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PERCEIVED COMPUTER SKILLS IN LEARNING COMMUNICATION AND SATISFACTION IN ONLINE AMONG COLLEGE STUDENTS IN PANABO CITY: A CORRELATIONAL ANALYSIS

Krisha Claire H. Dionola
Student, Bachelor of Science in Information Technology,
Davao Del Norte State College, Philippines
dionola.krishaclaire@dnsc.edu.ph

Arvine Jane B. Del Carmen
Student, Bachelor of Science in Information Technology,
Davao Del Norte State College, Philippines
delcarmen.arvinejane@dnsc.edu.ph

Jhon Lurym D. Delos Santos
Student, Bachelor of Science in Information Technology,
Davao Del Norte State College, Philippines
delossantos.jhonlurym@dnsc.edu.ph

Marianne N. Dojo
Student, Bachelor of Science in Information Technology,
Davao Del Norte State College, Philippines
dojo.marianne@dnsc.edu.ph

Jean Michelle B. Catipay
Student, Bachelor of Science in Information Technology,
Davao Del Norte State College, Philippines
catipay.jeanmichelle@dnsc.edu.ph

Mark Van M. Buladaco
Dean, Institute of Computing, Davao Del Norte State College, Philippines
markvan.buladaco@dnsc.edu.ph

ABSTRACT
As time passes, everything evolves and significantly impacts our daily lives. Computer-related methods are one of them, and we develop abilities that we may apply in everyday situations, particularly in learning communication. Whenever it comes to this subject, technological skills are increasingly important. In this study, we assess and correlate the slope of computer skills and satisfaction online of our preferred respondents, the college students of Panabo City. Researchers employed non-experimental quantitative methods. The research question was approached using a correlational research strategy. We evaluate the factors' influence and relationship of the said variables. We'll use a questionnaire divided into two sections to examine our respondents: computer skills and satisfaction. Afterward, we assess the potential outcomes for the results presented in this study.

Keywords: Computer-related, Panabo City, Learning Communication, Correlate, Computer Skills, Correlational Research strategy

INTRODUCTION

1.1 Background of the Study

Digital, computer-mediated communication (CMC), or technologically-mediated communication (TMC), is one of the most fundamental social changes characterizing society's transition from modernity to post-modernity [1]. [2] have identified e-learning usefulness, ease of use and content design, and highlighted the importance of efficient online learning methods. During the COVID-19 pandemic, online learning was introduced as an alternative to traditional learning, and [2] found out that the students with better digital accuracy have expressed their preference towards online learning, which suggests that satisfaction about the technical skills influences their commitment. Thus, several factors have affected the satisfaction and commitment of learners.

In today's classroom, technology is becoming a more prominent form of learning. With the ever- changing world of technology, teachers work hard to incorporate technology into their everyday instruction in order to connect student passion with learning [3].Today's educators are under great pressure to provide 21st century students with a quality education based on 21st century standards. Those standards include providing students with the technological and informational skills needed to compete in an ever-changing, technology-driven world. Technology is an important part of students' lives. Incorporating technology into the classroom has proved to be beneficial yet also has some drawbacks. Technology has helped student willingness and engagement and allows for the enhancements of learning [4].

Many colleges are exploring ways to leverage technology to improve student retention and increase the educational options for and success of their diverse student bodies. Technology is infused in almost every aspect of college life. In the general population, 77% of individuals own a smartphone, 73% own a laptop or personal computer, and 53% own a tablet [5]. Mirroring that trend, students have increasingly greater access to personal computing and communications technologies [6]. Educators want to know how to harness the power of technology to motivate the digital-age student to peak achievement [7]. This is obvious in research articles where the titles indicate engagement, but in the context of the research the term is used as denoting such varied activities such as participation and or simply logging into a Learning Management System (LMS) [6], but is rarely defined to signify what engagement means in the context of the study [8].

Online education is an instructional method that utilizes a variety of tools and technology that facilitate student–faculty communication for the enrichment of the student learning experience. In the contemporary world, the online education concept is not new anymore, and there are various available means economical internet access, thanks to recent advances in cloud technologies that promote a flexible learning system and support traditional learning methods [9].

