



## The effect of employees' computer and internet self-efficacy on job satisfaction

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### ABSTRACT

The study aims to examine the effect of computer and internet self-efficacy on the job satisfaction of employees. To support and establish the theories of the study, literature was reviewed. The study used descriptive assessment and correlational research design and questionnaires were used to gather the data. The population of the study was all employees composed of teaching and non-teaching personnel. The study found that the computer and internet self-efficacy of employees was high and their job satisfaction. Based on Mult r regression analysis, it was found that taken together, computer and internet self-efficacy affects the job satisfaction of employees. Taken singly, it was the only computer that predicted the job satisfaction of employees. In other words, knowing both computers and the internet at the same time can affect employees' capability to perform their work and job satisfaction.

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## Introduction

Pandemic has changed how employees or faculty perform their functions. Preventing the spread of Covid-19 causes the government to impose lockdown, masks, face shields, and physical distancing. All educational institutions and companies have no choice except to follow the health protocol and provide policies on work from home and online classes. The situation demands that teachers and employees can use computers and the internet related to work from home or work online. Computer and internet self-efficacy is becoming an important element to measure if they can use computers and the internet to facilitate their work or teaching online and how it affects their work satisfaction. working from home and online classes need high computer and internet literacy. IGI Global (2021) defines computer literacy as “the understanding of computer characteristics capabilities and applications, as well as an ability to implement this knowledge in a skilful, productive use of ICT application”. While internet literacy means “the ability to seek out information when necessary, with the utilization of the internet or the ability necessary to access the Internet while incorporating the following three points: (1) the ability to address illegal and harmful contents on the Internet appropriately, (2) the ability to communicate on the Internet appropriately, and (3) the ability to protect their privacy and perform security measures”. These definitions refer to the knowledge and the capability to use computers and the internet appropriately to perform one's function. This is the main concern of work from home and online learning and the lack of it can become a problem. It may cause work satisfaction or dissatisfaction.

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Divine Word College of Laoag is one of the many institutions in the country that continues to operate during the pandemic season. Operating during the pandemic means showing the capability to use computers and the internet as a means to perform their functions. Working from home, be it employees or faculty demands the knowledge and skills to use the computer and internet. Based on the observation, not many are happy about working online or teaching online because of computer and internet issues. The young generations or generation Z are ready to take the challenge, while the baby boomers are not so happy about it. It causes anxiety and even resignation. However, many of them too take the challenge and join the young ones to work online or teach online. Thus, working from home or online teaching can cause a problem for some employees and this is the main concern of the study. An old study by Hudiburg (1990) found a correlation between computer literacy and somatic complaints. Smith, et.al. (1999) also pointed out similar findings related to the effect of computer literacy on human well-being such as physiological, somatic, and psychological well-being. A study also pointed out the effect of related computer stress. Towell and Lauer (2001) found that not all have the same effect on related computer stress because it also depends on the personality.

Bandura (1977) suggested that self-efficacy scales must be tailored to a specific domain, however, there have been few studies that have pursued specific domains, particularly computer and internet self-efficacy. Related to such recommendations Compeau & Higgins, (1995), and Eastin & LaRose, (2000) have developed scales measuring computer and internet self-efficacy. Thus, this study, aided by their computer and internet self-efficacy scales, aims to find out the computer and internet self-efficacy of the employees and its effect on their job or work satisfaction. This is to determine problems they encounter and the management can introduce interventions to help the employees or faculty to improve their computer and internet efficacy. This is an important task to be given more serious attention by the management because it can affect well-being and consequently their job performance and the satisfaction of the clients or students and parents.

The study is divided into several parts. The first part is the introduction which describes the background of the study and the purpose of the study. The second part is a literature review that investigates existing literature on the current topic that provides the theoretical foundation of the study. The third part is the research methodology that explains the process of the study which includes the research design, population, locale, research instruments, data gathering procedures, and statistical treatment. The fourth part is the data presentation and analysis which presents the data that is gathered through research questionnaires and then the analysis. The fifth part is the result and discussion and conclusion which further discusses the result of the study and conclusion.

