

ANALYSIS OF THE EFFECTS OF DIGITAL LITERACY ON EMPLOYEES' JOB SATISFACTION: ANKARA OSTİM ORGANIZED INDUSTRIAL SITE (OIS) EXAMPLE

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Abstract

The aim of this research is to reveal the effects of digital literacy on employees' job satisfaction and to examine the place of digital literacy in job satisfaction. In this research, the theoretical parts were written by inductive method, whether digital literacy affects employees' job satisfaction and whether there is a statistical difference between employees in terms of demographic characteristics, digital literacy and job satisfaction were investigated. The population of the study consisted of 768 employees of 7 companies located in Ankara Ostim OSB region and serving in the field of technology. In determining the participants, "Simple Random Selection Method" was preferred in which all of the universe had the chance to participate.

"Reliability analysis", "Frequency Analysis", "Correlation Analysis", "Regression Analysis" and "Anova Analysis" were performed with the SPSS 21 program on the survey data used to obtain the study data. As a result of the analysis for "Digital Literacy" and "Employee Job Satisfaction", it was determined that managerial competence has a positive effect on "Extrinsic Job Satisfaction", "Cognitive Dimension" has a negative effect and "Emotional Dimension" has a negative effect.

Keywords: Digital Literacy, Job Satisfaction, Intrinsic Job Satisfaction, Extrinsic Job Satisfaction, Employee Performance.

1. INTRODUCTION

Having digital literacy requires not only the ability to use software-related systems or adapt digital devices to activities, but also a wide range of complex skills such as cognitive, motoric, sociological and emotional that users must possess in order to use digital environments effectively. It is suggested that digital literacy consists of five main digital skills. These skills are audiovisual skills ('reading' instructions from graphic displays), reproduction skills (using digital reproduction to create new and meaningful materials from pre-existing ones), augmentation skills (non-linear, creating information from hypertextual navigation), information acquisition skills (evaluating the validity and quality of information) and socio-emotional skills (understanding the "rules" valid in cyberspace and applying this understanding in online cyberspace communication) (Alkali and Amichai-Hamburger, 2004, p. 421).

Computers are used in every aspect of life, and the world of the 21st century is a period in which the effects of digital technologies play a key role in ensuring the competitive success of businesses,

job satisfaction of employees and satisfaction of consumers. At the corporate level, the advantages of technology use can be listed as providing competitive advantage, sustainability, profitability, efficiency, fastness, convenience, accessibility, low cost, etc. (Welsh, et al., 2003, p. 245). Achieving these advantages requires communication and cooperation among many employees working in different locations (Park and Wentling, 2007, p. 311).

In order to innovate under increasing global competition conditions, make profitable investments, operate internationally and maintain their existence, businesses need to follow new technologies, maximize customer satisfaction and increase employee job satisfaction. It is not possible for businesses to increase their shares in the world markets and achieve success in competition only through their own efforts. For this reason, public institutions, businesses, non-governmental organizations, associations, foundations, universities and society need to cooperate. In this context, this study was planned to be carried out with the idea that conducting applied scientific studies on the effects of digital literacy on employees' job satisfaction could make significant contributions to businesses, the relevant environment and therefore the country's economy.

2. CONCEPTUAL FRAMEWORK

2.1. Digital Literacy

Digital literacy is a broader concept that integrates various skill sets and related literacies, such as information evaluation and information gathering (Virkus, 2003, p. 8). Therefore, digital literacy is more than the skills of using software or using a digital device and includes a wide range of complex cognitive, social and emotional skills required for users to work effectively in digital environments (Martin and Madigan, 2006, p. 4).

While a basic level of digital literacy includes the skills to send emails, prepare documents using a computer, and search for information on the Web, the competencies required to fulfill this basic level of digital literacy are increasing as the use of technology, particularly mobile technology, becomes more widespread. Therefore, being digitally literate includes skills such as using computer programs, using smartphone applications, establishing e-mail communications, and using scanning engine applications (Mohammadyari and Singh, 2015, p. 4).

The scope of digital literacy has expanded depending on the developments in the market, and in this context, "Information Literacy" is used to find, locate, and analyze information sources; "Computer Literacy" for understanding how to use computers and applications of digital technologies; "Media Literacy" for understanding how to use applications in the media; "Communication Literacy" to communicate effectively and work collaboratively in groups; "Visual Literacy" to 'read', interpret, and understand information presented in pictorial or graphic images; and "Technological Literacy" to increase learning, productivity and performance (Reddy, Sharma and Chaudhary, 2020, p. 84)

"Digital literacy" skills are updated as people's conditions change and changes in the digital information environment create a need for new understandings and skills (Mohammadyari and Singh, 2015, p. 10). Due to updates, skills in accessing digital media, searching, evaluating, changing, distributing and using new technologies need to be improved (Ng, 2012, p. 11). The

individual's adaptation to developing technologies requires having an inclination towards technology, the ability to use technologies, and the judgment of making appropriate choices while obtaining information (Ullrich, et al., 2008, p. 706).

Digital literacy has become more widespread with the increasing use of computer-based technologies and media technologies (Martin and Grudziecki, 2006, p. 249) and has become indispensable in the daily life of individuals and in the conduct of business activities. In addition, with the increase in usage areas due to the functionality of digital literacy, there has been an increase in the quality, production quantity, efficiency and profitability of businesses in the production of goods and services (Aleke, et al., 2011, p. 68).

2.2. Dimensions of Digital Literacy

Digital readers can access countless alternatives throughout a process extending from consumption to production. Digital literacy includes digital reading and writing techniques across many platforms and takes place in texts, visual displays, motion graphics, audio, video and multimodal forms. In this context, the dimensions of digital literacy are examined under three headings (Rahmah, 2015, p. 94).

