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Investigating the Impact of Staff' Digital Literacy on Socialization with the Mediating Role of Organizational Transformability (Case Study: Staff of Bojnurd University)

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ABSTRACT

The increasing development of information and communication technology tools and the speed of its adaptation to human needs has led to the beginning of a new period in societies. In new century, most jobs require new knowledge and skills, including digital literacy. This study aimed to investigate the effect of staff's digital literacy on socialization with the mediating role of organizational transformability through structural equation. The statistical population of the study was all staff of Bojnurd University (118 employees) who were selected using the Morgan table as a sample and answered the questionnaire. SPSS and 3Smart PLS software were used to analyze the data. Findings show that the relationship between digital literacy and transformability was positive and significant. Also, the relationship between transformability and socialization was positive and significant, and finally, transformability mediated the relationship between digital literacy and socialization.

Keywords: Digital Literacy, Socialization, Organizational Transformability

Introduction

The emergence of modern technologies and its influence on various aspects of life and on the future of human life has created a variety of perspectives. In this way, future careers will move towards those who need up-to-date knowledge and new skills, including computer skills which requires new trainings, culture and thinking. Therefore, having digital literacy, which is the literacy of reading and writing and the ability to understand information through digital media, is an important activity in all fields. In general, the use of information and communication technology to achieve quality learning goals is inevitable for all managers [1]. Today, it is necessary for organizations to deal with change and transformation in various types and from different aspects to survive and continue to live, and react to it in a timely and logical manner. Therefore, organizations change their structure, technology, manpower and tasks to achieve two main goals of survival and development. It is necessary an organization to be more sensitive to change and transformation to remain in this complex and unstable environment. At a large scale, organizations are undergoing change and transformation, while some of them are not ready to adapt to such changes. Managers of organizations, in addition to be adaptable to the changing environment, must be able to identify problems and implement organizational change programs and staff training. Because the environment of organizations and internal and external factors in organizations are not static and are constantly in conflict with other external and internal factors. In Iran, these changes are on the way. The organizational change is defined as the acceptance of a newer idea or behavior. People resist change. This resistance may fail even the best measures, so it is necessary for managers to consider plans for change. The term transformation plan or interventions in the transformation of the organization refers to the planned activities of applicants and consultants who participate in the implementation of a transformation plan. These

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activities are designed to improve and transform the function of the organization by helping members of the organization to better manage the processes and cultures of the organization [2]. Human resource in the organization is an important factor in keeping the organization in the competition. Relying on human resources, organizations improve their activities as much as possible. One of the most important functions of organizations is to socialize individuals. Everyone gets anxious and sometimes tense when they first enter the organization, then it is necessary to make them socialize quickly. Structuring the behavior of staff, organizations cause the adaptation of individual ideas and values to organizational ideas and values. This process is called organizational socialization [3]. Digital literacy and transformability as the factors influencing socialization should be considered by managers. On the other hand, lack of digital literacy has led to a lack of socialization of staff, which leads to destructive and adverse effects on the organization's planning and executive affairs, and to a higher degree may lead to organizational failure. Interviews with a number of staff of the Bojnurd University organization showed that there is no clear vision regarding socialization. This dissertation tries to investigate the impact of digital literacy on organizational socialization with the mediating role of transformability in the staff of Bojnurd University.

Research Literature

One of the most authoritative definitions of information literacy is that of the American Library Association; "To be literate in information, a person must be able to identify when information is needed and be able to find, evaluate and use it effectively. Information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized and how the information needed can be found and used in a way that others can learn from. People with information literacy are ready for lifelong learning, because they can always find the information they need and use it to make informed decisions" [4]. Information literacy in this study, in addition to what is stated in the definition of the American Library Association, also addresses other concepts, including skills in using digital resources and tools, understanding the legal issues of information, understanding the importance of information technologies, the ability to produce knowledge, and benefiting from the background information literacy skills. Nowadays, most jobs require new knowledge and skills, including the ability to work with a computer; Entering this field requires new education, culture and thinking.

E-literacy is a lifelong process that includes a hierarchy of perceptions, insights, and capabilities that enable people to respond to different levels of today's scientific world and electronic technologies. Today's society needs citizens who can use critical information and communication technologies with critical thinking and adopt strategic methods to solve problems. The present age requires that the learning of technological skills and the empowerment of businessmen be planned in such a way that all the cognitive abilities of individuals are developed and they be able to cope with new developments and lifelong learning.

