International Journal of Economics, Business and Innovation Research
https://e-journal.citakonsultindo.or.id/index.php/IJEBIR
E-ISSN : 2964-0865
IJEBIR

The Digital Dilemma: How Technostress and Digital Competence Impact Employee Performance via Job Satisfaction

Muhammad Dio Syahputra[1], Rini Rahmawati[2], Meiske Claudia[3], Ahmad Rifani[4]

[1]Master of Management Program, Lambung Mangkurat University, Indonesia.
[2,3,4]Department of Management, Lambung Mangkurat University, Indonesia.

*Coresponding author: [2]*rinirahmawati@ulm.ac.id

Abstract

This study delves into the critical relationship between technostress,digital competence, and employee performance at PT Air Minum Bandarmasih (Perseroda), with job satisfaction as a key mediating variable. The primary objective is to address the gap in existing research by examining how these technological factors influence employee outcomes within the specific context of a state-owned water utility company.

Using a quantitative approach with a sample of 146 staff-level employees, the study employs Proportionate Stratified Random Sampling and SEM-PLS analysis to build upon previous studies by providing a nuanced understanding of these dynamics. The findings offer a significant novelty by confirming the negative and significant impact of technostress on both job satisfaction and performance, while simultaneously highlighting the positive and significant effect of digital competence. Crucially, the research establishes the vital role of job satisfaction as a mediator, demonstrating that managing technological demands and enhancing digital skills are not just about efficiency but are foundational to fostering employee well-being and, consequently, improving overall performance in the digital era.

Keywords: Technostress, Digital Competence, Job Satisfaction, Employee Performance.

INTRODUCTION

The accelerating progress of information and communication technology (ICT) has transformed organizational practices in both public and private sectors. This transformation

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creates opportunities to improve efficiency and performance, but it also introduces new challenges for human resources. In Indonesia, digital readiness is still categorized as low, with a score of –0.06%, reflecting significant barriers to adopting emerging technologies (Muhamad, 2023). Such limitations frequently result in *technostress*, a psychological condition triggered by the overload and complexity of ICT usage (Tarafdar et al., 2010), which has been linked to employee well-being, job satisfaction, and productivity (Aktan & Toraman, 2022).

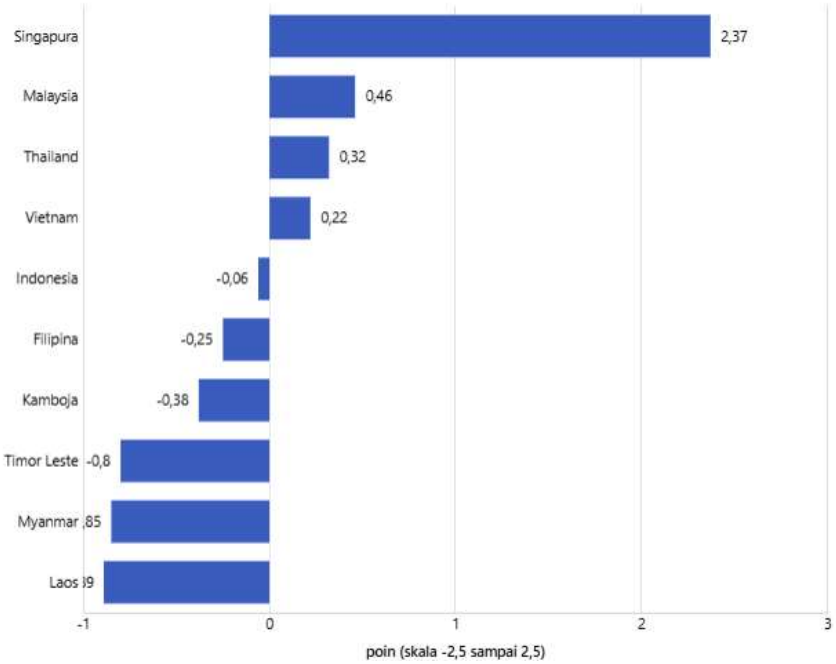


Figure 1. Southeast Asia Digital Readiness Index 2021

Despite growing attention, findings on technostress remain inconsistent. Several studies emphasize its detrimental impact on employee performance (Lestari et al., 2023; Saleem & Malik, 2023), whereas others indicate that it may foster positive outcomes under certain conditions (HOŞGÖR & HOŞGÖR, 2024). In contrast, research on digital competence consistently demonstrates favorable results, showing that digital skills enhance performance (Firman et al., 2024; Yusanti & Suprapti, 2023) and job satisfaction (Andriana & Ardi, 2022; Hidayat et al., 2023). However, only a limited number of studies have integrated technostress and digital competence into a single framework while examining job satisfaction as a mediating mechanism, leaving an important gap in the literature.