1. Attitude in Digital Literacy: It includes a stance for different situations, an attitude towards risks,

the development of judgment to make effective decisions, self-control, autonomy, and behaviors related to adaptation to innovations. Therefore, in practices in this field, attention should be paid to situations such as employees' opinions, security, digital standards, rights, intellectual property and environmental protection (Martínez-Bravo, et al., 2022, p. 5).

2. Cognitive Dimension in Digital Literacy: The Cognitive Dimension is satisfaction based on a rational and rational evaluation of working conditions. Therefore, the cognitive dimension is a satisfaction based on comparisons that are not based on emotional judgments. The emotional dimension is the general evaluation a person makes emotionally about his job. It shows a person's satisfaction with his good mood and the good and positive feelings he feels towards his job while working. (Spector, 2022, p. 10). The cognitive dimension in digital literacy includes processes that integrate problem solving, management of complexity or complex environments, development of logical reasoning, analysis, comparison, inference, interpretation, evaluation, creativity, attitude and competencies. Therefore, in this practice, it is necessary to design and develop systems, understand scientific concepts and processes, create knowledge, produce creative works, develop meaningful learning experiences linked to personal learning goals, and improve strategies that use technology to achieve these (Martínez-Bravo, et al., 2022, p. .6).

3. Social Dimension in Digital Literacy: It is the ability of individuals to access, manage, integrate, evaluate, analyze, construct new knowledge, design advertising expressions, use digital tools appropriately to communicate, demonstrate thinking awareness and attitudes by identifying digital resources in the context of specific life situations in order to enable constructive social

action. (Martin, 2005, p. 135). The social dimension processes are multicultural vision, participation in networks, communication in the digital ecosystem and the starting point. In this way, with teamwork, collaboration and leadership skills, exchanges occur between two or more people to combine needs, motivations, solve problems or create new ideas. This dimension also causes the development of digital applications, the use of new technologies, product development, and the development and increase of the activities of businesses (Martínez-Bravo, et al., 2022, p. 6).

2.3. Job Satisfaction

Job satisfaction includes whether employees are satisfied with their jobs, whether they like their jobs, their interests and emotions towards the job. Job satisfaction is measured by cognitive, emotional and behavioral components. (Spector, 1997, p. 1). For this reason, employees' satisfaction with their jobs and job continuity cause them to work efficiently and behave in a way that will improve their performance (Rezaei and Khalilzadeh, 2009, p. 122). In this context, job satisfaction is seen as the desired psychological feeling resulting from an individual's evaluation of a job or work experience. Job satisfaction affects people's feelings about their jobs in general or various aspects of their jobs.

Job satisfaction means satisfaction with the organization, organizational commitment, job satisfaction, satisfaction with the manager, satisfaction with colleagues, adequacy of the wage, satisfaction with social rights and satisfaction with promotions (Spector, 2022, p. 9). Job satisfaction, which is a type of emotional adaptation to job conditions, occurs when the desired job meets the person's needs in a desired way. On the other hand, when a person is not satisfied with the job he wants, he leaves the service, works inefficiently or tends to change it (Paleksić, 2017, p. 11). Therefore, job satisfaction is the level of satisfaction that employees feel with their jobs and goes beyond their daily duties and includes teamwork, satisfaction with their managers, satisfaction with corporate policies and the effects on their personal lives (BasuMallick, 2021). In this context, satisfied employees turn into satisfied customers, errors in workflows are reduced, work accidents are prevented, costs are significantly reduced, the desire to learn is increased, and more importance is given to career development.

Business managers need to increase the satisfaction level, productivity and competence of employees for job satisfaction (Reddy, Sharma and Chaudhary, 2020, p. 85). For employees, job satisfaction is the positive impact that a job or job position has on employees. Increasing job satisfaction is important in order to achieve planned efficiency in businesses and is one of the effective factors in employee performance. Thus, managers who have leadership qualities and who are creative, respected, and valuable play an important role in the job satisfaction of employees (Saleem, 2015, p. 563).

2.4. Dimensions of Job Satisfaction

Job satisfaction generally covers issues such as adequate pay, welfare satisfaction, liking the job, leader communications, personal development, interpersonal relations and job competence. It is

possible to examine job satisfaction under two headings: intrinsic and extrinsic satisfaction (Lee, Yang and Li, 2017, p. 700).

1. Intrinsic Job Satisfaction: Intrinsic factors include practices related to the employee's self-actualization and include feelings of success due to the employee's sense of self-actualization or work experiences. Intrinsic job factors require feeling responsible, self-improvement, increasing skills, being competent in doing the job, being accepted by others, and ultimately being satisfied with the job (Kalleberg, 1977, p. 124).

2. Extrinsic Job Satisfaction: It is defined as the satisfaction of employees regarding the work environment (Coughlan, et al., 2014, p. 97) and includes business policies, controls, satisfaction with wages, extrinsic rewards, manager behaviors, workload, reward system, peer relations and appreciation (Wernimont, 1966, p. 41).

3. MATERIALS AND METHODS

In this research, the inductive method was used in the theoretical aspect, and the "Relational Survey Model", which is one of the quantitative research methods, was used in the practical part. In determining the participants, the "Simple Random Sampling" method, in which the entire population had the chance to participate, was preferred. "Reliability Analysis", "Frequency Analysis", "Correlation Analysis", "Regression Analysis" and "ANOVA Analysis" were performed on the survey data used to obtain the study data, with the SPSS 21 program.

