International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Digital Skills Training Program, WorkEfficiency, and Job Satisfaction of Small Business, Employee in NCR - Philippines

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Abstract

This study examined the impact of digital skills training programs on the work efficiency and job satisfaction of small business employees in Metro Manila.

Specifically, it explored how digital training influences task accuracy, timeliness in completing work, productivity, motivation, career development, and perceived organizational support. Using a descriptive-correlational research design, data were gathered from 169 employees who had participated in digital skills training within the past one to two years. A self-made questionnaire measured respondents' perceptions, and statistical tools such as weighted mean and Pearson's r were employed for analysis.

Findings revealed that digital skills training significantly improved employees' work efficiency, particularly in terms of task accuracy, time management, and overall productivity. Respondents also reported higher levels of job satisfaction, noting increased motivation, stronger engagement, improved confidence in handling responsibilities, and enhanced opportunities for career growth. Moreover, results showed a very high positive correlation between work efficiency and job satisfaction, indicating that employees who performed more efficiently were also more satisfied with their jobs.

The study concluded that digital skills training serves as a vital mechanism for improving both employee performance and workplace well-being. It is therefore recommended that small business organizations sustain and further develop structured digital training programs to strengthen productivity, enhance employee satisfaction, and support long-term organizational growth in an increasingly digital environment.

INTRODUCTION

In today's digital economy, small businesses face increasing challenges in integrating technology into their daily operations to remain competitive and sustainable. As technological advancements continue to reshape the global marketplace, organizations must adapt by equipping their workforce with relevant digital competencies. Employees who possess strong digital skills are better able to perform their roles effectively, adapt to changes, and contribute to organizational growth. Consequently, digital skills training programs have become essential in enhancing employees' knowledge and abilities, thereby improving productivity, efficiency, and overall job performance.

Digital skills refer to the ability to use information and communication technologies to find, evaluate, create, and communicate information effectively (van Laar et al., 2020). These skills encompass basic computer literacy, data management, digital communication, and the use of business applications. For small business employees, digital skills serve as tools to streamline operations, minimize errors, and foster collaboration. According to Vuorikari et al. (2022), digital skills extend beyond technical knowledge to include critical thinking, problem-solving, and adaptability in digital environments. These competencies enable employees to manage digital tools, protect data privacy, and respond to technological changes efficiently, contributing to improved productivity and competitiveness.

Developing these competencies through training programs allows small business employees to optimize workflows, leverage digital marketing tools, and make informed decisions (Helpsper & Eynon, 2021). Employees with strong digital skills are more capable of handling complex tasks, improving efficiency, and sustaining long-term business success. Digital training also promotes a culture of innovation by encouraging employees to use technology-driven solutions in problem-solving and decision-making (Rivera & Santos, 2023). As a result, digital skills training not only enhances individual performance but also contributes to overall organizational productivity.

However, despite the importance of digital competencies, many small businesses still encounter several problems in implementing effective digital skills training. Limited financial resources, outdated equipment, and lack of structured training programs often prevent organizations from providing continuous digital learning opportunities. Employees with minimal prior exposure to technology may also struggle to adapt, resulting in skill gaps that affect their efficiency and confidence at work. These challenges hinder productivity, reduce task accuracy, and lower overall job satisfaction. Because of these persistent issues, small businesses find it difficult to fully benefit from digitalization, highlighting the need to examine how digital skills training can address these problems.

Moreover, digital training plays a vital role in fostering job satisfaction among employees. The integration of digital technologies in the workplace has been shown to improve job satisfaction by promoting flexibility, continuous learning, and career advancement (Rahman & Nur, 2022). When employees feel competent in using digital tools, they experience greater confidence, reduced stress, and a more positive attitude toward their work. According to Karakose et al. (2022), this sense of empowerment enhances motivation, engagement, and overall job satisfaction. Likewise, Buechl et al. (2021) emphasize that digital training enhances professional growth and motivation, leading to higher satisfaction levels and stronger organizational commitment. Despite the growing body of research on digital competencies, limited studies have specifically focused on how digital skills training impacts both work efficiency and job satisfaction in the context of small businesses. Many small enterprises struggle to provide structured digital training programs due to resource constraints, resulting in skill gaps that hinder productivity and employee development. This research seeks to address that gap by evaluating the relationship between digital skills training, work efficiency, and job satisfaction among small business employees.