## Literature Review

The objective of the literature review is to depend on the understanding of the current topic based on the existing literature that discusses the topic. This is also to help the researcher establish the theories of the current study for the investigation. Therefore, the literature review is presented thematically according to the topic of the study.

### *Computer Self-Efficacy and its Effect*

During the pandemic because of covid-19, all work is done online. There is no choice except to use a personal computer or laptop. However, not all have the capacity or enough knowledge related to computer technology. Such a situation can affect their computer self-efficacy. What is computer self-efficacy? Understanding the concept of self-efficacy is important to understanding the concept of computer self-efficacy. Self-efficacy is part of social cognitive theory and it emphasizes that self-perception about his/her capability is important to motivate the person to successfully perform his/her task. The theory suggests that successful performance is not only supported by knowledge and skills alone but is also supported by self-efficacy which is the belief in his/her capacity to attain the outcomes (Gallagher, 2012). The term "self-efficacy" was coined by Bandura (1977). He defined self-efficacy as "a person's particular set of beliefs that determine how well one can execute a plan of action in prospective situations". It is one's belief in his/her capacity to perform a task under a certain situation. Having high self-efficacy helps someone to rise against any challenges and accomplish the goal. This makes a difference among individuals why one succeeds in a crisis and why others don't. According to Bandura (1997) belief in one's capacity to execute a task is important to sustain the determination to achieve the goal.

After Bandura popularized the self-efficacy theory, the subject has become a hot topic for many researchers from different fields which is not only in psychology but even in education, health, sports, and management. Take some examples, Siddiqui (2015) measure the correlation between self-efficacy and psychological well-being of students and the study found that there is a significant correlation between self-efficacy and psychological well-being. Hayat, et.al. (2020) investigated the impact of academic self-efficacy and academic performance among medical students. They found that self-efficacy has an impact on academic performance among medical students. In terms of self-efficacy and health conditions, the study by Peters, et.al (2019) pointed out that self-efficacy affects health-related quality of life. Concerning self-efficacy and sports, the study of Sivrikaya (2018) concluded that self-efficacy affects the performance of sports skills of football players. The same is true with the management. Robertson and Sadri (2005) studied the effect of managerial self-efficacy and managerial performance and their study found that managerial self-efficacy significantly affects the managerial performance of managers. These studies proved that self-efficacy is playing a key important role in whatever activities or tasks that we are undertaking. Believing in our capacity to perform certain task affect our behaviour in performing the task and determination to achieve the goal. This makes a difference between the one who does not have self-belief and the one who has self-belief.

Since self-efficacy affects all things that we do, then it is the same true with computer self-efficacy. The concept of self-efficacy of Bandura (1977) is relevant when working with technology. As he pointed out that one must be convinced of his/her capacity to achieve a result. In the context of the current study, employees or teachers must believe in themselves that they can use the technology or computer or he/they must have computer self-efficacy. Concerning computer self-efficacy, based on the literature review, different researchers define computer self-efficacy differently. For example, in line with the concept of self-efficacy of Bandura (1977), Compeau & Higgins (1995, p. 192) define computer self-efficacy as “a judgment of one’s capability to use a computer”. This definition refers to self-belief in one’s capacity to use a computer in the future and not in what he had done in the past and it refers to general skills to use a computer for a different task. McDonald and Siegall (1992) defined computer self-efficacy as “the belief in one’s ability to successfully perform a technologically sophisticated new task” (p. 467). Both definitions refer to computer self-efficacy as general computer self-efficacy which is less specific because it includes many different computer application domains. To make it specific, therefore Marakas, et.al (1998) proposed two models of computer self-efficacy which include task-specific and application-specific and he argued that task-specific is more aligned with the theory of Bandura (1977). Concerning computer self-efficacy related to task-specific, Compeau and Higgins (1995) investigated computer use in the workplace using software packages to complete a specific task. Along with the same interest, Murphy, Coover, and Owen (1989) conducted a study to measure application-specific computer self-efficacy. For Marakas, et.al (1998) measuring computer self-efficacy must include two dimensions which are general computer self-efficacy and task-specific computer self-efficacy. This is important because different jobs may not require general computer self-efficacy but it requires computer self-efficacy related to a specific task.

