RESEARCH ARTICLE

COMPUTER LITERACY AND JOB PERFORMANCE OF GOVERNMENT EMPLOYEES AND OFFICIALS IN THE MUNICIPALITY OF CALINOG.

Rose May Cora P. Lagon, Ed.D.

Associate Professor V, School of Information and Communications Technology, West Visayas State University Calinog Campus, Calinog, Iloilo, Philippines 5040.

………………………………………………………………………………………………….....

Manuscript Info	*Abstract*
……………………..	………………………………………………………………

This study determined the computer literacy and job performance of government employees and officials in the Municipality of Calinog, Calinog, Iloilo, Philippines as practice by the respondents. Descriptive type of research was utilized in the study. Results showed that respondents are skilled in computer operations skills, set up maintenance and troubleshooting, word processing, introductory desktop publishing, spreadsheet/graphing, databases networking, telecommunications but moderately skilled in media communication. They are average and high in different aspects of job performance. It means that in these aspects, there are still areas for improvement.

………………………………………………………………………………………………….....

Introduction:-

Today computer revolution is affecting almost everyone's life. Technological advances and the accelerated transfer of information, along with related computer knowledge, skills, and abilities, have been of paramount importance in an information society. Computers have been pervasive in the work place, and in the home. The changes have shown how important the technologies have become to our daily life. Computer literacy may be defined, as whatever a person needs to know and do with electronic devices in order to function competently in our information-based society. However, to become familiar with electronic devices, one must first have access to them. But currently there is a large gap between the "haves" and the "have nots". Generally these skills can be learned in school, but a problem arises in the fact that during the student days of the government employees and local officials who have been in service for a longer time, computer subjects were not included in their curriculum.

According to Motowidlo, Borman, &Schmit (1997), job performance is defined as the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time. This definition is a slightly revised version of the definition of performance we presented in a previous publication in connection with a theory of individual differences in task and contextual performance. Job performance refers to the effectiveness of individual behaviours that contribute to organizational objectives (McCloy, Campbell, &Cudeck, 1994 in Motowidlo, 2003). Although there might be exceptions, high performers get promoted more easily within an organization and generally have better career opportunities than low performers (VanScotter, Motowidlo, & Cross, 2000).

As observed, most of the government agencies now are using computers in various offices to help them improve their services to their clients in a lesser period of time and to enhance revenue as well. With the advent of information technology, the demand of clients also increases in terms of time and efficiency of needed services.

Corresponding Author: Rose May Cora P. Lagon, Ed.D.
Address**:** Associate Professor V, School of Information and Communications Technology, West Visayas State University Calinog Campus, Calinog, Iloilo, Philippines 5040.

Instead of waiting for days they would like to finish their transactions in hours or in minutes. Government workers who belong to the older group have no computer background in their college days. Thus, though their office is equipped with the technology, still the employees are unwilling to use the available computers and other electronic devices due to lack of knowledge and skills in using this. This is considered as one of the barriers in using the computer and electronic devices. With these observed working situations, the researchers are motivated to conduct the study to determine in what way the WVSU-Calinog Campus could extend their expertise and resources to fellow government employees and local officials.

The study of computer literacy and job performance of the government employees and officials will determine the extent of need of the government employees and officials in Calinog for undergoing training in the use of computer and the technology needs of the offices in the government institution. It will be conducted with the government employees and officials in the Municipality of Calinog. It would help identify the training needs of the employees and officials that could aid them in the performance of their duties, by being productive in terms of the amount of work done, quality of output and timeliness.

Methods:-
This study aimed to determine the computer literacy and job performance of government employees and officials in the Municipality of Calinog.

This study specifically determined the competence in computer literacy if there is a significant relationship between competence in computer literacy job performance of government employees and officials in the municipality of Calinog.

The descriptive method of research was used in this study. Descriptive research describes and interprets what is. It is concerned with conditions of relationships that exists; practices that prevail; beliefs, processes that are going on; effects that are being felt, or trends that are developing. According to Subong (2005), descriptive research involves collecting data in order to test the hypotheses or answer questions concerning the current status of the subject of the study. Since this study is about the relationship between the level of computer literacy and job performance of Government Employees and Officials in the Municipality of Calinog, descriptive research was the most appropriate method of research to be used in this study.

The 121 respondents were the government officials and government employees working in the Municipal offices in Calinog and they are being selected using stratified random sampling.

