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Enhancing Educational Well-Being through Organizational Communication and Digital Language Education

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Abstract:

Contemporary educational systems are increasingly challenged by rising levels of teacher stress, growing concerns about student engagement, and the rapid expansion of digital learning environments. Although organizational communication and pedagogical innovation are widely recognized as important factors in educational effectiveness, their combined impact on educational well-being remains insufficiently explored. This study investigates the relationship between organizational communication, digital language education, and educational well-being across primary, secondary, and higher education institutions in Albania and Italy. A mixed-methods design was employed involving 320 educators and 800 students enrolled in foreign language programs. Quantitative data were collected through validated psychometric instruments, while qualitative evidence was obtained through semi-structured focus groups. Structural Equation Modeling (SEM) revealed that communication clarity significantly predicts educator well-being and indirectly supports student achievement through the reduction of teacher burnout. Moreover, digital language pedagogy positively influences student engagement, linguistic self-confidence, and learning motivation. Findings indicate that educational settings integrating transparent communication practices, media literacy, and transdisciplinary digital-learning approaches achieve the highest levels of educational well-being. The study highlights the importance of combining institutional leadership, psychological support, and innovative teaching practices to create sustainable and resilient educational environments.

Keywords: Organizational Communication; Digital Language Education; Educational Well-Being; Teacher Burnout; Media Literacy; Transdisciplinary Learning.

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1. Introduction

Educational institutions operate within increasingly complex social, cultural, and technological environments. The accelerated digital transformation of education, together with growing concerns regarding teacher burnout and student disengagement, has renewed scholarly interest in the factors that contribute to sustainable educational well-being (UNESCO, 2023; OECD, 2021). While organizational communication and instructional innovation have traditionally been examined as separate research domains, recent perspectives suggest that both dimensions jointly influence the quality of educational experiences and institutional effectiveness (Formisano & Bushi, 2026; Fullan, 2015).

Organizational communication plays a central role in shaping school climate, professional collaboration, and institutional trust. Educational organizations characterized by transparent communication, supportive leadership, and participatory decision-making processes tend to foster higher levels of psychological safety and professional satisfaction among teachers (Bryk & Schneider, 2002; Tschannen-Moran, 2014). Conversely, unclear communication structures may contribute to role ambiguity, emotional exhaustion, and reduced organizational commitment (Formisano, 2024; Maslach & Leiter, 2016).

At the same time, the digitalization of language education has transformed traditional teaching and learning processes. Foreign language instruction increasingly incorporates multimodal digital tools such as podcasts, blogs, collaborative online environments, and media-based learning activities. These technologies provide authentic communicative opportunities and support learner autonomy, intercultural competence, and engagement (Bushi & Kristo, 2024; Asaadi et al., 2023; Reinders & White, 2016). However, scholars have also highlighted the risks associated with excessive screen exposure and poorly designed digital environments, including cognitive overload and digital fatigue (Felaco, 2025; Sweller, 2011).

Recent studies advocate for more integrated and transdisciplinary educational approaches capable of connecting communication, psychology, media education, and digital pedagogy (Ekebuike et al., 2026; Nicolescu, 2002). Such approaches view educational well-being not as an isolated outcome, but rather as the product of interactions between institutional structures, pedagogical practices, and socio-emotional processes.

Against this background, the present study examines how organizational communication and digital language education jointly contribute to educational well-being in Albania and Italy. Specifically, the research investigates the extent to which communication clarity influences teacher well-being and how digital language-learning practices affect student engagement, motivation, and language achievement.

2 Research Design, Methodology, and Empirical Findings

The study adopted a sequential mixed-methods design conducted over four academic semesters between 2024 and 2026. Research activities were carried out in primary, secondary, and higher education institutions located in Albania and Italy. The two countries were selected because of their increasing investment in educational digitalization and growing attention to teacher and student well-being.

Quantitative data were collected through structured questionnaires, while qualitative insights were obtained through semi-structured focus groups involving both educators and students. The integration of quantitative and qualitative evidence allowed for a comprehensive examination of institutional communication, pedagogical innovation, and educational well-being.

The study involved two participant groups.

The first group included 320 educators, consisting of 190 language teachers, 80 general education teachers, and 50 school administrators. Participants' professional experience ranged from 2 to 27 years ($M = 11.8$; $SD = 5.9$). The sample was composed of 67% female and 33% male participants.