It is necessary to strengthen the practices of the curriculum and make it more adaptable to the needs of students beyond conventional setups. In addition, [10]. highlighted that there are still gaps and challenges in their responses, despite innovations made by HEIs regarding the use of technologies and alternative learning material for delivering academic education. The study recommends that policy responses and learning innovations be made based on a deeper understanding of online education and be flexible in times of change for online education [11].

Integrating educational technology into the student learning experience is an effective way to engage learners and improve student achievement. Internet, mobile devices, social media, Web 2.0, cloud computing, and other technology resources are an avenue for teachers to use instructional technology for note-taking, assessing, discussions, and other activities that may not typically include technology. This allows the teachers to "design and develop digital-age learning experiences" [12], to promote student learning.

1.2 Theoretical Framework

These literacy skills direct young learners to be digitally competent. Digital competencies are important to figure out whether young learners are ready for utilizing digital tools for their English learning. Digital competencies help young learners to proceed with digital literacy tools as a requirement for becoming digitally literate. This is in line with the following definition of digital competencies: knowledge, skills, attitudes (thus including abilities, strategies, values, and awareness) that are required to use ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socializing, consuming, and empowerment. (p. 43) [12]. The concept of digital competencies outlined above is fairly broad. It reflects the necessary knowledge for young learners to achieve digital literacy achievement. In today's generation, college students must be proficient. Students' enthusiasm and participation in online learning can be boosted by computer literacy. These computer skills often include a basic to an advanced comprehension of word processing, presentation, and spreadsheet tools. It teaches pupils digital literacy, as well as creative and higher-order thinking, good reasoning, excellent communication, and high productivity.

E-learning unites two main areas, learning and technology. Learning is a cognitive process for achieving knowledge, and technology is an enabler of the learning process, meaning that technology is used like any other tool in the education praxis, as is a pencil or a notebook, for example. Although this seems quite simplistic and logical, a pencil is more technologically transparent tool, and its use may therefore seem more natural to many. Furthermore, technology underpins other problematic situations because it includes various dimensions. E-learning systems aggregate various tools, such as writing technologies, communication technologies, visualization, and storage. For these reasons, researchers and scientists have sought to transform e-learning systems into technically transparent tool, like a pencil or notebook. The e-learning literature is vast and continues to grow steadily [13].

With the growth of technology-enabled learning environments, online learning platforms now enable considerable scope for synchronous interactions among students as well as between the students and the instructor. Alternatively, in asynchronous mode, threaded discussions are often used to support interactive discussions and exchange of ideas among students or between students and the instructor. It has been proposed that online courses with high levels of interactivity result in higher levels of student motivation, improved learning and satisfaction, as compared to less interactive learning environments [14].

Many students choose online learning because it allows them to participate at their own pace, has easy access, and is convenient. Furthermore, it is projected that online learning would continue to play a significant role in higher education. In a recent report on the state of online learning in the United States, Allen and Seaman (2013) reported that over 6.7 million students were taking at least one online course during Fall 2012, representing 32% of all higher education students. This figure represents an increase of more than 570,000 students over the number reported the previous year, a 9.3% growth rate for online enrollment that far exceeds the less than 2% growth of the higher education student population. Therefore, online learning within institutions of higher education deserves immediate attention from university strategic planners, faculty members, and students [15].

1.3 Conceptual Framework

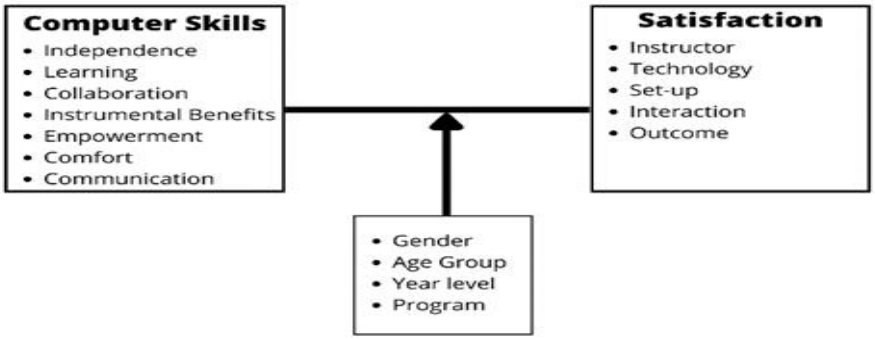

Figure 1: Figure captions should be centred and placed below the figure.

