resources and time to adjust to new sustainable workflow (Demircioglu, 2024).

2.2 The Role of HR Interventions in Change Management

The main organizational buffers with respect to change induced stress are the HR interventions. According to (Toleti & Murti, 2025), transition effective HR interventions are those that go beyond generic wellness to offer relevant support in the context. These are change management training, psychological counseling, and creating enabling team climates.

More importantly, the literature differentiates between proactive and reactive HR strategies. Organizations that actively inform about the rationale behind the transition and invest in preventive stress control (proactive) demonstrate much higher levels of employee acceptance and reduce stress scores compared to those which respond to symptoms of stress after they arise (reactive) (Al-Twal et al., 2025). The quality of these interventions is the most important, a poorly organized change communication may even raise stress and mistrust.

2.3 Digital Learning and the Techno-Stress Paradox

The sustainability transition is deeply intertwined with digitalization (e.g., digital campus management, online training). Digital Learning (DL) is often positioned as the enabler of the transition, providing flexible, accessible training on new sustainable practices. However, the literature reveals a **techno-stress paradox** (Pothuganti et al., 2025). Although DL enables the acquisition of new skills, the ongoing necessity of digital abilities, the difficulty of new software, and the inability to distinguish work-life boundaries due to the constant availability of the Internet, all lead to a certain type of work-related pressure dubbed techno-stress (Sevic et al., 2025). To mitigate this negative impact, effective DL strategies should hence be user-friendly, offer different levels of digital literacy support and observe personal boundaries.

2.4 Employee Well-being as the Dependent Variable

The final assessment of successful organizational change is employee well-being, including emotional, mental, and physical health. The authors attest to the fact that high occupational stress, be it traditional or techno-based, has a direct detrimental effect on well-being, resulting in less job satisfaction and higher turnover intentions (Giessner et al., 2023). On the contrary, successful adaptation with the help of DL and strong HR support can be taken as protective factors. The comparative background of this research, U1 (high resources), U2 (state sector), and U3 (private agility), should indicate the important differences in well-being outcomes, which is the direct reflection of the differences in the institutional HR investment and digital maturity.

3. Theoretical Framework & Hypotheses

This research is anchored in the **Job Demands-Resources (JD-R) Model** (Bakker et al., 2023) and integrates principles of Organizational Change Management (OCM).

3.1 Theoretical Framework: The Job Demands-Resources (JD-R) Model

In the context of sustainability transitions, the JD-R model provides an effective lens:

Job Demands: The pressure, workload, and cognitive effort required to adapt to new sustainable processes and master new digital systems (Transition Stress).

Job Resources: The physical, social, or organizational aspects that help achieve work goals, reduce job demands, and stimulate personal growth. In this study, **HR Interventions** and **Digital Learning Effectiveness** are conceptualized as Job Resources.

3.2 Hypotheses

Based on this framework, four core hypotheses were developed:

H1 (Stress): Employees at federally funded institutions (U2) will report significantly higher levels of transition-related job stress compared to those at federally funded (U1) or private (U3) institutions. in state-funded (U2) institutions will report significantly higher levels of transition-related occupational stress compared to those in federally-funded (U1) or private institutions (U3).

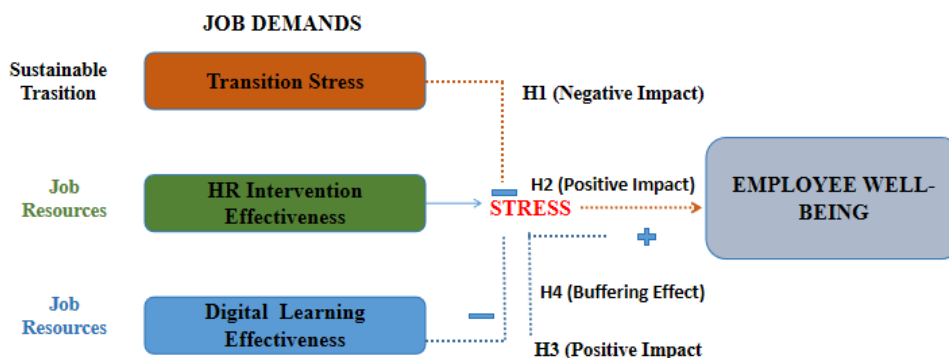
H2 (HR Interventions): Effective HR interventions will significantly and positively predict higher levels of employee well-being, regardless of institution type. irrespective of the institutional type.