There have been studies concerning the effect of computer self-efficacy and work and academic performance, job satisfaction, and academic engagement. For example, Alkatag (2015) conducted a study on the effect of computer self-efficacy on the performance and personal outcomes of Turkish Physical education teachers. His study found that there is a positive correlation between computer self-efficacy and performance and personal outcomes. The study also emphasized that the higher computer self-efficacy is, the anxiety level decreases (Downey & Kher, 2015). A similar outcome was also found in the study by Chen (2017) concerning the effect of computer self-efficacy on learning performance and learning engagement. The result indicated that computer self-efficacy affects learning performance and learning engagement. A consistent finding was also presented in the study of Karsten and Roth concerning the effect of students' computer self-efficacy on student computer competency. The study found that students' perception of their ability to use a computer affects significantly their ability to use a computer. In terms of its effect on job satisfaction, Henry and Stone (1995) pointed out that computer self-efficacy affects outcome expectancy which affects job satisfaction. Concerning the effect of computer self-efficacy on academic engagement, the study by Wolverton, et.al (2020) found that computer self-efficacy is a key predictor of student engagement and group satisfaction.

Those findings suggest that computer self-efficacy is an important key predictor of work performance which leads to job satisfaction. The higher the computer self-efficacy is, the more anxiety decreases (Downey & Kher, 2015). Thus, the management must consider computer self-efficacy as one of the management concerns to be given serious attention to improving employees' performance and job satisfaction.

### ***Internet Self-efficacy and Its Effect***

Pandemic poses many challenges for many people because many people have to step into unfamiliar territory if they want to survive. Covid-19 caused many people to work from home because of health protocols and teachers have to teach their students online. The only means to continue the work is the internet. Working from home or distance teaching is assumed that everyone knows the computer and the internet. However, knowledge about internet use is not the same for everyone and such a situation causes the digital divide (Eastin & LaRose, 2000). Some have advanced knowledge and others have little knowledge about internet technology. Those who are still new to using the internet have to face uncomfortable feelings which may lead them to stress. This situation has to be faced and one has to force himself/herself to learn to use the internet. To succeed in this pandemic season and to be able to work or teach online, one must have the self-confidence to organize or execute the course of internet action to achieve his/her objective. This situation challenges the capability of everyone to use the internet and thus the issue of internet self-efficacy is becoming a topic of interest for many scholars to investigate. However, the definitions of internet self-efficacy vary from one expert to another. For example, Tsai and Tsai (2003) defined internet self-efficacy as “people's perceptions about their abilities to use the Internet”. Tsai (2004) defined it as the “degree of one's perceptions about his or her abilities to use the Internet”. Liang and Tsai (2008), Tsai, Chuang, Liang, and Tsai (2011) define internet self-efficacy as one's “confidence of his/her skills or knowledge of operating general internet instructions or applications on the internet-based learning”. Eastin and LaRose (2000) define internet self-efficacy as “the belief in one's capabilities to organize and execute courses of Internet actions required to produce given attainments”. Joyce (2013) defines internet self-efficacy as “a person's belief in their capabilities to achieve specific goals with the Internet”. While IGI Global (2021) defines internet self-efficacy as “confidence or one's belief about his/her capability to use the internet” or “one's judgment about his/her capability or level of confidence to use the internet for academic purpose”. Though these definitions are presented by different authors they refer to one common agreement about internet self-efficacy which is about one's self-confidence in his/her capability to use the internet in the performance of his/her duty to achieve his/her goals.

