“Do digital fatigue and psychological safety influence faculty retention? Examining the roles of advocacy behavior and green HR practices”

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DO DIGITAL FATIGUE AND PSYCHOLOGICAL SAFETY INFLUENCE FACULTY RETENTION? EXAMINING THE ROLES OF ADVOCACY BEHAVIOR AND GREEN HR PRACTICES

Abstract

In the rapidly evolving digital landscape, faculty members in higher education face rising issues linked to digital fatigue. The present study investigates the impact of Digital Fatigue and Psychological Safety on Faculty Retention, examining the mediating role of Employee Advocacy Behavior and the moderating effect of Green HR Practices. A survey was conducted using a structured questionnaire during the period January-February 2025, collecting 454 responses from faculty members of private higher education institutions offering undergraduate and postgraduate programs in the educational hub of Southern Karnataka state, India. These "emerging clusters" were chosen because they have increased digitization, internet penetration, and a strong cultural legacy, all of which are expected to drive faculties away from traditional teaching methods. The mediation and moderation were analyzed utilizing confirmatory factor analysis (CFA) to check the model fit and Structural Equation Modelling (SEM) to test hypothetical relationships. The study reveals that Digital Fatigue affects Employee Advocacy and Faculty Retention, while Psychological Safety enhances both ($\beta = 0.475$; $\beta = 0.238$). Employee Advocacy mediates these effects, strengthening retention outcomes. Further, Green HR Practices significantly enhance retention ($\beta = 0.444$) and moderate the effects of Digital Fatigue ($\beta = 0.188$) and Psychological Safety ($\beta = 0.224$), highlighting their role in mitigating fatigue and strengthening institutional commitment. This study highlights the importance of policymakers and institutional leaders to position faculty retention as a strategic priority and thereby ensure educators receive the necessary support to thrive in an ever-advancing digital existence with high expectations.

Keywords digital fatigue, faculty retention, green HR practices, higher education

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INTRODUCTION

In recent years, higher education institutions have been facing a growing crisis in faculty retention. As pedagogical demands shift, technology accelerates, and organizations move toward innovative and sustainable work environments for higher education, faculty members are experiencing an increasing load of digital fatigue – a psychological state resulting from excessive exposure to digital platforms and virtual spaces. Psychological safety, defined as a sense of being able to express oneself without concern for negative consequences, continues to increase in importance as a factor influencing workplace engagement, innovation, and retention. Research on employee turnover tends to focus heavily on structural and economic conditions, whereas psychological influences such as over-digitization stressors and lack of a safe space for communication have been theorized to a far lesser degree, which has particular implications in the higher education sec-

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tor. Digital teaching tools, the expectation for faculty to always be "online" and available, as well as performative metrics, create emotional exhaustion and feelings of vulnerability. There is scant reference to advocacy behaviors, i.e., behaviors in which faculty members voluntarily promote their institution, or sustainable human resource practices as positive organization behaviors that are potentially attenuating or informative in this construct.

1. LITERATURE REVIEW AND HYPOTHESES

In the modern university context, the retention of an academic workforce is a complex organizational issue. Traditional turnover models based on job satisfaction and pay do not adequately describe what is happening with attrition in digital and hybrid work environments. The transition to online teaching in relation to institutional digital transformation and sustainability initiatives displays emergent psychological and organizational variables and processes that warrant future and integrated consideration. Digital fatigue, psychological safety, employee advocacy behavior, and green human resources management approaches (Green HRM) are critical constructs but underexplored in the wider faculty retention discourse.

Digital fatigue, specifically Zoom fatigue, being conscious of the emotional exhaustion and mental health crisis among faculty members, is fast gaining recognition as a central concern in contemporary academia. It has been shown that individuals experiencing greater levels of digital fatigue report more depressive symptoms, indicated by higher scores on the Zoom Fatigue Scale, even after controlling for various covariates (Azam & Zipf, 2024; Cordaro et al., 2024; Elbogen et al., 2022; Hammoudi Halat et al., 2023; Thomas et al., 2021; Wu et al., 2023). With the pervasive negative effect on well-being and job satisfaction, digital fatigue could very well be a hidden player in faculty retention, necessitating intervention measures that will ameliorate its effects. Psychological safety, on the other hand, is the most important correlate of employee well-being and workplace engagement (Croitoru, 2023; Elbir, 2024; Petrov et al., 2023). It refers to a context in which faculty feel free to raise issues, put forth ideas, and take professional risks without worry about reprisal. Research provides evidence indicating that psychological safety mediated the relationship between burnout and employee silence, specifically acquiescent and quiescent forms of silence (Kassandrinou et al., 2023).

Additionally, research on administrative staff in higher education institutions has shown that self-efficacy, as an important dimension of psychological safety, greatly enhances employee engagement (Jayasena et al., 2023). Furthermore, psychosocial safety climate (PSC) has been associated with psychological safety and negatively associated with workplace mistreatment, while also positively associated with psychological well-being, resilience, and hope. Additionally, it has been found that PSC could have effects on job satisfaction and emotional exhaustion that operate through balances of effort and reward (Tripathi et al., 2024; Amoadu et al., 2024). While this literature may not refer specifically to faculty retention, it is strong in its implications regarding digital fatigue, psychological safety, and employee burnout, all known to influence job satisfaction and engagement, hence faculty retention. Additional empirical consideration is warranted to derive direct links between these constructs and faculty retention.

