

Challenges in Implementing Quality Education at INTI International University: An Examination of Human Resource Management Practices

Sharmila Devi Ramachandaran¹, Riska Nuraini², Sukhmeet Kaur³

Abstract

This study investigates the challenges that INTI International University has had in integrating Sustainable Development Goal (SDG) 4 by ensuring inclusive, high-quality education and opportunities for lifelong learning into its HRM practices. Key problems identified by the study include the need to accommodate varied faculty requirements in an inclusive environment, integrate new technologies with current teaching approaches, and attract and retain talented instructors. The implementation of HRM strategies is hampered by resource constraints, changing educational requirements, and the need for ongoing strategy modification, according to the insights of an HR specialist. The results emphasize the necessity of continual modifications to HRM practices to address these issues and forward the objective of universal access to high-quality education.

Keywords: *Quality Education, INTI International University, Challenges, SDG4, HRM Practices.*

Introduction

Educational institutions have many challenges when it comes to aligning Human Resource Management (HRM) practices with Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and encourage lifelong learning opportunities. This paper examines the problems associated with putting HRM strategies that promote SDG 4 into practice, with a particular focus on INTI International University. It also examines how these challenges relate to SDG 3, which is centered around health and well-being.

The main issues facing INTI International University include finding and keeping talented faculty, striking a balance between teaching and research obligations, and overseeing resource-intensive professional development. These difficulties affect the university's capacity to offer top-notch instruction and preserve a productive learning atmosphere. The study looks at challenges such as the competitive employment process in academia, the high expense of ongoing professional development, and the requirement for flexible work schedules to facilitate both professional and research endeavors. It also tackles stigma associated with mental health, the difficulties of putting complete wellness and health programs into action and striking a balance between work and personal obligations.

The research highlights the significance of formulating efficacious HRM approaches that not only tackle these obstacles but also conform to the overall goals of Sustainable Development Goal 4. This entails making certain that education is equal and accessible in addition to encouraging lifelong learning and skill improvement. The study offers insights into how HRM may support the more general SDG 4 goals and help achieve sustainable development in higher education by examining the strategies and tactics used by INTI International University.

Problem Statement

Aiming to provide accessible, equitable, high-quality education and encourage opportunities for lifelong learning, Sustainable Development Goal (SDG) 4 is a priority for INTI International University. To match its Human Resource Management (HRM) practices with these goals, the institution must overcome

¹ INTI International University Malaysia, Email: sharmila.devi@newinti.edu.my.

² INTI International University Malaysia

³ INTI International University Malaysia

formidable obstacles. Problems with recruiting and keeping talented teachers, striking a balance between teaching and research obligations, controlling the high expenses of ongoing professional development, and attending to health and wellness concerns in the academic setting are some of the more important ones.

These challenges make it more difficult for the institution to fully execute HRM strategies that support SDG 4, which has an influence on the general well-being of employees as well as the quality of education. INTI faces challenges in developing competitive pay plans, incorporating cutting-edge teaching tools, preserving a welcoming and inclusive workplace, and guaranteeing sufficient assistance for employees' mental and physical health.

This study aims to thoroughly examine these issues, examining how they impact the university's HRM procedures and identifying viable ways to address them. Through tackling these problems, the study hopes to offer practical advice for improving how HRM strategies match with SDG 4, which will ultimately help higher education institutions achieve high-quality education and better employee well-being. The main objective of the study is to identify challenges in aligning HRM practices with SDG 4 at INTI International University

Scope of Study

The scope includes evaluating HRM solutions' efficacy in raising employee satisfaction and educational quality in relation to SDGs 3 and 4 (good health and well-being). The study uses qualitative techniques, such as employee interviews and conversations with HR specialists, to get insights into the real-world problems and potential solutions in the higher education industry. The goal of this study is to offer a thorough understanding of how HRM practices can be optimized to help accomplish SDG 4, as well as to contribute to the more general objectives of sustainable development and high-quality education.

Limitation of Study

This study has some notable limitations. First, because other universities might have different HRM strategies and confront various issues, the findings are not as applicable to other universities due to the concentration on INTI International University. Second, relying solely on qualitative information from INTI's HR specialists' interviews raises the possibility of bias because the experiences of a small number of employees might not accurately reflect the larger experiences of all of them. Thirdly, the study ignores outside factors that can have an impact on HRM practices, like changes in educational programs or the state of the economy. Finally, because the data was gathered at a particular point in time, it might not have taken into consideration modifications to HRM techniques or future advancements in teaching methods. These elements could impact the applicability and generalizability of the findings.

