

DIGITAL LITERACY SKILLS AFFECTING THE PERFORMANCE EFFICIENCY OF STAFFS IN ABC COMPANY

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ABSTRACT

Abstract—This research was aimed to study the digital literacy skills affecting the performance efficiency of staff in ABC Company as the quantitative research. The sample was 400 staffs of in ABC Company, by using the multistage sampling method. The data was gathered by using the questionnaire, and the data was analyzed by using descriptive statistics; frequency, percentage, mean, standard deviation, and inferential statistics; multiple linear regression. The finding revealed that the digital literacy skills affecting the performance efficiency of staffs in ABC Company was 78.5%. The test of independent variables affecting the dependent variables revealed that; practical skills ($X=3.27$), Finding and storing information ($X=3.12$), critical thinking and evaluation ($X=3.85$), Safety ($X=2.75$), cultural and social awareness ($X = 3.95$), collaboration ($X=3.00$) and communication ($X=4.25$) are affecting the performance efficiency of staffs in ABC Company at the 0.01 level of significance.

Keywords— Digital Literacy Skills, Performance Efficiency, Competency

INTRODUCTION

The world is now entering the era of the digital economy and society where digital technology will not only be a supporting tool. The working like the past longer but it will truly fuse with people's lives and will change the structure of style, economic activity, production processes, trade, services and other social processes, including all interpersonal interactions. Thailand therefore must accelerate the adoption of digital technology as an important tool in driving the country's development in the context of Thailand. Digital technology can answer the challenges facing countries or increase opportunities for economic and social development. According to the digital development plan for economy and society, the Ministry of Information and Communication Technology has established a strategic framework for development in 6 areas. The Strategy 5 is to develop manpower to be ready for the digital economy and society, focusing on the development of digital workforce in the economy. Digital focuses on working people who are the main force in creating productivity in the economy and a group of people who are digital experts.

This is related to Altbach (2007) states that digital literacy is the knowledge that necessary to work and it is an important mechanism in driving the global society to survive and develop well. Developing personnel to become digital literate is therefore an important mission. Raise awareness among relevant sectors on the importance of cultivating digital literacy skills in employees of all organizations. Digital literacy corresponds to literacy of information and communication technology, resulting in a change in knowledge storage. As it will be stored in the form of digital media and electronic. The knowledge sharing changed to sharing on the Internet network, including electronic meetings, online teaching. It found that the internet has played an increasingly important role because the Internet has information to provide services to countless service recipients. The problem that arises in the digital age, therefore, is not the problem of insufficient amount of information retrieved, but rather in the analysis, synthesis, integration of the searched information and communication to others. The person who can the ability to overcome this problem, therefore, it is called a digital literacy expert.

In addition to digital knowledge skills and operational efficiency which is the ability of a person that is ready efforts and dedication to perform one's work fluently and to the fullest potential with orderliness and rules to complete work in a timely manner, promptly, accurately, with quality and standards. These must be diligence, responsibility, attention to work with integrity and loyalty to the organization. The work will be successful according to the goals set by the organization.

This is because the situation, at present, that has changed into the digital era. Company personnel need to adapt to the context of the digital transformation to prevent confusion over an unfamiliar culture. Due to the change in technology and to prevent potential risks from improper use of technology, these are loss of privacy, safety of life and property, identity theft and cyber-attacks, etc., affecting the efficiency of staffs in ABC company.

From the above reasons, therefore, the researcher is interested in studying the digital literacy skills that affect the efficiency of performance the work of staffs in ABC Company. This research is a guideline for development, improve the digital literacy skills that impact efficiency in the performance of personnel. The ABC Company uses this guideline to develop the potential of digital learning personnel. The research objectives aim to study the digital literacy skills that affect the efficiency of personnel operations.

Scope of research

The researcher has defined the research scope in 3 areas as follows:

1. Content scope

The researcher studied digital literacy skills, including search performance skills and store digital information, analyzing and evaluating safety information in work with digital information, cultural and social awareness, cooperation, communication with colleagues and creativity that affects the efficiency of staffs in ABC Company.

