DIGITAL AFFECTIVE LITERACY AND DIGITAL WELL BEING AWARENESS IN TEACHER TRAINING CONTEXTS

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ABSTRACT
Awareness of digital environments shapes how students and teachers engage with algorithm-driven social media platforms and experience their emotional impact, highlighting the importance of digital literacy in education. In line with digital well-being perspectives, effects depend not only on usage but also on awareness of algorithmic influence and its implications for critical thinking and emotional awareness. However, users often underestimate associated risks and their impact on well-being. This study investigates students' and teachers' awareness of social media use in educational contexts, focusing on digital literacy and digital well-being. A questionnaire-based study is proposed, based on validated and adapted scales on social media use, digital literacy, and digital well-being, assessing usage patterns, perceived algorithmic awareness, risk perception, and emotional impact. The study aims to identify gaps between perceived experiences and research-based evidence.

KEYWORDS
Digital literacy, social media, well-being.

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[1] Despite the authors have shared the whole construction of the paper, Ilaria Fiore has written paragraphs 1, 2,3,5 and Laura Pia Schiavone has written paragraphs 4, 6,7,8

1. Introduction

The widespread diffusion of digital technologies has profoundly transformed social, cultural, and educational contexts, changing the ways individuals communicate, learn, and build relationships (Rivoltella & Rossi, 2024). In education, these changes have redefined teaching and learning processes, requiring new competencies to address the challenges of the digital society. While digital technologies provide important opportunities for access to information, communication, and participation, they may also generate information overload, digital stress, and difficulties in self-regulation (Sharma & Nigam, 2025). Their impact depends not only on the amount of use but also on how technologies are used and the quality of the interactions they foster (Liberacka-Dwojak et al., 2026). Within this perspective, digital well-being refers to the ability to use digital technologies in a balanced and conscious way to promote personal and social well-being (Büchi, 2024). It is a multidimensional construct encompassing emotional, relational, and behavioural dimensions, including emotional regulation, self-regulation, and the ability to establish positive online relationships (Liberacka-Dwojak et al., 2026). Promoting digital well-being is therefore closely linked to digital literacy, understood not only as technical proficiency but also as a set of cognitive, critical, and socio-emotional competencies required to navigate digital environments effectively (Eshet-Alkalai, 2004; Pangrazio et al., 2020). Consistently, the European DigComp 2.2 framework identifies digital well-being as a key component of digital competence (Vuorikari et al., 2022).These issues are particularly relevant in teacher education. Teachers are expected not only to integrate digital technologies into teaching but also to foster responsible, inclusive, and critical digital practices (Redecker, 2017; Montenegro-Rueda & Fernández-Batanero, 2022). This role is especially important for support teachers, who work in highly inclusive educational contexts. Accordingly, the OECD has highlighted the need to strengthen teacher education in order to promote equitable and inclusive digital practices (Gottschalk & Weise, 2023). Against this background, the present study explores the perceived digital well-being of pre-service support teachers through the Digital Wellbeing Questionnaire (DWBQ), which assesses emotional resilience, agency, social connection, and communion (Liberacka-Dwojak et al., 2026). The questionnaire was administered to students enrolled in the Primary Teacher Support Specialization Course (TFA) at ******* Online University during the 2025–2026 academic year. The study aims to examine these dimensions and discuss their implications for teacher education, contributing to the promotion of a digital culture based on well-being, awareness, and inclusion.