On a different note, digital fatigue, psychological safety, and faculty retention seem to interact through job satisfaction: an already-proven factor influencing faculty retention. Research upon research has established a correlation between higher psychological safety and greater job satisfaction, seeing as job satisfaction is the key predictor of faculty retention (Minnotte & Pedersen, 2019; O'Meara et al., 2015). While they may be experiencing digital fatigue, faculty members working in a psychologically safe environment are still more likely to seek support, pursue professional development opportunities, and engage in collaborations, all of which boost their commitment to the institution (Edosomwan et al., 2023; Barakat et al., 20211). On the other hand, high digital fatigue in combination with low psychological safety produces isolation, burnout, and turnover, as faculty find it necessary to search for work elsewhere (O'Meara et al., 2015).

Green human resource management consists of sustainable practices integrated into human resources for the sake of preserving the environment. Such practices provide well-being and reduce symptoms of digital fatigue by introducing various policy measures, which include flexible work arrangements, digital detox initiatives, wellness programs, and green workspaces (Cheng et al., 2022). Organizations that choose to adopt Green HRM strategies cultivate a favorable work environment, improve job satisfaction levels, and help retain faculty members (Alegbesogie, 2023; Raja & Manoharan, 2024; Sidique et al., 2023). Digital fatigue, originating from excessive technology use and virtually constant engagement online, remains an urgent concern in academia (Halupa & Bolliger, 2020; Gregersen et al., 2023). Contributing to faculty burnout, productivity losses, and further disengagement, digital fatigue appears to be exacerbated by that. Psychological safety, defined as yielding a workspace stimulus that makes individuals feel free to speak about opinions and ask for help without any fear of punishment, has been proven to be useful in mitigating such effects (Aboramadan & Kundi, 2023; Charteris et al., 2024; Gong et al., 2012; Parker & du Plooy, 2021; Roussin et al., 2016; Roos & Borkoski, 2021). By building a culture of openness and well-being that fosters collaboration, institutions can create a more supportive academic environment where the feelings of faculty members, being valued and heard, prevail. These Green HR practices play a vital moderating role in the entire process. The integration of sustainable initiatives in HR management has made these practices contribute to a more balanced and healthy work environment (Adeel et al., 2022; Abhisha & Melvin, 2024; Pilania, 2024; Serhan & Houjeir, 2020). Flexible work schedules, wellness programs concerning the digital space, and sustainable workplace policies relieve both digital fatigue and increase the overall work experience. Once properly put into practice, Green HR strategies will fortify the connection with psychological safety and employee advocacy behavior, hence helping the faculty members to remain engaged and committed to their institutions. Institutions that put digital well-being, psychological safety, and Green HR practices at the forefront are more likely to develop resilient, high-performing faculty. Addressing digital fatigue, building a culture of psychological safety, and implementing sustainable HR policies should support academic institutions in enhancing faculty well-being, boosting job satisfaction, and ultimately improving retention rates.

With the above literature review, it is evident that further study is required. By linking digital fatigue with psychological safety and sustainability-oriented HR strategies, the research aims to bridge the gap between the often separately studied domains of digital transformation and sustainable HR practices, providing actionable insights for private higher education institutions.

The present study aims to analyze the impact of Digital Fatigue and Psychological Safety on Faculty Retention, examining the mediating role of Employee Advocacy Behavior and the moderating effect of Green HR Practices.

From the above literature review, the following hypotheses have been developed, and the conceptual model is demonstrated in Figure 1.

H1a: Digital fatigue significantly impacts employee advocacy behavior.

H1b: Psychological safety significantly impacts employee advocacy behavior.

H1c: Digital fatigue significantly impacts faculty retention.

H1d: Psychological safety significantly impacts faculty retention.

H1e: Employee advocacy behavior significantly impacts faculty retention.

H2: Employee advocacy behavior mediates the impact of digital fatigue and psychological safety on faculty retention

H3a: Green HR practices moderate the association between psychological safety and faculty retention.

H3b: Green HR practices moderate the association between digital fatigue and faculty retention.

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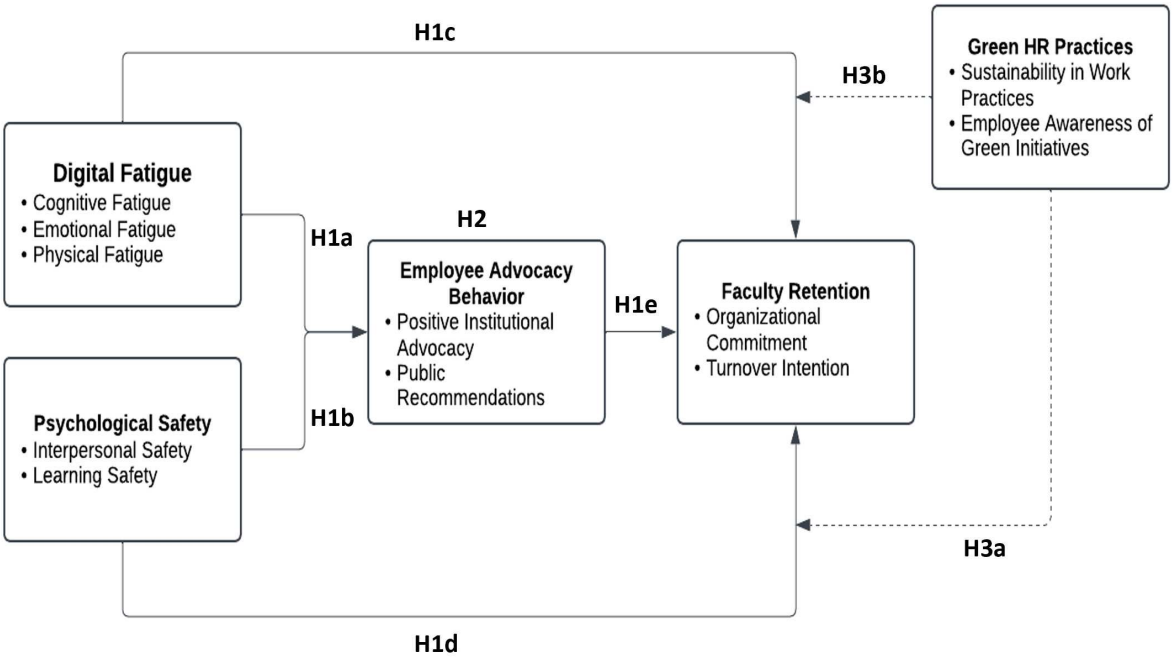