2. Population scope

The population used in this research was 950 staffs in ABC Company that data from the Human Resources Division (Department of Human Resources, 2021).

3. Scope of research area and research period

The researcher will conduct research only in the ABC company. The research period is from September 2020 - September 2021.

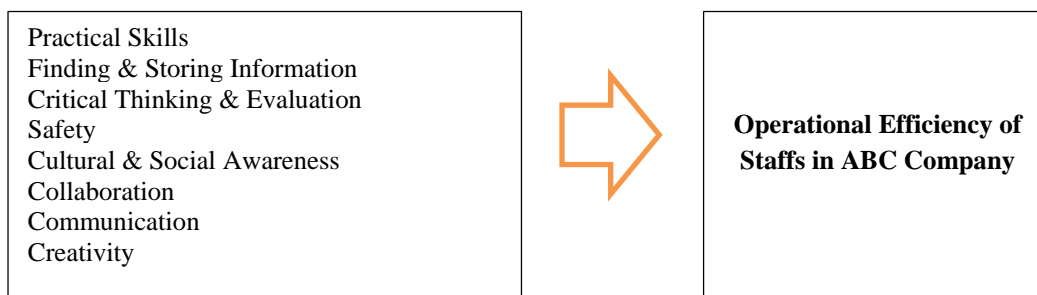


Figure 1: Conceptual Framework

LITERATURE REVIEW

1. Definition of Digital Literacy

Defining digital literacy (or literacies) is difficult given the contested and common sense understanding of literacy described above and the host of competing terms in the arena of new technology – these include information literacy, computer literacy, internet literacy and hyper-literacy. In addition, the object of digital literacy is constantly moving; as Helsper comments, definitions keep changing because the digital and cultural environment keeps changing (Helsper 2008). One consequence of this is a degree of ambiguity in the use of the term, what Zac and Diana refer to as the ‘inherent squishiness’ of digital literacy (Zac and Diana 2011).

The concept of digital literacy was introduced by Paul Gilster in his book of the same name (Gilster 1997). Gilster took a broad approach to digital literacy defining it as ‘*the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers*’ (ibid: 1). He argued that literacy has always been more than simply being able to read and acknowledged cultural aspects in all forms of literacies. Although the narrow reference to ‘computers’ now sounds a little dated, Gilster’s definition is still useful, given that it goes well beyond a skill – based understanding of digital literacy. However, this definition pre-dated the emergence of Web 2.0 technologies. Now, ‘*many time-honored distinctions such as between producer and consumer, writer and reader blur or virtually disappear as new syntheses emerge*’ (Gillen and Barton 2010: 4). This technological change and its social consequences are reflected in more recent definitions of

digital literacy. Futurelab reports on digital literacy have mapped and contributed to this development (Grant 2009; Williamson and Hague 2009; Hague and Payton 2010). Digital literacy, they suggest, means:

“Knowing how technology and media affect the ways in which we go about finding things out, communicating with one another, and gaining knowledge and understanding. And it also means understanding how technologies and media can shape and influence the ways in which school subjects can be taught and learnt (Williamson and Hague 2009: 5).”

JISC (the Joint Information Systems Committee) understands digital literacy as ‘those capabilities which fit an individual for living, learning and working in a digital society’ (JISC 2011), whereas the European Commission has preferred the term ‘digital competence’ using it to describe one of the eight key competences for Lifelong Learning in the European Union:

Digital Competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society. (European Commission 2003)

Krumsvik (2007) defines digital literacy. That is the ability to use Digital inventions integrate parts of knowledge about teaching content, aware of the impact on teaching and learning strategies. Digital literacy is the awareness, attitude and ability of individuals to use digital tools appropriately to access, manage, integrate, evaluate, analyze and synthesize digital information resources including creating new knowledge and creating communication media with others both in the context of daily life and society.