Teachers' or employees' internet self-efficacy plays an important role in the current environment during the pandemic in which the employees or teachers are not facing the students in the classroom or employees are not coming to their office but they aiming it at home and submitting the report online. The success of work during this pandemic depends on their capability to use the internet. It

is not surprising if such a work arrangement can cause some problems for some teachers or employees because of internet self-efficacy. There have been few studies conducted related to the current topics specifically on the relationship between internet self-efficacy and job satisfaction. There are few studies related to the effect of internet self-efficacy and internet stress. For example, Eastin and LaRose (2000) found no correlation between internet self-efficacy and internet stress and self-disparagement. According to Eastin and LaRose, self-disparaging people are depression-prone because of their failures and deficiencies which are often blamed on external factors. Further, it points out that there is no correlation between internet self-efficacy and loneliness and perceive social support. But Compeau & Higgins (1995) as cited by Eastin and LaRose (2000) pointed out that internet self-efficacy is positively related to positive outcome expectations and not depression.

Concerning the internet self-efficacy of the students and its effect on anxiety and performance, Lian and Tsai (2008) found that students with high general internet self-efficacy prefer an internet learning environment compared to students who have low internet self-efficacy, and it is not related to internet anxiety. There are no studies yet concerning the direct relationship between internet self-efficacy and internet anxiety and therefore, there is a need to have more studies on the matter as recommended by Paul and Glassman (2017). Hsiao et.al (2017) found that internet anxiety is positively correlated to internet identification for those who have low internet self-efficacy. This study still points out, though it is not directly, that internet self-efficacy can affect internet anxiety. Thus, Hsiao et.al (2017) recommended to teachers identify students who have low internet self-efficacy and encouraged them to gain knowledge and training on the internet. In terms of its effect on academic performance, Kuo, et.al. (2020) found that the internet self-efficacy of students affects their academic performance.

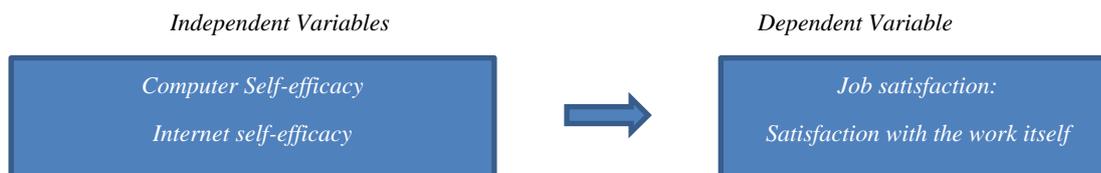
In terms of teachers' internet self-efficacy and their capability to search online, Karaseva (2016) found that teachers who have high internet self-efficacy are not correlated with their actual search performance and it is not related to the search strategies that they applied. This result is contradicting the earlier finding of Hong (2006) who found a correlation between internet self-efficacy of teachers and search task specificity which refers to the capability of teachers to search only quality materials that are related to their tasks. They can locate sites where they can get the information. This is to take into account that some online search task is more difficult to complete successfully (Hong, 2006). Ingwersen, (1992) has pointed out that the search task is one of the most important elements in understanding electronic information seeking. In terms of their motivation toward web-based professional development, Kao, et.al (2011) found that teachers who have high internet self-efficacy tend to express higher motivation toward web-based professional development.

### ***Job Satisfaction***

Different time or context has brought their unique implication to the environment which affects the organizational environment. In early generations, economic depression influenced the social environment which affected job satisfaction and, in this generation, pandemic (Covid-19) affects the social and organizational environment which also brings the same consequences such as a bad organizational environment that affects job satisfaction. The pandemic causes changes in the method and strategy to perform a job. It is no longer business as usual. Ordinary classroom setup and office setup are no longer applicable. Such situations force people to learn technology, particularly computer and internet technology. Capability to use computer and internet is a must to be able to work from home. It is a reality that not all can use those technologies and thus, it is not surprising if some people have related health problems resulting from using those technologies. For example, Thomee, et.al (2012) studied computer use and stress, sleep disturbances and symptoms of depression and the study found that high and medium computer use was associated with sleep disturbance and not stress. The same result is with internet use. Bessièrè, et.al (2010) a study on the effect of internet use on health and study found that internet use is associated with an increase in depression. Thus, these studies suggest that computer and internet use cause some problems for the employees and add to the problems when the employees have little knowledge or capability to use them. In short, job satisfaction can be affected.