Familiarity of managers and professors with information and communication technology skills such as word processor, PowerPoint, spreadsheet, databases, concepts of hardware, computer and file management, Internet search, E-mail, internet networks and forums, security, program installation, etc. as appropriate tools, prepare them to accept the change and evolution of education technologies, to increase the efficiency of education and strengthen their performance in research activities.

In the first studies of digital literacy, this concept was defined as the ability to understand and use information in multiple formats from a wide variety of sources provided by computers [5]. Stahl et al. [6] noted that digital literacy is a type of literacy related to the use of digital technology. UNESCO defines digital literacy as more than the ability to control a computer. It includes basic skills by targeting all fields of contemporary existence.

Digital literacy defined by Becta [7] is a combination of functional technology skills, critical thinking, participatory skills, and social awareness. These are important skills, knowledge and understanding that people need to learn to participate fully and safely in an increasingly digital world. Having these skills and competencies in them can increase students' digital literacy for effective learning and performance. Technology can increase student interaction, accelerate independent learning, and provide students with a variety of learning methods [6].

JISC [8] describes digital literacy as "an individual's ability to live, learn, and work in a digital community". JISC's digital literacy framework extends to this view, and perhaps the most authoritative interpretation of this concept is the emphasis on factors such as profession cognition management, digital research, information and communication technology skills, and information literacy. A digitally literate person is expected to be able to identify all of these abilities and skills.

Organization transformation is a planned effort throughout the organization that is managed by the top management of the organization and increases the effectiveness and health of the organization through planned change programs in the processes of the organization, using behavioral sciences. The goals of organizational transformation are:

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1- Increasing compatibility between structure, processes, strategy, people and culture of the organization
2- Creating and developing new and creative solutions in the organization
3- Developing the modernization capability of the organization [9].

Organizational transformation is a multidimensional and new cycle driven by human factors; They must show the energy, strength and flexibility to achieve it by their own behavior. The most important factor of change is behavioral maturity at individual and group levels. In the systemic approach, improvement can be considered as a positive result of changes that cause the survival and durability of the system in the environment. The subject of transformation and improvement is comprehensive and refers to changes in more than one dimension of the main components of the organization, including human, technology and structure. The evolution and development literature of the organization has paid considerable attention to transformation management, and contains advice to managers on how to plan and implement organizational change. Transformation management has traditionally focused its attention on identifying sources of power against change and providing a way to overcome it [10]. New researches aim to create a vision for the desired future, gain political support for it, and manage the organization towards it [11].
Socialization is the synchronization of a person with the standards of social life. Whether a small group or a large community, it is not a uniform unit. Each group has components that are called subgroups. These components, especially the smallest ones, which are human, do not have constant stability, but are constantly changing. Staff's socialization means the harmonization of the individual with the values, norms and attitudes of the social group. In other words, socialization is the process by which each person acquires the social knowledge and skills necessary for effective and active participation in group and social life. The combination of these values, norms and attitudes enables the individual to have relationships and interact with groups and individuals in society [12].
New staff bring values and attitudes outside the organization into the organization, and in return, organizations try to familiarize them with internal values and attitudes. Organizational socialization is the process by which new staff adapt to values and behaviors within the organization. In the process of socialization, the individual acquires the necessary knowledge, information and skills to play organizational roles [13]; He/she learns organizational culture [14] and learns appropriate organizational values, abilities, behaviors, and social knowledge [15].
Taormina [16] believes that people become familiar with the values, behaviors, expected competencies and social knowledge required for the organizational role through the process of socialization. The emphasis of organizational socialization is on the individual's adaptation to other people and the culture of the organization. Organizational socialization reflects the way in which staff interact and adapt to the culture of the organization. The values and goals of organizational socialization include paying attention to the rules of principles that support the whole organization. Newcomers come to learn network rules, norms and information in the process [16].
Organizations use the socialization approach to teach organizational values and behavioral tricks to newcomers, through which new people become familiar with the practice, learn what is expected in the organization, learn appropriate job behaviors, and adapt to the norms and values of their group [17].