Figure 1 presents the conceptual model does it utilize in this study. This diagram shows the relationship between computer skills and satisfaction in online among college students in Panabo City. The standard graph shows what will be the process to answer these research problems. The left side represents the independent variable that contains its indicators to be discussed and explored; meanwhile, the right side represents the dependent variable to test if both variables have a relationship or difference.

1.4 Research Questions

RQ1. What is the demographic profile of the participants of the study in terms of:
1.1 Gender
1.2 Age Group
1.3 Year level
1.4 Program

RQ2. What is the level of Computer Skills in terms of;
2.1 Independence
2.2 Learning
2.3 Collaboration
2.4 Instrumental Benefits
2.5 Empowerment
2.6 Comfort
2.7 Communication

RQ3. What is the level of students' satisfaction on online learning among college students in college students in Panabo City in terms of:
3.1 Instructor
3.2 Technology
3.3 Set-up
3.4 Interaction
3.5 Outcome
3.6 Overall Satisfaction

RQ4. Is there a significance difference in the level of Computer Skills when grouped according to:
4.1 Gender
4.2 Age Group
4.3 Year level
4.4 Program

RQ5. Is there a significance difference in the level of Students' Satisfaction when grouped according to:
5.1 Gender
5.2 Age Group
5.3 Year level
5.4 Program

RQ6. Is there a significant relationship between the level of Computer Skills and Students' Satisfaction on online learning?

1.5 Null Hypothesis

Ho1: There is no significant difference in the level of student's Social Presence when grouped according to:
a. Gender
a. Age Group
b. Grade Level
c. Program
Ho2: There is no significant difference in the level of Online Learning Student Satisfaction when grouped according to: a. Gender
a. Age Group
b. Grade Level
c. Program
Ho3: There is no significant relationship between the students' Social Presence and Online Learning Student Satisfaction.

2. METHODOLOGY

This study aims to assess if there is a link between college students' computing skills in Panabo City and their satisfaction. This chapter has been divided into the areas below: research design, research locale, participants of the study, sampling techniques, statistical techniques, data collection procedure, research instrument, and ethical considerations.

2.1 Research Design

The study used an innovative view of the research topics which is the non-experimental quantitative correlational research design approach. The data for the study is gathered through surveys that assess the relationship between computer skills and the satisfaction of our preferred participants.
Correlational research design is a sort of nonexperimental research in which the researcher examines the empirical relationship between two variables. All correlational studies require a conceptual framework or a description of why the variables might be related to one another. It is important that the researcher accurately determines the variables that exist in the area of study [16]. Correlational research is concerned with establishing relationships between two or more variables in the same population or between the same variables in two populations [16]. As we correlate the given variables; Computer Skills and the Satisfaction.

On the other hand, Quantitative Research usually uses large samples that have been attained through a precise process. This is important because the purpose of sampling in quantitative studies is to produce statistically representative data that permit the generalization of findings to the target population [16].

2.2 Research Locale

The study was conducted in Panabo City, Davao del Norte. Since our preferred participants were college students from Panabo City.

2.3 Participants of the Study

Respondents must be present in every study. This study is conducted during the second semester of the academic year 2021-2022 at Davao del Norte State College. The participants in our study are College students in different schools in Panabo City and there will be using 100 participants selected for this research. A non-probability sampling, particularly quota sampling, the researchers utilized this method to choose the responders [17].