To determine the computer literacy and job performance of respondents, the researcher employed three (2) standardized data-gathering instruments revised at certain degree to suit the needs of the present study. The instrument used were adopted from (Saud, 2005) Perception of Computer Technology Competencies; to gather data on job performance (AIA Knowledge Resources Staff, 2007) Performance Evaluation.

Lastly, for data analysis this study used mean, standard deviation for descriptive data analysis; Pearson's r for inferential data analysis.

The .05 alpha level was used as the criterion for the acceptance or rejection of the null hypotheses.

Results:-
As to Computer Operations Skills, the respondents are highly skilled on starting up and shutting down of the computer according to computer type (*M*=4.09), highly skilled on using printing options (*M*=3.83), and highly skilled on start an application and creating a document (*M*=3.55).

Table 1 Computer Operations Skills

Category	Mean	Description	SD
Starting up and shutting down the computer according to computer type.	4.09	Highly Skilled	1.140
Using printing options.	3.83	Highly Skilled	1.299
Start an application and creating a document.	3.55	Highly Skilled	1.425

Starting up and shutting down the peripherals (printer, CD/DVD-ROM, and/or scanner).	3.48	Skilled	1.245
Saving a document using both the save and save as commands.	3.41	Skilled	1.429
Copying document from hard disk to floppy disk, flash disk and CD/DVD.	3.39	Skilled	1.507
Identifying and use icons, windows, and menus.	3.38	Skilled	1.343
Saving, opening, and placing documents inside subdirectories/folders.	3.26	Skilled	1.401
Naming a document.	3.17	Skilled	1.345
Inserting and ejecting CD/DVD, flash disk, external floppy disk and hard disk	3.02	Skilled	1.557
Opening and working with more than one application at a time.	2.78	Skilled	1.737
Creating and naming and renaming subdirectories/folders	2.77	Skilled	1.626
Initializing, naming/renaming CD/DVD, flash disk, floppy disk and hard disk.	2.71	Skilled	1.518

Scale	Description
4.51 – 5.00	Very Highly Skilled
3.51 – 4.50	Highly Skilled
2.51 – 3.50	Skilled
1.51 – 2.50	Moderately Skilled
1.00 – 1.50	Not Skilled

As to set up, maintenance and troubleshooting the respondents have the following top these skills: first protecting and caring for flash or extent disks (*M*=3.34); second is connecting peripheral devices.(i.e. printers ,CD/DVD-ROM, external drives, modem, scanner) (*M*= 3.19); and third, cleaning computer components and printers (*M*=3.06).

Table 2 Set-up, Maintenance and Troubleshooting

Category	Mean	Description	SD
Protecting and caring for flash or external disks.	3.34	Skilled	1.508
Connecting peripheral devices (i.e. printers, CD/DVD-ROM, external drives, modem, scanner)	3.19	Skilled	1.598
Cleaning computer components & printers.	3.06	Skilled	1.491
Proper operating environment for computer and peripherals.	3.01	Skilled	1.475
Protecting against computer viruses.	3.00	Skilled	1.532
Making backup copies of key applications and documents.	2.94	Skilled	1.567
Setting up computer system (i.e.: CPU*; monitor; keyboard; and mouse)	2.74	Skilled	1.418
Using self-help resources to diagnose and correct common hardware problems.	2.71	Skilled	1.393
Installing and upgrading an application.	2.69	Skilled	1.377

Scale	Description
4.51 – 5.00	Very Highly Skilled
3.51 – 4.50	Highly Skilled
2.51 – 3.50	Skilled
1.51 – 2.50	Moderately Skilled
1.00 – 1.50	Not Skilled

When it comes to word processing/introductory desktop publishing the respondents are highly skilled in checking spelling, grammar and word usage (*M*=3.66), highly skilled entering and editing text (*M*=3.59) and skilled in using tab stop (aligning, justifying, to left, right, center, decimal tab) (*M*= 3.37).