Literature Review

Rasouli et al. [18] in a study entitled "Study of E-Health Literacy and Its Predictors Among Patients Referred to A Military Hospital in Tehran" concluded that the level of e-health literacy was low among patients referred to military hospitals. The findings showed that they needed to develop their knowledge in the field of e-health.
Mojalal and Asadzadeh [19], in a study entitled "Assessing E-Literacy of Employees and Its Impact on Socialization and Organizational Transformability" concluded that the average status of e-literacy of employees in Maragheh Education Department is lower than average and, e-literacy of employees affects the sociability and organizational transformability of Maragheh Education Department.
Golparvar and Nadi [20] in a study entitled "Organizational Socialization and Job Aspirations of Employees in The Workplace", concluded that training and organizational vision for entrepreneurial creativity and organizational stability and impact, and training for competency and future vision for lifestyle are predictors.
Sánchez et al. [21] conducted a study entitled "Teacher Digital Literacy: The Undoubted Challenge after Covid-19". The Covid-19 outbreak has opened up a new scenario in which teachers must have sufficient digital literacy to teach online and implement a current and innovative teaching method. This paper presents the most relevant results from a quantitative study in which 4,883 Spanish teachers from all education levels participated to measure their digital skills in previous academic years. It also proposes a plan for teacher training in digital skills, considering the common framework of digital skills as a reference point. Digital shared competency analysis tool was used to collect data. The results of the descriptive analysis, in general, showed the teachers' low understanding of digital skills. In addition, this paper examined the relationship

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between the characteristics that define society and the level of teachers' digital skills. This relationship was obtained through multiple linear regression models. This study showed that digital literacy was not a fact that has contributed to the teaching-learning process. Teachers needed to reach a desired level of digital skills; an immediate curriculum was needed to undergo a real paradigm shift and ultimately combine methodology and instruction.

Conceptual Model of Research

To present a conceptual model, it is necessary to use the models on digital literacy, organizational transformability and socialization from the literature review of the research section.

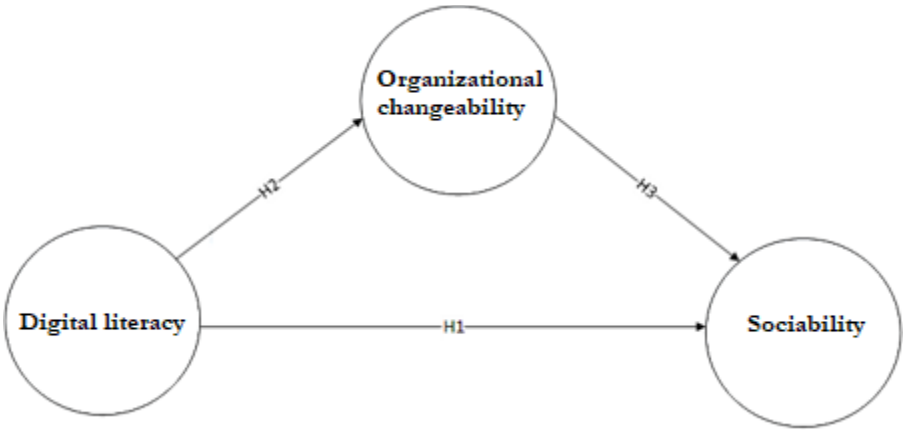

Figure 1. Conceptual model of research

The following hypotheses are proposed for the research:

1. Digital literacy has a positive and significant effect on socialization with the mediating role of organizational transformability.
2. Digital literacy has a positive and significant effect on socialization.
3. Digital literacy has a positive and significant effect on organizational transformability.
4. Organizational transformability has a positive and significant effect on socialization.

Method

The present research was applied in terms of purpose and descriptive in terms of method. The statistical population of the study was 180 employees of Bojnurd University, of which 118 employees were selected using the Morgan table as a sample and answered the questionnaire. Data collection tool was questionnaire. The questions of this questionnaire were set as very low, low, medium, high and very high options from 1 to 5, respectively. Martin questionnaire (2006)[22] was used to measure the digital literacy variable, Taormina questionnaire (1997)[23] was used to measure the socialization variable, and Peter Drucker questionnaire (1996)[24] was used to measure the organizational transformability variable. To assess the validity of the questionnaires were given to experts and professors and corrective comments were made. In this study, before distributing all the questionnaires, 30 people were randomly selected and given the questionnaire. After collecting them, Cronbach's alpha coefficient was calculated using SPSS23 software. Cronbach's alpha value for each research construct was higher than 0.7, which indicates high reliability. In this research, structural equations using Smart PLS/ 2 and SPSS/ 23 software have been used to analyze the data and test the hypotheses.

Data Analysis

In this section, the descriptive information of the sample is described according to indices based on demographic statistics, including gender, age and education level.
In the next step, the factor loading related to the measured indices of each variable is examined. Factor loading higher than 0.4 are desirable and less should be eliminated. The following figure shows the factor loading of each index.