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Table 1. Pre-Survey Result

Variable	Indicator	Average Pre-Survey Results
Technostress	Techno-Overload	2,87
	Techno-Invasion	3,06
	Techno-Complexity	3,00
	Techno-Insecurity	3,06
	Techno-Uncertainty	2,88
Digital Competence	Data Information and Literacy	3,62
	Communication and Collaboration	2,93
	Security	2,75
	Problem Solving	3,47

Source: Data Processed (2025)

This issue is particularly evident in PT. Air Minum Bandarmasih, a regional public enterprise currently undergoing digital transformation through the implementation of SIMPAM. Pre-Survey Result shows that employees experience moderate levels of technostress and relatively weak digital competence, particularly in the domain of digital security. These findings underscore the necessity of further investigation into how technostress and digital competence interact to influence employee performance, with job satisfaction acting as a mediator.

Accordingly, this study seeks to examine the effects of technostress and digital competence on employee performance, mediated by job satisfaction, within the context of PT. Air Minum Bandarmasih. The novelty of this research lies in its integrative model that combines these variables in one analytical framework and applies it to a public sector organization facing digitalization challenges. The results are expected to enrich the discourse in human resource management literature and provide practical recommendations for organizations to strengthen employee adaptability and performance in the digital era.

LITERATURE REVIEW

Job Demands-Resources Model (JD-R) Theory

The Job Demands and Resources Model (JD-R Model) was developed by Bakker & Demerouti (2008) to explain the relationship between job demands and resources. This

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model has evolved into a theory used as a conceptual framework for analyzing problems within organizations (Bakker & Demerouti 2014; Schaufeli, 2017).

The JD-R model was developed to address the limitations of job design and work stress theories (Bakker & Demerouti, 2014). Job demands include physical, psychological, social, or organizational aspects that require effort and incur certain costs (Bakker & Demerouti, 2007). Meanwhile, job resources are components of the work environment that enhance engagement and performance through instrumental methods to achieve work goals, as well as through internal motivational drives such as personal growth and development (Demerouti et al., 2012).

The JD-R model provides a structured approach to understanding the relationship between stress and motivation. This model argues that work exhaustion and work engagement are psychological responses that arise from the interaction between individual characteristics and job characteristics (Bakker, 2011). The JD-R model states that every work context is determined by job demands and job resources (Bakker & Demerouti, 2007).

Technostress

Over the past decade, the concept of technostress has been widely discussed as organizations intensify their reliance on information and communication technologies (ICT). Initially defined as stress caused by the inability to cope with technological demands (Brod, 1984), technostress has evolved to include dimensions such as techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty (Ragu-Nathan et al., 2008). Empirical evidence predominantly highlights its negative outcomes. For example, Lestari et al. (2023) and Saleem & Malik (2023) demonstrated that technostress significantly reduces employee performance through factors like overload and complexity, while Al-Ansari & Alshare (2019) and Kot (2022) confirmed its detrimental effect on job satisfaction. Nevertheless, findings remain inconsistent: HOŞGÖR & HOŞGÖR (2024) and Saleem et al. (2021) found that under certain conditions, technostress can enhance job performance, especially when moderated by organizational resources such as training. These mixed results indicate ongoing scholarly debate regarding whether technostress should be seen purely as a hindrance or also as a potential challenge stressor.

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Digital Competence

Alongside the challenges of technostress, digital competence has emerged as an essential capability in contemporary workplaces. Digital competence is broadly defined as the ability to access, evaluate, and effectively apply digital tools in professional contexts (Ilomäki et al., 2011; Brolpito, 2018). Research in recent years has consistently demonstrated its positive impact: employees with higher digital competence exhibit better performance outcomes (Firman et al., 2024; Yu & Ko, 2017) and greater job satisfaction (Andriana & Ardi, 2022; Hidayat et al., 2023). Moreover, advanced digital skills reduce susceptibility to technostress, as employees become more confident and adaptive when interacting with new technologies (van Deursen & van Dijk, 2019). Despite these findings, the literature remains fragmented, with most studies focusing either on performance or satisfaction, leaving a lack of integrated perspectives on how digital competence simultaneously influences multiple organizational outcomes.

Job Satisfaction

Job satisfaction is a central construct in organizational psychology, representing employees' positive or negative attitudes toward their work (Luthans et al., 2021). Over the past decade, numerous studies have reaffirmed its role as a mediator between workplace antecedents and performance outcomes. For instance, Judge et al. (2001) and Islam et al. (2022) found that satisfied employees demonstrate higher levels of motivation and organizational citizenship behavior, ultimately enhancing performance. Recent evidence also shows that technostress undermines job satisfaction (Kot, 2022), while digital competence enhances it (Bolli & Pusterla, 2022; van Deursen & van Dijk, 2019). However, prior research has often treated job satisfaction as an outcome rather than a mediating mechanism, overlooking its explanatory role in how workplace conditions shape performance. This gap underscores the need for further empirical examination.