From the definitions of digital literacy above, it can be concluded that the definition of digital literacy refers to the ability, skill, use of information tools and communication technologies to search, evaluate, use and create information by using digital technology and the Internet with appropriate judgment. to communicate and respond with effective operations in the digital era.

2. Digital Competencies

Developing your employees’ digital literacy will benefit both individuals and the organization in many ways. Developing digital literacy is not simply about a defined skill set: it’s a complex mix of developing knowledge, building confidence and raising awareness. To develop full ‘digital literacy’ you might focus on the following eight areas:

2.1 Practical Skills

Developing the necessary practical skills is the starting point. These skills are needed by everyone but are especially important for remote workers. Practical skills include:

- knowing what equipment, tools, software, apps etc. are available and what their capacity/capability is and their use might be
- feeling confident to properly and fully utilise the equipment and tools provided, access and effectively use available software and download necessary apps,
- developing confidence with basic problem solving for when the equipment or software is not working as it is expected to work.

2.2 Finding & Storing Information

We once had libraries full of books and experienced colleagues to provide us with answers and advice. Now staff need to learn how to use the internet to search for answers. So many workplaces have just a few search ‘whizzes’ whilst the rest of us plod along only half the time finding what we are looking for. This needs to change and everyone needs to become a search whizz. This skill can be taught, rather than employers patiently waiting for everyone to learn the hard way.

Another skill is learning how to take the information/content and learning how to re-use/ remix the information to create what is required for the organisation. As part of this staff need to be taught about copyright and licencing.

2.3 Critical Thinking & Evaluation

Increasing knowledge through the use of digital technology will likely give your staff a variety of perspectives. A critical skill to develop though is their ability to assimilate information from a wide variety of sources and learn how to take from it what is required for the project or task at hand.

2.4 Safety

As always you have a duty of care towards your staff. Online safety education is as important as health and safety education in every other aspect of your organization. It makes good sense too to protect your staff and give them confidence about how they can protect themselves.

While some employees' may instinctively recognize apparently 'dodgy' emails, some may not, placing your organization in danger of cyber-attacks, viruses and data theft to name a few. By raising employees' awareness of online safety, you can reduce the risk to the organisation as well as the risk to individuals' personal safety.

Another aspect of digital safety relates to protecting company data away from the workplace. We have all heard the stories of officials leaving laptops and USB sticks containing highly confidential information on public transport or on open view in cars. Protecting company data can be as simple as password protecting more confidential documents, but if individuals don't know how to add a password, then they are unlikely to ask how to do it, perhaps for fear of embarrassment in front of more digitally literate colleagues. But all of this is fairly easily taught provided you have a regular and ongoing programme of education.

2.5 Cultural & Social Awareness

Cultural and social awareness can be hard to grasp as the digital world exposes what we write and post to potentially millions of people around the world. Upsetting and offending others is easy to do unless we are educated, seasoned travellers who have a keen interest in culture, politics, religion and world affairs!

Another aspect is the need for users to be able to differentiate between different social media platforms, understanding that what is appropriate for one platform may not be appropriate for another and understanding the difference between the personal use of social media and professional use of social media. Users need to be taught the norms, codes and values that are relevant. Interestingly many companies have a social media policy, but not all staff actually understand what the policy requires of them. More education required!

2.6 Collaboration

Digital working provides an opportunity for collaboration, but when does collaboration become gross misconduct as a result of you giving away confidential information? It can be a fine line in some organisations, it's a learning curve for many.

Collaboration opportunities also arise frequently through tools such as LinkedIn, Facebook, and Twitter etc. but what are the boundaries, what are the rules, where is the guidebook on creating (and owning) networks and sharing information? This is what staff might need support with.

2.7 Communication

A study by McKinsey Global Institute has found that the average worker spends approximately 28% of their work week managing emails. It's massive, the amount of time we put into communication, but it's a rare organization that would say that its staff communicate effectively and in a way that enhances rather than reduces productivity.

There are so many ways to communicate, but most staff would value some training and setting of standards around what is done, how it is done and when it is done. Get that right though and digital opportunities might revolutionise both internal and external communication for your organisation.