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Table 1
Demographic information of the participants

Gender	Number (frequency)	Percentage (relative frequency)
Male	73	61.86%
Female	45	38.13%
Married	111	94.6%
Single	7	5.9%
Younger than 30 years old	2	1.69%
30-40 years old	36	30.50%
41-50 years old	53	44.91%
Older than 50 years old	27	22.88%
Diploma	12	10.16%
Associate Degree	10	8.47%
Master	81	68.64%
MA	15	12.71%
PhD	-	-

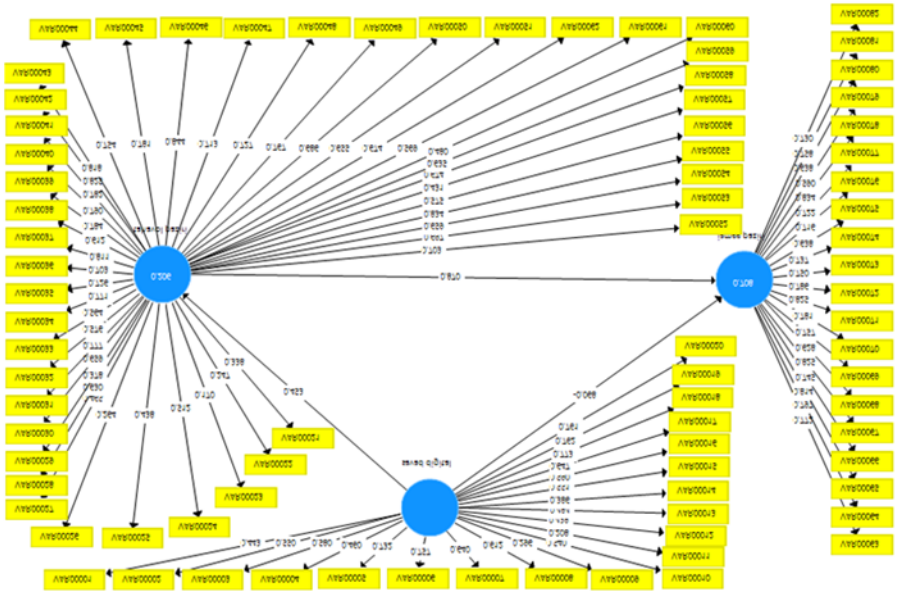

Figure 2. Initial model without eliminating factor loading less than 0.4

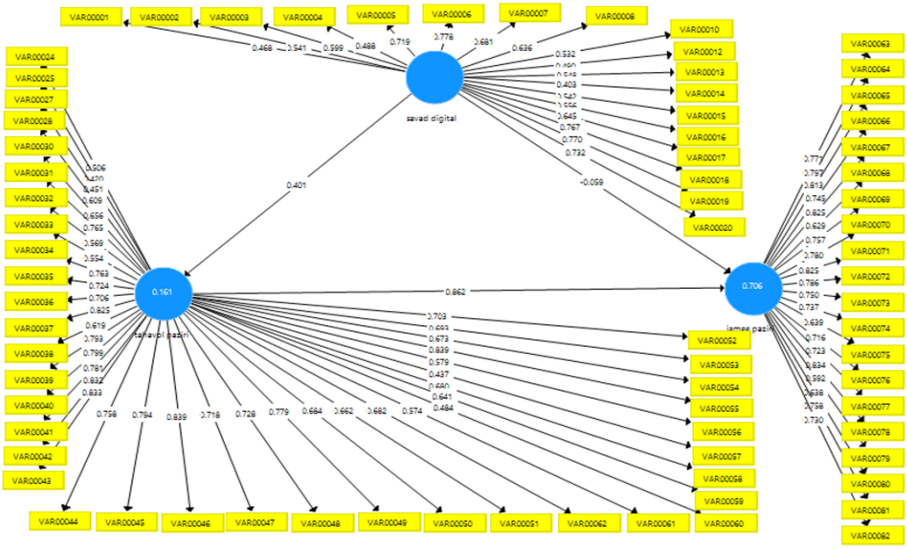

Figure 3. The main and tested model of the research after eliminating the factor loading less than 0.4

