

Navigating Digital Transformation: The Role of Psychological Resilience, Openness to Experience, Learning Agility, and Life Satisfaction

Abstract

As digital transformation accelerates, both organizations and employees are increasingly confronted with new challenges and emerging opportunities. This study investigates the impact of psychological resilience, openness to experience, learning agility, and adaptation to digital transformation on the life satisfaction of employees in technology-driven workplaces. This study is grounded in Subjective Well-Being (SWB) Theory and Conservation of Resources (COR) Theory. We employed a cross-sectional survey design, collecting data from 169 professionals across various digitally transforming industries. We performed analysis using Partial Least Squares Structural Equation Modelling (PLS-SEM), the findings revealed that adaptation to digital transformation, psychological resilience, and learning agility significantly enhance life satisfaction, while openness to experience does not have a significant effect on life satisfaction. Furthermore, demographic factors such as gender, age, and work experience do not significantly influence life satisfaction. Learning agility is identified as an important predictor of life satisfaction, underscoring the pivotal role of psychological adaptability over static individual differences. These results highlight the importance of fostering resilience-building initiatives, digital upskilling programs, and structured change management strategies to support employees in navigating technological disruptions. This study makes a significant contribution to the literature by identifying the psychological resources that affect life satisfaction. It is one of the few studies that incorporates the Conservation of Resources (COR) Theory to explore these resources, particularly within the Indian context. We applied the COR Theory to examine these

resources in depth. Further, it enhances the academic discussion by moving beyond the common reference to “digital stress,” providing a more nuanced, resource-based understanding of employee well-being in changing technology environments.

Keywords: Psychological Resilience, Learning Agility, Life Satisfaction, Subjective Well-Being Theory, Conservation of Resources Theory, Workplace Adaptability, Digital Transformation.

1. Introduction

In modern, increasingly complex and technology-driven work environments, life satisfaction acts as a crucial indicator of an individual’s overall well-being and long-term fulfilment. Life satisfaction refers to an individual’s cognitive evaluation of their overall quality of life based on personal values and goals (Diener, 1984, 1985; Pavot & Diener, 2008). It is a fundamental component of subjective well-being, encompassing judgments about purpose, achievements, and life quality (Pavot & Diener, 2008). Research indicates that high life satisfaction is associated with improved mental health, stronger interpersonal relationships, and greater resilience to stress (Oishi, Diener, & Lucas, 2007). Additionally, individuals with higher life satisfaction experience greater motivation, which contributes to long-term success and well-being (Steel, Schmidt & Shultz, 2008). Given the evolving nature of modern work environments, it is increasingly important to examine the factors that shape life satisfaction in professional settings.

Organizations across industries are undergoing Digital Transformation (DT), a large-scale strategic shift that integrates advanced digital technologies to drive operational efficiency and

innovation (Warner & Wager, 2018). The researcher, Vial (2019, p. 1) describes digital transformation (DT) as *“a process that aims to improve an entity by triggering significant changes to its properties through combinations of information, computing, communication, and connectivity technologies”*. This transformation is not simply about adopting new technologies but represents a fundamental change in how organizations operate, requiring adjustments in business strategy, organizational culture, and workforce skillsets (Vial, 2019).

Digital transformation (DT) creates both opportunities and challenges for employees (Liu, Zhang, Liu, Liu, and Huo, 2024). On the one hand, DT fosters efficiency, flexibility, and innovation, allowing organizations to remain competitive (Warner & Wager, 2018). On the other hand, it introduces workplace challenges such as evolving job roles, skill obsolescence, and heightened workloads (Vial, 2019), and as organizations redefine value creation processes, employees must continuously develop new competencies and adapt to shifting work expectations (Vial, 2019). Research suggests that these workplace changes can lead to technostress, a psychological strain that arises from the rapid adoption of new technologies (Ayyagari, Grover, and Purvis, 2011). Besides, technostress has been found to negatively impact cognitive and emotional well-being, potentially diminishing life satisfaction (Tarafdar, Cooper, and Stich, 2017). However, the impact of DT is not uniform, individual psychological traits play a crucial role in determining whether employees perceive DT as a stressor or an opportunity (Wang, Liu, Qian and Parker, 2020).

To better understand how individuals maintain life satisfaction amid technological change, it is essential to examine the role of psychological traits that facilitate adaptation. This study focuses on three key psychological traits: psychological resilience, openness to experience, and learning agility, which influence how employees cope with change, engage in continuous learning, and sustain well-being in dynamic environments. These traits act as critical resources that enable employees to adapt to digital transformation and maintain overall satisfaction (Vial, 2019).

Psychological resilience refers to an individual's ability to recover from setbacks, manage stress effectively, and maintain psychological stability (Masten, 2001). Resilient employees use adaptive coping strategies such as emotional regulation, problem-solving, and cognitive reappraisal to sustain life satisfaction despite workplace challenges (Bonanno, 2004). In organizations undergoing digital transformation, resilience is particularly important, as it allows employees to manage uncertainty, navigate technological disruptions, and maintain a sense of control over their career trajectories (Vial, 2019). Openness to experience is a personality trait characterized by curiosity, creativity, and a willingness to engage with novel experiences (Costa & McCrae, 1992). Employees who score high in openness are more likely to embrace digital transformation, experiment with new technologies, and view workplace changes as opportunities for growth rather than disruptions (Vial, 2019). Research suggests that openness enhances adaptability, which, in turn, supports sustained life satisfaction in evolving work environments (Steel, Schmidt & Shultz, 2008). Learning agility is the ability to acquire and apply new knowledge in unfamiliar or evolving situations (DeRue et al., 2012). Learning-agile employees demonstrate behaviours such as feedback-seeking, self-reflection, and proactive problem-

solving, which help them navigate workplace transitions effectively (Eichinger & Lombardo, 2004). In workplaces undergoing digital transformation, learning agility enables employees to develop digital competencies and mitigate the risk of skill obsolescence, thereby preserving their professional growth and well-being (Vial, 2019).