Figure 1. Conceptual model

2. METHODS

The methodology section describes the study technique, which includes data gathering methods, as well as the sample selection of the target group of faculty members working in private higher education institutions offering undergraduate and postgraduate programs. Details about the participants help to analyze the sample profile. It comprises dependent, independent, mediating, and moderating factors for analyzing faculty behavior patterns.

The study addressed the digital experiences and retention of Faculty members working in private higher education institutions offering undergraduate and postgraduate programs in the educational hub of Southern Karnataka state of India. These "emerging clusters" were chosen because they have increased digitization, internet penetration, and a strong cultural legacy, all of which are expected to drive faculties away from traditional teaching methods. To ensure an unbiased representation, a basic random sample procedure was applied. Samples were acquired through an online and physical questionnaire. The online surveys received 301 responses from Google Forms, while 153 were collected in physical form. The instrument had items on a five-point Likert scale from strongly agree to strongly disagree. Ethical considerations have been adhered to; further informed consent and the information supplied have been kept confidential. Data collection followed standardized processes, and response rates were monitored. The questionnaire used in this study was approved by the Scientific Review Board of Yenepoya (Deemed to be University) under the university's research policy and procedures. Following this, the data collection was carried out between January and February 2025.

The sample profile (Table 1) highlights employees' demographic characteristics. 38% of the faculty are aged between 25-34, and 30% belong to the age category of 35-44. Among 454 respondents, 82% have postgraduate education, and 18% of them have a Ph.D. Additionally, 46.3% are lecturers, and 50% of the respondents are married. Further, 47.8% of them have less than 2 years of teaching experience, and 81.7% of them are female.

Table 1. Demographic profile of the respondents

Source: First-hand survey data.

Category	Frequency	Percentage
Age		
18-24	115	25.3
25-34	173	38.1
35-44	136	30.0
45-54	26	5.7
55-64	4	0.9

Table 1 (cont.). Demographic profile of the respondents

Category	Frequency	Percentage
Educational qualification		
Ph.D.	82	18.1
Post Graduate	372	81.9
Designation of the respondents		
Professor	18	4.0
Associate Professor	23	5.1
Assistant professor	203	44.7
Lecturer	210	46.3
Marital status		
Married	230	50.7
Unmarried	224	49.3
Teaching Experience		
Below 2	217	47.8
3-5 years	57	12.6
6-8 years	44	9.7
9-11 years	31	6.8
12-14 years	72	15.9
14 and above	33	7.3
Stream of teaching		
Commerce	76	16.7
Management	62	13.7
Humanities	85	18.7
Science	76	16.7
Any other	155	34.1
Gender		
Male	83	18.3
Female	371	81.7

The study used a structured questionnaire, with Part One covering sample demographics and Part Two focusing on digital fatigue, psychological safety, green HR practices, faculty retention, and employees' advocacy behaviors. Digital fatigue was assessed using items from Romero-Rodríguez et al. (2023) and Kim et al. (2017), while psychological safety was evaluated using Edmondson and Moingeon (1998) and Lee (1997). Green HR practices were measured using items from Renwick et al. (2013). Verma and Kaur (2024) was used to evaluate faculty retention, while Lee and Kim (2021) was used to assess employee advocacy behavior. For statistical analysis, including percentage analysis, Confirmatory Factor Analysis (CFA), measurement model validation, and Structural Equation Modeling (SEM), the study used SPSS 26 and AMOS 23. An objective and representative sample of faculty members from private higher education institutions in Southern Karnataka was obtained by closely adhering to ethical principles like informed consent and confidentiality in order to guarantee data authenticity and reliability.

3. RESULTS

This section presents a comprehensive account of the findings, including analysis, systematization, and calculations. Where applicable, it also reports the outcomes of hypothesis testing. This section ensures clarity and completeness in showcasing all relevant research results.

To assess the reflective measurement models, four key parameters were evaluated: Convergent validity, indicator reliability, discriminant validity, and internal consistency (Hair et al., 2012). The values of CR obtained in the study fell beyond the recommended threshold of 0.7, which means that the reliability is strong. Hair (2010) points out that a widely accepted means of measuring scale reliability, Cronbach's alpha, should be greater than 0.7 to be considered satisfactory. The results exceeded 0.7 on all alpha coefficients. Furthermore, Table 2 shows the CR and AVE for each construct, and it is noted that all AVE and CR thresholds were satisfied for each construct at 0.50 and 0.70, respectively. These results provide convergent and overall reliability evidence of the constructs.