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Table 2
Factor loading

Variables	Questions	Factor loading	P- Values	Variables	Questions	Factor loading	P- Values	Variables	Questions	Factor loading	P- Values
Digital literacy	Q1	0.468	0.025	Transformability	Q33	0.554	0.000	Transformability	Q58	0.680	0.000
	Q2	0.541	0.014		Q34	0.763	0.000		Q59	0.641	0.000
	Q3	0.599	0.023		Q35	0.724	0.000		Q60	0.484	0.002
	Q4	0.488	0.001		Q36	0.706	0.000		Q61	0.574	0.000
	Q5	0.719	0.001		Q37	0.825	0.000		Q62	0.682	0.000
	Q6	0.778	0.001		Q38	0.619	0.000	Socialization	Q63	0.771	0.000
	Q7	0.681	0.001		Q39	0.793	0.000		Q64	0.797	0.000
	Q8	0.636	0.003		Q40	0.799	0.000		Q65	0.813	0.000
	Q10	0.532	0.029		Q41	0.781	0.000		Q66	0.745	0.000
	Q12	0.490	0.006		Q42	0.832	0.000		Q67	0.825	0.000
	Q13	0.548	0.039		Q43	0.833	0.000		Q68	0.629	0.000
	Q14	0.403	0.034		Q44	0.758	0.000		Q69	0.757	0.000
	Q15	0.542	0.003		Q45	0.794	0.000		Q70	0.780	0.000
	Q16	0.556	0.003		Q46	0.839	0.000		Q71	0.825	0.000
	Q17	0.645	0.000		Q47	0.718	0.000		Q72	0.786	0.000
	Q18	0.767	0.001		Q48	0.728	0.000		Q73	0.750	0.000
	Q19	0.770	0.000		Q49	0.779	0.000		Q74	0.737	0.000
	Q20	0.732	0.002		Q50	0.684	0.000		Q75	0.639	0.000
Transformability	Q24	0.506	0.000		Q51	0.662	0.000		Q76	0.716	0.000
	Q25	0.420	0.012		Q52	0.703	0.000		Q77	0.723	0.000
	Q27	0.451	0.003		Q53	0.693	0.000		Q78	0.834	0.000
	Q28	0.609	0.000		Q54	0.673	0.000		Q79	0.592	0.000
	Q30	0.656	0.000		Q55	0.839	0.000		Q80	0.638	0.000
	Q31	0.765	0.000		Q56	0.579	0.001		Q81	0.758	0.000
	Q32	0.569	0.000		Q57	0.437	0.010		Q82	0.730	0.000

According to the table above, all values of the factor loading are above 0.4, which indicates the strength of the questionnaire questions.

In this study, Cronbach's alpha method, composite reliability and rho-a coefficient were used to determine the reliability of the test. This method is used to calculate the internal consistency of measuring tool that measures various properties. The table below shows Cronbach's alpha values and composite reliability; All values above 0.7 indicate the appropriate level of reliability of the research tool.

Table 3
Results of reliability tests

Variable	Cronbach's alpha	Composite reliability	rho-a coefficient
Organizational socialization	0.957	0.961	0.960
Digital literacy	0.916	0.914	0.905
Transformability	0.968	0.970	0.972

Here, the construct validity tests, which include convergent validity and divergent validity, are investigated. Fornell-Larcker (1981) introduced the average variance extracted (AVE) for measuring convergent validity and stated that the critical value was 0.5. The table below shows the value of this coefficient for each construct.

Table 4
Average variance extracted (AVE)

Variable	(AVE)	T Statistics (|O/STDEV|)	P Values	2.5%	97.5%
Organizational socialization	0.555	8.404	0.000	0.408	0.645
Digital literacy	0.379	4.202	0.000	0.147	0.456
Transformability	0.476	6.646	0.000	0.361	0.596

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AVE values for all variables are higher than the standard 0.5, which shows their significance. Fornell-Larcker test was used to evaluate the divergent validity of the research model. The main feature of this matrix is that its original diameter is the largest number in the same column.

Table 5
Results of testing the main hypotheses

Variable	Organizational socialization	Digital literacy	Transformability
Organizational socialization	0.745		
Digital literacy	0.286	0.616	
Transformability	0.٧38	0.401	0.690

The results of Fornell-Larcker test according to the table above show that the test value has been confirmed for all research variables. Summarizing the divergent and convergent validity tests, it results that the validity of the whole model has been confirmed.
The coefficient of determination is used to connect the measurement part and the structural part of structural equations modeling and shows the effect of an exogenous variable on an endogenous variable. It is important to note that the value of R^2 is calculated only for the dependent (endogenous) constructs of the model, and in the case of exogenous constructs, this value is zero. The higher the value of R^2 for the endogenous constructs of a model, the better fitting of the model. Chain (1998) considers three values of 0.19, 0.33 and 0.67 as the value criterion (VC) for weak, medium and strong values of the fitting of the structural part of model by the criterion R^2.