This study investigates how individual psychological traits interact with digital transformation to influence life satisfaction. By utilizing the lens of the Conservation of Resources (COR) Theory to examine these resources in depth. Rather than viewing digital transformation as a standalone organizational change, this research emphasizes its role as a dynamic environment to which individuals adapt. Employees who are psychologically resilient, open to experience, and learning-agile are better positioned to navigate digital transformation successfully, perceiving it as a source of opportunity rather than stress (Vial, 2019). Thus, this study examines the interplay between adaptation to digital transformation and psychological resources in determining life satisfaction. We enhance the academic discussion by moving beyond the common reference to “digital stress,” providing a more nuanced, resource-based understanding of employee well-being in changing technology environments. This research is grounded in Subjective Well-Being (SWB) Theory (Diener, 1984) and Conservation of Resources (COR) Theory (Hobfoll, 1989). SWB theory posits that life satisfaction arises from both external conditions (such as workplace environments) and internal psychological resources (such as resilience and adaptability). Meanwhile, COR theory suggests that individuals strive to acquire and protect resources such as psychological resilience and cognitive adaptability to maintain life satisfaction, particularly in response to workplace challenges. By integrating these

theoretical perspectives, this study provides a framework for understanding how adaptation to digital transformation interacts with individual psychological traits to influence life satisfaction.

2. Theoretical Underpinnings & Hypothesis Formulation

Life satisfaction is one of the key indicators of subjective well-being, reflecting an individual's cognitive evaluation of their overall life quality based on personal goals and values (Diener, 1984). In the context of rapidly evolving work environments, life satisfaction is shaped by both external workplace factors (such as digital transformation) and internal psychological traits (such as resilience, openness to experience, and learning agility). This study integrates Subjective Well-Being (SWB) Theory (Diener, 1984) and Conservation of Resources (COR) Theory (Hobfoll, 1989) to explore how adaptation to digital transformation and psychological traits collectively influence life satisfaction.

SWB Theory posits that life satisfaction is influenced by both external conditions and internal psychological resources. Workplace factors, such as organizational change and job demands, can affect how employees evaluate their overall well-being. Digital transformation, as a structural change in work environments, may either enhance or diminish life satisfaction, depending on how individuals perceive and adapt to technological advancements. Employees with strong psychological traits, such as resilience and adaptability, may perceive digital transformation as an opportunity for growth, while those with lower adaptability may experience stress and reduced satisfaction.

Conservation-of-Resources (COR) theory argues that people strive to retain, protect and build valued resources; resource loss is more powerful than gain, and individuals must invest resources to guard against loss or to secure future gains (Hobfoll, 1989; Hobfoll et al., 2018). The theory treats resources as dynamic “caravans” shaped by environmental passageways (Halbesleben et al., 2014). Within this framework, psychological resilience has been studied as a buffer-type personal resource that dampens strain during high demands (Hobfoll et al., 2018). In a study, learning agility predicted supervisor-rated performance and promotability beyond cognitive ability and the Big Five ($\Delta R^2 \approx .06-.11$), indicating its capacity to foster additional resource gains over time (Connolly, 2001). And the construct, Openness to Experience, broadens information seeking and exploration, and can be positioned within COR as a distinct resource category. Meanwhile, a Meta-analytic work shows that ability-based emotional intelligence contributes only about 1 % additional variance in job performance once personality and general mental ability are controlled, whereas self-report mixed EI measures contribute much more ($\Delta R^2 \approx 15 - 19 \%$; Joseph & Newman, 2010). Because general self-efficacy (GSE) overlaps conceptually with both resilience and core personality traits, and learning agility already captures unique predictive power, our research model considers psychological resilience, learning agility, and openness to experience as three complementary, non-redundant personal resources and in our research model, we have excluded GSE to preserve parsimony. Together, these constructs map onto the contemporary COR framework and therefore provide a theoretically coherent set of personal resources for investigating the life satisfaction of employees in digital transformations.

Hypotheses Formulation

Digital transformation (DT) refers to the strategic integration of advanced technologies that redefine business operations, workplace structures, and employee roles (Vial, 2019). While

DT enhances innovation, efficiency, and career growth, it also presents challenges, such as technostress, skill obsolescence, and increased job demands (Ayyagari, Grover, and Purvis, 2011; Tarafdar, Cooper, and Stich, 2017). Employees who struggle with technological adaptation may experience cognitive overload and emotional exhaustion, reducing their life satisfaction.

Conversely, DT can enhance work-life balance and provide professional development opportunities under supportive conditions (Wang, Liu, Qian and Parker, 2020). Therefore, DT's effect on life satisfaction is dependent on individual adaptability and workplace support systems. We hypothesize the following:

H1: Adaptation to Digital Transformation has a significant effect on life satisfaction.

Psychological resilience refers to an individual's ability to recover from adversity, regulate emotions, and adapt to stressful situations (Masten, 2001). In dynamic work environments, resilient employees are more capable of managing workplace disruptions and maintaining a sense of stability. Research suggests that resilience fosters positive emotions, cognitive flexibility, and adaptive coping mechanisms, which contribute to long-term well-being (Bonanno, 2004; Fredrickson, 2001). In organizations undergoing digital transformation, resilience enables employees to handle uncertainty, mitigate stress, and maintain engagement, ultimately sustaining life satisfaction. Tugade and Fredrickson (2004) suggest that resilient individuals experience greater positive emotions, which aid in effective emotion regulation and the ability to find positive meaning in adversity. Since positive emotions and meaning making are closely linked to well-being, their findings imply that resilience contributes to overall life satisfaction by fostering adaptive coping mechanisms and well-being (Tugade & Fredrickson, 2004).