2.4 Sampling Techniques

In this section, the sampling technique that are we going to use is the Quota Sampling method. The researcher used quota sampling techniques to select 100 respondents. Quota sampling is a non-random sampling technique in which participants are chosen on the basis of predetermined characteristics so that the total sample will have the same distribution of characteristics as the wider population [18]. Since Panabo City has 4 college schools, having 25 per quota in each school. This sampling strategy was employed by the researchers to create all respondents in each college institution, which helped to generalize the population. Quota sampling is a method of non-probability sampling when the samples are selected based on the probability proportionate to the distribution of a variable in the population. This sampling method is used so that the proportion of samples for each category will have the same proportion assumed to exist in the population [19]. It ensures that the sample group represents certain characteristics of the population chosen by the researcher. This sampling technique saves time, and the researchers effectively represent a population using this sampling technique [20]. This sample size is adequate for gathering and analyzing the required data.

2.5 Statistical Treatments

The researchers will use IBM SPSS Statistics to analyze data gathered from the respondents. The researchers will ask assistance from the statistician to analyze and interpret the result utilizing appropriate statistical tools. The following are the statistical tools to be used in the conduct of this research study:

1. Relative Frequency. Be used to describe the Gender, Age Group, Year Level and Program of the respondents as provided in subproblem 1.
2. Weighted Mean. Be used to describe the levels of Computer Skills and Students Satisfaction with online learning Among College Students in Panabo City as provided in subproblems 2 and 3.
3. Analysis of Variance. Be used to describe the significant differences in the levels of the Computer Skills and Students Satisfaction in online learning when analyzed by Gender, Age Group, Year Level, and Program, as provided in the subproblems 4 and 5.
4. Pearson r. Be used to describe the significant relationship between the level of Computer Skills and Students Satisfaction online learning as provided in subproblem 6.

2.6 Data Collection Procedure

The researchers of this present study will undergo the following steps in surveying the Perceived Computer Skills in Learning Communication and Satisfaction Online Among College Students in Panabo City;

1. A letter of consent will be sent to the respondents asking the permission to conduct the study.
2. The researcher will start administering the questionnaire to the respondents using the Google Forms system when permission is granted.
3. The data to be gathered will be tallied, computed, and analyzed using the appropriate statistical tools.

2.7 Research Instrument

The instrument used in the study was adopted questionnaires on Perceived Computer Skills in Learning Communication, and Satisfaction in Online Learning is the New Normal. The items were modified to fit into the study; the indicators were validated and examined by the research adviser before it was laid in the study. The respondents will evaluate their answers based on the 5-point Likert Scale in answering the questionnaire. The mean of the indicators will be interpreted based on the range of means, descriptive, and interpretation.

Scale for Perceived Computer Skills in Learning Communication

Scale	Range of Mean	Descriptive Rating	Descriptive Interpretation
5	4.20-5.00	Strongly agree	The items related to Perceived Computer Skills in Learning Communication are always manifested
4	3.40-4.19	Agree	The items related to Perceived Computer Skills in Learning Communication are oftentimes manifested.
3	2.60-3.39	Neither agree nor disagree	The items related to Perceived Computer Skills in Learning Communication are sometimes manifested
2	1.80-2.59	Disagree	The items related to Perceived Computer Skills in Learning Communication are seldom manifested
1	1.00-1.79	Strongly disagree	The items related to Perceived Computer Skills in Learning Communication are not manifested at all.

Scale for Satisfaction in Online Learning

Scale	Range of Mean	Descriptive Rating	Descriptive Interpretation
5	4.20-5.00	Strongly agree	The items related to Satisfaction in Online Learning are always manifested
4	3.40-4.19	Agree	The items related to Satisfaction in Online Learning are oftentimes manifested.
3	2.60-3.39	Neither agree nor disagree	The items related to Satisfaction in Online Learning are sometimes manifested
2	1.80-2.59	Disagree	The items related to Satisfaction in Online Learning are seldom manifested
1	1.00-1.79	Strongly disagree	The items related to Satisfaction in Online Learning are not manifested at all.

2.8 Ethical Considerations

The researchers gave informed consent to the respondents after they were asked by the researchers to participate and explained the purpose of this research. The researcher undergoes the study a plagiarism detector like https://app.grammarly.com/ to avoid representation of another author's work, a violation of academic integrity, and a breach of journalistic ethics. The researchers did not force anyone to answer or assess the questionnaire in surveying. The researchers ensured that each respondent who voluntarily answered the survey was notified through online chat via messenger. The questionnaire was distributed in an online survey as we all need to follow the protocol of COVID 19 because we want them to be safe and healthy.