Table 6
Coefficient of determination R^2

Variables	R Square	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Organizational socialization	0.706	0.074	9.557	0.000
Transformability	0.161	0.078	2.063	0.044

The value of the coefficient of determination in the table above shows that the effect of exogenous variables on endogenous variables is strong.
The index used to predict the model is Q^2, which indicates the need of dependent variables in the model. In other words, the value of Q indicates the ability to predict independent (mediator and dependent) variables. A positive or greater value in this test indicates proper predictability and a negative value or less than zero indicates a weakness in predicting the dependent variable.
$Q^2 > 0$ is confirmed and indicates good predictability of the dependent variable. Q^2 is greater than zero and is validated and indicates good predictability of the dependent variable.

Table 7
Predicting quality (Q^2)

Variable	SSO	SSE	$Q^{۲}$ (=1-SSE/SSO)
Organizational socialization	860.000	562.899	0.345
Digital literacy	774.000	774.000	-
Transformability	1,591.000	1,502.138	0.056

The above table presents three statistics related to shared validity in which SSO shows the sum of squares of observations for each hidden variable block, SSE represents the sum of squares of forecast errors for each hidden variable block and the SSO/SSE represents share index. Considering the value of positive effect in the above table, the presence of a dependent variable in the model is obligatory and effective. After examining the fitting of measurement models and structural model, the research hypotheses are examined and tested. Therefore, the results of significant coefficients for each hypothesis, standardized coefficients of paths related to each of the hypotheses and the results of hypothesis testing are presented in the table below.

Table 8
Hypotheses test

Hypotheses	Coefficient of path	The value of t statistics	Result of the hypothesis
Digital Literacy -> Transformability -> socialization	0.346	1.980	Confirmed
Digital literacy -> socialization	0.059	0.463	Rejected
Digital literacy -> transformability	0.401	2.897	Confirmed
Transformability -> socialization	0.862	10.12	Confirmed

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Conclusion

In this study, a model that showed the effect of staff's digital literacy on socialization with the mediating role of organizational transformability, was introduced and the results were presented. In examining the main hypothesis of the research according to t-statistic (1.98) at 95% level, there was a significant relationship between digital literacy and socialization with the mediating role of organizational transformability. Therefore, this research hypothesis was confirmed. Digital literacy can affect socialization by mediating organizational transformability. Therefore, managers can gain the socialization of staff and their support by considering transformability. This result was consistent with the research by Hukan [25] and Mojalal and Asadzadeh [19]. In examining the hypothesis, the first sub-hypothesis of the research was the t statistics value (0.463); Since it was less than 1.96, the first sub-hypothesis of the research indicating no significant relationship between the digital literacy variable and socialization would not be accepted. Digital literacy had no effect on staff's socialization and one of the reasons for this was the new facilities and innovations resulting from digital literacy that they must have been trained to know and then accept it. This result was not consistent with the research by Mojalal and Asadzadeh [19]. Examining the second sub-hypothesis of the research, the t statistics value (2.897); Since it was greater than 1.96, then the second sub-hypothesis of the research would be accepted. Also, the path coefficient of this hypothesis was 0.401, which indicated a positive and significant relationship between digital literacy and organizational transformability. The digital literacy with the creation of new technologies followed the transformation in the organization and had an impact on it. This result was consistent with the research by Mitus [26], Mojalal and Asadzadeh [19]. Examining the third sub-hypothesis of the research, t statistics value was 10.120, which since it was greater than 1.96, then this hypothesis of the research would be accepted in terms of significance. Therefore, this hypothesis based on the significant effect of transformability and socialization was accepted. Organizational transformability, which was a planned effort, increased the effectiveness and health of the organization through planned change programs in the organization's processes. This followed staff's support and synchronizes them with the organization. This finding was consistent with the research by Pitts [27], Mojalal and Asadzadeh [19].

Recommendations

According to the results of the research hypotheses, the recommendations are as follows.

Writing and compiling packages and educational content of information and communication literacy in accordance with the needs of staff and the evolution of the organization, creating an organizational culture of trust and confidence in e-literacy among staff and its acceptance by them regarding socialization. It is recommended to hold the digital literacy courses so that while improving the skills of staff, they can easily acquire the necessary knowledge and skills about the organizational tasks.

Limitations

The study limitations can be mentioned as follows. Hard access to research sample people and various issues available to coordinate and communicate with them. The research findings are limited to the time of data collection and its validity is limited to a short period of time and the passage of time may affect the variables studied in this research and change the results.

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