H2: Psychological resilience has a significant effect on life satisfaction.

Openness to experience is a personality trait characterized by curiosity, intellectual engagement, and a willingness to embrace change (Costa & McCrae, 1992). Braun, Hayes, DeMuth, and Taran (2017) and Isaacs et al. (2011) underscore openness as a key determinant of an individual's capacity to embrace change and maintain life satisfaction. Research indicates that openness is positively associated with life satisfaction, as it enhances adaptability, engagement in meaningful activities, and intellectual stimulation (Steel, Schmidt & Shultz, 2008). In digitally transforming workplaces, openness facilitates technology adoption, creativity, and innovation, leading to a greater sense of competence and purpose.

H3: Openness to experience has a significant effect on life satisfaction.

Learning agility refers to an individual's ability to rapidly acquire and apply new knowledge in evolving situations (DeRue et al., 2012). Employees with high learning agility actively seek feedback, engage in continuous learning, and adapt to changing job requirements (Eichinger & Lombardo, 2004). In the context of digital transformation, learning agility allows employees to stay ahead of technological advancements, reducing the risk of skill obsolescence and workplace disengagement. Panda and Singh (2024) found that employees with higher learning agility engage in proactive job crafting, aligning workplace demands with personal strengths to enhance resilience and sustain life satisfaction. This study investigates the role of learning agility as a personal resource that facilitates adaptation to changing workplaces. By fostering a mindset of continuous improvement, learning agility enhances employees' ability to navigate digital transformation effectively, contributing to sustained life satisfaction.

H4: Learning agility has a significant effect on life satisfaction.

Control Variables: Gender and Years of Experience

Demographic factors such as gender and work experience may influence life satisfaction by shaping how individuals perceive workplace challenges. Research indicates that gender differences in work-life balance and career progression can impact life satisfaction (Clark, 1997). Additionally, years of experience may contribute to greater stability and coping mechanisms, as employees with longer tenure develop stronger professional networks and adaptive strategies (Ng & Feldman, 2010). However, individual psychological traits and workplace conditions often play a stronger role than demographic factors in shaping life satisfaction (Oishi, Diener, and Lucas, 2007).

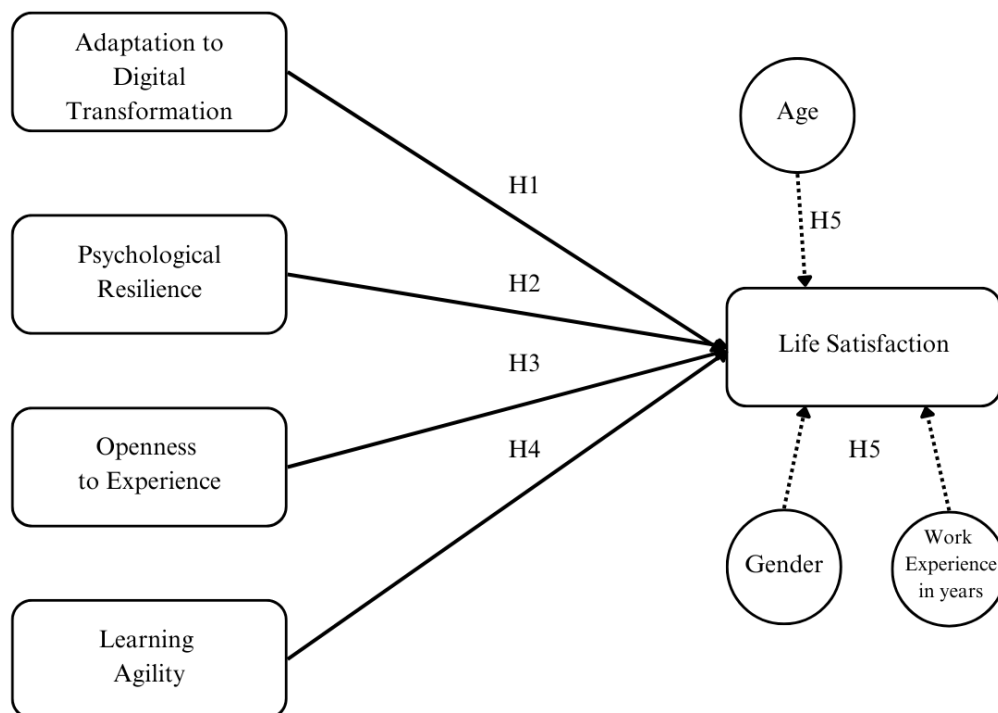


Figure 1. Hypothesized research model

3. Methodology:

This study employs a quantitative, cross-sectional research design to examine the relationships between digital transformation, psychological resilience, openness to experience, learning agility, and life satisfaction. A cross-sectional approach is appropriate for assessing multiple variables at a single point in time and analysing how they interact (Creswell & Creswell, 2018). The study integrates Subjective Well-Being (SWB) Theory (Diener, 1984) and Conservation of Resources (COR) Theory (Hobfoll, 1989) to explain how both internal psychological traits (resilience, openness, learning agility) and adaptation to digital transformation contribute to life satisfaction. By applying this theoretical framework, the study aims to provide empirical insights into how employees adapt to digital transformation and sustain well-being in technology-driven work environments.

The target population for this study comprised employees working in organizations undergoing digital transformation across various industries, including information technology, finance, and healthcare. To ensure that participants had direct or indirect exposure to technological changes such as automation, digital platforms, or remote work technologies, a convenience sampling technique was employed. Participants were recruited by disseminating an online questionnaire among the professional networks, executives working in various organizations and industries, ranging from different levels of seniority.

Participants were required to meet specific eligibility criteria to align with the research objectives of the study. First, individuals needed to have a minimum of six months of tenure in

their current organization to ensure familiarity with workplace technological changes. Second, participants were required to have familiarity or involvement in digital transformation initiatives, such as the adoption of artificial intelligence, cloud computing, automation, or other advanced workplace technologies. By implementing these inclusion criteria, the study captured perspectives from employees with substantive exposure to digital transformation.