2. Digital Literacy and Digital Well-Being: Definitions and Perspectives

Over the last decades, the concept of digital literacy has become increasingly widespread alongside the process of digitalisation that has affected multiple dimensions of society, assuming a progressively more significant role in the contemporary educational debate (Tiso & Ferrantino, 2022). The term *literacy*, however, has its roots in a long cultural tradition. In particular, there is no exact equivalent in the Italian language, and its meaning varies according to the context in which it is used, referring to concepts such as literacy, skills, competencies, education, learning, and culture (Banzato, 2011). Building on this foundation, the construct of *digital literacy* was first introduced by Gilster (1997), who emphasised its connection with critical thinking and information evaluation skills, moving beyond a merely technical and procedural conception towards a broader and more complex understanding (Tiso & Ferrantino, 2022). Subsequent research has consolidated this perspective, defining digital literacy as a competence involving cognitive and cultural structures, critical understanding of digital technologies, the ability to select and evaluate information, and ethical and relational awareness (Tornero, 2004; Buckingham, 2007). Closely related to this concept is that of digital competence, which encompasses different types of literacies: computer literacy (IT), information literacy (IL), and media literacy (ML). The first refers to the set of activities that activate critical and cognitive thinking processes. The second concerns the way individuals access information and their ability to recognise their own information needs, evaluate the quality of information, store and retrieve it when necessary, use it effectively and ethically, and ultimately communicate knowledge (UNESCO, 2011). The concept of media literacy, on the other hand, originated from an initial interest in the media and subsequently evolved into the study of new forms of mediated communication (Calvani, Fini, & Ranieri, 2009). Consequently, the concept of digital literacy encompasses all these components, assuming a complex and multifaceted structure (Tiso & Ferrantino, 2022). This is closely associated with the notion of digital competence, defined as "the awareness, attitude and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyse and synthesise digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, to enable constructive social action; and to reflect upon this process" (Martin, 2005, p. 135). Eshet-Alkalai (2004) also proposed a framework consisting of five types of literacy that encompass the cognitive competencies required in digital environments. Specifically, the author identified five forms of literacy:

- Photo-visual literacy: the ability to "read" and interpret instructions conveyed through graphical interfaces and images.
- Reproduction literacy: the ability to use digital reproduction to create new and meaningful materials from existing ones.
- Branching literacy: the ability to construct knowledge by navigating non-linearly through hypertext environments.
- Information literacy: the ability to evaluate the quality and validity of information and distinguish between reliable and unreliable sources.
- Socio-emotional literacy: a mature and realistic understanding of the "rules" governing cyberspace, including the dynamics of online relationships.

Subsequently, Eshet-Alkalai (2012) introduced the additional dimension of real-time thinking skill, developing an updated holistic model that encompasses the principal cognitive competencies required to function effectively in the digital age. The centrality of digital competence was further recognised by the European Commission (2006), which identified it as one of the key competences for lifelong learning, highlighting the importance of using digital technologies critically, creatively, and responsibly. This perspective was subsequently updated and expanded through the DigComp 2.2 framework (Vuorikari et al., 2022), which currently represents the main European reference for defining citizens' digital competences. Closely related to this is the construct of digital well-being, which should not be understood merely as an issue concerning physical or mental health, but rather as a concept with profound educational, relational, and ethical implications that are closely connected with media education (Bonafede et al., 2025). The Council of Europe, in its Digital Citizenship Competences framework, further articulated this concept across three levels: an ethical foundation of responsibility (the conscious and respectful use of digital technologies towards oneself, others, and the digital environment); the promotion of empathetic communication (online interactions based on listening and respect, as opposed to hate speech and toxic behaviours); and the creation of inclusive environments for personal fulfilment (digital spaces in which individuals can express themselves, learn, and grow while valuing diversity and participation) (Council of Europe, 2023). This interdisciplinary approach connects civic education, media education, and digital rights, presenting well-being as an essential condition for full digital citizenship (Bonafede et al., 2025). The relationship between digital literacy and the emotional sphere is rooted in the broader field of studies on affective literacy (or emotional literacy) within education. As early as 1999, Boler argued that emotions had historically been marginalised within pedagogical discourse and proposed a critical reflection on *emotional literacy curricula* as a means of