Finally, this study aims to evaluate the impact of Digital Skills Training Programs on the Work Efficiency and Job Satisfaction of Small Business Employees. It seeks to determine how digital training influences employees' ability to perform tasks efficiently, adapt to technological changes, and maintain satisfaction in their work roles. In addition, this study intends to develop an action plan based on the research findings to help small businesses strengthen their digital training programs. This action plan will serve as a practical framework that small business owners and policymakers can use to design and implement effective digital training initiatives. Ultimately, the results of this study will provide valuable insights that promote

improved employee performance, enhanced workplace efficiency, and sustained organizational growth in the digital era.

METHODS

This study on digital skills training program, work efficiency, and job satisfaction of small business employees will utilize the descriptive-correlational design. Descriptive research tends to observe, describe, and document aspects of a situation as it naturally occurs. Descriptive research design is a powerful tool used by scientists and researchers to gather information about a particular group or phenomenon. This type of research provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subject. By observing and collecting data on a given topic, descriptive research helps researchers gain a deeper understanding of a specific issue and provides valuable insights that can inform future studies. (Sirisilla 2023). It was used to identify problems with the current practice, make judgments, or justify current practices. This study specifically focus on the level of work efficiency of the respondents and level of job satisfaction after digital skills training program. Consequently, correlational research design is a type of non-experimental research that investigates the relationship between two or more variables. Unlike experimental research, it does not involve manipulation of variables but rather observes and measures them as they naturally occur. The primary aim is to determine whether a statistical relationship exists between the variables and, if so, the strength and direction of that relationship. (Hassan 2024). Further, the study proved the significance of relationship, through correlation, between the level of work efficiency and job satisfaction after digital skills training program.

RESULTS AND DISCUSSION

This chapter deals with the gathered data that were analyzed and interpreted for better understanding of the study. The framework of the analysis and interpretation was guided by the problems stated in chapter 1.

Table 1: Demographic Profile of the Respondents in terms of Sex

Sex	**F**	**%**
Female	104	61.20
Male	66	38.80
Total	**170**	**100.00**

Majority of the respondents are female as evident by its frequency count of 104 which covers 61.20% of the total sample of 170. There are 66 male respondents which is equivalent to 38.80% of the sample.
The data show that most of the respondents are female, comprising 61.20% of the total participants, while males make up 38.80%. This indicates that women form the majority of employees who participated in the digital skills training. According to Rahman and Nur (2022), digital training enhances confidence and satisfaction across genders, with female employees often demonstrating strong adaptability to technological tools in the workplace.

Table 2: Demographic Profile of the Respondents in terms of Age

Age	F	%
20-29	88	51.80
30-39	63	37.10
40-49	14	8.20
50 and above	5	2.90
Total	**170**	**100.00**

It can be seen from the data (n=170), that 88 respondents are between20-29 years old which comprises 51.80% of the sample. The group from 30-39 years of age comes second with a total of 63 which is equivalent to 37.10% of the sample. Next are 14 respondents from 40-49 years of age group which is equivalent to 8.20%. The remaining 5 respondents belong to 50 and above years of age group which is equivalent to 2.90% of the total sample.

The findings reveal that the majority of respondents are between 20–29 years old, representing 51.80% of the sample, followed by those aged 30–39 years old at 37.10%. This suggests that younger employees are more active and involved in digital skills training programs. Vuorikari et al. (2022) emphasized that younger workers are typically more engaged in developing digital competencies to better adapt to technological changes in modern workplaces.

Table 3: Level of Work Efficiency of the Respondents after Digital Skills Training Program in terms of Task Accuracy.

Task Accuracy	WM	SD	VI	RANK
1. I can complete my tasks with fewer errors after the digital skills training.	3.36	0.631	VE	2
2.The training helped me understand how to reduce mistakes in my work	3.38	0.615	VE	1
3. I am confident in producing accurate results when using digital platforms.	3.26	0.621	VE	3
Total	**3.33**	**0.62**		

Note: 3.25 – 4.00 Strongly Agree(SA); 2.5 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1 – 1.74 Strongly Disagree (SD); WM = Weighted Mean ; SD = Standard Deviation; VI = Verbal Interpretation

Based on the results, it can be noted that all the indicators pertaining to Task Accuracy received a strongly agree responses from the respondents as revealed by its computed total weighted mean score (M= 3.33; SD= .62). Indicator number 2 which states that "The training helped me understand how to reduce mistakes in my work" got the highest mean score (M=3.38; SD=.615). Rank 2nd is indicator number 1 "I can complete my tasks with fewer errors after the digital skills training" with a mean score (M=3.36; SD=.631). Last in rank is indicator number 3 "I am confident in producing accurate results when using digital platforms" with a mean score (M=3.26; SD=.621).