Furthermore, Table 2 provides a comparable proof of discriminant validity in accordance with the suggestion made by Fornell and Larcker (1981). The requirement for a construct to have discriminant validity is that the square root of AVE for

Table 2. Construct validity

Source: Computed using AMOS.

Construct	CR	AVE	DF	PS	EAB	FR	GHP
Digital Fatigue	0.771	0.578	0.760	–	–	–	–
Psychological Safety	0.806	0.641	0.711	0.801	–	–	–
Employee Advocacy Behavior	0.792	0.594	0.701	0.706	0.771	–	–
Faculty Retention	0.714	0.615	0.617	0.719	0.511	0.784	–
Green HR Practices	0.791	0.593	0.668	0.724	0.578	0.609	0.770

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each construct must be bigger than its intercorrelations with other constructs. As shown in Table 2, the square roots of AVE were greater than the correlation coefficients for each pair of constructs. Thus, the findings support the discriminant validity of the measures.

The histogram was used to calculate the normalcy check. The data's presumed normalcy has been fulfilled for the perceived ease of use, user engagement, technological factors, social commerce usage, and purchase intention, as shown by the bell-shaped graphs and PP plot.

Direct Effect: To assess the direct effect of Digital Fatigue on Employee Advocacy Behavior and Faculty Retention, Psychological Safety on Employee Advocacy Behavior and Faculty Retention, and other mediation analyses, Structural Equation Modelling is employed.

Table 3 shows that Digital Fatigue strongly impacts Employee Advocacy Behavior (β = .467, t = 13.052, p = 0.000) and faculty retention (β = .372, t = 8.675, p = 0.000) among employees, suggesting that experiencing fatigue may disengage from organizational goals, leading to decreased advocacy behavior. Additionally, Psychological Safety significantly drives Employee Advocacy Behavior (β = .475, t = 13.285, p = 0.000) and faculty retention (β = .238, t = 5.517, p = 0.000), suggesting that employees who feel psychologically safe are more likely to engage in promoting their organization positively. Furthermore, Employee Advocacy Behavior significantly impacted Faculty Retention (β = .273, t = 5.602, p = 0.000) (See Table 3). This further supports the acceptance of *H1*.

The mediating role of Employee Advocacy Behavior in the relationship between Digital Fatigue and Psychological Safety; also, the relationship between Psychological Safety and Faculty Retention has been examined. Table 4 and Figure 2 depict that Digital Fatigue directly affects Faculty Retention (β = 0.372) by emphasizing that institutions that fail to address digital fatigue risk higher attrition rates, whereas implementing strategies can enhance faculty retention. Incredibly, the total effect (β = 0.499) is greater than the direct effect, demonstrating that Digital Fatigue has a significantly greater influence on Faculty Retention when it is mediated by Employee Advocacy Behavior. The indirect effect (β = .127) highlights Employee Advocacy Behavior's critical mediating function, as it guides strengthening their organizational commitment, thereby reducing turnover intentions. This illustrates that, nevertheless, Digital Fatigue has a role in Faculty Retention independently, but when Employee Advocacy Behavior acts as a mediator, it greatly enhances the impact of Digital Fatigue toward Faculty Retention; hence, *H2* proved to be true.

Furthermore, Table 4 and Figure 2 depict that Psychological Safety directly affects Faculty Retention (β = 0.238), as it fosters an environment where faculty members feel valued, respected, and secure in expressing their opinions without fear of negative consequences. Incredibly, the total effect (β = 0.367) is greater than the direct effect, demonstrating that Psychological Safety has a significantly greater influence on Faculty Retention when it is mediated by Employee Advocacy Behavior. The indirect effect (β = 0.130) highlights Employee Advocacy Behavior's critical mediating function, indicating that faculty who advocate for their workplace contribute to a positive institutional image, which can lead to better faculty retention and recruitment. This illustrates that, nevertheless, Psychological Safety has a role in Faculty

Table 3. Direct effect of study variables

Source: Output computed using AMOS.

Hypothesis	Relationship	β	S.E.	t-value	P	Decision
H1a	DF → EAB	.467	.035	13.052	***	Supported
H1b	PSS → EAB	.475	.039	13.285	***	Supported
H1c	DF → FR	.372	.036	8.675	***	Supported
H1d	PSS → FR	.238	.040	5.517	***	Supported
H1e	EAB → FR	.273	.041	5.602	***	Supported

Note: DF: Digital Fatigue, PSS: Psychological Safety, EAB: Employee Advocacy Behavior, FR: Faculty Retention. *** – p < 0.001 (highly significant)

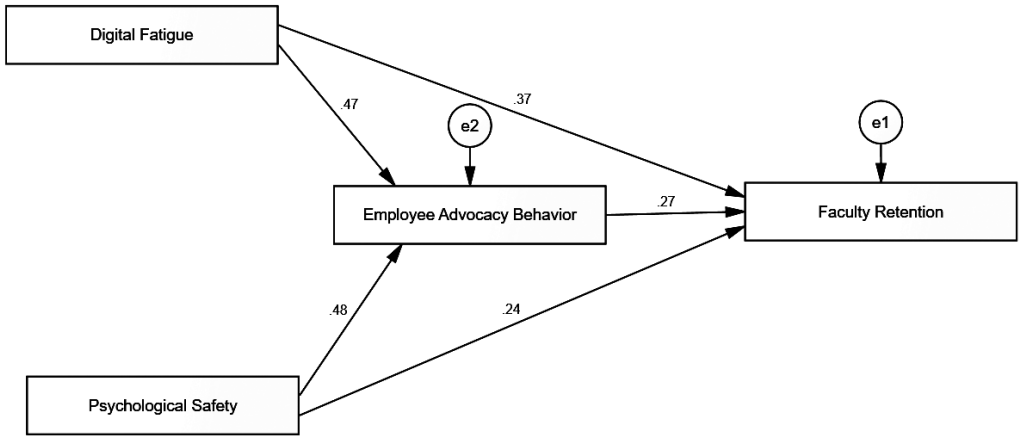

Figure 2. Mediating role of environmental advocacy behavior in the relationship between digital fatigue, psychological safety, and faculty retention

Table 4. Mediating role of environmental advocacy behavior in the relationship between digital fatigue, psychological safety, and faculty retention

Source: Output computed using AMOS.