2.8 Creativity

And finally, digital technologies enable us to be more creative than ever before. Options, such as Photoshop, YouTube, Instagram, Final Cut, Logic and many more enable us to be as creative as we want to be. But whilst some take to these creative opportunities like a duck to water, other staff would benefit from being shown, taught or simply working with others to understand how they too can use the software, apps and programmes available. And creativity is all important of course with the rise in popularity of visuals in training, PR, marketing, sales etc.

RESEARCH METHODOLOGY

1. The population is used in this research is staffs in ABC Company at 950 people.
2. The sample group used in this research was 400 staffs in ABC Company. The sample size was calculated using Taro Yamane's formula (Ymane, 1970) at 95% confidence level, and the permissible proportion of error is 5%.
3. Research tools is a questionnaire on digital literacy skills affecting performance staffs ABC Company.
4. Data Collection

The researcher collected data from a sample of 400 people by liaising with the staff to write a request for assistance from ABC Company to request permission to collect data from personnel. Then proceed to explain the research objectives to the personnel representatives for acknowledgment as well as handing out questionnaires by themselves, both in Google Form and document formats, and collecting data from 400 employees of ABC Company, representing 100 percent. along with the questionnaire to be coded to evaluate the results of the data using a statistical package program

5. Data analysis and statistics are using statistics are as follows:

5.1 Descriptive statistical analysis, i.e. Frequency, Percentage, Mean, and Standard Deviation.

5.2 Inferential Statistics (Inferential Statistics) is used to test the hypothesis by using Stepwise Regression Analysis.

RESULTS

The results of the research study and research on digital literacy skills affecting the efficiency of staffs in ABC company at 400 people. They are shown in Table 1-2.

Table 1: The personal information

Description	Number of respondents	Percentile
Sex		
Female	293	73.25
Male	107	26.75
Age		
<20 years	10	2.50
31-40 years	165	41.25
41-50 years	140	35.00
>50 years	85	21.25
Education Level		
High School	35	8.75
Bachelor's degree	285	71.25
Master's degree	80	20.00
Working Period		
1-5 years	50	12.5
6-10 years	310	77.50
10-15 years	30	7.50
Over 15 years	10	2.50

Table 2: Digital Literacy Competency

Competency	X	S.D.	Level
Practical Skills	3.27	0.71	High
Finding & Storing Information	3.12	0.64	High
Critical Thinking & Evaluation	3.85	0.77	Highest
Safety	2.75	0.65	Medium
Cultural & Social Awareness	3.95	0.67	Highest
Collaboration	3.00	0.72	High
Communication	4.25	0.77	Highest
Creativity	3.77	0.65	Highest

Recommendations

From the research on Digital Literacy Skills Affecting Performance of staffs in ABC Company. The Digital Literacy Skills, Creativity in Awareness culture and society Operations and safety in working with digital information affect the efficiency of the Company's personnel operations in ABC company. The researcher has the following suggestions:

1. Suggestions for applying the research results

1.1 From the research results, it was found that digital literacy skills affecting the efficiency of the operations of staffs in ABC Company, with digital literacy skills, creativity, cultural and social awareness. operational and safety in work with digital information that affects the performance of staffs in ABC Company. Therefore, administrators should promote, support and give importance to creative digital literacy skills, cultural and social awareness, operational and safety in working with digital information to provide efficiency in operation of staffs is efficient.

2. Suggestions for further research

2.1 There should be a comparative study of digital literacy skills with other universities. In order to know digital literacy skills what is the impact on performance and operational skills? These lead to Useful information and can improve the quality of work.

2.2 There should be a study with an increasing sample group of both white collar and blue collar to compare research findings in order to formulate strategies for promoting personnel with enhanced digital learning skills more and affect the efficiency of future work.

2.3 Based on research findings and data collection of digital information analytical thinking and information evaluation cooperation and communication with colleagues, It's a digital literacy skill. Staffs do not affect the performance of staffs in ABC company. The next research should study strategies to promote and push personnel to develop their potential in such fields.

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