Job satisfaction is a crucial element that contributes to a great extent to the performance of the organization. Satisfied employees will always perform better in attaining organizational objectives. Improving the job satisfaction of employees is always one of the main concerns of the management because failing to give it a priority will lead to a negative outcome. Thus, the management needs to study and identify factors that contribute to employees' job satisfaction. The studies on job satisfaction and the causes of job satisfaction started in the 1930s and these studies were motivated by the situation of that time particularly economic depression and how such an environment affected the morale of employees (Weiss & Merlo, 2015). Take for example such as Fisher and Hanna (1931) studied the effect of maladjustment on job satisfaction, Happock (1935) on the far-reaching consequences of depression on social implications including organizational job satisfaction, Kornhauser and Sharp (1932) studied the effect of job satisfaction and work performance. Other studies followed such as Brayfield and Crockett (1955.), Vroom (1964), Iaffaldano and Muchinsky (1985), conducted a study on the effect of job satisfaction and job performance, and their study resulted in the same conclusion. Recent studies on the effect of job satisfaction on employee and organizational performances such as Dziuba, et.al (2019), Karunarathna (2019), Bakotic (2016), Bakan, et.al (2014), Katebi, et.al. (2021). Up to this generation and onward, the topic and research on job satisfaction continued to be carried out for the same reason which is to improve job satisfaction. It will be always relevant because the causes of job satisfaction are multifactor. Harrison, Newman, & Roth, (2006), Schmidt, (2007), and Zhang & Zheng, (2009) as cited by Chin and Rowley (2018) defined job satisfaction as "employee's pleasurable or positive emotional state resulting from one's job or job experience". It is a feeling of pleasure that one gets from one's job. The feeling of pleasure has to be maintained to prevent turnover.

### Conceptual Framework



**Figure 1:** The conceptual framework reflects the influence of computer self-efficacy and internet self-efficacy on job satisfaction; Source: John R. Otte (2019), Michael Glassman (2013), Blais, Lachance, Forget, Richer, & Dulude (1991).

### Statement of the problems

The study aims to analyze the correlation between computers, internet self-efficacy, and job satisfaction. It specifically seeks to answer the following questions:

1. What is the computer self-efficacy of the Divine Word College of Laoag employees?
2. What is the internet self-efficacy of employees of the Divine Word College of Laoag?
3. What is the job satisfaction of the employees of the Divine Word College of Laoag in terms of satisfaction with the work itself?
4. Is there a relationship between computer, internet self-efficacy, and job satisfaction?

### Assumptions

The study assumes that self-confidence in using a computer and the internet affects the work performance and job satisfaction of employees. It also assumes further that computer and internet self-efficacy affect job satisfaction and they can be measured.

### Hypothesis

Aktag (2015) conducted a study concerning the effect of computer self-efficacy on computer anxiety and performance and the study found that computer self-efficacy affects computer anxiety and performance. Eastin and LaRose (2000) also found a correlation between internet self-efficacy and outcome expectancies. Based on these results, the current study hypothesizes that computer and internet self-efficacy affects job satisfaction.

### Scope and Delimitation of the Study

The study is limited to the employees of the Divine Word College of Laoag, Ilocos Norte which is composed of teaching and non-teaching employees and delimits its discussion on the effect of computer and internet self-efficacy on job satisfaction as defined by this study.