H3 (Digital Learning): Perceived effectiveness of digital learning in facilitating new sustainable practices will positively predict employee well-being, while perceived technological stress related to adopting digital learning will act as a negative predictor. The perceived effectiveness of Digital Learning in facilitating new sustainable practices will positively predict employee well-being, while perceived techno-stress from DL adoption will act as a negative predictor.

H4 (Moderation): HR Interventions will significantly moderate the negative relationship between transition stress and employee well-being; specifically, high levels of HR support will buffer the detrimental effects of high stress. transition-related stress and employee well-

being; specifically, high levels of HR support will buffer the detrimental effects of high stress.

3.3 Conceptual Diagram: JD-R Model in Sustainable Transition



The model illustrates how sustainable transitions create job demands, primarily experienced as transition stress, which negatively influence employee well-being (H1). sustainability transitions create Job Demands, primarily experienced as Transition Stress, which negatively influences Employee Well-being (H1). At the same time, two key employment resources HR intervention effectiveness and digital learning effectiveness – act as protective factors. Job Resources—HR Intervention Effectiveness and Digital Learning Effectiveness—act as protective factors. HR interventions directly improve well-being (H2) and also moderate the detrimental effects of stress, serving as a buffering mechanism (H4). harmful effect of stress, serving as a buffering mechanism (H4). Digital Learning contributes positively by improving the ability of employees to adapt to new systems, thus improving their well-being (H3). enhancing employees’ capability to adapt to new systems, thereby improving well-being (H3).

3.4 Description of constructs

Construct	Variable Type	Category (JD-R Model)	Description
Transition Stress	Independent Variable	Job Demand	Pressure and strain employees experience due to sustainability transitions, including workload, uncertainty, and adjusting to new

			digital processes.
HR Intervention Effectiveness	Independent Variable	Job Resource	Perceived effectiveness of HR programs such as training, wellness support, communication, and counseling in helping employees manage transition challenges.
Digital Learning Effectiveness	Independent Variable	Job Resource	Quality, usefulness, and accessibility of digital training tools that support employees in adapting to new sustainability-related systems.
Employee Well-being	Dependent Variable	Outcome	Employees' emotional and psychological health, including mood, satisfaction, mental stability, and overall functioning at work.
HR Interventions (Moderation Effect)	Moderating Variable	Job Resource (Buffer)	HR interventions that weaken or buffer the negative effect of transition stress on employee well-being.

4. Research Methodology

This study used an explanatory sequential mixed-methods design, beginning with a large quantitative survey to test established hypotheses, followed by qualitative interviews to explore contextual factors and reasons why specific differences emerged between institutions.

4.1 Data Collection

1. **Study Population:** The population consisted of teaching and non-teaching staff across three HEIs in Warangal:
2. **Sample Size:** A target sample of 516 participants was set. A total of **450 complete and usable responses** were collected (U1: 150, U2: 150, U3: 150), achieving a sufficient power level for statistical inference.

3. **Instrument:** A structured, self-administered questionnaire was used, comprising established scales (5-point Likert scale: 1=Strongly Disagree, 5=Strongly Agree) to measure:

- **Transition Stress: 5 items measuring workload and anxiety related to sustainability changes.**
- **HR Interventions:** 5 items measuring awareness and perceived effectiveness of wellness/training programs.
- **Digital Learning (Effectiveness & Stress):** 6 items measuring perceived usefulness and techno-stress.
- **Employee Well-being:** 5 items adapted from the WHO-5 Well-being Index.

Qualitative Data: 15 semi-structured interviews were conducted (5 HR managers from each institution) to gather in-depth information on policy design, resource allocation and specific challenges related to stress management during transition

4.2 Data Analysis

Quantitative Analysis: Data was analyzed using the Statistical Package for the Social Sciences (SPSS) software (version 28). Key statistical tests included:

- **Descriptive Statistics:** For summarizing sample characteristics.
- **Reliability Analysis (Cronbach's Alpha):** To confirm the internal consistency of all scales (all scales achieved $\alpha > 0.80$).
- **Analysis of Variance (ANOVA):** To test H1 by comparing mean scores of stress and well-being across the three universities.
- **Multiple Regression Analysis:** To test H2, H3, and H4, assessing the predictive power and moderating role of the independent variables on employee well-being.