The results indicate that respondents strongly agreed that digital skills training significantly improved their task accuracy and reduced errors in their work. This means that the training effectively enhanced employees' ability to perform tasks more precisely and efficiently. Van Deursen and Van Dijk (2023)

supported this finding by stating that digital competence enhances accuracy and overall performance in work-related tasks.

Table 4: Level of Work Efficiency of the Respondents after Digital Skills Training Program in terms of Timeliness in Completing the Task.

Timeliness in Completing the Task	WM	SD	VI	RANK
1. I am able to finish my task faster after the digital skills training	3.08	0.674	E	3
2. I can manage my time more efficiently with the help of digital tools.	3.38	0.688	VE	1
3. I can complete multiple tasks on time without sacrificing quality.	3.12	0.739	E	2
Total	**3.16**	**0.70**		

Note: 3.25 – 4.00 Strongly Agree(SA); 2.5 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1 – 1.74 Strongly Disagree (SD); WM = Weighted Mean ; SD = Standard Deviation; VI = Verbal Interpretation

Based on the results, indicator number 3 "I can complete multiple tasks on time without sacrificing quality" and indicator number 1 "I am able to finish my task faster after the digital skills training" got the same verbal interpretation of agree with a mean score (M=3.12; SD=.739) and (M=3.08: SD=.674) respectively. Meanwhile indicator number 2 "I can manage my time more efficiently with the help of digital tools" got the highest rank with a mean score M=3.28; SD=.688) interpreted as strongly agree.

Based on the findings, employees agreed that digital tools have helped them manage their time more efficiently and complete their tasks faster after undergoing training. This suggests that digital training improved their ability to meet deadlines and balance multiple responsibilities effectively. Ng et al., (2021) found that digitalization reduces processing time and improves overall work efficiency, which aligns with the study's results.

Table 5: Level of Work Efficiency of the Respondents after Digital Skills Training Program in terms of Productivity and Output Quality.

Productivity and Output Quality	WM	SD	VI	RANK
1. My overall productivity has increased after the training program	3.17	0.662	E	3
2. The quality of my work has improved since using digital skills	3.26	0.664	VE	1
3. The training helped me deliver better results in my assigned tasks	3.22	0.72	E	2
Total	**3.22**	**0.68**		

Note: 3.25 – 4.00 Strongly Agree(SA); 2.5 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1 – 1.74 Strongly Disagree (SD); WM = Weighted Mean ; SD = Standard Deviation; VI = Verbal Interpretation

Based on the results, indicator number 3 "The training helped me deliver better results in my assigned tasks" and indicator number 1 "My overall productivity has increased after the training program" got the same verbal interpretation of agree with a mean score (M=3.22; SD=.72) and (M=3.17: SD=.662) respectively. Meanwhile indicator number 2 "The quality of my work has improved since using digital skills" got the highest rank with a mean score M=3.26; SD=.664) interpreted as strongly agree.

The results show that employees' productivity and the quality of their work outputs have improved following the digital skills training. This means that the training not only enhanced their speed and accuracy but also raised the standard of their performance. According to Drydakis (2022), digital application training significantly boosts both individual productivity and organizational efficiency.

Table 6: Level of Job Satisfaction after Digital Skills Training Program in terms of Motivation and Engagment.

Motivation and Engagment	WM	SD	VI	RANK
1. I feel more motivated to perform my job after the training.	3.22	0.709	E	2.5
2. The use of digital tools my work more interesting and engaging	3.25	0.635	VE	1
3. I am more committed to my job because of the new skills I learned	3.22	0.701	E	2.5
Total	**3.23**	**0.68**		

Note: 3.25 – 4.00 Strongly Agree(SA); 2.5 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1 – 1.74 Strongly Disagree (SD); WM = Weighted Mean ; SD = Standard Deviation; VI = Verbal Interpretation

Based on the results, indicator number 1 "I feel more motivated to perform my job after the training." and indicator number 3 "I am more committed to my job because of the new skills I learned" got the same mean score (M=3.22; SD=.709) interpreted as agree. Meanwhile indicator number 2 "The use of digital tools my work more interesting and engaging" got the highest rank with a mean score M=3.25; SD=.635) interpreted as strongly agree.