## Research and Methodology

As a scientific investigation, it requires the following research methodology and design. The research design of the study is descriptive assessment and correlational research design. As pointed out by Ariola (2006) that a descriptive correlation study is intended to describe the relationship among variables without seeking to establish a causal connection. While descriptive research is simply to describe a population, a situation, or a phenomenon. It is also used to describe profiles, frequency distribution, describe characteristics of people, situations, or phenomena. In short, it answers the question of what, when, how, where, and not why question (McCombes, 2020).

### The locale of the Study

The locale of the study was Divine Word College of Laoag. This college is located in Laoag City, the capital of Ilocos Norte.

### Population

The respondents of the study are the teaching and non-teaching employees of the Divine Word College of Laoag. Since the number of teachers is limited, therefore, the total enumeration sampling was used and thus all faculty were taken as respondents to the study.

### Data Gathering instruments

The current study adopted the short-form questionnaires of Otte (2019), Glassman (2013), on computer and internet self-efficacy, and Blais, Lachance, Forget, Richer, & Dulude (1991) on job satisfaction, particularly on work itself.

### Data Gathering Procedures

To preserve the integrity of scientific research, the data were gathered after the approval of the President of the college. The researcher sent a letter to the president and after the letter was approved, the questionnaires were distributed by the researcher's representative. Then the researcher's representative from the institution collected the data and submitted it to the researcher for tabulation.

**Ethical Procedures**

The study was carried out after the research ethics committee examined and approved the content of the paper if it does not violate ethical standards and if it does not cause harm to human life and the environment.

**Statistical Treatment of Data**

To analyze the data, descriptive and inferential statistic was used. The weighted mean was used to determine the level of teacher self-efficacy and job satisfaction. Multilinear regression was used to measure the correlation between computer and internet self-efficacy of employees and employees’ job satisfaction. The following ranges of values with their descriptive interpretation were used:

|                          |   |
|--------------------------|---|
| <i>Statistical Range</i> | <i>Descriptive Interpretation</i>             |
| 4.21-5.00                | strongly agree/ Very High/ Very satisfied     |
| 3.41-4.20                | Agree/High/satisfied                          |
| 2.61-3.40                | moderately agree/somewhat satisfied           |
| 1.81-2.60                | Disagree/Low/dissatisfied                     |
| 1.00-1.80                | Strongly disagree/Very Low/very dissatisfied. |

**Data Presentation and Analysis**

This part presents the data gathered through research questionnaires. The presentation follows the arrangement of the statement of the problem of the study.

**Problem 1: What is the computer self-efficacy of the employees of Divine Word College of Laoag?**

**Table 1:** Computer self-efficacy of the employees of Divine Word College of Laoag (n= 172)

| <b>Indicators</b>  | <b>Mean</b> | <b>DR</b>  |
|--|-------------|------------|
| 1. I can always manage to solve difficult computer problems if I try hard enough.          | 3.56        | Agree/High |
| 2. If my computer is "acting up," I can find a way to get what I want.                     | 3.70        | Agree/High |
| 3. It is easy for me to accomplish my computer goals.                                      | 3.69        | Agree/High |
| 4. I am confident that I could deal efficiently with unexpected computer events.           | 3.52        | Agree/High |
| 5. I can solve most computer programs if I invest the necessary effort.                    | 3.60        | Agree/High |
| 6. I can remain calm when facing computer difficulties because I can rely on my abilities. | 3.62        | Agree/High |
| 7. When I am confronted with a computer problem, I can usually find several solutions.     | 3.62        | Agree/High |
| 8. I can usually handle whatever computer problem comes my way.                            | 3.64        | Agree/High |
| 9. Failing to do something on the computer makes me try harder.                            | 3.66        | Agree/High |
| 10. I am a self-reliant person when it comes to doing things on a computer.                | 3.62        | Agree/High |
| 11. There are a few things that I cannot do on the computer.                               | 3.60        | Agree/High |
| 12. I can persist and complete almost any computer-related task.                           | 3.72        | Agree/High |
| <b>Composite Mean</b>  | <b>3.62</b> | Agree/High |