Table 3 Word Processing/Introductory Desktop Publishing

Category	Mean	Description	SD
Checking spelling, grammar, and word usage.	3.66	Highly Skilled	1.514
Entering and editing text.	3.59	Highly Skilled	1.256
Using tab stop (align/justify to left, right, center, decimal tab).	3.37	Skilled	1.549
Using margins (amount of white space on the top, bottom, left and right edges of page).	3.21	Skilled	1.678
Inserting date, time, and page number.	3.23	Skilled	1.289
Adding columns to a document.	3.19	Skilled	1.639
Creating a header and footer.	3.07	Skilled	1.395
Changing text format and style change actual size of text and choose type and special effects such as bold, italic, or underline).	3.00	Skilled	1.414
Inserting clip art into a document.	2.50	Moderately Skilled	1.467

Scale	Description
4.51 – 5.00	Very Highly Skilled
3.51 – 4.50	Highly Skilled
2.51 – 3.50	Skilled
1.51 – 2.50	Moderately Skilled
1.00 – 1.50	Not Skilled

As far as Spreadsheet and Graphing are concerned, the respondents are skilled in interpreting the information from a spreadsheet and communicating the data in a graphical format (M=2.95), skilled in creating spreadsheet with rows, columns and headings M= (2.89) and skilled in creating a formula using functions (M =2.88).

Table 4 Spreadsheet/Graphing

Category	Mean	Description	SD
Interpreting the information from a spreadsheet and communicating the data in a graphical format.	2.95	Skilled	1.465
Creating a spreadsheet with rows, columns, and headings.	2.89	Skilled	1.431
Creating a formula using functions.	2.88	Skilled	1.507
Understanding the three basic types of cells; label; value, and formula.	2.77	Skilled	1.407
Understanding the possibilities of spreadsheet calculations.	2.74	Skilled	1.407
Changing the appearance of a spreadsheet by inserting columns and rows.	2.73	Skilled	1.461
Inserting a spreadsheet into a word processing document.	2.72	Skilled	1.386
Copying values using fill down and fill across.	2.69	Skilled	1.397
Entering data in an existing spreadsheet.	2.59	Moderately Skilled	1.509
Understanding the concept of spreadsheet and relating a print spreadsheet to an electronic spreadsheet.	2.59	Moderately Skilled	1.453
Creating a graph or chart from spreadsheet data.	2.47	Moderately Skilled	1.415

Scale	Description
4.51 – 5.00	Very Highly Skilled
3.51 – 4.50	Highly Skilled
2.51 – 3.50	Skilled
1.51 – 2.50	Moderately Skilled
1.00 – 1.50	Not Skilled

In database, the respondents are skilled using of sorting and searching techniques to solved a problem (M=2.77), skilled in searching a data base for specific information (M=2.76) and skilled in using a database to search for desired information given (M=2.66).

Table 5 Database

Category	Mean	Description	SD
Using sorting and searching techniques to solve a problem.	2.77	Skilled	1.662
Searching a database for specific information.	2.76	Skilled	1.426
Using a database to search for desired information given.	2.66	Skilled	1.480
Adding and delete a record to an existing database.	2.64	Skilled	1.471
Using a prepared database to enter data	2.62	Skilled	1.545
Using a database to sort records.	2.55	Skilled	1.488
Creating a database with multiple fields.	2.46	Moderately Skilled	1.426
Inserting database fields into word processing document.	2.39	Moderately Skilled	1.485

Scale	Description
4.51 – 5.00	Very Highly Skilled
3.51 – 4.50	Highly Skilled
2.51 – 3.50	Skilled
1.51 – 2.50	Moderately Skilled
1.00 – 1.50	Not Skilled

In networking, the respondents are skilled in disconnecting/logging off (M=3.36), saving a document to a specified location of school (M=3.21) and selecting/de-selecting a network zone (M=2.74).

Table 6 Networking

Category	Mean	Description	SD
Disconnecting/logging off.	3.36	Skilled	1.183
Saving a document to a specified location of school.	3.21	Skilled	1.414
Selecting/de-selecting a network zone.	2.74	Skilled	1.487
Sharing files with others on a network.	2.72	Skilled	1.477
Connecting/logging on to a file server.	2.63	Skilled	1.592
Retrieving a program or document.	2.42	Skilled	1.453

Scale	Description
4.51 – 5.00	Very Highly Skilled
3.51 – 4.50	Highly Skilled
2.51 – 3.50	Skilled
1.51 – 2.50	Moderately Skilled
1.00 – 1.50	Not Skilled

In an area of telecommunications, the respondents are skilled in using browser software (M=3.13), skilled in connecting to internet service (M=3.12) and skilled in finding search engine and perform specific web search (M=3.02).