3.1. Purpose of the Study

The purpose of this research is to investigate the effects of employees' digital literacy on job satisfaction. In this context, the problems of the research are "Does the digital literacy of employees affect their job satisfaction?" and "Is there a statistical difference between demographic characteristics, digital literacy and job satisfaction as intervening variables?".

3.2. Research Model

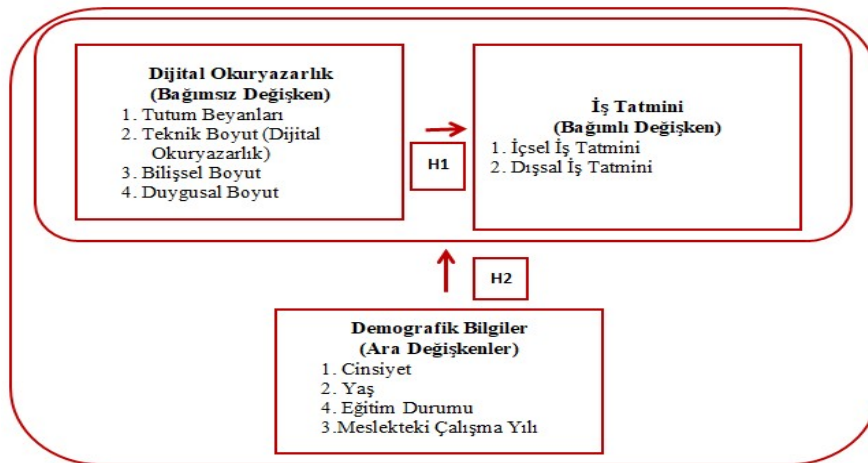


Figure 1: Conceptual Model for the Relationships Between Demographic Characteristics, Digital Literacy, and Job Satisfaction

3.3. Hypotheses of the Research

Hypotheses

H1: Digital literacy affects employees' job satisfaction.

H2: There is a statistical difference between employees in terms of demographic characteristics, digital literacy and job satisfaction.

3.4. Data Collection Tools

The survey form of the research has three parts, in the first part there are 4 questions about the demographic characteristics of the participants, in the second part there is the "Digital Literacy Scale" prepared by Ng (2012) and in the third part there is the "Job Satisfaction Scale". Furthermore, approval was received for this research from the Istanbul Istinye University Social and Human Research Ethics Committee with its decision numbered 54 dated 07.09.2023. The survey was conducted between September 10, 2023 and September 20, 2023.

1. Digital Literacy Scale

The "Digital Literacy Scale" developed by Ng (2012) was created within the scope of 4 dimensions and 17 questions, and as a result of the reliability analysis of the scale, it was stated that the Cronbach Alpha value was 0.86 and "Very Reliable". For the questions in the scale, there were 5-point Likert type alternatives such as "1- Strongly Disagree, 2- Disagree, 3- Neither Agree nor Disagree, 4- Agree, 5- Strongly Agree".

2. Job Satisfaction Scale

In this study, the "Minnesota Job Satisfaction Scale (MSQ)", developed by Weiss et al. (1967) and translated into Turkish by Baycan (1985), was used to measure the digital literacy status of the participants, and this scale includes 2 dimensions, which are "Extrinsic Job Satisfaction" and "Intrinsic Job Satisfaction", and 20 items. As a result of the reliability analysis of the scale, the Cronbach Alpha value of 0.77 was found to be "reliable". For the questions in the scale, there were 5-point Likert type alternatives such as "1- Strongly Disagree, 2- Disagree, 3- Neither Agree Nor Disagree, 4- Agree, 5- Strongly Agree".

3.5. Population and Sample

The population of the research is a total of 768 employees of 7 companies located in the Ankara Ostim Organized Industrial Site (OIS) and providing services in the field of technology. In this study, the sample size was determined using table 1 (Yazıcıoğlu and Erdoğan, 2004, 78).

Table 1. Size of the Universe and Determination of the Sample

Size of the Universe	Sample ± 0.05 sampling error
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750	254
1000	278
2500	333

Therefore, looking at table 1 to determine the sample size according to the population, the sample size is 278 people within 95% confidence limits, with a total population size of 768 (within the scope of 1000 people in the table). However, since the returned surveys might be invalid, the survey was distributed to 600 people online via Google Forms, and since 566 returned surveys were valid, the analyzes were completed with this data.

4. FINDINGS

The data collected from the surveys were analyzed in the IBM SPSS21 program and the findings obtained by making "reliability", "frequency", "regression" and correlation" and "difference" were included.

4.1. Reliability Analysis

The results of the reliability analysis of the "Digital Literacy" and "Minnesota Job Satisfaction" scales are shown in table 2.

Table 2: Results of Reliability Analysis for Digital Literacy and Minnesota Job Satisfaction Scales

Scale	Dimension	Size Reliability	Scale
“Digital Literacy”	“Attitude Statements”	0.881	0,934
	“Technical Dimension”	0,925	
	“Cognitive Dimension”	0,768	
	“Emotional Dimension”	0,831	
Minnesota Job Satisfaction	“Intrinsic Job Satisfaction”	0.877	0,901
	“Extrinsic Job Satisfaction”	0,838	

In this part of the study, the reliability coefficients of both scales and dimensions were examined. The "Cronbach Alpha Coefficient" values obtained as a result of the examination are given. When the values given in Table 2 are examined, it is seen that the smallest reliability coefficient obtained is 0.768. Additionally, the Cronbach alpha findings of the "Digital Literacy" ($\alpha=0.934$) and "Minnesota Job Satisfaction" ($\alpha=0.901$) scales were found to be reliable.