The second group consisted of 800 students enrolled in German as a Foreign Language (DaF), English as a Foreign Language (EFL), and digital media courses. Participants ranged in age from 13 to 24 years ($M = 17.1$; $SD = 2.7$).

Data collection relied on four validated instruments:

- **Organizational Communication Climate Scale (OCCS)** assessing communication clarity, leadership support, and information transparency ($\alpha = .88$).
- **Digital Language Pedagogy Integration Index (DLPII)** evaluating the use of podcasts, blogs, collaborative platforms, and interdisciplinary digital projects ($\alpha = .86$).
- **Educator Well-Being and Burnout Inventory (EWBI)** measuring emotional exhaustion, professional fulfillment, and job satisfaction ($\alpha = .90$).

- **Student Affective and Linguistic Engagement Scale (SALES)** evaluating motivation, self-efficacy, attention, and language-learning outcomes ($\alpha = .87$).

All scales utilized a five-point Likert format ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Quantitative analyses were conducted using SPSS 28 and AMOS 28. The analytical procedures included descriptive statistics, Pearson correlations, multivariate analyses of variance (MANOVA), and Structural Equation Modeling (SEM). Qualitative focus-group data were analyzed through thematic analysis following an inductive coding approach.

Results revealed significant differences in educator well-being according to perceived communication quality. Teachers working within highly transparent organizational environments reported lower emotional exhaustion ($M = 2.18$; $SD = 0.66$) and higher professional fulfillment ($M = 4.24$; $SD = 0.55$) than teachers employed in low-transparency institutions ($M = 3.76$; $SD = 0.81$ and $M = 2.72$; $SD = 0.74$, respectively).

Correlation analyses demonstrated strong positive associations between organizational communication, digital pedagogy, student engagement, and language mastery, while teacher burnout showed significant negative correlations with all major educational outcomes.

Comparisons among traditional, standard digital, and transdisciplinary digital instructional models revealed that transdisciplinary approaches generated the highest levels of motivation, writing competence, and oral fluency, while simultaneously reducing perceived screen-related discomfort.

Structural Equation Modeling indicated satisfactory model fit ($\chi^2/df = 1.91$; $CFI = .96$; $TLI = .95$; $RMSEA = .041$). Organizational communication significantly predicted educator well-being ($\beta = .40$, $p < .001$) and technology adoption ($\beta = .29$, $p < .001$). Digital language pedagogy significantly predicted student engagement and language mastery ($\beta = .36$, $p < .001$). Additionally, reduced teacher burnout exerted a positive indirect influence on student outcomes ($\beta = .25$, $p < .001$).

3. Conclusion

The present study contributes to the growing body of research on educational well-being by demonstrating that organizational communication and digital language pedagogy are not independent variables but mutually reinforcing dimensions of educational effectiveness. The findings indicate that transparent, supportive, and structured communication practices are significantly associated with higher levels of educator well-being, lower burnout, and greater institutional readiness for pedagogical innovation.

Furthermore, the results highlight the educational value of digitally enriched language-learning environments when they are embedded within meaningful pedagogical frameworks. Transdisciplinary approaches integrating media literacy, collaborative practices, and authentic communicative tasks were associated with higher levels of student engagement, linguistic competence, and learning motivation, while reducing the negative effects commonly linked to excessive and decontextualized screen use.

The Structural Equation Model supports a systemic interpretation of educational well-being, revealing both direct and indirect pathways through which organizational communication influences educational outcomes. In particular, reduced teacher burnout emerged as a key mediating factor linking institutional climate to student performance, suggesting that educator well-being should be considered a strategic component of educational quality rather than a secondary organizational concern.

From a practical perspective, the findings underscore the importance of fostering communication cultures characterized by transparency, participation, and trust, while simultaneously investing in innovative digital pedagogies that promote active learning and meaningful learner engagement. Educational policies aimed at improving institutional effectiveness should therefore integrate organizational, psychological, and pedagogical dimensions within a unified framework.

Despite its contributions, the study is subject to certain limitations, including its focus on two national contexts and its reliance on self-reported measures. Future research could expand the geographical scope of the investigation, employ longitudinal designs, and further explore the causal mechanisms connecting organizational communication, teacher well-being, and student learning outcomes.

Overall, the evidence suggests that educational well-being is best conceptualized as a multidimensional and systemic construct emerging from the dynamic interaction of leadership practices, organizational communication, teacher psychological health, and pedagogical innovation. Schools and universities that successfully integrate these dimensions are more likely to develop resilient, inclusive, and sustainable learning environments capable of supporting both educator flourishing and student success.

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