Table 7 Telecommunications

Category	Mean	Description	SD
Using browser software (concepts: hypertext, html, homepage).	3.13	Skilled	1.527
Connecting to Internet via an Internet Service Provider (ISP) with a user ID and password.	3.12	Skilled	1.484
Finding search engine site and perform a specific web search (list of search engines.	3.02	Skilled	1.460
Being aware of on-line conference relevant to professional information.	2.86	Skilled	1.374
Sending e-mail (concepts of carbon copy (cc) and blind carbon copy (bcc)).	2.85	Skilled	1.520
Uploading a text file and sending as electronic mail.	2.85	Skilled	1.412
Knowing and using of filter (software driven, server based, search engine inclusive).	2.71	Skilled	1.381
Obtaining/maintaining an account on the Internet or an on-line	2.70	Skilled	1.522

service that provides Internet access.			
Composing new e-mail (address and subject; explanation of address domains)	2.66	Skilled	1.502
Connecting a computer to a modem and telephone line for dial-in access.	2.64	Skilled	1.347
Using FTP* to sendor retrieve files from remote computers.	2.63	Skilled	1.478
Reading, saving, printing, replying to forward electronic mail.	2.55	Skilled	1.341
Creating and using group addresses for electronic mail.	2.52	Skilled	1.232
Effective using of distance learning desktop video conferencing, and tele-teaching technologies.	2.49	Moderately Skilled	1.438
Connecting to country or university library.	2.36	Moderately Skilled	1.378
Using Gopher to browse resources on the Internet.	2.33	Moderately Skilled	1.344
Installing and configuring telecommunications software.	2.32	Moderately Skilled	1.343

Scale	Description
4.51 – 5.00	Very Highly Skilled
3.51 – 4.50	Highly Skilled
2.51 – 3.50	Skilled
1.51 – 2.50	Moderately Skilled
1.00 – 1.50	Not Skilled

In media communication, the respondents are moderately skilled in connecting a video output devices (LCD panel or LCD projector*) to computer for large screen display (M=2.53), setting up and operating a videocassette recorder/player and monitor/TV (M=2.45) and using digital camera and scanner (M=2.42).

Table 8 Media Communications

Category	Mean	Description	SD
Connecting a video output devices (LCD panel or LCD projector*) to computer for large screen display.	2.53	Skilled	1.232
Setting up and operating a videocassette recorder/player and monitor/TV.	2.45	Moderately Skilled	1.366
Using digital camera and scanner.	2.42	Moderately Skilled	1.471
Producing print-based products (e.g., newsletters, brochures, poster, books).	2.41	Moderately Skilled	1.376
Knowing how to use painting and drawing tools.	2.36	Moderately Skilled	1.555
Producing electronic slides/overheads	2.27	Moderately Skilled	1.304
Setting up and operate a videodisk player and TV receiver or monitor.	2.23	Moderately Skilled	1.338
Using camcorder and edit video from a camcorder.	2.22	Moderately Skilled	1.363
Producing a video.	2.14	Moderately Skilled	1.231
Using digital document camera for 3D objects as well as documents and slides presentation.	2.13	Moderately Skilled	1.408

Scale	Description
4.51 – 5.00	Very Highly Skilled
3.51 – 4.50	Highly Skilled
2.51 – 3.50	Skilled
1.51 – 2.50	Moderately Skilled
1.00 – 1.50	Not Skilled

Job Performance
For the job performance it was categorized according to communications, cost consciousness, delegation, job knowledge, judgement, leadership, managing people, planning and organization, problem solving, and quality.
In communications, the respondents are all average in using appropriate communications methods (M=3.60), expressing ideas and thoughts verbally (M=3.37) and expressing ideas thoughts in written form (M=3.34).

Table 10 Communications

Category	Mean	Description	SD
Using appropriate communication methods	3.60	High	1.165
Expressing ideas and thoughts verbally	3.37	Average	1.218
Expressing ideas and thoughts in written form	3.34	Average	1.194
Exhibiting good listening and comprehension	3.33	Average	1.254
Keeping others adequately informed	3.21	Average	1.271

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

As the cost consciousness, the respondents are high is working within approved budget (M=3.51), and conserving organizational resources (M=3.51) and developing and implementing cost-saving measures (M=3.31).

Table 11 Cost Consciousness

Category	Mean	Description	SD
Working within approved budget	3.51	High	1.131
Conserving organizational resources	3.51	High	1.162
Developing and implementing cost-saving measures	3.31	Average	1.223
Contributing to profits and revenue	3.21	Average	1.224

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

As delegation, the respondents high is giving authority to work independently (M=3.57), matching the responsibility to the person (M=3.47), and providing recognition for results (M=3.43).