recognising the role of emotions in learning processes. This perspective was subsequently developed by Boler and Zembylas (2003), who introduced the concept of critical affective literacy, emphasising the need for a form of literacy capable of recognising the emotional dimension as a site of social, cultural, and political negotiation rather than merely an individual competence. More recently, this perspective has been extended to digital contexts. Through a study of digital storytelling projects developed by university students, Jiang (2024) demonstrated that the production of multimodal online narratives can foster critical affective literacy, understood as the ability to recognise, express, and critically mobilise one's emotional responses to socially relevant issues. This line of research converges with Eshet-Alkalai's (2004) concept of socio-emotional literacy. Recent literature (Jiang, 2024) increasingly suggests that digital literacy should be expanded to include affective and relational dimensions. From this perspective, Digital Affective Literacy may be understood as the ability to recognise, regulate, and critically reflect on the emotions generated within digital environments, integrating emotional awareness with ethical, relational, and digital competencies. Rather than representing a distinct construct, it may be interpreted as an extension of digital literacy that explicitly incorporates the emotional conditions necessary to promote digital well-being.

3. Digital Well- Being and Teacher Professionalism: From Europea Frameworks To Educational Practice

The integration of digital technologies into educational contexts makes digital well-being an increasingly relevant component of teacher professionalism. It is not merely a matter of promoting the safe use of digital technologies, but of developing pedagogical, relational, and ethical competencies that enable teachers to design inclusive learning environments oriented toward well-being. Particularly in the post-pandemic period, increasing attention has been devoted to the well-being of those involved in educational contexts, including teachers, educators, primary and secondary school students, as well as university students. At the international level, organisations such as the Organisation for Economic Co-operation and Development (OECD, 2015, 2020; Viac & Fraser, 2020) and the European Commission (European Commission/EACEA/Eurydice, 2021) have focused on teacher well-being, while consistently recognising the fundamental importance of teachers' digital literacy (Frison & Funari, 2025). In this context, DigComp represents the main reference framework for European teachers. It identifies 21 competences organised across eight proficiency levels and grouped into five competence areas: Information and Data Literacy (called *Information Literacy* in earlier

versions), Communication and Collaboration, Digital Content Creation, Safety, and Problem Solving. Version 2.2 introduced an additional 250 examples of knowledge, skills, and attitudes. Even more specifically designed for teachers is DigCompEdu, which provides a conceptual framework for educators' digital pedagogical competence. It is organised into six areas comprising a total of 22 competences: professional engagement through digital technologies; digital resources; teaching and learning with digital technologies; assessment; empowering learners; and facilitating learners' digital competence (Ferrari & Pasta, 2023). Within this framework, teacher professionalism cannot be limited to technical mastery of digital technologies but requires the development of pedagogical, relational, and critical competencies that enable the effective integration of digital resources into teaching and learning processes (Alenezi et al., 2024). The literature highlights the fundamental role of teachers in promoting a conscious and responsible digital culture. Teachers act as key figures in shaping students' attitudes and behaviours towards digital technologies, fostering the critical competencies needed to address both the opportunities and the risks of the digital society (Villar et al., 2022; Pérez-Escoda et al., 2026). From this perspective, teacher education assumes strategic importance, as it enables the development not only of digital competences but also of a broader awareness of the educational, social, and emotional implications associated with the use of digital technologies. According to Vanden Abeele (2021), digital well-being is a dynamic process involving the interaction between the individual, technology, and the social context, requiring self-regulation and conscious use of digital tools. Similarly, Ryan and Deci (2000), within the framework of Self-Determination Theory, emphasise the importance of autonomy and perceived control in promoting individual well-being, aspects that are equally relevant in interactions with digital technologies. For pre-service teachers, these competencies acquire even greater significance. The use of digital technologies can represent an important resource for promoting inclusion, personalised learning, and students' active participation. At the same time, the growing presence of digital environments in school life requires teachers who are able to recognise the potential challenges associated with technology use and promote educational strategies oriented toward well-being and digital citizenship. While digital literacy defines the competencies required to use digital technologies critically, Digital Affective Literacy extends this perspective by including the ability to recognise, understand, and regulate the emotions that emerge within digital environments. For teachers, this means developing not only technical and pedagogical competencies but also affective and relational competencies that support the creation of safe, inclusive, and well-being-oriented digital learning environments. From this perspective, **digital well-being** may be considered one

of the educational outcomes of **Digital Affective Literacy**, while the latter represents the competence that makes its promotion in educational practice possible.