4.2. Frequency Analysis

Table 3 regarding the demographic findings obtained from the research data is presented below.

Table 3: Findings on Demographic Dimensions

		Frekans	Yüzde
Gender	Female	217	38,3%
	Male	349	61,7%
Age	18-26 Years	84	14,8%
	27-35 Years	217	38,3%
	36-44 Years	133	23,5%
	45-53 Years	132	23,3%
	Primary education	48	8,5%

Educational Status	Associate Degree	70	12,4%
	Bachelor's Degree	387	68,4%
	Master's Degree	49	8,7%
	Ph.D. Degree	12	2,1%
Working Period	0-9 Years	289	51,1%
	10-19 Years	157	27,7%
	20-29 Years	60	10,6%
	30-39 Years	48	8,5%
	40 Years or more	12	2,1%

Among the individuals participating in the research, 217 people (38.3%) were female and 349 people (61.7%) were male. When the age distribution of the participants is examined, 84 people (14.8%) are between the ages of 18-26, 217 people (38.3%) are between the ages of 27-35, 133 people (23.5%) are between the ages of 36-44 and 132 people (23.3%) are between the ages of 45-53. When the educational status of the participants is examined, 48 people (8.5%) have primary education, 70 people (12.4%) have an associate degree, 387 people (68.4%) have a bachelor's degree, 49 people (8.7%) have a master's degree, and 12 people (2.1%) have a Ph.D. degree. When the working periods of the research participants are examined, 289 people (51.1%) have 0-9 years of experience, 157 people (27.7%) have 10-19 years of experience, 60 people (10.6%) have 20-29 years of experience, 48 people (8.5%) have 30-39 years of experience, and 12 people (2.1%) have 40 years of experience or more.

4.3. Correlation Analyzes

Correlation analyzes were conducted to determine the magnitude and direction of the relationship between variables. In these analyzes, the correlation coefficient obtained was determined to be very low for -1, very high for +1, very strong in the negative direction for -1, very strong in the positive direction for +1, and absence of correlation between the variables for 0.

Table 4: Correlation Analysis for Digital Literacy and Minnesota Job Satisfaction

		Job	Job
	“Attitude Statements”	“Technical Dimension”	“Cognitive Dimension”
		“Emotional Dimension”	“Intrinsic Satisfaction”
			“Extrinsic Satisfaction”
“Attitude Statements”	1		
“Technical Dimension”	,718**	1	

“Cognitive Dimension”		,628**	,846**	1		
“Emotional Dimension”		,439**	,354**	,310**	1	
“Intrinsic Job Satisfaction”		,320**	,333**	,260**	-,117**	1
“Extrinsic Job Satisfaction”		,270**	,152**	,084*	-,003	,572**
						1

The effects of "Digital Literacy" and "Minnesota Job Satisfaction" factors on each other were examined with the help of correlation analysis. The correlation coefficients calculated as a result of the applied analysis are presented in the form of a summary table. Looking at the table, it is seen that there are high, low, negative and positive relationships between the correlation coefficient values. For example, there is a negative relationship between "Intrinsic Job Satisfaction" and "Emotional Dimension" ($r = -0.117$), while there is a positive relationship between "Technical Dimension" and "Cognitive Dimension" ($r = 0.846$). These relationship values indicate that there are relationships between the variables. However, it has been revealed that the existing relationship between "Extrinsic Job Satisfaction" and "Emotional Dimension" ($r = -0.003$) is almost non-existent. In this context, regression analyzes were started to explain the existing relationships in more detail in terms of cause and effect.

4.4. Regression Analysis

The equation $Y = \beta_0 + \beta_i X_i + \epsilon_i$ is used in regression analyses. In this equation, “ X_i i.” means “independent variable”, “ Y ” means “dependent variable”, “ β_i i.” Means “coefficient of independent variable”, “ ϵ_i i.” means “error term”, and “ β_0 ” means constant coefficient.

H1: The regression analysis results regarding the hypothesis "Digital literacy affects employees' job satisfaction" are given below.

Table 5: Regression Findings on the Effect of Digital Literacy Factors on Job Satisfaction

Dimensions	Minnesota Job Satisfaction			
	“Intrinsic Job Satisfaction”		“Extrinsic Job Satisfaction”	
	β	P	β	P
Constant Coefficient	3,028	,000	2,323	,000

	“Attitude Statements”	,246	,000	,450	,000
“Digital Literacy”	“Technical Dimension”	,222	,000	,069	,399
	“Cognitive Dimension”	-,047	,218	-,132	,017
	“Emotional Dimension”	-,224	,000	-,136	,001
Model Significance and Percentage of Explanation		R2=0,563		R2=0,421	
		P=0,000		P=0,000	

As a result of the regression analysis conducted for the dependent variable "Intrinsic Job Satisfaction", it was found that the dimensions "Attitude Statements" (p=0.00), "Technical Dimension" (p=0.000), and "Emotional Dimension" (p=0.000) had a significant effect on "Intrinsic Job Satisfaction" and the relevant hypotheses were accepted (p<0.05).

The regression equation for the accepted hypotheses for “Intrinsic Job Satisfaction” is expressed as $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 = \text{Autonomy} = 3.028 + 0.246 \text{ “Attitude Statements”} + 0.222 \text{ “Technical Dimension”} - 0.224 \text{ “Emotional Dimension”}$. As a result, it was observed that "Managerial competence" had a positive effect of 24.6%, "Technical Dimension" had a positive effect of 22.2% and "Emotional Dimension" had a negative effect of 22.4% on "Intrinsic Job Satisfaction".