Based on the data presented in the table, it reveals that as a whole, the computer self-efficacy of the employees is considered “high” as indicated by its composite mean of 3.62 which is interpreted as “agree or high”. This suggests that employees’ computer self-efficacy is not very high and it is not also very low, low or moderate but it is high. They agree that they are highly capable of using or operating the computer. Even when the indicators are taken singly, all items or indicators were rated within the same level of mean rating with the interpretation of “agree or high”. They all agree that they can manage to solve difficult computer problems and only a few things that they cannot do on the computer.

**Problem 2: What is the internet self-efficacy of Divine Word College of Laoag employees?**

**Table 2:** Internet self-efficacy of the employees of Divine Word College of Laoag (n= 172)

| Indicators  | Mean | DR         |
|---|------|------------|
| 1. I can use the Internet to help me find good information related to my subjects                   | 3.84 | Agree/High |
| 2. I can use the Internet to find good information about other topics that are related to my course | 3.94 | Agree/High |
| 3. I can be very effective in communicating using social networking sites like Facebook             | 3.66 | Agree/High |
| 4. I can use social networking sites as an effective way of connecting with others                  | 3.76 | Agree/High |
| 5. I can use the Internet to answer other people’s questions in a productive way                    | 3.82 | Agree/High |
| 6. I can troubleshoot internet problem  | 3.65 | Agree/High |
| 7. I can use the internet to gather data  | 3.86 | Agree/High |
| 8. I can learn advanced skills within specific internet programs                                    | 3.76 | Agree/High |
| 9. I can turn to an online discussion group when help is needed                                     | 3.80 | Agree/High |
| 10. I can use the Internet to help me find good information related to my subjects                  | 3.79 | Agree/High |

As manifested by the data on the table, it shows that as a whole, the internet self-efficacy of the employees is considered high as reflected by the composite mean of 3.79 which is interpreted as “agree/high”. This composite mean indicates that all employees agree that their internet self-efficacy is not very high and it is not also very low, low or moderate but it is high. Even if the indicators are taken separately, the employees agree that they can use the internet to find relevant information about their subjects or topics, communicate or connects with others, gather data and troubleshoot if there is an internet problem.

**Problem 3: What is the job satisfaction of the employees?**

**Table 3:** Job satisfaction of the employees of Divine Word College of Laoag (n= 172)

| Indicators  | Mean        | DR        |
|---|-------------|-----------|
| 1. In general, the type of work I do corresponds closely to what I want in life | 3.73        | Satisfied |
| 2. The conditions under which I do my work are excellent                        | 3.80        | Satisfied |
| 3. I am satisfied with the type of work I do                                    | 3.66        | Satisfied |
| 4. Until now, I have obtained the important things I wanted to get from my work | 3.63        | Satisfied |
| 5. If I could change anything at work, I would change almost nothing.           | 3.68        | Satisfied |
| <b>Composite Mean</b>   | <b>3.70</b> | Satisfied |

As pointed out by the data on the table, it appears that as a whole the job satisfaction of employees is considered “high” as indicated by its composite mean of 3.70 which is understood as “agree or satisfied”. This composite mean concludes that the employees agree that their job satisfaction is not very high and it is not also very low, low or moderate but it is high. Even if the indicators are taken singly, all indicators are evaluated within the same mean range level with the interpretation of “agree/high/satisfied”. They agree that they are satisfied with the type of work they do because it corresponds closely to what they want in life, and the conditions under which they do their work are excellent, has obtained the important thing they wanted to get from their work, and are satisfied with their work.