3. RESULT AND DISCUSSION

Table I: Interpretation For The Levels Of Iv And DV

Range	Description	Interpretation
4.21-5.00	Very High	This means that items are always manifested.
3.50-4.20	High	This means that items are oftentimes manifested.
2.61-3.40	Moderate	This means that items are oftentimes manifested.
1.81-2.60	Low	This means that items are seldom manifested.
1.00-1.80	Very Low	This means that items are never manifested.

The Table 1 on the other hand presents the interpretation for the extent of correlation between Correlation Between Perceived Computer Skills In Learning Communication And Satisfaction In Online

Table II: Interpretation For The Extent Of Correlation Between IV And DV.

Range	Description
±1.00	Perfect Positive/Negative Correlation
±0.80 - ±0.99	Very Strong Positive/Negative Correlation
±0.60 - ±0.79	Strong Positive/Negative Correlation
±0.40 - ±0.59	Moderate Positive/Negative Correlation
±0.20 - ±0.39	Weak Positive/Negative Correlation
0 - ±0.19	Negligible Positive/Negative Correlation

The information gathered was thoroughly examined and analyzed. The following are the findings and discussion of Perceived in Computer Skills in Learning Communication and Satisfaction in Online.

The presentation of data in this research study is arranged in the following sequence: The demographic profile of the participants of the study in terms of Gender, Age Group, Year Level, and Program Course. As the result, there is a significant relationship between Perceived Computer Skills and Satisfaction in Online.

RQ1. What is the demographic profile of the participants of the study in terms of:

Table III. Demographic Profile Of The Respondents

Gender

		F	Percent	Valid Percent	Cumulative Percent
VALID	Female	85	67.5	67.5	67.5
	Male	41	32.5	32.5	100.0
	Total	126	100.0	100.0	

Table IV: Demographic Profile Of The Respondents

Age Group

		F	Percent	Valid Percent	Cumulative Percent
VALID	18-25 years old	124	98.4	98.4	98.4
	26-30years old	2	1.6	1.6	100.0
	Total	126	100.0	100.0	

Table V: Demographic Profile Of The Respondents

Year Level

		F	Percent	Valid Percent	Cumulative Percent
VALID	1st Year	31	24.6	24.6	24.6
	2nd Year	71	56.3	56.3	81.0
	3nd Year	1	.8	.8	81.7
	3rd Year	19	15.1	15.1	96.8
	4th Year	4	3.2	3.2	100.0
	Total	126	100.0	100.0	

Table VI. Demographic Profile Of The Respondents

Program Course

		Frequency	Percent	Valid Percent	Cumulative Percent
	BA(AB)EL	1	.8	.8	.8
	BEED	23	18.3	18.3	19.0
	BPA	1	.8	.8	19.8
	BS-MHRM	1	.8	.8	20.6
	BSBA	5	4.0	4.0	24.6
	BSBA-MM	2	1.6	1.6	26.2
	BSCRIM	19	15.1	15.1	41.3
	BSDRM	1	.8	.8	42.1

VALID	BSED	1	.8	.8	42.9
	BSEDMATH	1	.8	.8	43.7
	BSEDSCIENCE	1	.8	.8	44.4
	BSEE	3	2.4	2.4	46.8
	BSENG	2	1.6	1.6	48.4
	BSENTREP	4	3.2	3.2	51.6
	BSES	1	.8	.8	52.4
	BSFT	1	.8	.8	53.2
	BSHM	2	1.6	1.6	54.8
	BSIS	3	2.4	2.4	57.1
	BSIT	1	.8	.8	57.9
	BSIT/BSIS	12	9.5	9.5	67.5
	BSM	4	3.2	3.2	70.6
	BSMATH	16	12.7	12.7	83.3
	BSME	1	.8	.8	84.1
	BSSW	3	2.4	2.4	86.5
	BSTLED	13	10.3	10.3	96.8
	BSTM	1	.8	.8	97.6
	BTVTED	1	.8	.8	98.4
	HCS NC II	1	.8	.8	99.2
	NCII Health Care Services	1	.8	.8	100.0
	Total	126	100.0	100.0	

The table shows that there are 126 students who have responded to the survey. In terms of gender, 67.5 of the respondents are males, 32.5 are females, In terms of the age group,124 respondents in 18-25 years old, and 2 respondents in 26-30 years old. In terms of year level, 31 are grade 1st-year college students, 70 are 2nd-year college students, 20 are 3rd-year college and 5 are 4th-year college students in different schools. In terms of the program course, 126 respondents in 19 program course in different schools in Panabo City.