Table 12 Delegation

Category	Mean	Description	SD
Giving authority to work independently	3.57	High	1.174
Matching the responsibility to the person	3.47	High	1.190
Providing recognition for results	3.43	High	1.347
Delegating work assignments	3.42	High	1.282
Setting expectations and monitors delegated activities	3.28	Average	1.060

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

In job knowledge, the respondents are high in competence in required job skills and knowledge (M=3.75), using resources effectively (M=3.72) and exhibiting ability to learn and apply new skills (M=3.63).

Table 13 Job Knowledge

Category	Mean	Description	SD
Competent in required job skills and knowledge	3.75	High	1.043
Uses resources effectively	3.72	High	1.284
Exhibits ability to learn and apply new skills	3.63	High	1.169
Keeps abreast of current developments	3.45	Average	1.190
Displays understanding of how job relates to others	3.36	Average	1.190
Requires minimal supervision	3.30	Average	1.196

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

As to judgement, the respondents are in high in supporting and explaining reasoning for decisions (M=3.61), including appropriate people in decisions (M=3.61) and exhibiting sound and accurate judgement (M=3.53).

Table 14 Judgment

Category	Mean	Description	SD
Supporting and explains reasoning for decisions	3.61	High	1.035
Including appropriate people in decision-making process.	3.60	High	1.028
Exhibiting sound and accurate judgment	3.53	High	1.025
Displaying willingness to make decisions	3.50	Average	1.184
Making timely decisions	3.30	Average	1.203

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

In Leadership, the respondents are highly in motivating others to perform well (M=3.79), showing courage to take action (M=3.58) and exhibiting confidence in self and others (M=3.56).

Table 15 Leadership

Category	Mean	Description	SD
Motivating others to perform well	3.79	High	1.161
Showing courage to take action	3.58	High	1.222
Exhibiting confidence in self and others	3.56	High	1.071
Inspiring respect and trust	3.47	High	1.310
Reacting well under pressure	3.43	High	1.139

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

In managing people, the respondents are high in takes responsibility for subordinates activities (M=3.73), developing subordinates skills and encourages growth (M=3.72) and providing direction and gains compliance (M=3.71).

Table 16 Managing People

Category	Mean	Description	SD
Taking responsibility for subordinates' activities	3.73	High	1.078
Developing subordinates' skills and encourages growth	3.72	High	1.095
Providing direction and gains compliance	3.71	High	1.003
Including subordinates in planning	3.61	High	1.266
Making self available to subordinates	3.47	High	1.017
Providing regular performance feedback	3.46	High	1.218

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

In planning and organizing, the respondents are high in prioritizing and planning works activities (M=3.80), working in an organized manner (M=3.73) and setting goal and objectives (M=3.70).

Table 17 Planning and Organization

Category	Mean	Description	SD
Prioritizing and planning work activities	3.80	High	1.084
Working in an organized manner	3.73	High	1.188
Setting goals and objectives	3.70	High	1.282
Planning for additional resources	3.62	High	1.192
Using time efficiently	3.52	High	1.190
Integrating changes smoothly	3.40	High	1.221

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

In problem solving, the respondents are high in developing alternative solutions (M=3.62), identifying problem in a timely manner (M=3.56) and gathering and analyzing information skilfully (M=3.53).

Table 18 Problem Solving

Category	Mean	Description	SD
Developing alternative solutions	3.62	High	1.272
Identifying problems in a timely manner	3.56	High	1.063
Gathering and analysing information skilfully	3.53	High	1.251
Resolving problems in early stages	3.46	High	1.204
Working well in group problem-solving situations	3.37	Average	1.278

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

As far as quality is concerned, the respondents are in displaying commitment excellence (M=3.62), looking for ways to improve and promote quality (M=3.51) and monitors own work to ensure quality (M=3.44).

Table 19 Quality

Category	Mean	Description	SD
Displaying commitment to excellence	3.62	High	1.219
Looking for ways to improve and promote quality	3.51	High	1.438
Monitoring own work to ensure quality	3.44	High	1.309
Demonstrating accuracy and thoroughness	3.43	High	1.153
Applying feedback to improve performance	3.39	High	1.344

Scale	Description
4.51 – 5.00	Very High
3.51 – 4.50	High
2.51 – 3.50	Average
1.51 – 2.50	Low
1.00 – 1.50	Very Low

For the relationship between computer literacy and job performance of government employees and officials in the municipality of Calinog. Using the Pearson's r as inferential statistics, the relationship between computer literacy and job performance was looked into. For competence in computer literacy and job performance they have significant correlation existed as shown by Pearson's r of .514 and two-tailed probability of .000 which was lesser than the set of 0.05 level of significance. Therefore, Competence and Job Performance have significant relationship.