Findings indicate that respondents felt more motivated and engaged in their jobs after learning new digital skills. The training made their work more interesting and increased their commitment to performing better in their roles. Karakose et al. (2022) stated that digital competence strengthens motivation and job engagement, supporting the idea that skill development enhances employee enthusiasm toward work.

Table 7: Level of Job Satisfaction after Digital Skills Training Program in terms of Career Growth and Development Opportunities.

Career Growth and Development Opportunities	WM	SD	VI	RANK
1. The training helped me develop new skills relevant to my career	3.32	0.658	VE	1
2. I believe digital skills training improved my chances for promotion	3.18	0.647	E	3
3. I am more confident in taking on new responsibilities after the training.	3.21	0.739	E	2
Total	**3.24**	**0.68**		

Note: 3.25 – 4.00 Strongly Agree(SA); 2.5 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1 – 1.74 Strongly Disagree (SD); WM = Weighted Mean ; SD = Standard Deviation; VI = Verbal Interpretation

Based on the results, indicator number 1 "The training helped me develop new skills relevant to my career" got the highest mean score (M=3.32; SD=.658) interpreted as strongly agree. Rank 2nd is indicator number

3 "I am more confident in taking on new responsibilities after the training" with a mean of (M=3.21; SD=.739) interpreted as agree. Lastly is indicator number 2 "I believe digital skills training improved my chances for promotion" got the lowest rank with a mean score (M=3.18; SD=.647) interpreted as agree.
The results show that the training helped employees develop new career-relevant skills and increased their confidence in taking on additional responsibilities. This suggests that digital skills training contributed positively to employees' professional development and future opportunities. Gazi (2024) found that professional development initiatives such as digital training improve job satisfaction and overall work performance.

Table 8: Level of Job Satisfaction after Digital Skills Training Program in terms of Work Environment and Organizational Support.

Work Environment and Organizational Support	WM	SD	VI	RANK
1. My organization provides the necessary support for applying digital skills	3.14	0.769	E	3
2. The workplace environment encourages the use of digital tools	3.2	0.631	E	2
3. The training has contributed to a more supportive and collaborative work environment	3.25	0.752	VE	1
Total	**3.20**	**0.72**		

Note: 3.25 – 4.00 Strongly Agree(SA); 2.5 – 3.24 Agree (A); 1.75 – 2.49 Disagree (D); 1 – 1.74 Strongly Disagree (SD); WM = Weighted Mean ; SD = Standard Deviation; VI = Verbal Interpretation

Based on the results, indicator number 3 "The training has contributed to a more supportive and collaborative work environment" got the highest mean score (M=3.25; SD=.752) interpreted as strongly agree. Rank 2nd is indicator number 2 "The workplace environment encourages the use of digital tools" with a mean of (M=3.2; SD=.631) interpreted as agree. Lastly, indicator number 1 "My organization provides the necessary support for applying digital skills" got the lowest rank with a mean score (M=3.14; SD=.769) interpreted as agree.
The study results reveal that digital training has fostered a more supportive and collaborative work environment within organizations. Employees felt encouraged to use digital tools, and this has strengthened teamwork and workplace relationships. Buechl et al. (2021) discovered that digitalization in small and medium enterprises promotes a flexible and supportive workplace, which is consistent with these findings.

Table 9: Relationship between timeliness in completing the task of work efficiency after digital skills training program and job satisfaction after digital skills training program.

Work Efficiency	Job Satisfaction	Computed r	Relationship
Timeliness in Completing the Task	Motivation and Engagement	.955	Very High Correlation
	Career Growth and Development Opportunities	.973	Very High Correlation

	Work Environment and Organizational Support	.981	Very High Correlation

Note. $p < .05$ (Significant), $p < .01$ (Highly Significant); ± 0-0.19 slight, almost none, 0.20-.0.39 low, 0.40-0.69 moderate; substantial, 0.70-0.90 high, 0.90-1.00 very high

Results of the pearson correlation indicated that there is a significant very high positive relationship between timeliness in completing the task of work efficiency and indicators of job satisfaction: motivation and engagement , ($r(170) = .955$, $p < .001$); career growth and development opportunities, ($r(170) = .973$, $p < .001$); work environment and organizational support, ($r(134) = .981$, $p < .001$).
The analysis shows a very high positive correlation between timeliness in completing tasks and job satisfaction. This means that employees who manage their time effectively and complete their work promptly tend to feel more satisfied in their jobs. Campos (2024) emphasized that effective time management and efficiency directly enhance employee motivation and overall performance, supporting this relationship.