**Problem 4: Is there a relationship between computer, internet self-efficacy, and job satisfaction of Divine Word College of Laoag employees?**

**Table 4:** The relationship between computer, internet self-efficacy and job satisfaction of the employees of Divine Word College of Laoag.

| <b>Model Summary</b> |                   |          |                 |   |                                |
|----------------------|-------------------|----------|-----------------|---|--------------------------------|
| Model                | R                 | R Square | Adjusted Square | R | Std. The error in the Estimate |
| 1                    | .758 <sup>a</sup> | .575     | .573            |   | .34989                         |
| 2                    | .797 <sup>b</sup> | .636     | .631            |   | .32495                         |

a. Predictors: (Constant), Internet Self-efficacy

b. Predictors: (Constant), Internet Self-efficacy, Computer Self-efficacy

| <b>ANOVA</b> |            |                |     |             |         |                   |
|--------------|------------|----------------|-----|-------------|---------|-------------------|
| Model        |            | Sum of Squares | df  | Mean Square | F       | Sig.              |
| 1            | Regression | 28.184         | 1   | 28.184      | 230.214 | .000 <sup>b</sup> |
|              | Residual   | 20.812         | 170 | .122        |         |                   |
|              | Total      | 48.996         | 171 |             |         |                   |
| 2            | Regression | 31.152         | 2   | 15.576      | 147.512 | .000 <sup>c</sup> |
|              | Residual   | 17.845         | 169 | .106        |         |                   |
|              | Total      | 48.996         | 171 |             |         |                   |

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Internet Self-efficacy

c. Predictors: (Constant), Internet Self-efficacy, Computer Self-efficacy

| <b>Coefficients</b> |                        |                             |            |                           |        |      |
|---------------------|------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model               |                        | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|                     |                        | B                           | Std. Error | Beta                      |        |      |
| 1                   | (Constant)             | 1.337                       | .158       |                           | 8.444  | .000 |
|                     | Internet Self-efficacy | .625                        | .041       | .758                      | 15.173 | .000 |
| 2                   | (Constant)             | .940                        | .165       |                           | 5.696  | .000 |
|                     | Internet Self-efficacy | .361                        | .063       | .438                      | 5.742  | .000 |
|                     | Computer Self-efficacy | .385                        | .073       | .404                      | 5.301  | .000 |

a. Dependent Variable: Job Satisfaction

The employees' computer and internet self-efficacy taken together significantly predicted their job satisfaction,  $F(2, 169) = 147.512$   $p < .01$  with 79 percent overlap between the two predictors (computer and internet self-efficacy) and job satisfaction. Specifically, computer self-efficacy  $B = .385$   $p < .01$  and internet self-efficacy  $B = .361$   $p < .01$ , .940 quantified the Y-intercept for the regression equation.

Thus, the employees' computer and internet self-efficacy as taken together could predict their job satisfaction. However, when computer self-efficacy and internet self-efficacy were taken singly, it was only computer self-efficacy that could predict the employees' job

**Conclusion**

The study examined the effect of computer and internet self-efficacy on the job satisfaction of employees. The result reveals that as a whole (computer and Internet self-efficacy) when they are taken together are correlated with job satisfaction. As has been found in previous studies concerning the effect of self-efficacy on job satisfaction and performance such as Lie and Chen (2012), Bargsted (2019), Borgogni, et al. (2013), Türkoğlu, et al (2017), and Selcuk (2020), the current study also confirms their findings.

The current finding suggests that the management needs to enhance employees' capability of using the computer and the internet to improve employees' job satisfaction. Covid-19 has changed the work method in which all employees of all ages are required to master the use of computers and the internet to continue to work or teach online from home. Lacking computer and internet knowledge can affect their work, their satisfaction with the work and their well-being. As Thomee, et al (2012) found that lack of computer knowledge relates to stress, sleep disturbances, and depression. This was also confirmed by the study of Berg-Beckhoff, et al (2018) on the effect of information communication technology on stress, job burnout and mental health.

This study finally concludes that computer and internet self-efficacy of employees was considered high and their job satisfaction was also high. The Multi r analysis showed that both computer and internet self-efficacy taken together is associated with job satisfaction. However, when taken singly, it was only computer self-efficacy that predicts job satisfaction.

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