Relationship	Total Effect		Direct Effect		Relationship	Mediating Effect	
	β	t-value	β	t-value		β	t-value
DF → FR	.499	13.489	.372	8.675	DF → EAB → FR	.127	3.502
PSS → FR	.367	8.742	.238	5.517	PSS → EAB → FR	.130	3.458

Retention independently, but when Employee Advocacy Behavior acts as a mediator, it greatly enhances the impact of Psychological Safety toward Faculty Retention; hence, *H2* proved to be true.

This section deals with assessing the moderating role of Green HR Practices on the connectedness between Digital Fatigue and Faculty Retention. As per Table 5 and Figure 3, Digital Fatigue significantly impacts Faculty Retention among employees (β = .473, t = 16.972, p = 0.000), and Green HR Practices also substantially influence Faculty Retention (β = .444, t = 12.289, p=0.000). Similarly, the moderating role of Green HR Practices improves the correlation between Digital Fatigue and Faculty Retention, helping to mitigate the negative effects of digital fatigue on faculty members' decision to stay within an institution (β = .188, t = 5.756, p = 0.000). These findings indicate that digital fatigue is amplified by green HR practices, which improve faculty retention (*H3a* is proven).

Figure 4 demonstrates the moderating role of Green HR Practices in the association between digital fatigue and faculty retention. As digital fatigue increases, the faculty retention hikes eventually for employees with high green HR practices. This suggests the significant impact of digital fatigue on faculty retention among those having high green HR practices, but its absence can hinder this link.

Table 5. Moderating effects of green HR practices between Digital Fatigue and Faculty Retention

Source: Output of primary data using AMOS.

Relationship	Beta	S.E.	t value	P	Decision
DF → FR	.473	.045	16.972	***	Supported
GHP → FR	.444	.038	12.289	***	Supported
DF*GHP(Intercept) → FR	.188	.037	5.756	***	Supported

Note: DF: Digital Fatigue, EAB: Employee Advocacy Behavior, FR: Faculty Retention, GHP: Green HR Practices. *** – p < 0.001 (highly significant)

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Source: Output of primary data using AMOS.

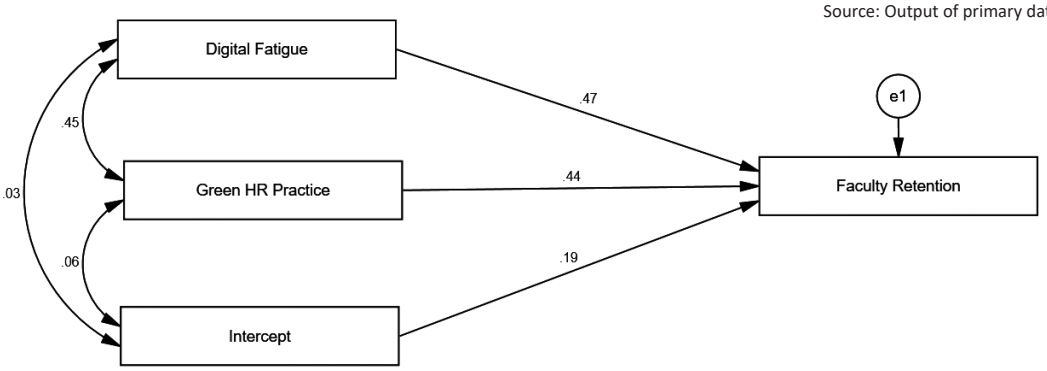

Figure 3. Moderating effects of green HR practices between Digital Fatigue and Faculty Retention

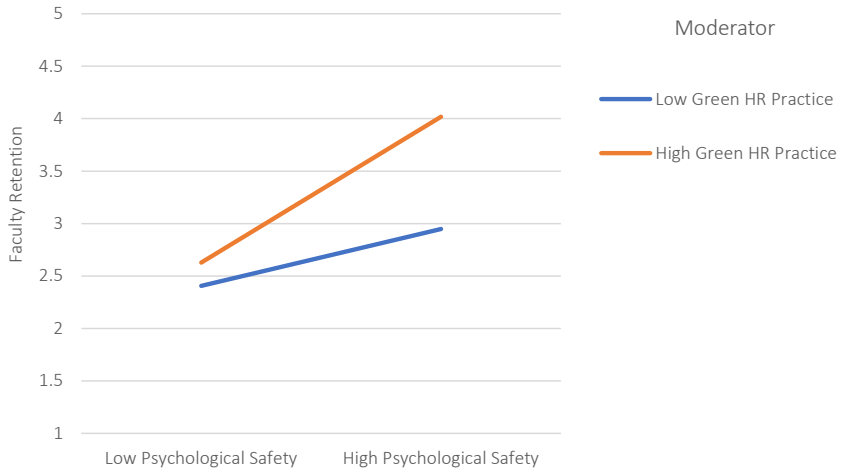

Figure 4. Moderating effects of green HR practices between Digital Fatigue and Faculty Retention with low and high green HR practices