Underpinning Theory

To comprehend the challenges associated with Human Resource Management (HRM) strategies in the context of accomplishing Sustainable Development Goal 4 (SDG 4: Quality Education), Becker (1993) developed Human Capital Theory, which offers a strong foundation. According to this notion, training and education expenditures for staff members increase their productivity, abilities, and total value to the company. Human Capital Theory emphasizes the significance of strategic investment in faculty development within the context of INTI International University's HRM practices to fit with SDG 4's goals of delivering high-quality, equitable education.

The approach emphasizes that efficient human capital investments can help to offset issues like finding and hiring suitable teachers, overseeing resource-intensive professional development, and striking a balance between teaching and research. Offering competitive pay packages, chances for professional advancement, and continual training, for example, can help with issues related to keeping qualified instructors on staff and making sure they stay current with the best practices in education. Moreover, Human Capital Theory indicates that creating an atmosphere that encourages both professional development and scholarly

contributions can help overcome the difficulties associated with striking a balance between teaching and research responsibilities.

Essentially, integrating Human Capital Theory into HRM procedures facilitates a more profound comprehension of how focused expenditures in faculty development and encouraging work environments can aid in overcoming challenges and advancing the objective of delivering high-quality education. Through the alignment of HRM practices with this theoretical framework, organizations such as INTI can improve their ability to accomplish the more comprehensive educational goals outlined in SDG 4.

Attracting and Retaining Qualified Faculty

Implementing quality education is complicated by the difficulty of attracting and retaining skilled faculty, especially in higher education institutions. Literature has widely acknowledged this problem as a basic HRM challenge that affects an institution's capacity to meet its educational goals. Institutions frequently find it difficult to draw in top talent in a competitive academic labor market for various reasons, including resource constraints, institutional reputation, and geographic location (AI Doghan et al., 2022).

Offering attractive compensation packages that meet industry norms and the demands of highly qualified faculty members is an essential challenge. Shtembari et al. (2022) assert that as pay is frequently the most obvious and immediate form of recognition for academic professionals, it is crucial in luring and keeping talent. Higher education establishments, especially those in developing nations, could encounter financial limitations that prevent them from providing benefits and wages on pace with top international universities.

Opportunities for career growth are just as important for attracting and retaining faculty as pay. According to research by Ferdiana et al. (2022), it's critical to offer possibilities for academic advancement, support for professional development and research, and clear career progression paths. If educational institutions do not provide these kinds of chances, they run the danger of losing bright faculty members to rivals who can better fulfill their career goals.

Programs for professional development and mentoring are recognized as crucial elements of HRM procedures that assist faculty retention and advancement. Research indicates that by giving faculty members direction, encouragement, and chances for teamwork, successful mentorship programs can improve job satisfaction and organizational commitment (Blake-Beard et al., 2022). Furthermore, continuous professional development is essential to guarantee faculty stay up to date on the newest teaching techniques and technological advancements, improving the institution's overall ability to deliver high-quality instruction.

Resource Intensive Professional Development

Research indicates that upholding excellent educational standards requires faculty members to be informed about the most recent developments in both technology and education (Cansoy et al., 2022). However, this procedure is frequently resource-intensive, forcing educational institutions to invest a significant amount of money and effort in it.

Institutions such as INTI International University encounter difficulties in providing adequate funding for ongoing training courses, seminars, and workshops which are all essential for improving the expertise and abilities of their faculty. According to research by Friedman (2023), continuous, group-based, and context-specific learning opportunities are necessary for effective CPD and necessitate strong institutional support. In addition, attending professional conferences and having access to online courses are essential elements of continuing professional development (CPD); nevertheless, these also call for cooperation with other organizations and additional financial outlay (Suliman et al., 2020).

Balancing Teaching and Research Responsibilities

One of the most significant challenges to implementing Human Resource Management (HRM) strategies for quality education is striking a balance between research and teaching responsibilities. Faculty staff

members frequently experience stress due to the competing demands of teaching and research because both require a significant amount of time and energy, making it challenging to maintain good standards in both disciplines. Empirical evidence indicates that an excessive workload of teaching duties among faculty members can impede their capacity to do significant research, hence impacting both the academic standing of the institution and the standard of education provided (Kanwal et al., 2023).