As a result of the regression analysis conducted for the dependent variable "Extrinsic Job Satisfaction", it was determined that the factors "Attitude Statements" (p=0.000), "Cognitive Dimension" (p=0.017), and "Emotional Dimension" (p=0.001) had no effect on "Extrinsic Job Satisfaction", and the relevant hypotheses were accepted (p<0.05). The regression equation for “Extrinsic Job Satisfaction” is expressed as $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 = \text{Autonomy} = 2.323 + 0.450 \text{ “Attitude Statements”} - 0.132 \text{ Individual Interest} - 0.136 \text{ “Emotional Dimension”}$. Consequently, a 45.0% positive effect of the "Managerial Competency", a 13.2% negative effect of the "Cognitive Dimension" and a 13.6% negative effect of the "Emotional Dimension" on "Extrinsic Job Satisfaction" were reported.

4.5. Difference Analysis

The results of the hypothesis "H2: There is a difference between digital literacy and job satisfaction levels in terms of demographic variables" made for this study are shown below.

4.5.1. Differences in Digital Literacy and Job Satisfaction by Gender

“H2a: The process by which digital literacy affects job satisfaction varies for employees according to gender.”

Table 6: t-Test Findings for Gender, Digital Literacy and Job Satisfaction Dimensions

Düzeyler (TR metinde spesifik olarak düzeltilmeli.)	Gender	N	Mean	t Value	p Value	Hypothesis
	Female	217	4,0230			

Job Satisfaction “ Digital Literacy”	“Attitude	Male	349	4,2168	-3,680	,000	H2A Acceptance
	“Technical	Female	217	3,6690	-5,076	,000	H2A Acceptance
	Dimension”	Male	349	3,9771			
	“Cognitive	Female	217	3,5599	-2,868	,004	H2A Acceptance
	Dimension”	Male	349	3,7937			
	“Emotional	Female	217	3,3364	-4,396	,000	H2A Acceptance
	Dimension”	Male	349	3,6218			
	“Intrinsic	Job Female	217	3,8043	-5,716	,000	H2A Acceptance
	Satisfaction”	Male	349	4,0313			
	“Extrinsic	Job Female	217	3,2969	-5,222	,000	H2A Acceptance
Satisfaction”	Male	349	3,6058				

Whether “Digital Literacy” and “Job Satisfaction” differ according to “Gender” was evaluated with the help of t-test. Results of the analysis demonstrated that "Attitude Statements" (p=0.000), "Technical Dimension" (p=0.000), "Cognitive Dimension" (p=0.000), "Emotional Dimension" (p=0.000), "Intrinsic Job Satisfaction" (p=0.000) and "Extrinsic Job Satisfaction" (p=0.000) dimensions were determined to differ depending on the gender of the participants (p<0.05).

4.5.2. Differences in Digital Literacy and Job Satisfaction by Age

“H2b: The process by which digital literacy affects job satisfaction varies for employees according to age variable.”

Table 7: f-Test Findings for Age, Digital Literacy, and Job Satisfaction Dimensions

	Düzeyler (TR metinde spesifik olarak düzeltilmeli.)	Age		N	Mean	f Value	p Value	Hypothesis
		Bu ve sağdaki tüm sütunlarda hiçbir verinin tablo satır hizaları						
“ Digital Literacy”	“Attitude Statements”	18-26		84	3,9762	9,526	,000	H2B Acceptance
		27-35		217	4,0783			
		36-44		133	4,3734			
		45-53		132	4,1212			
	“Technical Dimension”	18-26		84	3,8095	24,758	,000	H2B Acceptance
		27-35		217	3,9547			
		36-44		133	4,1353			
		45-53		132	3,4545			

Job Satisfaction	“Cognitive Dimension”	18-26	84	3,7857	35,427	,000	H2B Acceptance
		27-35	217	3,7535			
		36-44	133	4,1805			
		45-53	132	3,0909			
	“Emotional Dimension”	18-26	84	3,4286	3,240	,022	H2B Acceptance
		27-35	217	3,4470			
		36-44	133	3,6842			
		45-53	132	3,5000			
	“Intrinsic Job Satisfaction”	18-26	84	3,7802	6,437	,000	H2B Acceptance
		27-35	217	3,9234			
		36-44	133	3,9433			
		45-53	132	4,0839			
“Extrinsic Job Satisfaction”	18-26	84	3,2041	11,655	,000	H2B Acceptance	
	27-35	217	3,4233				
	36-44	133	3,5199				
	45-53	132	3,7403				

Whether “Digital Literacy” and “Job Satisfaction” differ according to the “Age” variable was analyzed with the help of f-test. As a result of the analysis, "Attitude Statements" (p=0.000), "Technical Dimension" (p=0.000), "Cognitive Dimension" (p=0.000), "Emotional Dimension" (p=0.022), "Intrinsic Job Satisfaction" (p=0.000), and "Extrinsic Job Satisfaction" (p=0.000) dimensions were determined to cause differences depending on the age of the participants (p<0.05).

4.5.3. Differences in Digital Literacy and Job Satisfaction According to Educational Status

“H2c: The process by which digital literacy affects job satisfaction varies for employees according to the educational status variable.”