Further, the moderating role of Green HR Practices on the connectedness between Psychological Safety and Faculty Retention. As per Table 6 and Figure 5, Psychological Safety significantly impacts Faculty Retention among employees (β = .527, t = 25.304, p = 0.000), and Green HR Practices also substantially influence Faculty Retention (β = .317, t = 15.220, p = 0.000). Similarly, the moderating role of Green HR Practices improves the correlation between Psychological Safety and Faculty Retention, helping to amplify the positive effects of Psychological Safety on faculty members' decision to stay within an institution (β = .224, t = 10.760, p = 0.000). These findings indicate that Psychological Safety is amplified by green HR practices, which improves the faculty retention (H3b is proven).

Figure 6 demonstrates the moderating role of Green HR Practices in the association between Psychological Safety and faculty retention. As Psychological Safety increases, the faculty retention increases eventually for employees with high green HR practices. This suggests the significant impact of Psychological Safety on faculty reten-

Table 6. Moderating effects of green HR practices between Psychological Safety and Faculty Retention

Source: Output of primary data using AMOS.

Relationship	β	S.E.	t value	P	Decision
PSS → FR	.483	.031	16.451	***	Supported
GHP → FR	.323	.029	13.069	***	Supported
PSS*GHP(Intercept) → FR	.212	.039	8.717	***	Supported

Note: PSS: Psychological Safety, EAB: Employee Advocacy Behavior, FR: Faculty Retention. *** – p < 0.001 (highly significant).

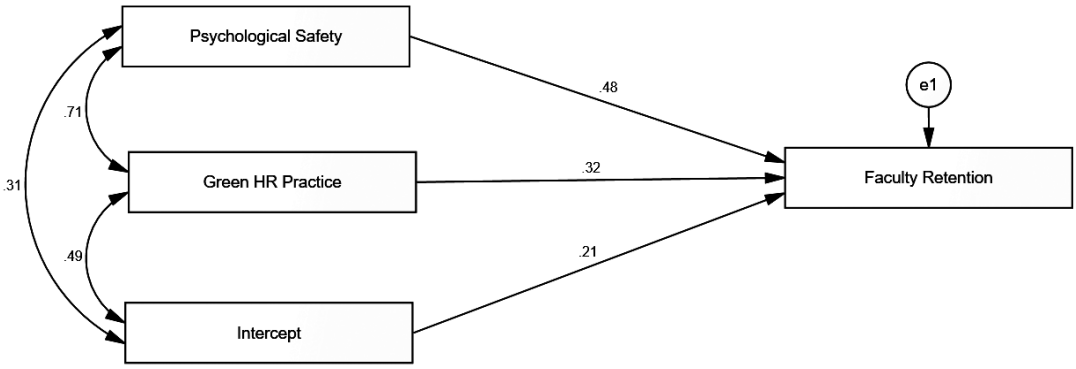

Figure 5. Moderating effects of green HR practices between Psychological Safety and Faculty Retention

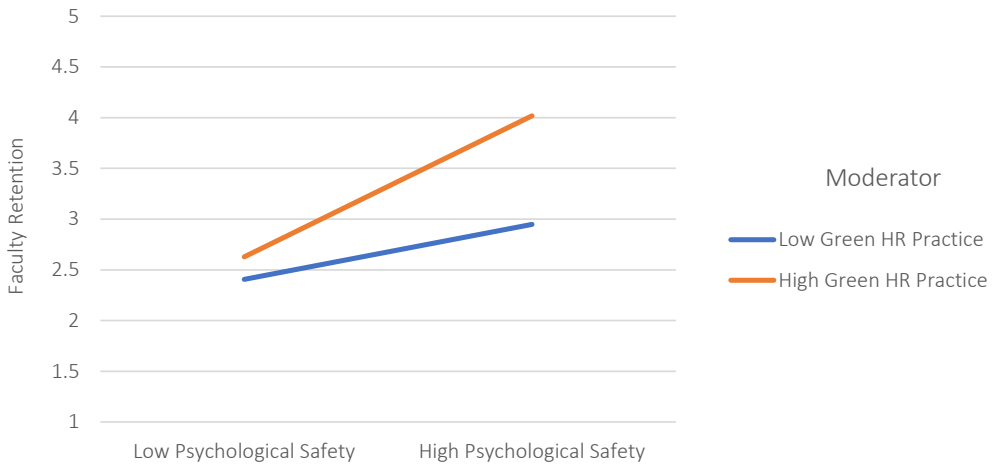

Figure 6. Moderating effects of green HR practices between Psychological Safety and Faculty Retention with low and high green HR practices

tion among those having high green HR practices, but its absence can hinder this link.

