

# Chapter 6

## Emerging Psychosocial Risks in the Digital Age: Education in Its Dual Role as an Affected Sector and Control Tool

**Jesus Barrena-Martinez**

 <https://orcid.org/0000-0002-5501-742X>

*Universidad de Cadiz, Spain*

**Maria-Jose Foncubierta-Rodriguez**

 <https://orcid.org/0000-0003-3231-5261>

*Universidad de Cadiz, Spain*

**José Luis Gilabert Villard**

 <https://orcid.org/0000-0001-9323-8138>

*Universidad de Cadiz, Spain*

### ABSTRACT

*The process of digital transformation in which we live has generated a significant number of efficiency-related advantages, but, at the same time, has brought with it the emergence of different psychosocial risks that affect people's health in the workplace context. The purpose of this chapter is dual. On the one hand, to reflect and structure these emerging risks of a psychosocial nature, which are being experienced by workers; on the other, to provide training measures at the micro level to assist the managers of the organizations in the control of these risks, with a view to their elimination or maximum possible reduction.*

DOI: 10.4018/979-8-3693-6289-1.ch006

## 1. INTRODUCTION

In the digital age, technological transformation has permeated all aspects of society, including the workplace and educational dynamics (Hashim et al. 2022). This process, although it has brought multiple benefits, has also led to a number of emerging psychosocial risks affecting both individuals and organizations. In this context, education plays a twofold crucial role: it is a sector significantly affected by these risks and, in turn, a potentially powerful tool for mitigating them.

This work addresses the issue of emerging psychosocial risks in the digital age, focusing on education as a vulnerable sector to these risks as a possible solution to address them. The first section contextualizes the importance of this study within the global sustainability goals, specifically in relation to the United Nations Sustainable Development Goals (SDGs), such as SDG-3 (Health and Welfare) and SDG-8 (Dignity Work and Economic Growth). Macroeconomic data are analysed and the call for action by supranational bodies is emphasized to address these challenges.

The second section explores the emerging psychosocial risks arising from digitization, highlighting the pressure and stress that workers suffer, in the educational sector. This part of the work disaggregates how digitization affects the working environment, generating new fears and challenges for teachers, a collective especially vulnerable to these changes.

The third section focuses on the promotion of a healthy working environment, with an emphasis on the psychosocial and mental health of workers. It is argued that a happier and healthier teacher is not only more productive, but also contributes positively to the educational environment and student development.

In the fourth section, several preventive measures for psychosocial risks applicable to organizations are presented, regardless of the sector of activity. These measures are designed to address and mitigate various factors that can affect employees' mental health and well-being, thereby contributing to the creation of healthier and more productive work environments.

The fifth section of the work presents concrete proposals for using education as a solution to these psychosocial risks. Strategies are proposed to implement support and training programmes to help teachers better manage the stress and pressure associated with digitization.

Finally, the last section proposes a conceptual model for a future research agenda. Key areas where deeper study of psychosocial risks in the digital age is needed are suggested and the importance of developing evidence-based policies and practices for improving the psycho-social health of workers in the educational sector is highlighted.

30 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: [www.igi-global.com/chapter/emerging-psychosocial-risks-in-the-digital-age/367392](http://www.igi-global.com/chapter/emerging-psychosocial-risks-in-the-digital-age/367392)

## Related Content

---

### Public-Private Partnership Growth in Europe and Portugal: Challenges and Impact

Teresa Dieguez (2025). *Public Private Partnerships for Social Development and Impact* (pp. 101-126).

[www.irma-international.org/chapter/public-private-partnership-growth-in-europe-and-portugal/374182](http://www.irma-international.org/chapter/public-private-partnership-growth-in-europe-and-portugal/374182)

### Human Resource Training and Its Effect on the Integration and Success of Organizational Change

Filiz Mzrakand Senay Caylan (2023). *Managing Successful and Ethical Organizational Change* (pp. 120-143).

[www.irma-international.org/chapter/human-resource-training-and-its-effect-on-the-integration-and-success-of-organizational-change/332125](http://www.irma-international.org/chapter/human-resource-training-and-its-effect-on-the-integration-and-success-of-organizational-change/332125)

### Yuanqi Forest: Navigating Growth in China's Health Drinks Market

Enyi Zhang (2025). *Cases on Chinese Unicorns and the Development of Startups* (pp. 253-268).

[www.irma-international.org/chapter/yuanqi-forest/357070](http://www.irma-international.org/chapter/yuanqi-forest/357070)

### Weride: Pioneering Autonomous Driving Innovation and Global Expansion

Shuyi Feng (2025). *Cases on Chinese Unicorns and the Development of Startups* (pp. 269-290).

[www.irma-international.org/chapter/weride/357071](http://www.irma-international.org/chapter/weride/357071)

### Global R&D Strategies of German MNEs in the Changing World: Exploring Co-Invention Trends Between 2019 and 2023

Irina Ervits (2026). *Co-Constructing Economic Transformation Through Enterprise, Narrative, and Systemic Design* (pp. 377-412).

[www.irma-international.org/chapter/global-rd-strategies-of-german-mnes-in-the-changing-world/403475](http://www.irma-international.org/chapter/global-rd-strategies-of-german-mnes-in-the-changing-world/403475)