RQ2. What is the level of Computer Skills in terms of;
Continually, the second research question asks for the level of Computer Skills in terms of Independence, Learning, Collaboration, Instrumental Benefits, Empowerment, Comfort, and Communication. Table V provides the answer to the question.

Table VII. Descriptive Statistics

	Mean	Std. Deviation
Independence	4.0185	.66340
Learning	4. 0512	.66412
Collaboration	3.8228	.74079
Instrumental Benefits	3.9841	.79202
Empowerment	3.8254	.90403
Comfort	3.6468	.77219
Communication	4.1310	.79292

Table VII. This means that the student rated probably yes.

Communication has the greatest mean score of 4.13 with a standard deviation of 0.79, as can be shown. This indicates that the level of Computer Skills in communication is high, implying that goods are oftentimes manifested. Meanwhile, the lowest indicator with a mean score of 3.64 and a standard deviation of 0.77 is the Comfort. This means that the level of Computer Skills in terms of comfort is High which implies that items are still oftentimes manifested.

RQ3. What is the level of students' satisfaction on online learning among college students in college students in Panabo City in terms of:

Moving on, the third research question asks for the level of students' satisfaction on online learning among college students in college students in Panabo City in terms of Instructor, Technology, Set-up, Interaction, Outcome, and Overall Satisfaction. The Table 5presents the data needed to the answer the question.

Table VIII Satisfaction, n=54

Indicators	Mean	Standard Deviation
Instructor	3.8313	.72445
Technology	3.5774	.84170
Set-up	3.6806	.82136
Interaction	3.7083	.84838
Outcome	3.6845	.85216
Satisfaction	3.6460	.92576

Table VIII. This means that the student rated probably yes.

Instructors has the greatest mean score of 3.83 with a standard deviation of 0.72, as can be shown. This indicates that the level of Satisfaction in instructors is high, implying that goods are oftentimes manifested. Meanwhile, the lowest indicator with a mean score of 3.58 and a standard deviation of 0.84 is the Technology. This means that the level of Satisfaction in terms of Technology is High which implies that items are still oftentimes manifested.

RQ4. Is there a significance difference in the level of Computer Skills when grouped according to:

4.1 Gender

Table IX: Significant Difference On The Level Of Computer Skills According To Gender

	N	Mean	Std. Deviation	F	Sig
Male	41	4.0004	.47372	.976	.325
Female	85	3.8896	.63749		
Total	126	3.9257	.58959		

There is no sufficient evidence to say that there is statistically significant difference between groups as determined by one-way ANOVA ($F(1,124) = 0.976$, $p = 0.325$). This means that the computer skills of the number of students does not vary with age among the college students in Panabo City.

4.2 Age Group

Table X: Significant Difference On The Level Of Computer Skills According To Age Group

	N	Mean	Std. Deviation	F	Sig.
18-25 years old	124	3.9213	.59192	.438	.509
26-30years old	2	4.2000	.45120		
Total	126	3.9257	.58959		

There is no sufficient evidence to say that there is statistically significant difference between groups as determined by one-way ANOVA ($F(1,124) = 0.438$, $p = 0.325$). This means that age variations do not affect the level of computer skills among college students in Panabo City.