4. Digital Well-Being and the Emotional Impact of Digital Environments

Several studies (Uslu, 2025) have highlighted how digital environments can represent important resources for individual well-being. Digital technologies facilitate access to information, the maintenance of social relationships, participation in communities of interest, and the opportunity to receive emotional support during difficult situations. Social media, in particular, enable users to build extensive social networks, share experiences, and develop forms of belonging that can positively contribute to a sense of social connectedness and the perception of mutual support (Janicke-Bowles et al., 2023). Alongside these opportunities, however, the literature also highlights the existence of potential challenges. Continuous exposure to digital stimuli, the pressure to remain constantly available, online social comparison, and the fear of being excluded from digital interactions may generate stress, emotional exhaustion, and difficulties in self-regulation. Sharma and Nigam (2024) emphasize that an unbalanced use of digital technologies may negatively affect psychological well-being by increasing perceived stress and influencing the quality of social relationships. From this perspective, digital well-being does not simply depend on the presence or absence of digital technologies in everyday life, but rather on the individual's ability to manage digital experiences consciously. Building on these considerations, Liberacka-Dwojak et al. (2026) conceptualize digital well-being as a multidimensional construct integrating emotional, behavioural, and relational aspects. The authors identify four fundamental dimensions that contribute to the definition of digital well-being. The first dimension is emotional resilience, understood as the ability to maintain emotional stability and effectively cope with negative experiences that may occur in digital environments. The second dimension is agency, referring to the perception of control and the ability to self-regulate one's use of digital technologies. A third dimension is social connection, which concerns the sense of belonging and support that may develop through online interactions. Finally, communion refers to the ethical and relational quality of digital experiences, including aspects such as mutual respect, kindness, and responsibility toward other users (Liberacka-Dwojak et al., 2026). This theoretical perspective is particularly significant because it goes beyond reductionist interpretations of digital well-being based exclusively on time spent online or frequency of technology use. As the authors point out, well-being in digital environments depends primarily on the way digital technologies are experienced, regulated, and integrated into

social relationships, thus confirming the central role of emotional and relational dimensions in the development of positive digital experiences (Liberacka-Dwojak et al., 2026). In light of these considerations, digital well-being emerges as a particularly relevant construct for understanding the relationship that students, teachers, and future education professionals establish with digital environments. Analysing its different dimensions makes it possible to move beyond a purely technical view of technology use and to gain a deeper understanding of how digital experiences influence quality of life, interpersonal relationships, and individual well-being. The originality of this model lies in overcoming approaches that identify digital well-being exclusively with time spent online. Instead, the focus shifts to the quality of the digital experience and to the emotional and relational competencies required to manage life within digital ecosystems consciously. From this perspective, it appears particularly interesting to explore the level of perceived digital well-being among students enrolled in the Primary Teacher Support Specialization Course (TFA) at ******* Online University. Examining the relationship these participants establish with digital environments provides useful insights not only into their personal experiences but also into the competencies and resources they will be able to draw upon in their future professional practice. Within this framework, the present study investigates the main dimensions of digital well-being through the administration of the Digital Wellbeing Questionnaire (DWBQ) to a sample of TFA students. From this perspective, the concept of Digital Affective Literacy makes it possible to integrate the main theoretical dimensions discussed above. It does not replace digital literacy in its traditional meaning; rather, it broadens its scope by including the ability to recognise, interpret, and regulate emotions arising in digital environments, to develop relationships based on empathy and responsibility, and to exercise a critical and reflective use of digital technologies. Digital Affective Literacy therefore represents the competence through which digital well-being can be promoted in educational contexts, contributing to the preparation of teachers who are able not only to use digital tools effectively but also to create learning ecosystems oriented toward well-being, inclusion, and digital citizenship.