The difficulty of this task is made worse by the mounting demands placed on academic institutions to generate high-impact research, which is frequently regarded as a crucial sign of institutional success. Faculty members are therefore expected to perform exceptionally well in both teaching and research; yet, time restrictions and a lack of sufficient support sometimes result in burnout and a decrease in job satisfaction (Deng et al., 2022).

Since high-impact research is frequently regarded as a crucial sign of institutional success, this challenge is made worse by the mounting demand on academic institutions to produce it. Due to time constraints and inadequate support, faculty members are expected to perform well in both teaching and research. This can result in burnout and decreased job satisfaction. Furthermore, research at the expense of effective teaching may become the primary focus of research, which could undermine the overall purpose of providing high-quality education, according to the literature (Wang et al., 2024).

Maintaining Health and Wellness Programs

Establishing all-encompassing health and wellness initiatives in educational settings is crucial to helping teachers and staff, which raises the standard of instruction. Nonetheless, these endeavors provide noteworthy obstacles for Human Resource Management (HRM) methodologies, specifically concerning expenses and resource distribution. Chang (2024) claims that although health and wellness initiatives frequently necessitate a large initial financial outlay and continuous administration, these initiatives are essential for preserving employee well-being, lowering absenteeism, and raising productivity.

One of the main challenges to putting these programs into action is how expensive they are. Many organizations may find it challenging to commit the substantial financial resources needed for comprehensive wellness efforts, which may include work-life balance programs, mental health support, and physical health services. The financial burden is further compounded by the requirement for specialist staff, infrastructure, and continuous program review, which makes it difficult for HRM to maintain such initiatives over time.

HRM strategies must address these issues by giving top priority to wellness programs that improve employee health and well-being and maximize return on investment. Targeted wellness programs, such as stress management seminars and mental health assistance, are more cost-effective and produce better results than more general, less focused initiatives, according to research by Wu et al. (2021).

Effective HRM practices in health and wellness are essential in the context of educational institutions such as INTI International University, where the emphasis is on upholding a high standard of quality education. These initiatives help teachers and staff members stay well, motivated, and able to provide high-quality instruction. To assure sustainability and efficacy, however, the financial and logistical obstacles associated with putting comprehensive wellness programs into place call for strategic planning, prioritization, and creative problem-solving.

Addressing Mental Health Needs

One of the most important aspects of Human Resource Management (HRM) that has a direct impact on the caliber of education offered is attending to mental health requirements within academic institutions. However, this field has many challenges, especially when it comes to the stigma attached to mental health problems. Hammer et al. (2024) state that stigma continues to be a significant obstacle that keeps workers from getting the support they require, aggravating mental health issues and lowering general productivity at work.

It can be especially harmful for educational institutions such as INTI International University when stigma related to mental health is present. Faculty who suffers from mental health disorders may see a rise in employee absenteeism, a decline in productivity, and a loss of interest in their work. Their well-being is impacted, but it also makes it more difficult for the school to provide high-quality instruction because teachers and support personnel are essential to preserving a productive learning environment.

To lessen these challenges, HRM practices should concentrate on developing a welcoming workplace environment that normalizes talking about mental health issues and lessens stigma. The significance of fostering an environment of transparency where workers feel comfortable talking about their mental health without fear of criticism or negative consequences is underscored by research conducted by Wu in 2021. Accessible mental health resources and confidential counseling services are crucial elements of this strategy because they give staff members the care they need without invading their privacy.

The integration of mental health programs into HRM practices presents certain difficulties even with these efforts. The success of these programs may be hampered by a lack of funding, a lack of knowledge, and persistent stigma. As INTI International University has shown, encouraging an environment of transparency and offering the requisite resources are important first steps, but ongoing work is needed to completely include mental health care into the institution's HRM practices.

Methodology

Research Design

This study used a qualitative, exploratory case study research approach to examine the difficulties HRM practices have in providing high-quality education at INTI International University. This design is utilized to give a thorough grasp of the unique problems the organization faces, and the methods used to solve them. With a particular focus on education quality and employee well-being, the case study technique enables a thorough analysis of INTI International University's HRM practices and their compatibility with Sustainable Development Goals (SDG) 3 and 4. Semi-structured interviews with important stakeholders, such as INTI administrative staff, faculty, and HR managers, were used to gather data for the study. This method offered comprehensive, contextual insights into the real-world difficulties faced and the efficacy of the HRM tactics put in place.