4.3 Year Level

Table XI: Significant Difference On The Level Of Computer Skills According To Year Level

	N	Mean	Std. Deviation	F	Sig
1st Year	31	3.6192	.84533	3.986	.010
2nd Year	71	4.0334	.40833		
3rd Year	20	4.0021	.56711		
4th Year	4	4.0071	.34351		
Total	126	3.9257	.58959		

There was a statistically significant difference between groups as determined by one-way ANOVA ($F(3,122) = 3.986$, $p = .010$). A Tukey post hoc test revealed that Perceived Computer Skills in Learning Communication was statistically significantly higher for 2nd students (4.0334± .40833, $p = .005$) compared to the 1st year students (3.6192± .84533). There was no statistically significant difference between the 1st year and 3rd year students ($p = .094$), and 1st year and 4th year students ($p = .576$).

4.4 Program

Table XII: Significant Difference On The Level Of Computer Skills According To Program

	N	Mean	Std. Deviation	F	Sig.
1	1	3.8190	.	1.661	0.36
2	23	4.1522	.24029		
3	1	4.1667	.		
4	1	3.1429	.		
5	5	4.1971	.15237		
6	2	3.0190	2.37049		
7	19	3.6767	.72289		
8	1	2.9476	.		
9	1	4.5190	.		
10	1	3.5190	.		
11	1	3.8048	.		

12	3	3.6825	.55802		
13	2	3.4690	.25927		
14	4	3.5131	.51580		
15	1	4.1619	.		
16	1	3.5095	.		
17	2	4.1071	.04377		
18	3	4.2968	.33784		
19	1	4.0095	.		
20	12	3.8248	.48496		
21	4	4.0405	.35784		
22	16	4.0161	.58036		
23	1	4.3238	.		
24	3	4.4810	.49494		
25	13	4.1190	.47884		
26	1	3.8476	.		
27	1	2.8095	.		
29	1	4.6667	.		
30	1	2.5571	.		
Total	126	3.9257	.58959		

There was a statistically significant difference between groups as determined by one-way ANOVA ($F(28,97) = 1.661$, $p = .036$). This means that program variations have an effect on the level of Panabo City college students' computer skills.

Forging ahead, the fifth question asks for the significant difference in the level of Student Satisfaction when grouped according to Gender, Age Group, Year Level, and Program. The table below presents the data needed to answer questions in terms of gender.

RQ5. Is there a significance difference in the level of Satisfaction in Online when grouped according to:

5.1 Gender

Table XIII: Significant Difference On The Level Of Satisfaction In Online According To Gender

	N	Mean	Std. Deviation	F	Sig
Male	41	3.7185	.64001	.106	.745
Female	85	3.6739	.75598		
Total	126	3.6884	.71803		

There is no sufficient evidence to say that there is statistically significant difference between groups as determined by one-way ANOVA ($F(1,124) = 0.106$, $p = 0.745$).
Since p-value $0.745 > 0.05$ then we do not reject the null hypothesis. There is no sufficient evidence significant difference on the level of Satisfaction in Online according to gender. This means that gender variations do not affect the Satisfaction in Online.

5.2 Age Group

The table below presents the data needed to answer the question in terms of age group.

Table XIV: Significant Difference On The Level Of Satisfaction In Online According To Age Group

	N	Mean	Std. Deviation	F	Sig.
18-25 years old	124	3.6814	.72118	.750	.388
26-30years old	2	4.1250	.29463		
Total	126	3.6884	.71803		

There is no sufficient evidence to say that there is statistically significant difference between groups as determined by one-way ANOVA ($F(1,124) = 0.750$, $p = 0.388$).

Since p-value 0.388 > 0.05 then we do not reject the null hypothesis. There is no sufficient evidence significant difference on the level of Satisfaction in Online according to age group. This means that Age group variations do not affect the Satisfaction in Online among College students in Panabo City.

5.3 Year Level

The table below presents the data needed to answer the question in terms of year level.

Table XV: Significant Difference On The Level Of Satisfaction In Online According To Year Level

	N	Mean	Std. Deviation	F	Sig.
1st Year	31	3.3938	.94764	2.536	.060
2nd Year	71	3.8068	.59639		
3rd Year	20	3.6937	.66410		
4th Year	4	3.8437	.38546		
Total	126	3.6884	.71803		

Since p-value 0.060 > 0.05 then we do not reject the null hypothesis. There is no sufficient evidence significant difference on the level of Satisfaction in Online according to year level. This means that Year level variations do not affect the Satisfaction in Online.