Table 8: f-Test Findings for Educational Status, Digital Literacy and Job Satisfaction Dimensions

		“Educational Status”		N	Mean	f Value	p Value	Hypothesis
Düzeyler (TR metinde spesifik olarak düzeltilmeli.)	Bu ve sağdaki tüm sütunlarda hiçbir verinin tablo satır hizaları ayarlanmamış, yarısı							
	Primary	48	4,2083					

“ Digital Literacy”	“Attitude Statements”	Associate	70	3,5714	20,539	,000	H2C Acceptance
		Bachelor’s	387	4,2455			
		Master’s	49	4,0748			
		Ph.D. Degree	12	4,1667			
	“Technical Dimension”	Primary	48	4,0000	4,053	,003	H2C Acceptance
		Associate	70	3,5524			
		Bachelor’s	387	3,8902			
		Master’s	49	3,8776			
	“Cognitive Dimension”	Ph.D. Degree	12	4,0000	9,266	,000	H2C Acceptance
		Primary	48	3,8750			
		Associate	70	3,0857			
		Bachelor’s	387	3,7791			
	“Emotional Dimension”	Master’s	49	3,7551	31,087	,000	H2C Acceptance
		Ph.D. Degree	12	4,0000			
		Primary	48	4,0000			
		Associate	70	2,9143			
“Intrinsic Job Satisfaction”	Bachelor’s	387	3,4677	4,641	,001	H2C Acceptance	
	Master’s	49	4,1224				
	Ph.D. Degree	12	4,0000				
	Primary	48	4,1154				
“Extrinsic Job Satisfaction”	Associate	70	4,1187	39,007	,000	H2C Acceptance	
	Bachelor’s	387	3,8974				
	Master’s	49	3,9403				
	Ph.D. Degree	12	3,7692				
“Job Satisfaction”	Primary	48	4,1071	39,007	,000	H2C Acceptance	
	Associate	70	4,0898				
	Bachelor’s	387	3,3149				
	Master’s	49	3,5364				
		Ph.D. Degree	12	2,8571			

Whether “Digital Literacy” and “Job Satisfaction” differ according to the “Educational Status” variable was investigated with the help of f-test. As a result of the analysis, "Attitude Statements" (p=0.000), "Technical Dimension" (p=0.003), "Cognitive Dimension" (p=0.000), "Emotional Dimension" (p=0.000), "Intrinsic Job Satisfaction" (p=0.001), and "Extrinsic Job Satisfaction" (p=0.000) dimensions were stated to differ depending on the educational status of the participants (p<0.05).

4.5.1. Differences in Digital Literacy and Job Satisfaction According to Working Period

“H1: Digital Literacy and Job Satisfaction differ according to the Working Period variable.”

Table 9: f-Test Findings for Working Period, Digital Literacy and Job Satisfaction Dimensions

	Düzeyle	metinde	Working	N	Mean	f	p	Hypothe
	spesifik	olarak	Period			Value	Valu	sis
“ Digit	“Attitude Statements”		0-9 Years	2	4,176	17,570	,000	
			10-19 Years	1	4,023			
			20-29 Years	6	4,433			

Job Satisfaction	“Technical Dimension”		30-39 Years	4	3,750	42,632 ,000	H1
			40 Years or	1	5,000		Acceptance
			0-9 Years	2	3,959		H1
			10-19 Years	1	3,949		Acceptance
			20-29 Years	6	3,700		nce
			30-39 Years	4	2,875		
	“Cognitive Dimension”		40 Years or	1	5,000	27,669 ,000	H1
			0-9 Years	2	3,814		Acceptance
			10-19 Years	1	3,808		nce
			20-29 Years	6	3,500		
			30-39 Years	4	2,625		
			40 Years or	1	5,000		
	“Emotional Dimension”		0-9 Years	2	3,605	11,229 ,000	H1
			10-19 Years	1	3,312		Acceptance
			20-29 Years	6	3,300		nce
			30-39 Years	4	3,625		
			40 Years or	1	4,500		
			0-9 Years	2	3,840		
	“Intrinsic Job Satisfaction”		10-19 Years	1	4,028	32,900 ,000	H1
			20-29 Years	6	4,292		Acceptance
		30-39 Years	4	3,615	nce		
		40 Years or	1	4,923			
		0-9 Years	2	3,264			
		10-19 Years	1	3,768			
“Extrinsic Job Satisfaction”		20-29 Years	6	3,771	41,828 ,000	H1	
		30-39 Years	4	3,178		Acceptance	
		40 Years or	1	5,000		nce	

Whether "Digital Literacy" and "Job Satisfaction" differ according to the "Working Period" variable was examined with the help of f-test. According to the results of the analysis, "Attitude Statements" (p=0.000), "Technical Dimension" (p=0.000), "Cognitive Dimension" (p=0.000), "Emotional Dimension" (p=0.000), "Intrinsic Job Satisfaction" (p=0.000), and "Extrinsic Job Satisfaction" (p=0.000) dimensions were determined to differ depending on the participants' working period (p<0.05).

5. DISCUSSION AND CONCLUSION

As a result of the analysis made for "Digital Literacy" and "Employee Job Satisfaction" in this research, it was determined that managerial competence had a positive effect, "Cognitive Dimension" had a negative effect, and "Emotional Dimension" had a negative effect on the "Extrinsic Job Satisfaction" of the employees. Newman, (2008, p. 8) stated that the purpose of his research was to analyze the impact of employee performance at Jakarta State Universities, the impact of digital literacy on employee performance, and the impact of digital literacy on job satisfaction. He also stated that among the aims of his study are to analyze the effect of job satisfaction on employee performance, its effect on employee performance through job satisfaction, and whether digital literacy has an effect on employee performance through job satisfaction. As a result of the study, it was revealed that digital literacy affects employee

performance and does not affect job satisfaction. It has been found that the better the digital literacy of employees, the higher their job satisfaction. Considering the findings, as a suggestion, employees in businesses must be satisfied in order to volunteer and show the necessary success in terms of digital literacy. In terms of both intrinsic job satisfaction and extrinsic job satisfaction, businesses' ability to meet the demands of their employees plays an important role in achieving business goals. In order to achieve intrinsic satisfaction, employees should be respected, given responsibility for their duties, given the opportunity to demonstrate their talents and work independently. In order to ensure extrinsic satisfaction, employees' wages must be satisfactory, managers must be successful in their jobs, they must have promotion opportunities, and good communication and appreciation practices among employees must be sustained.