4. DISCUSSION

The present study aimed to investigate the influence of Digital Fatigue and Psychological Safety on Faculty Retention, examining the mediating role of Employee Advocacy Behavior and the moderating effect of Green HR Practices. First, we assessed the direct effects of Digital Fatigue and Psychological Safety on Employee Advocacy Behavior and Faculty Retention. The findings demonstrated that Digital Fatigue negatively impacts Employee Advocacy Behavior and Faculty Retention, reinforcing the notion that faculty experiencing high levels of fatigue are less likely to engage in advocacy behavior and may be more inclined to leave their institutions. This supports previous studies indicating that excessive digital exposure contributes to workplace disengagement and attrition. Similar findings have been observed in corporate settings, where digital fatigue negatively affects employee well-being and job satisfaction, leading to decreased retention (Al-Hajri, 2020). Psychological safety is noted, however, to significantly enhance Employee Advocacy Behavior and Faculty Retention, meaning that when faculty feel safe in their workplace, they tend to engage in advocacy for their institution and remain as part of it. This holds according to prior research emphasizing the role that a supportive and inclusive work environment plays in creating employee engagement and retention. In their research, Shahzad et al. (2024) observe that psychological empowerment positively moderates the relationship between job satisfaction and retention, further verifying the need for psychological safety in retaining employees.

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In addition, the role of Green HR Practices in the interaction of Digital Fatigue, Psychological Safety, and Faculty Retention was investigated in this study. The outcomes demonstrated that the relationship between Digital Fatigue and Faculty Retention was significantly strengthened by Green HR Practices. The study indicates that sustainable HR practices can temper the effects of digital fatigue on the retention of faculty members to these institutions. There are previous studies also reporting similar findings concerning sustainable workplace practices in their respective roles of improving a healthier and balanced work environment (Hussain et al., 2023). Additionally, Green HR Practices were found to exacerbate Psychological Safety's positive influence on Faculty Retention. This suggests that institutions adopting environment-friendly HR policies are building supportive work cultures that encourage higher retention rates. This further affirms prior studies underlining the importance of HR interventions on employee satisfaction and commitment in the long term (Jam & Jamal, 2020).

Overall, the results of this study provide a broader insight into factors affecting Faculty Retention, emphasizing the important roles of Digital Fatigue, Psychological Safety, Employee Advocacy Behavior, and Green HR Practices. The results recommend that institutions interested in maintaining their faculty should get rid of digital fatigue, promote psychological safety, develop advocacy behavior, and put into action green HR practices. By focusing on these areas, academic institutions can consider a more supportive and engaging work environment for themselves, thereby enhancing faculty retention and institutional success in that order. There is a need for future studies to investigate these dynamics within diverse academic contexts to assess the generalizability aspect further.

CONCLUSION

The present study examined the impact of Digital Fatigue and Psychological Safety on Faculty Retention, specifically analyzing the mediating role of Employee Advocacy Behavior and the moderating effect of Green HR Practices. While institutions put in place policies and supportive mechanisms, faculty members contribute their multifarious experiences, career aspirations, and personal challenges to the workplace. Therefore, a combined effort that encompasses institutional strategies with individual well-being will ensure more prolonged retention of the faculty. In the area of sustainability within the academic workforce, the presence of support structures at the institutional level remains non-negotiable. As a general rule of thumb, universities and colleges should deploy means to promote faculty well-being, alleviate digital fatigue, and engender a psychologically safe working environment. The focal point of this should be the development of an Employee Advocacy Behavior and Green HR Practices that, together, could build a supportive and engaging academic atmosphere.

That has been underscored by this study as an avenue for faculty retention and institutional success. Taking into account enhanced psychological health and sustainable HR practices, academic institutions can create a continuing ecosystem with a constant infusion of new talent while improving overall institutional efficiency. In the conclusion, this study recommends that there must be sustained emphasis on psychological safety, digital well-being, and sustainable HR policies as key pillars to strengthen faculty retention and provide for a vigorous academic workforce. This study improves on organizational behavior theories by incorporating digital fatigue, psychological safety, and employee advocacy behavior into the retention of faculty research, an area still in the maturity stages of development in studies about higher education. It affords higher education authorities the knowledge of developing a focus-specific faculty retention strategy that incorporates robust policies aimed at digital fatigue relief to ensure increased psychological safety. And advocacy behavior among faculty members provides an environment of engagement and commitment that acts to reduce turnover rates and ensure long-term institutional stability. In a grander sense, this addresses some of the well-being and mental health issues raised by teachers, perhaps the most important workforce in the whole world, building the next generation. This study highlights the importance of policymakers and institutional leaders to position faculty retention

as a strategic priority and thereby ensure educators receive the necessary support to thrive in an ever-advancing digital existence with high expectations. Ultimately, this evidence-based recommendation could grant an approach toward building a stronger and more committed faculty, which would then lead to sustainability and excellence in higher education institutions.

The study provides important insights into faculty retention through examining drivers like Digital Fatigue, Psychological Safety, Employee Advocacy Behavior, and Green HR Practices; Nevertheless, it has its shortcomings. First, the study is of limited applicability because it is conducted in one particular academic setting, and, hence, its findings may not be generalizable across different industrial sectors or educational establishments with varying organizational cultures. Secondly, given the cross-sectional nature of the data, establishing any causal links between the constructs would not be possible: longitudinal studies are the way forward to explore patterns of faculty retention over time. Thirdly, the study focuses mainly on psychological and organizational aspects, while not considering those external realities applied by policy changes, economic conditions, or innovations that influence faculty retention. Future work can not only address such weaknesses by widening the scope within diverse institutional contexts, by adopting longitudinal designs to establish causal links, and additionally incorporating constructs like work-life balance, leadership styles, and institutional governance, but also fill in qualitative studies which might provide thicker cultural explanations about the social worlds faculty members experience while showing the nuanced meanings that digital fatigue and psychological safety bear on retention. Filling such gaps in research will further enhance the development of faculty retention strategies and hence contribute to a more sustainable academic workforce.