5. Methodology and Research Instrument: The Digital Wellbeing Questionnaire (DWBQ)

This study explores digital well-being using a validated research instrument. The research followed five stages, moving from the theoretical framework to data collection and interpretation.

Phase 1. Theoretical framework

The study is grounded in research on digital well-being and digital literacy, two topics that have gained increasing attention in recent years. Previous studies show that digital experiences influence not only cognitive and communication processes but also emotional and relational well-being (Alenezi et al., 2024; Sharma & Nigam, 2025). These studies provided the theoretical basis for the present research and guided the selection of the research instrument.

Phase 2. Instrument selection

Based on the literature, the Digital Wellbeing Questionnaire (DWBQ), developed and validated by Liberacka-Dwojak et al. (2026), was selected. Unlike approaches focused mainly on screen time, the DWBQ measures digital well-being as a multidimensional construct through four dimensions: emotional resilience, agency, social connection, and communion.

Phase 3. Translation and adaptation

Since the original questionnaire was available only in English, it was translated into Italian by two researchers with expertise in education. The final version was jointly reviewed to ensure semantic equivalence with the original instrument.

Phase 4. Data collection

The questionnaire was administered online through Google Forms in May 2026 to students enrolled in the Primary Teacher Support Specialization Course (TFA) during a training session on digital citizenship. Completion required approximately 15 minutes, and all participants provided informed consent.

Phase 5. Data analysis

The collected data were analysed using both quantitative and qualitative approaches. Quantitative analyses examined the four DWBQ dimensions, while qualitative analysis focused on responses to the final open-ended question. Combining both methods provided a broader understanding of participants' digital well-being and their relationship with digital technologies.

5.1. The questionnaire

Data were collected using the Digital Wellbeing Questionnaire (DWBQ) developed by Liberacka-Dwojak et al. (2026). The instrument measures digital

well-being through a multidimensional perspective that includes emotional, behavioural, and relational aspects rather than focusing only on technology use. The questionnaire consists of 13 items rated on a seven-point Likert scale ranging from 1 ("strongly disagree") to 7 ("strongly agree"). The items are organised into four dimensions: emotional resilience, agency, social connection, and communion. The questionnaire explores perceptions of kindness and respect in digital environments, self-regulation in technology use, and the contribution of online interactions to personal well-being. These aspects are particularly relevant to the aims of this study because they capture both individual and relational dimensions of digital experiences. A final open-ended question invited participants to describe how digital environments and social media affect their well-being. This qualitative section complemented the quantitative findings by providing deeper insights into participants' perceptions.

5.2. Participants

The sample included 82 students enrolled in the Primary Teacher Support Specialization Course (TFA). Participants completed the survey voluntarily during a training activity on digital citizenship and online well-being. Participants also reported their age group. Most respondents were between 36 and 50 years old, indicating a sample mainly composed of adult professionals attending teacher training programmes.
The age distribution is reported in Table 1.

Table 1: Sample Distribution by Age Group

Age Group	Frequency	Percentage
36-50 years old	64	78,0%
Other age group	17	20,7%
Missing Data	1	1,0%
Total	82	100%

The sample is consistent with the typical profile of students enrolled in teacher support specialization programmes, who are generally in-service or prospective teachers. This is particularly relevant for interpreting the findings, as it allows digital well-being to be examined in a population with substantial educational and professional experience. As the present study focused exclusively on the translation and linguistic adaptation of the DWBQ, the original structure of the

instrument was preserved, and no additional socio-demographic or professional variables were included.

5.3. Data Analysis

Data were analysed using descriptive statistics to examine participants' responses to the Digital Wellbeing Questionnaire (DWBQ). Mean scores were calculated for the four questionnaire dimensions and the main individual items. Responses to the final open-ended question were analysed using thematic analysis to identify recurring themes. These themes complemented the quantitative findings and provided a broader understanding of participants' perceptions of digital well-being.