When the analysis findings for this research were examined, it was observed that males' "Attitude Statements", "Technical Dimension", "Cognitive Dimension", "Emotional Dimension", "Extrinsic Job Satisfaction" and "Intrinsic Job Satisfaction" means were higher than those of females'. In the same direction, Marsh, E. (2021) investigated the effect of digital literacy on individual performance in his study. Survey data from 142 employees of a large UK charity were used to analyze the conceptual model. The results partially supported the model and showed that digital skills affected continuance intentions and individual performance of male and female employees through perceptions of ease of use. Considering the findings, as a suggestion, in order to spread and develop digital literacy among employees, raise employees' awareness about following technological innovations, and increase job satisfaction, there should be no gender discrimination among employees, tasks should be distributed according to merit and no discrimination should be made in terms of remuneration.

When the analysis findings for this research were examined on mean values, it was observed that as age increased, the means of "Attitude Statements", "Technical Dimension", "Cognitive Dimension", "Emotional Dimension", "Intrinsic Job Satisfaction" and "Extrinsic Job Satisfaction" also increased. In contrast to this result, Newman's (2008, p. 54) study on digital literacy in young people aged 3-16 shows that the common view that young people are digitally literate is not only wrong, but also poses serious problems for technology-based education approaches. It has been stated that although users between the ages of 3 and 16 are perceived as adept technology users, evidence suggests that they can do much more than find information through technological channels. It has been found that they still lack the ability to evaluate information and solve problems using technology and apply little or no critical thinking process to digital environments. Considering the findings, as a suggestion, there are differences between the ages, experiences, preferences, habits, and attitudes of employees in businesses. Therefore, business managers need to provide training that will explain the importance of digital literacy to their employees of all ages, develop suggestions for the problems that arise, organize meetings, get consultant support, adapt electronic innovations that will integrate with the world to the business, support their career development and give importance to practices that will ensure employees' satisfaction with their jobs.

When the means for this research are examined, it can be seen that the means of "Attitude

Statements", "Technical Dimension", "Cognitive Dimension", "Emotional Dimension", "Intrinsic Job Satisfaction", and "Extrinsic Job Satisfaction" of individuals educated at primary school level are higher than those of individuals with a higher level of education. Additionally, when the "Extrinsic Job Satisfaction" averages were examined, it was observed that the averages of individuals with a Ph.D. degree were lower. In addition, it was observed that the averages of "Attitude Statements", "Technical Dimension", "Cognitive Dimension" ($p=0.000$), and "Emotional Dimension" of individuals with associate degree level were lower. In the same direction, Abbas et al., (2019, p. 154) concluded in their study that digital literacy significantly affects students' communication skills, research skills and self-confidence, but digital literacy has an insignificant effect on students' grade point average. In the results of the research conducted by Masharyono et al. (2020, p. 679), they stated that employee commitment and talent positively affect the performance of employees mediated by digital literacy. Considering the findings, as a suggestion, it is of great importance that employees are satisfied intrinsically and extrinsically in order for businesses to gain superiority in the ever-increasing competition in the market. In the age of digitalization, it is necessary to organize continuous training in businesses and give importance to the career development of employees in order for businesses to adapt to new developments, and develop and use them in the activities of all employees.

When the analysis findings regarding the means found for this research are examined, it can be seen that the means of "Attitude Statements", "Technical Dimension", "Cognitive Dimension", "Intrinsic Job Satisfaction" and "Extrinsic Job Satisfaction" of individuals who have worked between 30-39 years are higher than those of other working periods. Likewise, in the research conducted by Adigwe and Oriola (2015, p. 773), the degree and level of satisfaction a person obtains from his job is a must for the level of productivity achieved accordingly. Job satisfaction varies from individual to individual. However, organizational change underlies the spontaneous increase in job dissatisfaction. The findings of the study revealed that working period affects the job satisfaction of employees, and also that the level of job satisfaction of employees depends on the effect of organizational change. Considering the findings, as a suggestion, since there are differences between the work experiences of business employees, organizing training according to experience in the adaptation of digital changes, identifying and eliminating possible concerns, entering into very close cooperation with employees, explaining the advantages of innovations for both the business and the employees, explaining profitability will provide significant contributions to the employees, and increasing participation in decisions can increase employees' job satisfaction.

In future research, in addition to the digital literacy and job satisfaction dimensions, leadership, organizational citizenship, and managerial understanding dimensions can be added, the universe of the study can be expanded to a country or inter-country dimension, and if budget resources can be found, surveys can be conducted on much larger audiences.