The sample comprised professionals from diverse industries, allowing for a broad examination of the adaptation of digital transformation and its impact on life satisfaction. A total of 169 responses were collected, ensuring statistical robustness for meaningful inferential analysis and the generalizability of findings. Gender distribution indicated that 68.05% of respondents were male (115 participants) and 31.95% were female (54 participants), reflecting a higher male representation in the sample. The age of participants ranged from 23 to 59 years, with a mean age of 32.2 years ($SD = 7.16$). The median age was 31 years, with an interquartile range of 27 to 35 years, suggesting a workforce that is predominantly young to middle-aged. The tenure of participants in their respective organizations varied considerably, with an average work experience of 8.65 years ($SD = 6.00$). The median tenure was 8 years, with 25% of respondents having four or fewer years of experience and another 25% reporting 12 or more years, indicating a balanced representation of both early-career and experienced professionals.

The industry distribution of participants further highlighted the diversity of the sample. The banking sector accounted for 27.81% of respondents, followed by IT (15.38%), education (7.10%), and manufacturing (4.14%). Other industries, including healthcare, electronics, oil &

gas, supply chain logistics, and battery manufacturing, represent 45.57% of respondents. Data collection was conducted using an online questionnaire, distributed through professional networks and among teams across various organizations. The questionnaire targeted working professionals in different organizations. Before participation, respondents were provided with an informed consent form detailing the study's purpose, procedures, and confidentiality protocols. Ethical guidelines were strictly adhered to, ensuring that all participant data remained anonymous and confidential throughout the research process. The survey questionnaire was structured to measure adaptation to digital transformation, psychological traits (resilience, openness, learning agility), life satisfaction, and demographic variables (gender and years of experience). Participants were required to provide responses based on their perceptions and experiences in their respective organizations.

All variables in the study were measured using validated scales from existing literature. Each item was rated on a Likert scale, allowing for a standardized comparison of responses.

Independent Variables:

- Adaptation to Digital Transformation (DT): Measured using a validated scale adapted from Nasiri, Ukko, Saunila, and Rantala (2020). Sample item: "My employer provides employees with training to adapt to digital transformation".
- Psychological Resilience: Measured using a customized scale based on Braun, Hayes, DeMuth, and Taran (2017). Sample Items are "I quickly adapt to new ways of doing things and new work assignments". "I remain calm and focused when dealing with unexpected challenges at work".

- Openness to Experience: Measured using a validated scale from Costa and McCrae (1992). Sample Items are “I enjoy learning about new ideas and exploring different perspectives”. “I find it easy to consider opinions that differ from my own”.
- Learning Agility: Measured using a validated scale adapted from Panda and Singh (2024). Sample Items are “I actively seek feedback to improve my skills in response to workplace changes”. “I continuously work to understand trends that impact my field”.

Dependent Variable:

- Life Satisfaction: Measured using the Satisfaction with Life Scale (SWLS) developed by Diener, Emmons, Larsen, and Griffin (1985). Sample Items are “In most ways, my life is close to my ideal”. “The conditions of my life are excellent”.

Control Variables:

- Gender and Years of Experience: Included as control variables to assess their influence on life satisfaction. Gender: Participants self-identified as male, female, or other, or prefer not to say. Years of Experience: Measured as a continuous variable (e.g., Enter your total years of work experience.).

4. Results and Data Analysis

The collected data was analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) using SmartPLS 4 (Ringle, Wende and Becker, 2024) platform, for examining relationships between latent constructs and testing complex theoretical models. The analysis involved the assessment of both the measurement model (to ensure reliability and validity) and the structural model (to test hypotheses).

Measurement Model Evaluation

The reliability and validity of the constructs were assessed through Confirmatory Factor Analysis (CFA). The Cronbach's alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) values were computed to ensure internal consistency and convergent validity. The results, presented in Table 1, indicate that all constructs meet the recommended thresholds (Cronbach's $\alpha > 0.70$, $CR > 0.70$, and $AVE > 0.50$), with only the construct- Openness to Experience with values closer to 0.70 and in the acceptable range, overall demonstrating robust measurement properties. Additionally, items with weak outer loadings (below 0.55) of Psychological Resilience (RES1, RES5), Learning Agility (AG5), Life Satisfaction (LS5) were removed to enhance the model's reliability.

Table 1. Reliability and Validity Measures

Construct	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Adaptation to Digital Transformation	0.879	0.911	0.673
Learning Agility	0.726	0.827	0.545
Life Satisfaction	0.872	0.913	0.726
Openness to Experience	0.655	0.812	0.591
Psychological Resilience	0.726	0.824	0.544

Discriminant validity was assessed using the Fornell-Larcker Criterion and the Heterotrait-Monotrait (HTMT) Ratio. As presented in Table 2a, the square root of AVE for each construct exceeded its correlations with other constructs, supporting discriminant validity using the Fornell-Larcker criterion (Hamid et al, 2017). Similarly, HTMT values were below the

recommended threshold of 0.85 as presented in Table 2b, further confirming construct distinctiveness (Henseler, Ringle, and Sarstedt, 2014). The measurement model exhibited a Standardized Root Mean Square Residual (SRMR) of 0.081, indicating an acceptable model fit (Hair, Hult, Ringle, and Sarstedt, 2017). These indices confirm that the measurement model is statistically robust and provides a solid foundation for the subsequent structural path analysis.