Table 20 Relationship betweenComputer Literacy, Job Satisfaction and Job Performance

Correlated Variable	N=121	Competence	Job Performance
Computer Literacy	Pearson Correlation	1	.514(**)
	Significance(2-tailed)	.	.000
	N	121	121
Job Performance	Pearson Correlation	.514(**)	1
	Significance(2-tailed)	.000	.
	N	121	121

** Correlation at 0.01(2-tailed):...

Conclusion and Recommendation:-

The study showed that the government employees and officials in the Municipality of Calinog very highly skilled in computer operation skills such as starting up and shutting down the computer according to type, highly skilled in starting up and shutting down the peripherals, identifying and use icons, windows, and menus and saving a document using both the save as commands and skilled in seven other categories. This confirmed the level of basic computer literacy among government employees and officials was not adequate. Therefore, the computer operation skills were the minor educational needs among the employees and officials.

The highest computer literacy educational needs were in media communication as the study showed moderately skilled in all categories. The reason could be that the skills involve more expensive equipment and may coincide with desires of the employees and officials to be more creative. Another reason might be the municipal government do not have the equipment. As a result, the employees and officials in the Municipality of Calinog had not an opportunity to learn those skills.

The second highest computer literacy educational needs was telecommunication, especially moderately skilled in the category of in effective use of distance learning desktop video conferencing, and tele-teaching technologies and use FTP to send or retrieve files, using Gopher to browse resources on the internet, reading, saving, printing, replying to forward electronic mail, creating and using group addresses for electronic mail, installing and configuring telecommunications software and connecting to country or university library. This finding confirmed that more complicated and high-tech knowledge and skills produced low employees and officials' competence in that area. The reason could be because, in Municipality of Calinog offices, these innovations were still new and only certain people knew how to operate the equipment. The development of internet technology also might be the reason why

telecommunication computer literacy skills had the highest educational needs among government employees and officials.

Based on the rank of highest to lowest educational computer literacy needs of the eight domains, the study found that media communication was the top followed by telecommunication, networking, database, spreadsheet/graphing, setup, maintenance and trouble shooting, word processing/introductory desktop publishing and computer operating system. This information could be used to develop a computer literacy training program by the researchers in the School of Information and Communications Technology.

The government employees and officials in the Municipality of Calinog average and high in different aspects of job performance. It means that in these aspects, there are still areas for improvement. It is therefore, recommended that the skills may be improve in computer literacy that may improve and job performance of the respondents through interventions such as skills training, seminars and workshops.

References:-

1. AIA Knowledge Resources Staff. (2007) Performance Evaluation Forms. bestpractices@aia.org
2. Brayfield, A.H., &Rothe, H.F. (1951). An index of job satisfaction. Journal of Applied Psychology, 35, 307-311.
3. Croxall, K., & Cummings, M. N. (2000). Computer usage in family and consumer sciences classrooms [Electronic Version]. Journal of Family and Consumer Sciences Education 18(1), 9-18)
4. Dillan, A. and Morris, M. (1996) User Acceptance of New Technology: Theories and Models. In M. Williams (ed.) Amend Review of Information Science and Technology, Vol. 31, Redford NJ: Information Today, 3-32.
5. Jones-Kavalier,B.R. and Flannigan, S.L.(2006), Connecting the digital dots: Literacy of the 21st century. EDUCAUSE Quarterly, Vol. 29, No.2, 2006, pp. 8-10.
6. Saud, M. (2005). Computer Technology Competencies Perceived as Needed by Vocational and Technical Teachers in Malaysia. Published Doctoral Dissertation, Ohio State University, Columbus, Ohio.
7. Schleicher, D.J., Watt J.D., Greguras G.J. (2004), Reexamining the Job Satisfaction-Performance Relationship: The Complexity of Attitudes, Journal of Applied Psychology Copyright 2004 by the American Psychological Association, Inc. 2004, Vol. 89, No. 1
8. Subong, P. (2005). Statistics for research. Applications in research, thesis and dissertation writing, and statistical data management using SPSS software. 1st Edition: Rex Book Store, Inc.