6. Results

Descriptive analysis of the DWBQ responses explored the four dimensions identified by Liberacka-Dwojak et al. (2026): emotional resilience, agency, social connection, and communion. Overall, the findings indicate generally positive levels of digital well-being across the sample, although differences emerged among the four dimensions.

Table 2: Mean Scores of the Digital Wellbeing Questionnaire Dimensions

Dimensions	Mean
Emotional Resilience	4,90
Digital Self-Regulation (Agency)	5,30
Social Connections	4,13
Quality of online relationships (Communion)	5,96

As shown in Table 2, communion received the highest mean score (M = 5.96), followed by agency (M = 5.30) and emotional resilience (M = 4.90). Social connection showed the lowest mean score (M = 4.13). Overall, the findings suggest that digital well-being is more strongly associated with the quality of online relationships and self-regulation than with the frequency of online interactions.

6.1. Most Representative Items

The item-level analysis supports these findings. The highest scores were found for items related to mutual respect, kindness, and responsible online content

sharing, whereas the lowest score referred to simply interacting with other users in digital environments (Table 3).

Table 3: Items with the Highest and Lowest Mean Scores

ITEM	MEAN
I feel good when online users reflect on the appropriateness of content before sharing it.	6,04
I feel good when the people I meet online are kind to me.	5,93
I feel good when online users show respectful behaviour.	5,90
I feel good when someone interacts with me online.	4,06

The highest mean score was recorded for the item concerning responsible online content sharing (M = 6.04), suggesting that participants place great value on responsible digital communication. This finding is particularly relevant in a context marked by the rapid circulation of online information and the growing need for critical digital skills. High scores were also found for kindness (M = 5.93) and mutual respect (M = 5.90) in digital interactions. These results highlight the importance of the relational dimension of digital well-being and are consistent with Liberacka-Dwojak et al. (2026), who identify the quality of online relationships as a key component of positive digital experiences. Participants therefore appear to value meaningful and respectful interactions rather than simply being active online. The lowest mean score referred to well-being derived from simply interacting with other users in digital environments (M = 4.06). Although still positive, this result suggests that perceived digital well-being depends more on the quality of online interactions than on their frequency or intensity.

6.2. Analysis of the Open-Ended Responses

At the end of the questionnaire, participants answered the following open-ended question: *"How do the digital world and social media influence your well-*

being?" This question complemented the quantitative findings by capturing participants' personal perspectives. Responses were analysed thematically, leading to four main categories (Figure 1). Overall, participants expressed a balanced view of digital technologies. They recognised benefits such as easier access to information, professional development, and maintaining social relationships, while also highlighting challenges including information overload, unreliable online content, and excessive social media use. Many participants also stressed that the impact of digital technologies depends largely on how they are used, emphasising the importance of balanced and conscious use. Overall, the qualitative findings confirm the coexistence of both positive and critical perceptions of digital technologies.