Table 2a. Discriminant Validity – Fornell-Larcker Criterion

Constructs	DT	AG	LS	OPE	RES
Adaptation to Digital Transformation (DT)	0.82				
Learning Agility (AG)	0.368	0.739			
Life Satisfaction (LS)	0.418	0.524	0.85		
Openness to Experience (OPE)	0.382	0.507	0.27	0.769	
Psychological Resilience (RES)	0.275	0.503	0.46	0.459	0.738

Table 2b. Discriminant validity - Heterotrait-monotrait ratio (HTMT) - Matrix

Constructs	DT	AG	LS	OPE	RES
Adaptation to Digital Transformation (DT)					
Learning Agility (AG)	0.45				
Life Satisfaction (LS)	0.47	0.64			
Openness to Experience (OPE)	0.5	0.73	0.36		
Psychological Resilience (RES)	0.34	0.69	0.54	0.66	

Structural Model and Hypothesis Testing

The structural model was assessed using Partial Least Squares Structural Equation Modelling (PLS-SEM) to examine the relationships among constructs and test the proposed

hypotheses. The overall model fit was further assessed using the Standardized Root Mean Square Residual (SRMR), which is 0.081, indicating an acceptable fit (Henseler, Ringle, and Sarstedt, 2014). Additionally, the unweighted least squares discrepancy (d_{ULS}) of 1.831 and the geodesic discrepancy (d_G) of 0.654 supported model adequacy. The coefficient of determination (R^2) for Life Satisfaction was 0.416, with an adjusted R^2 of 0.39, suggesting that the model explains approximately 41.6% of the variance in Life Satisfaction (Cohen, 1988). This leaves 58.4 % unexplained variance in life satisfaction. Recent research on work design emphasizes that job autonomy and team support are important contextual resources that help reduce strain associated with remote work (Wang, Liu, Qian, & Parker, 2020). Additionally, evidence from the public sector indicates that having clear roles, combined with autonomy, can alleviate stress caused by strict accountability systems (Han, Hwang, Kim, & Robertson, 2025). By incorporating these environmental resources, we could significantly reduce the unexplained variance, aligning well with the multi-level framework of Conservation of Resources (COR).

Table 3 presents the path coefficients, t-statistics, and p-values obtained from bootstrapping with 5,000 resamples. The results indicate that Adaptation to Digital Transformation, Psychological Resilience, and Learning Agility were statistically significant predictors of Life Satisfaction (LS) at the 5 % significance level ($p < .05$), whereas Openness to Experience (OPE) was not ($p > .05$).

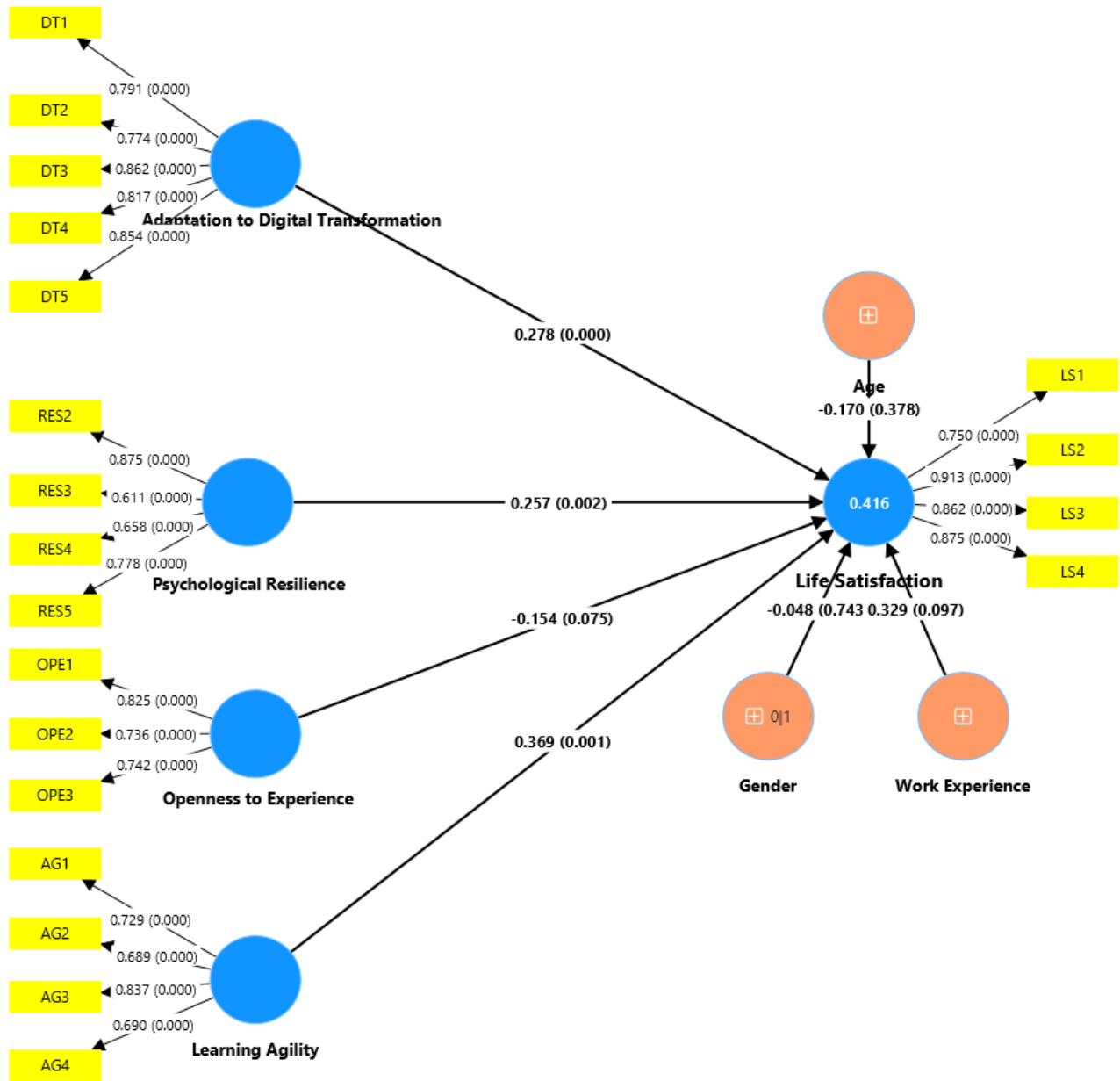


Figure 2. Structural Model and Path Coefficients

Table 3. Structural Model Path Coefficients

Hypot hesis	Path	β	t-Value	p- Value	Result
H1	Adaptation to Digital Transformation → Life Satisfaction	0.278	3.916	0	Supported
H2	Psychological Resilience → Life Satisfaction	0.257	3.122	0.002	Supported
H3	Openness to Experience → Life Satisfaction	-0.15	1.78	0.075	Not Supported
H4	Learning Agility → Life Satisfaction	0.369	3.455	0.001	Supported