AUTHOR CONTRIBUTIONS

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Writing – original draft: Shareena P., Neekshitha V. Shetty, Afsana Mehar.
Writing – review & editing: Shareena P., Neekshitha V. Shetty.

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ANNEXURE

PART 1

Section A: Demographic Information

1. Gender

    a) Male
    b) Female
    c) Prefer not to say

2. Age Group

    a) Below 25
    b) 25–34
    c) 35–44
    d) 45–54
    e) 55 and above

3. Marital Status

    a) Single
    b) Married
    c) Divorced/Separated
    d) Widowed

4. Educational Qualification

    a) Bachelor's Degree
    b) Master's Degree
    c) M.Phil./Doctorate (PhD)
    d) Post-Doctorate
    e) Other (specify): _____

5. Designation

    a) Assistant Professor
    b) Associate Professor
    c) Professor
    d) Other (specify): _____

6. Years of Experience in Teaching

    a) 0–5 years
    b) 6–10 years
    c) 11–15 years
    d) 16–20 years
    e) Above 21 years

7. Type of Institution

    a) Private University
    b) Deemed University
    c) Government University
    d) Autonomous Institution
    e) Affiliated College
    f) Other (please specify): _____

8. Department/Discipline

    a) Arts
    b) Science
    c) Commerce
    d) Engineering
    e) Management
    f) Other (please specify): _____

9. Region

    a) Urban
    b) Semi-Urban
    c) Rural

Section B: Background Information

1. Workload (Hours per Week)

    a) Less than 10 hours
    b) 11–20 hours
    c) 21–30 hours
    d) 31–40 hours
    e) More than 40 hours

2. Preferred Mode of Teaching

    a) Fully Online
    b) Hybrid (Online + Offline)
    c) Fully Offline

3. Frequency of Online Meetings/Classes

    a) Daily
    b) Weekly
    c) Biweekly
    d) Monthly
    e)

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PART II

Section A: Digital Fatigue

1. Please indicate how much you agree or disagree with each statement (tick in the corresponding space).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Emotional Fatigue					
I feel emotionally exhausted after attending several videoconferences in a day					
Long hours of video calls makes me feel overwhelmed and used.					
Spending hours on video calls makes me emotionally discouraged to engage in other tasks					
Cognitive Fatigue					
I find it challenging to focus during long video calls.					
The constant switching between digital platforms makes me feel mentally exhausted					
The cognitive demands of being attentive during video calls are overwhelming					
Continuous online sessions negatively impact my ability to concentrate on other tasks					
Physical Fatigue					
I regularly experience headaches after attending several videoconferences					
Long hours of video calls cause significant strain on my eyes.					
I feel physically exhausted after a day filled with online activities					

Section B: Psychological Safety

1. Please indicate how much you agree or disagree with each statement (tick in the corresponding space).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Interpersonal Safety					
I feel comfortable sharing my opinions during team discussions.					
Team members value my input as well as respect my contributions.					
I can acknowledge my mistakes to my group without fearing the negative consequences.					
It does not make me feel incompetent if I ask help from my team.					
Team members treat each other with mutual respect and trust.					
Learning Safety					
I feel safe recommending new ideas or alternative approaches to solving issues.					
Team members are willing to discuss and learn from mistakes openly.					
I am motivated to seek feedback to enhance my performance.					
Team leaders assist in experimentation and learning, even when outcomes are uncertain.					
In my team, mistakes are viewed as opportunities for learning rather than as failures.					

Section C: Green HR Practices

1. Please indicate how much you agree or disagree with each statement (tick in the corresponding space).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Sustainability in Work Practices					
My institution promotes energy conservation and waste reduction.					
Faculty and staff are motivated to use telecommuting, carpooling, or other eco-friendly commuting options.					
Green goals are involved in performance management systems.					
My institution offers recognition or rewards for sustainable work practices.					
Employees engage in decisions related to environmental policies.					
Employee Awareness of Green Initiatives					
I am informed about my institution's environmental policies and initiatives.					
Regular training is offered to enhance environmental awareness.					
Faculty and staff receive guidance on minimizing carbon emissions.					
Environmental awareness is promoted via newsletters or updates.					
My institution's environmental efforts align with my personal values.					

Section D: Faculty Retention

1. Please indicate how much you agree or disagree with each statement (tick in the corresponding space).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Organizational Commitment					
I feel a strong sense of belonging to my institution.					
I am devoted to achieving the goals of my institution.					
I feel emotionally connected to my institution and its mission.					
My institution gives opportunities for career advancement that encourage me to stay.					
I believe my institution values my contribution as well as supports my professional growth.					
Turnover Intention					
I frequently think about leaving my current institution for another job.					
I feel there are only a few opportunities for growth and development in my present institution.					
The working environment in my institution makes me consider leaving.					
I am actively seeking other job opportunities outside my present institution.					
Imbalance between teaching and research responsibilities makes me feel like quitting.					

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Section E: Employee Advocacy Behavior

1. Please indicate how much you agree or disagree with each statement (tick in the corresponding space).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive Institutional Advocacy					
I actively share positive information about my institution in conversations with others.					
I promote my institution's accomplishments and values in my personal network.					
I defend my institution against criticism when discussing it with others.					
Public Recommendations					
I recommend my institution as a great workplace to friends and family.					
I motivate others to apply for jobs or collaborations at my institution.					
I share my institution's accomplishments and initiatives on social media.					
I post positive feedback online about my institution.					

2. Do you have any additional comments or suggestions on how institutions can enhance faculty retention and workplace satisfaction?

_____

_____

_____

_____

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Thank you for your time!