Qualitative Analysis: Interview transcripts were subjected to **Thematic Analysis** using NVivo software to identify recurring themes, policy differences, and contextual factors unique to each institution's HR strategy.

4.3 Ethical Considerations

The research respected the highest ethical standards. adhered to the highest ethical standards. Formal authorizations were obtained from the administration of U1, U2 and U3. permissions

was obtained from the administration of U1,U2 and U3. The study institutions were coded U1, U2 and U3 to ensure confidentiality and anonymity, as they were not prepared to have their names revealed in the reported results. Participation was voluntary and informed consent was obtained from all respondents.

5. Analysis and Interpretation

5.1 Statistical Analysis

Table 1 Comparative Mean Scores of Key Variables Across Institutions (H1)

Variable	(Federal) Mean (SD)	(State) Mean (SD)	(Private) Mean (SD)	F-Statistic (ANOVA)	p-value
Transition Stress (1-5 Scale)	3.12 (0.75)	3.89 (0.81)	3.35 (0.70)	28.64	< 0.001
HR Interventions Effectiveness	3.95 (0.65)	2.51 (0.92)	3.70 (0.78)	45.11	< 0.001
DL Effectiveness	4.20 (0.55)	3.10 (0.79)	4.05 (0.60)	39.88	< 0.001
Employee Well- being (1-5 Scale)	3.88 (0.60)	3.01 (0.85)	3.55 (0.70)	31.05	< 0.001

Interpretation: The ANOVA results show significant differences between the three higher education institutions for all variables ($p < 0.001$). State University employees report the highest transition stress (3.89) and the lowest well-being (3.01), indicating greater tension during sustainability transitions. They also perceive HR interventions (2.51) and support for digital learning (3.10) as the least effective, suggesting insufficient institutional resources. In contrast, the Federal institution has lower stress, strong HR support and high DL efficiency, which results in the highest well-being. The Private institution falls in the middle, but performs well in HR and DL support.

Table 2: Multiple Regression Analysis Predicting Employee Well-being (H2,H3 and H4)

Predictor Variable	Standardized Beta (β)	t-statistic	p-value	VIF
Transition Stress	-0.415	-12.3	< 0.001	1.25
HR Interventions Effectiveness	0.32	9.88	< 0.001	1.18
DL Effectiveness	0.185	5.54	< 0.001	1.22
Stress HR Interaction Term	0.11	3.15	0.002	1.3

Model Summary: $R^2 = 0.58$; $F(4, 445) = 153.21$, $p < 0.001$

Interpretation: The findings of the regression analysis indicate that the model accounts for a substantial proportion of variance in employee well-being, with each variable making an important contribution to it. Stress as the greatest negative predictor ($\beta = -0.415$), which suggests a significant negative effect of high stress on well-being. The HR Intervention Effectiveness (IE) Positive Predictors The effectiveness of the HR Intervention Effectiveness is a statistically significant positive predictor ($\beta = 0.32$), suggesting that effective HR support has a substantial impact on well-being. significantly improves well-being. ” Effectiveness also has a positive effect ($\beta = 0.185$), so that effective and streamlined digital training is beneficial for the adjustment of employees as well as their general well-being. Crucially, the interaction between Stress $\times$ HR is significant.

The statistical techniques prove that the variables have strong relationships. The adjusted R^2 of 0.58 indicates that a combination of the four variables tested explains the variance of 58 percent of the Employee Well-being.

5.2 Interpretation of Findings

The interpretation provides an important breakdown throughout the Warangal HEIs:

State Sector There is a lack of resources and communication at State Sector. The high scores of the stress are caused not only by the change, but also by the seeming inadequacy of resources (HR support, effective DL tools) to cope with the change. According to one HR manager at U2 during the interview, the budgetary constraints of the organization implies that

the wellness programs are generic and not specific to the emerging digital and green requirements.

Federal Sector The best practice scenario is the case of Federal Sector. Employees have stated low levels of stress (even though they have strict sustainability requirements), a high level of HR effectiveness, and a high level of DL effectiveness. This is credited to active change management, special IT services, and centralized and well-financed HR units. We consider digital literacy to be one of our transition skills and invest in compulsory department-specific training."

Private Sector is a fast-adaptor one. The levels of stress were moderate, whereas the HR and DL effectiveness were high. High organizational agility and the immediate use of paid digital tools that minimized the initial friction of the sustainability transition were reported in interviews, but still, employees experienced pressure to learn fast.