The results support hypotheses H1, H2, and H4, indicating that employees with higher adaptation to digital transformation, stronger psychological resilience, and greater learning agility experience higher life satisfaction. However, hypothesis H3 was not supported at $p < .05$, suggesting that openness to experience does not significantly impact life satisfaction in digitally transforming workplaces. These findings highlight that psychological resources and adaptability play a crucial role in sustaining well-being amid digital transformation. Employees who proactively engage with technology and demonstrate resilience and learning agility tend to report greater life satisfaction, whereas personality traits such as openness to experience may not hinder the well-being outcomes in dynamic environments. In addition, the findings also indicate that none of these control variables had a statistically significant effect on life satisfaction.

5. Discussion

This study examined the relationship between adaptation to digital transformation, psychological resources, and life satisfaction in evolving work environments. The findings confirm that employees who demonstrate greater adaptation to digital transformation, psychological resilience, and learning agility report higher life satisfaction, aligning with previous research on workplace adaptability and subjective well-being (Diener, 1984; Hobfoll, 1989). However, openness to experience was not found to be a significant (at $p < .05$) predictor of life satisfaction, offering new insights into how personality traits interact with workplace changes. The study found a significant positive relationship between adaptation to digital transformation and life satisfaction, supporting hypothesis H1. Employees who actively engage with new technologies and organizational changes tend to perceive digital transformation as an opportunity rather than a threat, leading to greater job satisfaction and well-being. These findings align with previous research suggesting that technology acceptance and digital literacy contribute to enhanced work engagement and reduced stress (Wang, Liu, Qian and Parker, 2020). Organizations that facilitate digital adaptation through training programs and support structures may thus improve employee well-being and workplace satisfaction.

The study also provides empirical support for hypothesis H2, demonstrating that psychological resilience significantly enhances life satisfaction. Resilient employees can effectively manage stress, maintain emotional stability, and adapt to workplace uncertainties, which is critical in environments undergoing rapid technological change (Bonanno, 2004). This aligns with the Conservation of Resources (COR) theory, which posits that individuals with greater personal resources are better equipped to withstand workplace stress and maintain well-

being (Hobfoll, 1989). These findings suggest that organizations should promote resilience-building programs such as stress management training and psychological support mechanisms to enhance employee adaptability.

The results confirm hypothesis H4, indicating that Learning agility is the most potent predictor ($\beta = .369$) of life satisfaction. Empirical studies show that learning agility explains promotion rates and supervisor-rated performance over and above cognitive ability and the Big-Five (DeRue et al., 2012). Employees who actively engage in continuous learning, skill development, and proactive problem-solving are more likely to experience greater workplace satisfaction and long-term career growth (DeRue et al., 2012). Through the lens of COR theory, learning agility instigates a resource-gain spiral: newly acquired competencies catalyse subsequent learning, producing compounded resource gains that translate into higher well-being. This finding reinforces the importance of lifelong learning in technology-driven workplaces, where skill obsolescence can threaten job security. Organizations should foster a culture of continuous learning and professional development to enhance employee adaptability and well-being.

Contrary to general expectations, openness to experience did not significantly predict life satisfaction (H3: $\beta = -0.15$, $p = .075$). Although this coefficient reaches only trend-level significance at the 10 % threshold, its negative sign hints that, in digitally intense workplaces, higher openness may sometimes detract from well-being. This pattern echoes Judge et al.'s (2002) meta-analysis, which found an essentially nil true-score correlation between openness and job satisfaction. Openness often drives wide information search, a behaviour linked to techno-overload, cognitive strain (Tarafdar, Cooper, & Stich, 2017). When information demands overtake resource replenishment, the Conservation-of-Resources theory predicts net resource

loss and lower well-being. Thus, under rapid digital change, high openness may foster cognitive overload rather than the creativity benefits observed in more stable contexts (Costa & McCrae, 1992). Future work should test moderators such as perceived control, digital literacy to clarify when openness supports versus undermines life satisfaction.

The inclusion of control variables, age, gender, and work experience, provides valuable insights into how demographic factors interact with psychological resources in predicting life satisfaction. The findings indicate that none of these control variables had a statistically significant effect on life satisfaction, suggesting that psychological adaptability is a stronger predictor of workplace well-being than demographic characteristics. Hence, the study has taken age, gender, and tenure as control variables. Age was found to have no significant effect on life satisfaction ($\beta = -0.170$, $p = 0.378$). This suggests that both younger and older employees can maintain high levels of well-being in digitally transforming workplaces, provided they possess resilience and learning agility. These results challenge traditional assumptions that older employees struggle more with digital adaptation. Gender also had no significant effect on life satisfaction ($\beta = -0.048$, $p = 0.743$), suggesting that men and women experience similar levels of well-being in digital workplaces. This is an important finding, as previous studies have suggested that gender differences in career progression and work-life balance may affect job satisfaction (Clark, 1997). However, in the context of digital transformation, these differences appear less pronounced, potentially due to increased remote work flexibility and equal access to digital skill-building opportunities.