Sampling

The participants for the interviews were chosen using purposeful sampling. Important people who are aware of and impacted by HRM practices, such as the HR Manager, senior faculty members, and administrative staff, will be chosen. By carefully selecting a sample, it is ensured that the data collected will be precise and pertinent, addressing the unique issues of HRM procedures.

Data Collection

Semi-structured Interviews

Interviews in a semi-structured format were held with the INTI International University HR Manager and other pertinent staff members. The purpose of choosing this approach was to address important issues surrounding the application of HRM practices and how they affect SDGs 3 and 4. A series of open-ended questions will be used in the interviews to delve further into the topics of issues, with a particular emphasis on the obstacles faced in coordinating HRM practices with high-quality education and employee well-being. This methodology permits adaptability in tackling diverse concerns while guaranteeing a thorough examination of essential subjects.

Data Analysis

The challenges that INTI International University has in integrating human resources management practices with Sustainable Development Goals (SDGs) 3 and 4 were examined in this study. Semi-structured interviews with important stakeholders, such as the HR Manager and senior faculty, were conducted as part of the data-gathering process to examine approaches and difficulties. A thorough understanding of the challenges and potential changes in HRM practices for supporting high-quality education was provided by using thematic analysis to identify and summarize important themes and challenges. These findings were then linked to pertinent theoretical frameworks and literature.

Ethical Consideration and Consent to Participate

This study followed the ethical principles outlined in the Declaration of Helsinki, to confirm the safety, rights, and well-being of all the respondents throughout the research process.

Respondents offered informed consent before participating in the research. Consent was acquired in written form to ensure clarity and record-keeping. This method was selected to maintain transparency and present respondents with a clear understanding of the study's purpose, their rights, and how the information will be employed.

Findings and Discussions

The challenges faced in coordinating HRM strategies with the objectives of SDG 4: Quality Education were clarified by the interview with the HR specialist at INTI International University. The conversation produced several important themes that highlighted the challenges INTI faces in putting into reality efficient HR procedures to support the academic goals of the university. These difficulties include finding and keeping talented teachers, overseeing professional development that requires a lot of resources, striking a balance between teaching and research obligations, and keeping up extensive health and wellness initiatives. The interview's insights show how these problems affect the university's capacity to provide high-quality education and emphasize the necessity of constant modifications and calculated approaches to overcome these challenges.

Attracting and Retaining Qualified Faculty

The research shows that one of INTI International University's biggest challenges is finding and keeping talented teachers. It is challenging for the institution to attract and retain outstanding personnel due to the intense competition in the academic job market. The research indicates that among INTI's initiatives to tackle this problem are possibilities for professional growth and competitive compensation packages. However, because these strategies require constant modification to stay competitive, their long-term efficacy is still unknown. Studies show that universities with strong strategies for attracting and retaining faculty members frequently make significant investments in faculty development and support, which is consistent with INTI's methodology but necessitates continuous improvement to meet changing demands (Rosales et al., 2023).

“Implementing Human Resource Management (HRM) strategies and practices to achieve SDG 3 at INTI University can face several challenges. Attracting and retaining highly qualified faculty and staff is critical but difficult, especially in a competitive academic job market” – Respondent 1

Resource Intensive Professional Development

The resource-intensive nature of professional development programs has been noted as a further significant challenge. A significant financial commitment is needed to maintain modern training and educational technologies. The solution offered by INTI consists of ongoing workshops, seminars, and training sessions in addition to joint efforts with other organizations. The study shows that while this strategy works well for informing academics, cost-benefit analysis is still a crucial concern. According to existing research, maintaining high standards in education requires effective professional development;

nevertheless, financial burdens can be reduced by forming strategic alliances and using resources wisely (Popova et al., 2022).

“There is another challenge to ensuring continuous professional development to keep faculty updated with the latest educational practices and technologies can be resource intensive. To address these challenges, INTI are invest in regular training programs, workshops, and seminars. Encourage faculty participation in conferences and provide access to online courses and resources.”
– Respondent 2

Balancing Teaching and Research Responsibilities

At INTI, faculty members find it difficult to strike a balance between their duties as teachers, researchers, and professional development participants. The organization has tried to solve this by offering less teaching load and flexible work schedules. The difficulty nevertheless exists despite these attempts, which is indicative of a larger problem in academia where juggling several responsibilities is a frequent battle (Griffin, 2022).