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Research Article

Analysis of the Effects of Digital Literacy on Employees' Job Satisfaction: Ankara Ostim Organized Industrial Site (OIS) Example

Analysis of the Effects of Digital Literacy on Employees' Job Satisfaction: Ankara -- Example

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Extensive Summary

The aim of this research is to reveal the effects of digital literacy on employees' job satisfaction and to examine the place of digital literacy in job satisfaction. The population of the research is 768 employees of 7 companies located in Ankara Ostim OSB region and providing services in the field of technology. In this study, the inductive method was taken as a theoretical basis and the relational survey model, one of the quantitative research methods, was taken as a basis in the application part. In determining the participants, the "Simple Random Selection Method" was preferred in which the entire universe had the chance to participate. "Reliability analysis", "Frequency Analysis", "Correlation Analysis", "Regression Analysis" and "Anova Analysis" were

performed with the SPSS 21 program on the survey data used to obtain the study data. The questionnaire form of the research has three parts, the first part includes 4 questions about the demographic characteristics of the participants; the second part includes the "Digital Literacy Scale" prepared by Ng, (2012) and the third part includes the "Job Satisfaction Scale" which was developed by Weiss et al. (1967) and translated into Turkish by Baycan (1985) and used the "Minnesota Job Satisfaction Scale (MSQ)" to measure the digital literacy status.

As a result of the analysis conducted for "Digital Literacy" and "Employee Job Satisfaction" in this study, it was determined that managerial competence has a positive effect, "Cognitive Dimension" has a negative effect and "Emotional Dimension" has a negative effect on "Extrinsic Job Satisfaction" of employees. Newman (2008, p. 8) stated that the purpose of his research was to analyze the effect of distress intelligence on employee performance, the effect of digital literacy on employee performance, the effect of distress intelligence on job satisfaction and the effect of digital literacy on job satisfaction, the effect of job satisfaction on employee performance, the effect of distress intelligence on employee performance through job satisfaction and whether there is an effect of digital literacy on employee performance through job satisfaction at Jakarta State University. The results of the study revealed that digital literacy affects employee performance and does not affect job satisfaction. The better the digital literacy of employees, the higher their job satisfaction.

In order to ensure extrinsic satisfaction, employees' wages should be satisfactory, managers should be successful in their jobs, there should be opportunities for promotion, good communication between employees and appreciation practices should be made continuous. Abbas et al. (2019, p. 154) concluded in their study that digital literacy significantly affects students' communication skills, research skills and self-confidence, but digital literacy has an insignificant effect on students' grade point average. Research by Masharyono et al. (2020, p. 679). The results of the study indicated that employee engagement and capability have a positive and significant impact on employee performance mediated by digital literacy.

In the 21st century, with the advances in information and communication technologies and the introduction of the internet into our lives, there has been a rapid change and progress both in our social life and in all sectors of business life. This change provides individuals and business people with the opportunity to generate new ideas and establish a wide network by leaving a narrow field. In order to access these opportunities, individuals need to develop their technological skills and acquire skills in this direction. (Reddy et al. 2020, p.66).

The concept of digitalization that emerged in this process refers to the conversion of data and/or information in analog format into digital format. Digitalization, which provides great convenience in collecting, processing and storing data, has gained an important place in social and business life over time (Varol Gönen & Özüdoğru, 2021, p. 2965). Digital literacy, which includes the ability to read and understand information in texts, visual displays, motion graphics, audio, video and multimodal forms, includes attitude, cognitive dimension and social dimension (Rahmah, 2015, p. 94).

In a rapidly changing competitive environment with the impact of digitalization, businesses need

to generate new ideas and keep up with this change rapidly in order to ensure their continuity. In this context, businesses should create an agile organizational structure to ensure their continuity and it is important to adapt their employees to information technologies in order to keep up with change. Digital literacy (Virkus, 2003, p. 8), which emerged as a concept that integrates various skill sets such as information evaluation, information gathering and related literacies, includes a wide range of complex cognitive, emotional and sociological skills required for users to work effectively in digital environments as well as the ability to use software or a digital device (Martin & Madigan, 2006, p. 4). Therefore, an individual with digital literacy should have skills such as using computer programs and smartphone applications, communicating via e-mail, and mastering search engine applications (Mohammadyari & Singh, 2015, p. 4).

Job satisfaction is the realization of an individual's expectations as a result of his/her work, being satisfied with his/her job and having positive emotions. Considering this definition, job satisfaction is evaluated in terms of emotional and cognitive aspects. The fact that there is a strong connection between emotions and cognition in human psychology supports this evaluation. Therefore, cognition/thoughts and emotions should be evaluated at the same time when evaluating job satisfaction (Saari and Judge, 2004:395). Job satisfaction plays an important role in increasing the efficiency and productivity of human resources, which are among the basic elements of intellectual capital. Due to this importance, methods that increase job satisfaction are among the interesting topics for researchers (Gürbüz and Karabulut 2009: 37-46)

Work environments with high motivation in businesses are important for employees' job satisfaction, targeting success, and working efficiently and effectively. The positive perspective of employees on the business environment and job satisfaction are in a parallel relationship. On the other hand, in addition to many managerial and organizational factors, job satisfaction positively affects employees' commitment to their jobs (Varışlı, 2019, 118).

Thanks to the ability of business employees to use technology effectively, it enables them to produce effective communication and practical solutions to work-related problems. Since employees with technological literacy have the ability to quickly access and interpret information and documents related to the business, they can reach the result by providing feedback to both the management within the business and the customer outside the business (Gümüş et al., 2023, 87). In this context, digital literacy is an element that will contribute significantly to the employee and the business in the execution of the work and reaching the result.

Considering the findings, as a suggestion, employees should be satisfied in order to volunteer and show the necessary success in terms of digital literacy. In terms of both intrinsic job satisfaction and extrinsic job satisfaction, the fulfillment of the demands of the employees plays an important role in the realization of business objectives. In order to ensure intrinsic satisfaction, employees should be given the opportunity to be a respected person, to be given responsibility for their duties, to exhibit their talents and to work independently.