Work experience did not significantly predict life satisfaction ($\beta = 0.329$, $p = 0.097$).

While experienced employees may have greater familiarity with workplace structures, their tenure alone does not guarantee higher life satisfaction. Instead, factors such as learning agility and resilience play a more crucial role in shaping workplace satisfaction. These results align with human capital theory (Becker, 1964), which emphasizes the value of continuous skill acquisition over static job tenure. The non-significance of age, gender, and experience suggests that organizations should focus more on developing employees' psychological and behavioural adaptability rather than relying on demographic stereotypes. These findings reinforce the importance of universal access to training programs, digital upskilling initiatives, and well-being support systems across all employee groups.

These findings have both theoretical and practical implications. This study demonstrates how psychological resources (resilience, learning agility) and workplace adaptation contribute to life satisfaction in technology-driven environments. Additionally, it provides empirical support for COR theory, reinforcing the idea that employees with strong psychological resources can better navigate workplace disruptions (Hobfoll, 1989). From a practical perspective, organizations should focus on developing resilience training, fostering a culture of continuous learning, and creating structured digital adaptation programs to enhance employee well-being. Employers should also recognize that openness to experience alone is not sufficient for workplace adaptability; rather, structured learning and psychological coping mechanisms play a more critical role in sustaining employee satisfaction.

6. Conclusion and Implications

This study examined the relationship between adaptation to digital transformation, psychological resilience, learning agility, openness to experience, and life satisfaction in modern workplaces. The findings reveal that adaptation to digital transformation, psychological resilience, and learning agility positively influence life satisfaction, whereas openness to experience does not exhibit a significant effect. These results contribute to the growing body of research on digital transformation and employee well-being, emphasizing the role of psychological adaptability and continuous learning in fostering job satisfaction in technology-driven environments. This research explains how adaptation to digital transformation as a contextual factor influences life satisfaction. The findings suggest that adaptability to digital transformation, psychological resilience and learning agility serve as key determinants of life satisfaction, reinforcing the notion that well-being is shaped not only by external work conditions but also by internal psychological resources. Additionally, the study strengthens Conservation of Resources (COR) theory by providing empirical evidence that employees who possess psychological resources such as resilience and learning agility are better equipped to sustain satisfaction in life in dynamic workplaces (Hobfoll, 1989). The findings underscore the importance of resource acquisition and preservation in mitigating workplace stress, particularly in the context of digital transformation.

The results have significant managerial and organizational implications. To enhance employee well-being in digital workplaces, organizations should implement and invest in structured digital training programs and change management initiatives to support employees in navigating technological transitions. Providing onboarding and continuous digital skill-building

programs can enhance employees' ability to adapt to evolving workplace demands. Employers should introduce resilience-building interventions, mindfulness programs, and psychological support initiatives to help employees manage workplace stress and uncertainty. Encouraging the development of emotional regulation and problem-solving skills can foster a more resilient workforce. Given the strong link between learning agility and life satisfaction, organizations should cultivate a learning-oriented culture through mentorship programs, upskilling initiatives, and career development opportunities. Supporting employees in acquiring new competencies can reduce job insecurity and improve career satisfaction. The study's findings suggest that openness to experience alone does not necessarily predict life satisfaction in digital work environments. Therefore, organizations should provide personalized support mechanisms that cater to different personality traits, ensuring that employees receive the resources they need to thrive. The study's non-significant results for age, gender, and work experience challenge traditional assumptions about workplace vulnerability in digital transformation. Instead of demographic characteristics, psychological resilience, learning agility, and adaptation to digital transformation appear to be the strongest determinants of life satisfaction in modern work environments.

Despite its contributions, this study has certain limitations. First, the cross-sectional research design limits the ability to infer causality of the phenomenon. Future research should employ longitudinal studies to assess how adaptation to digital transformation and psychological resilience influence life satisfaction over time. Second, the study did not examine industry-specific differences in digital transformation experiences. Future studies could explore how sector-specific digital transformations impact employee life satisfaction, particularly in high-tech versus traditional industries. Finally, future research could investigate potential mediators and

moderators (e.g., job satisfaction, perceived job control) to gain a more nuanced understanding of the mechanisms underlying the relationship between adaptation to digital transformation and well-being. In an era of rapid technological advancement, the ability of employees to adapt to digital transformation, leverage psychological resilience, and engage in continuous learning plays a pivotal role in sustaining employee life satisfaction. This study highlights the importance of workplace adaptability and psychological resources in shaping life satisfaction, reinforcing the need for organizations to invest in supportive work environments that foster resilience, learning agility, and digital readiness. By implementing targeted strategies, organizations can not only enhance employee satisfaction but also ensure long-term productivity and success in digitally evolving landscapes.

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APPENDIX:

Reviewer`s Comments	How is it addressed
Although there is a claim that findings contribute to the growing body of research on digital transformation and employee well-being, emphasizing the role of psychological adaptability and continuous learning in fostering job satisfaction in technology-driven environments, it is not clear what is the main contribution.	This study investigates how individual psychological traits interact with digital transformation to influence life satisfaction. By utilizing the lens of the Conservation of Resources (COR) Theory to examine these resources in depth. Rather than viewing digital transformation as a standalone organizational change, this research emphasizes its role as a dynamic environment to which individuals adapt. This study examines the interplay between adaptation to digital transformation and psychological resources in determining life satisfaction. We enhance the academic discussion by moving beyond the common reference to “digital stress,” providing a more nuanced, resource-based understanding of employee well-being in changing technology environments. By integrating these theoretical perspectives, this study provides a framework for understanding how adaptation to digital transformation interacts with individual psychological traits to influence life satisfaction.

Areas for Improvement : 1. Results

Discussion a. The authors may expand on the surprising negative relationship between openness and life satisfaction, as this contradicts conventional expectations in the literature.