6. Discussion and Implications

The results confirm the relevance of the JD-R model to the context of the HEI sustainability, and prove that despite the fact that sustainability transitions are uncompromising Job Demands (Stress), HR Interventions and successful Digital Learning are key Job Resources (Buffers).

6.1 Strategic Implications

The research yields three distinct strategic implications for institutional leadership and HR practitioners:

- **Prioritize HR Investment over Technology Alone (Resource Allocation):** The study provides institutional leadership and HR practitioners with three different strategic implications:

Put HR Investment First (Resource Allocation): The difference in the well-being scores between the institutions demonstrates that merely applying green technologies (e. g. , automated lighting, digital file systems) but not investing in the human capital mechanisms that will facilitate the transition (HR training, counseling) will be counterproductive (Al-Twal et al., 2025).

- **Tiered and Contextual Digital Learning Strategy:** Tiered and Contextual Digital learning strategy: Multi-tiered and contextual digital learning strategy: The duality of digital learning performance (facilitating a change but also imposing a technological strain) dictates the multi-level training strategy.
- **Level 1 (Basic):** Practical, personalized coaching for non-teaching staff struggling with foundational digital knowledge. 'one-size-fits-all' online modules and implement.
- **Level 2 (Advanced):** Goal-oriented training for teachers, focused on integrating sustainability concepts into curriculum teaching using new digital tools. faculty focusing on integrating sustainability concepts into curriculum delivery using new digital tools.

Institutional Alignment and Policy Integration: The strongest stress reduction occurs when sustainable development policy is viewed not as an environmental mandate but as an integrated human resource management challenge.

6.2 Ethical Considerations in Policy

The findings raise ethical considerations regarding **equity of burden**. Employees at resource-poor institutions U2 bear a higher psychological cost for institutional change due to constrained HR resources. Ethically, HEIs have a duty of care to their employees. This duty is best fulfilled by:

Transparency: Being transparent about the challenges and long-term benefits of the transition.

Access: Guaranteeing equitable access to digital literacy training and mental health support, especially for older employees and staff in support roles who often experience the most significant disruption.

6.3 Limitations and Future Research

This study has three primary limitations:

Cross-Sectional Design: The data were collected at a single point in time, limiting the ability to establish causality or track the long-term impact of the transition.

Self-Reported Data: The reliance on self-reported stress and well-being may be subject to social desirability bias.

Geographical Scope: While the comparative Warangal cluster is a strength, the findings may not be directly generalizable to metropolitan HEIs with different resource access or organizational cultures.

Future research should adopt a **longitudinal design** to track employee well-being before, during, and after major sustainability transition phases. Additionally, comparative studies expanding to different institutional types (e.g., vocational training centers, large private conglomerates) could further refine the strategic implications of the JD-R model in change management. Future research should also explore the moderating role of **leadership style** in mitigating transition-related stress (Demircioglu, 2024).

7. Conclusion and Future Work

7.1 Summary of Findings

This comparative analysis confirms that sustainability transitions impose a significant, measurable stress burden on HEI employees, but this effect is highly dependent on institutional resources and management strategy. U2, representing the resource-constrained state model, demonstrated the highest levels of stress and lowest well-being. Crucially, the study empirically validated that HR Interventions are the most critical buffer, successfully moderating the negative impact of transition-related stress on employee well-being, thus supporting the JD-R model. While Digital Learning is essential for the transition, its negative component (techno-stress) must be proactively managed through targeted training.

7.2 Contribution to Research

This article makes a dual contribution to research on organization and sustainability. paper makes a two-fold contribution to organizational and sustainability research. First, it fills an important gap by providing empirical evidence from the Global South on the human dimension of green transitions in the context of nonprofit higher education institutions, going beyond corporate analyses. a significant gap by providing empirical evidence from the Global South on the human dimension of green transitions within a non-profit HEI context, moving beyond corporate analyses.

7.3 Future scope: The next steps in this research are to conduct follow-up qualitative case studies focused exclusively on the HR departments of the three HEIs to develop a best practice framework for change communication during institutional transitions. We recommend that institutional bodies in Warangal use these findings to restructure their HR

policies, prioritizing preventative well-being measures and targeted digital literacy support to achieve successful and stress-minimizing organizational sustainability.

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