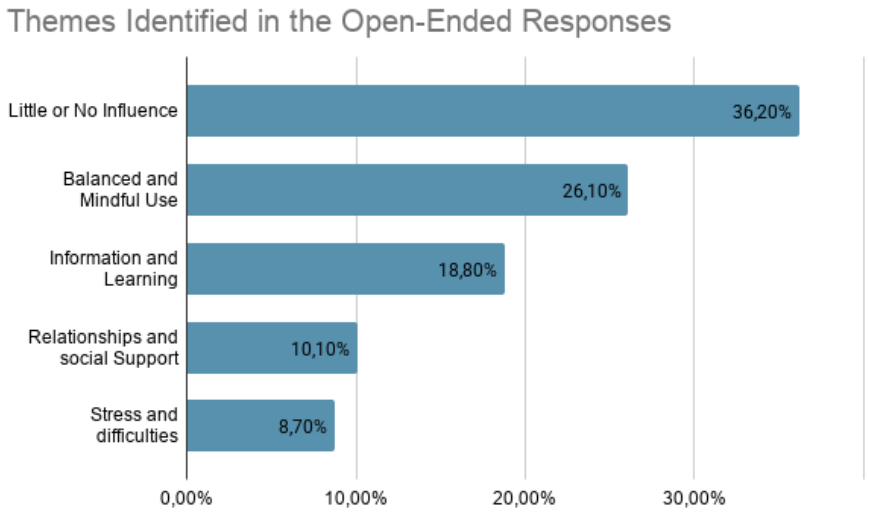


Figure 1: Percentage Distribution of the Main Themes Identified in the Responses to the Open-Ended Question: "How do the Digital World and Social Media Influence Your Well-Being?" (n = 69)

7. Discussion

The findings confirm that digital well-being cannot be understood simply as a consequence of technology use. Rather, it is a multidimensional construct in which emotional, relational, and self-regulatory factors are closely interconnected. The qualitative findings support the quantitative results, showing a balanced view of digital environments. Participants recognised both

the opportunities offered by digital technologies and the need for awareness, critical thinking, and self-regulation to use them in ways that promote well-being. The high scores for communion suggest that perceived digital well-being depends more on the quality of online relationships than on the frequency of online interactions. Respect, kindness, and responsible content sharing emerged as key elements, supporting Liberacka-Dwojak et al.'s (2026) view that positive relationships are central to digital well-being. The relatively high scores for agency also indicate that participants perceive themselves as able to regulate their technology use. This finding is consistent with Vanden Abeele (2021), who argues that digital well-being depends on maintaining a balance between digital opportunities and personal needs. The open-ended responses further highlighted both the benefits and challenges of digital technologies. Participants valued access to information, professional learning, and communication, while also expressing concerns about information overload, unreliable content, and excessive social media use. These findings reinforce the idea that digital literacy extends beyond technical skills to include critical and ethical competencies (Alenezi et al., 2024). The results may also be interpreted through the concept of Digital Affective Literacy. Although this construct was not directly measured, the emphasis on respectful relationships, emotional awareness, and self-regulation suggests that emotional competencies are an essential component of digital well-being. From this perspective, Digital Affective Literacy may be understood as the ability to recognise, understand, and regulate emotions in digital interactions, integrating cognitive, relational, and ethical dimensions. Overall, the findings suggest that digital well-being should be considered a core component of teacher education rather than a secondary topic. Preparing future teachers requires developing not only digital skills but also emotional awareness, responsible online behaviour, and digital citizenship. Beyond applying the DWBQ in a new educational context, this study highlights digital well-being as a meaningful dimension of initial teacher education and suggests that Digital Affective Literacy may extend the traditional concept of digital literacy.

8. Conclusions

This study explored digital well-being among future primary school support teachers using the Digital Wellbeing Questionnaire (DWBQ). The findings indicate generally positive levels of digital well-being, with particular emphasis on the quality of online relationships and self-regulation in technology use. Participants associated digital well-being mainly with respectful, kind, and responsible online interactions rather than with the frequency of online communication. These findings are consistent with previous research highlighting the emotional, relational, and ethical dimensions of digital well-

being (Liberacka-Dwojak et al., 2026). The open-ended responses also revealed awareness of both the opportunities offered by digital technologies—such as access to information, professional development, and communication—and the risks related to information overload and excessive platform use. These findings underline the importance of promoting digital literacy that supports critical, balanced, and responsible technology use (Alenezi et al., 2024). Some limitations should be acknowledged. The sample was relatively small and drawn from a single educational context. In addition, the Italian version of the questionnaire was translated and linguistically adapted without a formal validation process. Therefore, the findings should be interpreted with caution. Despite these limitations, the study provides useful insights into the relationship between digital well-being and teacher education. In particular, it suggests that digital well-being may be viewed as an educational outcome of Digital Affective Literacy. Although this concept requires further theoretical and empirical investigation, the findings indicate that emotional and relational competencies are essential components of teachers' digital competence. Future research should involve larger and more diverse samples to further examine the role of digital competencies and online relationships in promoting digital well-being.

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