“Balancing teaching with research and professional development is a challenge for our faculty. While we offer flexible schedules and reduced teaching loads to address this, the issue persists. Recognizing and rewarding contributions in both areas is crucial to maintaining engagement and preventing burnout, as supported by existing research.” – Respondent 3

Maintaining Health and Wellness Programs

INTI has found that putting in place extensive health and wellness initiatives is expensive and resource-intensive. According to the study, the institution teams up with neighborhood healthcare professionals to provide low-cost services and gives top priority to important wellness programs. There is potential for increased efficiency when delivering wellness programs using technology. Studies reveal that efficient health and wellness initiatives are critical to worker satisfaction and output; yet their sustainability calls for cautious design and budget allocation (Allan et al., 2023).

“Implementing comprehensive health and wellness programs at INTI is both costly and resource intensive. We focus on prioritizing key wellness initiatives and collaborate with local health providers to reduce costs. Additionally, using technology for delivering wellness programs has improved efficiency.” – Respondent 4

Addressing Mental Health Needs

The study emphasizes how difficult it is to meet mental health needs in academic settings. Employees may be discouraged from getting help if mental health concerns are stigmatized. In addition to offering private counseling services, INTI has worked to create an open culture. According to the literature, eliminating stigma and enhancing employee well-being need accessible mental health resources and the creation of a friendly work environment (Hyseni Duraku et al., 2023).

“Addressing mental health needs at INTI presents a significant challenge, primarily due to the stigma associated with mental health issues, which can deter employees from seeking help. We are working to foster a culture of openness and provide confidential counseling services.” – Respondent 1

Conclusion (of Discussion and Findings)

The study highlights the primary challenges that INTI International University faced in bringing its HRM practices into compliance with Sustainable Development Goal (SDG) 4, which places a strong emphasis on high-quality education. The main findings show that it is still difficult to strike a balance between teaching duties and professional development and research. Faculty members still have difficulty juggling many responsibilities, even in spite of initiatives to offer flexible work hours and lighter teaching loads. Moreover, it takes a lot of resources to maintain complete professional development programs, even though faculty members need to be kept up to date on the newest teaching techniques through frequent training, workshops, and online resources.

Additionally, findings emphasize how difficult it is to put into practice successful health and wellness initiatives. Careful planning and prioritizing of efforts that deliver the most benefit is necessary due to the high expenses and resource demands of these projects. It's also imperative that the university attends to mental health issues. Seeking care for mental health concerns is still hindered by the stigma associated with them, even with INTI's efforts to encourage an open culture and offer private counseling services.

In conclusion, even though INTI International University has used a variety of HRM strategies to address these issues, more work is still needed to improve and hone these practices. To effectively support SDG 4, contribute to the overall quality of education and employee well-being, and manage resource-intensive programs and mental health stigma, more attention and improvement will need to be addressed to these areas.

Conclusion

The analysis highlights the primary challenges that INTI International University faces in bringing its HRM practices into compliance with SDG 4: Quality Education. Even with initiatives to offer flexible work schedules and lighter teaching loads, faculty members still find it difficult to juggle teaching, research, and professional development. Maintaining resource-intensive health and wellness efforts as well as professional development programs presents several difficulties. Though they still require more support, efforts to combat the stigma associated with mental illness are being made. In conclusion, notwithstanding INTI's progress toward SDG 4, ongoing adjustments to HRM procedures are required to successfully tackle these issues and raise standards of instruction and worker welfare.

Recommendations

The issues of integrating HRM practices with SDG 4 should be addressed by INTI International University concentrating on a few important areas. To effectively balance faculty responsibilities, it is recommended to first improve flexibility in teaching schedules and give dedicated research time. To keep students engaged and productive, honor and encourage their contributions to research and instruction. To reduce the cost of professional development and guarantee that professors have access to resources and training, it is recommended to strengthen relationships with institutions and online platforms. Third, to improve efficiency while controlling costs, put into practice affordable health and wellness solutions. Examples of these include collaborating with nearby healthcare providers and utilizing technology to provide programs. Lastly, create a mental health-supportive atmosphere by encouraging transparency about mental health concerns, giving private counseling, and providing managers' and employees' training. By putting these recommendations into practice, INTI International University will be able to better connect its HRM procedures with SDG 4, promoting high-quality instruction and improving the wellbeing of its faculty and staff members.

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