Table 10: Relationship between productivity and output quality of work efficiency after digital skills training program and job satisfaction after digital skills training program.

Work Efficiency	**Job Satisfaction**	**Computed r**	**Relationship**
Productivity and Output Quality	Motivation and Engagement	.986	Very High Correlation
	Career Growth and Development Opportunities	.983	Very High Correlation
	Work Environment and Organizational Support	.979	Very High Correlation

Note. $p < .05$ (Significant), $p < .01$ (Highly Significant); ± 0-0.19 slight, almost none, 0.20-.0.39 low, 0.40-0.69 moderate; substantial, 0.70-0.90 high, 0.90-1.00 very high

Results of the pearson correlation indicated that there is a significant very high positive relationship between productivity and output quality of work efficiency and indicators of job satisfaction: motivation and engagement , ($r(170) = .986$, $p < .001$); career growth and development opportunities, ($r(170) = .983$, $p < .001$); work environment and organizational support, ($r(134) = .979$, $p < .001$).
The findings reveal a very high positive correlation between productivity and job satisfaction, indicating that as employees become more productive, their level of job satisfaction also increases. This demonstrates that digital training positively affects both performance outcomes and employee morale. Manalu (2025) concluded that digital competence and satisfaction together enhance overall employee performance, which supports the study's result.

Table 11: Action Plan to Enhance Work Efficiency and Job Satisfaction of Small Business Employees After Digital Skills Training

Key Results / Areas of Concern	Objectives	Strategy / Activity	Time Frame	Persons Involved	Budget Allocation	Success Indicators
Improved task accuracy after digital training	To sustain high accuracy and minimize errors	Conduct quarterly refresher digital training sessions	Quarterly	HR Department, Digital Trainers	₱15,000	20% decrease in work-related errors
Timeliness and completion of tasks improved	To maintain effective time management and task completion	Implement time management and scheduling workshops	Every 6 months	HR Department, Department Heads	₱10,000	90% of employees meet deadlines
Increased productivity and output quality	To monitor and sustain productivity growth	Establish digital productivity tracking system	Monthly	Supervisors, IT Support	₱5,000	Consistent increase in output ratings
Higher motivation and engagement levels	To strengthen employee engagement and enthusiasm	Launch digital engagement and motivational activities	Quarterly	HR Department, Team Leaders	₱8,000	Positive feedback and high participation rate
Career growth and skill development enhanced	To encourage professional growth and continuous learning	Conduct annual digital career development training	Annually	HR Department, Management	₱20,000	80% of participants apply new digital skills
Supportive and collaborative work environment developed	To promote teamwork and digital collaboration	Provide continuous digital support and team-building programs	Continuous	Management, All Departments	₱5,000	Improved collaboration and teamwork scores

The proposed action plan for this research was aimed at sustaining employee efficiency and job satisfaction by strengthening the impact of digital skills training programs among small business employees in Metro Manila. Given the challenges these employees faced such as adapting to technological changes, maintaining productivity, and managing multiple digital tasks it was essential to design strategies that ensured continuous learning, motivation, and workplace engagement. Through a descriptive correlational research design, the study produced data driven strategies that can guide organizations in developing sustainable employee development programs.

These initiatives not only strengthen digital proficiency but also promote collaboration, innovation, and long term commitment in the workplace. More than just short term improvements, the findings and corresponding action plan serve as a foundation for ongoing digital capability building and human capital iinvestment ensuring that small business employees remain efficient, motivated, and satisfied in an increasingly digital business environment.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the study concludes that the digital skills training program significantly improved employees' work efficiency by enhancing task accuracy, timeliness, and productivity, while also increasing job satisfaction as digital tools made their tasks more engaging and motivating, leading to stronger commitment to their roles. The findings further revealed a positive relationship between work efficiency and job satisfaction, indicating that employees who perform efficiently tend to feel more

fulfilled, and that digital skills competence supports professional growth without negatively affecting performance. Overall, the program plays a vital role in strengthening digital competence, boosting productivity, and fostering motivation, making continuous investment in digital training essential for organizational growth and employee development. Based on these findings, organizations are encouraged to expand and regularly update training programs, integrate digital tools, and establish incentives to sustain productivity; employees are advised to actively engage in training, apply new skills, and support peer learning; and management is encouraged to evaluate training effectiveness, align programs with career development, and strengthen support systems for digital initiatives. Future researchers are recommended to replicate the study with larger and more diverse samples and explore additional factors such as leadership style, organizational culture, and work-life balance to further understand the link between digital skills and employee performance.

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