5.4 Program

The table below presents the data needed to answer the question in terms of program.

Table XVI: Significant Difference On The Level Of Satisfaction In Online According To Program

	N	Mean	Std. Deviation	F	Sig
1	1	3.5833	.	1.484	.081
2	23	4.1739	.30299		
3	1	3.9167	.		
4	1	3.1667	.		
5	5	4.0750	.22127		
6	2	2.6458	1.97401		

7	19	3.5482	.87161		
8	1	3.0833	.		
9	1	3.9167	.		
10	1	2.6250	.		
11	1	3.5833	.		
12	3	3.3611	.58531		
13	2	3.5625	1.38475		
14	4	3.4563	.51214		
15	1	3.7917	.		
16	1	3.5000	.		
17	2	3.3750	.47140		
18	3	3.6389	.78874		
19	1	1.9167	.		
20	12	3.4653	.91526		
21	4	3.5729	.67132		
22	16	3.7995	.53925		
23	1	3.9583	.		
24	3	4.1528	.73637		
25	13	3.6955	.61010		
26	1	3.2917	.		
27	1	2.9167	.		
29	1	4.2917	.		
30	1	2.2500	.		
Total	126	3.6884	.71803		

There is no sufficient evidence to say that there is statistically significant difference between groups as determined by one-way ANOVA ($F(28,97) = 1.484$, $p = 0.081$).

Since p-value 0.081 > 0.05 then we do not reject the null hypothesis. There is no sufficient evidence significant difference on the level of Satisfaction in Online according to the program. This means that Program variations do not affect the Satisfaction in Online.

Finally, the sixth and last research question asks for the significant relationship between the Computer Skills in Learning Communication and Satisfaction in Online among college students in Panabo City. The Table __ provides the data needed to answer the research question.

RQ6. Is there a significant relationship between Perceived Computer Skills in Online Communication and Students' Satisfaction on online learning?

Table XVII: Correlation Between Perceived Computer Skills In Learning Communication And Satisfaction In Online

		Satisfaction in Online	Perceived Computer Skills in Learning Communication
Satisfaction in Online	Pearson Correlation	1	.762**
	Sig. (2-tailed)		.000
	N	126	126
Perceived Computer Skills in Learning Communication	Pearson Correlation	.762**	1
	Sig. (2-tailed)	.000	
	N	126	126

**. Correlation is significant at the 0.01 level (2-tailed).

A Pearson product-moment correlation was run to determine the relationship between Perceived Computer Skills in Learning Communication and Satisfaction in Online. There was a strong, positive correlation between Perceived Computer Skills in Learning Communication and Satisfaction in Online, which was statistically significant (r = .762, n = 126, p = .0001). There is a significant relationship between the Perceived Computer Skills in Learning Communication and Satisfaction in Online

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Based on the findings of this research study, the following conclusions are drawn:

1. The result was able to show the demographic profile of respondents in terms of gender, age group, year level, and program
2. The result was able to show a moderate level of Relationship between Digital Skills and Students Satisfaction on Online
Learning among College Students in Panabo City.
3. The result was able to show that the level of computer skills in terms of comfort is high in Online Among College Students in Panabo City.
4. The result was able to show no significant difference in the level of computer skills according to gender, age group, year level and program.
5. The result was able to show that there is no sufficient significant difference on the level of satisfaction online according to gender, year level and program
6. The result were able to show that there is a significant relationship between the Perceived Computer Skills in Learning Communication and Satisfaction in Online.

4.2 Recommendations

The following recommendations are generated with the integration of the findings of this present study.

1. The students needs to be more aware of their online communication skills, especially in learning. The students will be able to communicate with each other and interact with the system in a more efficient manner. This will also help the students feel more satisfied with the online course.
2. Academic leaders may conduct more formal assessments to evaluate the students' online communication skills.
3. Teachers may also offer study guides or other materials to help students improve their online social communication skills .This can be achieved by offering more interactive sessions and more opportunities for the students to ask questions.

4. Future researchers may conduct other researches that will focus on the relationship between digital skills and students satisfaction on online. This will be widen the knowledge about the digital skill of students in online courses, especially in learning.

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