Contrary to general expectations, openness to experience did not significantly predict life satisfaction (H3: $\beta = -0.15$, $p = .075$). Although this coefficient reaches only trend-level significance at the 10 % threshold, its negative sign hints that, in digitally intense workplaces, higher openness may sometimes detract from well-being. This pattern echoes Judge et al.'s (2002) meta-analysis, which found an essentially nil true-score correlation between openness and job satisfaction. Openness often drives wide information search, a behaviour linked to techno-overload, cognitive strain (Tarafdar, Cooper, & Stich, 2017). When information demands overtake resource replenishment, the Conservation-of-Resources theory predicts net resource loss and lower well-being. Thus, under rapid digital change, high openness may foster cognitive overload rather than the creativity benefits observed in more stable contexts (Costa & McCrae, 1992). Future work should test moderators such as perceived control, digital literacy to clarify when openness supports versus undermines life satisfaction.

b. The authors may address the remaining unexplained variance (58%) in life satisfaction and discuss other potential contributing factors.

The coefficient of determination (R^2) for Life Satisfaction was 0.416, with an adjusted R^2 of 0.39, suggesting that the model explains approximately 41.6% of the variance in Life Satisfaction (Cohen, 1988). This leaves 58.4 % unexplained variance in life satisfaction. Recent research on work design emphasizes that job autonomy and team support are important contextual resources that help reduce strain associated with remote work (Wang, Liu, Qian, & Parker, 2020). Additionally, evidence from the public sector indicates that having clear roles, combined with autonomy, can alleviate stress caused by strict accountability systems (Han, Hwang, Kim, & Robertson, 2025). By incorporating these environmental resources, we could significantly reduce the unexplained variance, aligning well with the multi-level framework of Conservation of Resources (COR).

c. The discussion would be strengthened by examining the relative importance of predictors, particularly explaining why learning agility emerged as the strongest influence on life satisfaction

The results confirm hypothesis H4, indicating that Learning agility is the most potent predictor ($\beta = .369$) of life satisfaction. Empirical studies show that learning agility explains promotion rates and supervisor-rated performance over and above cognitive ability and the Big-Five (DeRue et al., 2012). Employees who actively engage in continuous learning, skill development, and proactive problem-solving are more likely to experience greater workplace satisfaction and long-term career growth (DeRue et al., 2012). Through the lens of COR theory, learning agility instigates a resource-gain spiral: newly acquired competencies catalyse subsequent learning, producing compounded resource gains that translate into higher well-being. This finding reinforces the importance of lifelong learning in technology-

driven workplaces, where skill obsolescence can threaten job security. Organizations should foster a culture of continuous learning and professional development to enhance employee adaptability and well-being.

2. Hypothesis Development a. The authors should provide stronger theoretical justification for selecting these specific psychological variables rather than alternatives like emotional intelligence or self-efficacy.

Conservation-of-Resources (COR) theory argues that people strive to retain, protect and build valued resources; resource loss is more powerful than gain, and individuals must invest resources to guard against loss or to secure future gains (Hobfoll, 1989; Hobfoll et al., 2018). The theory treats resources as dynamic “caravans” shaped by environmental passageways (Halbesleben et al., 2014). Within this framework, psychological resilience has been studied as a buffer-type personal resource that dampens strain during high demands (Hobfoll et al., 2018). In a study, learning agility predicted supervisor-rated performance and promotability beyond cognitive ability and the Big Five ($\Delta R^2 \approx .06-.11$), indicating its capacity to foster additional resource gains over time (Connolly, 2001). And the construct, Openness to Experience, broadens information seeking and exploration, and can be positioned within COR as a distinct resource category. Meanwhile, a Meta-analytic work shows that ability-based emotional intelligence contributes only about 1 % additional variance in job performance once personality and general mental ability are controlled, whereas self-report mixed EI measures contribute much more ($\Delta R^2 \approx 15 - 19 \%$; Joseph & Newman, 2010). Because general self-efficacy (GSE) overlaps conceptually with both resilience and core personality traits, and learning agility already captures unique predictive power, our research model considers psychological resilience, learning agility, and openness to experience as three complementary, non-redundant personal resources and in our research model, we have excluded GSE to preserve parsimony. Together, these

constructs map onto the contemporary COR framework and therefore provide a theoretically coherent set of personal resources for investigating the life satisfaction of employees in digital transformations.

b. The paper would benefit from more clearly connecting each variable to Conservation of Resources Theory and explaining how they function as resources.

Conservation-of-Resources (COR) theory argues that people strive to retain, protect and build valued resources; resource loss is more powerful than gain, and individuals must invest resources to guard against loss or to secure future gains (Hobfoll, 1989; Hobfoll et al., 2018). The theory treats resources as dynamic “caravans” shaped by environmental passageways (Halbesleben et al., 2014). Within this framework, psychological resilience has been studied as a buffer-type personal resource that dampens strain during high demands (Hobfoll et al., 2018). In a study, learning agility predicted supervisor-rated

performance and promotability beyond cognitive ability and the Big Five ($\Delta R^2 \approx .06-.11$), indicating its capacity to foster additional resource gains over time (Connolly, 2001). And the construct, Openness to Experience, broadens information seeking and exploration, and can be positioned within COR as a distinct resource category.

c. The hypotheses related to demographic controls (H5a, H5b, and H5c) don't require formal hypotheses and could be addressed in the methodology section instead to maintain focus on core relationships.

The formal hypotheses regarding control variables are removed. The inclusion of control variables, age, gender, and work experience in the model and in the analysis provides valuable insights into how demographic factors interact with psychological resources in predicting life satisfaction. The findings indicate that none of these control variables had a statistically significant effect on life satisfaction, suggesting that psychological adaptability is a stronger predictor of workplace well-being than demographic characteristics. Hence, the study has taken age, gender, and tenure as control variables. Age was found to have no significant effect on life satisfaction.