Employee Performance

Employee performance remains the ultimate outcome of interest in human resource management research. Defined as the quality and quantity of work accomplished by individuals to fulfill organizational goals (Mangkunegara, 2015; Luthans et al., 2021), performance is shaped by both stress-related factors and individual competencies. While technostress has been shown to impair productivity and focus (Tarafdar et al., 2010; Yener et al., 2021), digital competence fosters adaptability, innovation, and efficiency (Brynjolfsson & Hitt, 2000; Firman et al., 2024). Furthermore, job satisfaction consistently

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emerges as a significant predictor of performance improvements (Dweikat, 2023; Islam et al., 2022). Taken together, the literature suggests that performance is influenced by a complex interplay of stressors, resources, and attitudinal factors.

RESEARCH METHODS

This study employed a quantitative approach to examine the causal relationships between technostress, digital competence, job satisfaction, and employee performance (Sugiyono, 2022). The research was conducted at PT. Air Minum Bandarmasih, Banjarmasin, with the unit of analysis being 146 staff employees selected from a total population of 252 using Proportionate Stratified Random Sampling (Isaac & Michael in Sugiyono, (2022). Primary data were collected through online questionnaires distributed via Survey Cake, while secondary data were obtained from company reports. The instruments measured technostress (Ragu-Nathan et al., 2008), digital competence (Ferrari & Punie, 2013), job satisfaction using the Single Global Rating (Wanous et al., 1997), and employee performance (Robbins & Judge, 2017), all operationalized with a five-point Likert scale.

Data analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 3.0 (Abdillah & Hartono, 2015; Ghozali & Latan, 2015). The outer model was assessed for validity and reliability through factor loadings, AVE, Cronbach's alpha, and composite reliability, while the inner model was evaluated using R^2, Q^2, and SRMR indices (Hair et al., 2017). Hypothesis testing was performed through bootstrapping, including mediation tests following Baron & Kenny (1986) criteria. These procedures ensured the credibility and robustness of the findings.

RESULT AND DISCUSSION

Result

Descriptive statistics indicated that employees of PT. Air Minum Bandarmasih reported moderate levels of technostress, with a mean score of 3.38. Among the five dimensions, techno-overload, techno-invasion, and techno-insecurity were the most prominent, showing that employees experienced excessive information flow, intrusion of technology into personal boundaries, and a sense of uncertainty regarding their digital skills (Ragu-Nathan et al., 2008). In contrast, employees demonstrated a relatively high level of digital competence (M = 3.66), reflecting proficiency in information literacy, communication, digital security, and problem-solving (Ferrari & Punie, 2013). Job satisfaction was also at a favorable level (M = 3.68), while employee performance (M =

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3.65) scored positively across indicators of quality, quantity, timeliness, attendance, and collaboration (Robbins & Judge, 2017).

The measurement model was first assessed to ensure instrument reliability and validity. Convergent validity was achieved as all outer loadings exceeded the recommended threshold of 0.70, while the Average Variance Extracted (AVE) values were greater than 0.50, confirming sufficient variance explained by the constructs. Discriminant validity was supported through HTMT ratios below 0.90 (Hair et al., 2017). Reliability analysis showed Cronbach's alpha and composite reliability scores above 0.70 for all constructs, confirming internal consistency.

Table 2. Reliability and Validity of Measurement Model

Variable	Average Variance Extracted (AVE)	Cronbach`s Alpha	Composite Reliability
X1 – Technostress	**0,753**	**0,977**	**0,978**
X2 – Digital Competence	**0,687**	**0,935**	**0,946**
Z – Employee Satisfaction	**1.000**	**1.000**	**1.000**
Y – Employee Performance	**0,702**	**0,947**	**0,955**

The structural model evaluation provided evidence of the hypothesized relationships. Technostress was found to have a negative and significant effect on both job satisfaction ($\beta = -0.322$, $p < 0.01$) and employee performance ($\beta = -0.212$, $p < 0.05$). Conversely, digital competence demonstrated a strong positive influence on job satisfaction ($\beta = 0.826$, $p < 0.001$) and employee performance ($\beta = 0.457$, $p < 0.01$). Furthermore, job satisfaction had a significant positive relationship with employee performance ($\beta = 0.233$, $p < 0.05$), confirming its role as an important mediator.

Table 3. Path Coiefficients

	β	t-values	p-values
X1 –> Y	**-0,212**	**2,381**	**0,009**
X1 –> Z	**-0,322**	**2,673**	**0,004**
X2 –> Y	**0,457**	**2,483**	**0,007**
X2 –> Z	**0,826**	**6,745**	**0,000**
Z –> Y	**0,535**	**3,382**	**0,000**

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The mediation analysis revealed that job satisfaction significantly mediated the relationships between both technostress and employee performance, and digital competence and employee performance. Specifically, the indirect effect of technostress on performance through job satisfaction was negative and significant, indicating that part of the detrimental effect of technostress operates through reduced satisfaction. Meanwhile, the indirect effect of digital competence on performance through job satisfaction was positive and significant, suggesting that digital skills not only directly enhance performance but also do so indirectly by increasing employees' satisfaction with their work (Wanous et al., 1997; Bakker & Demerouti, 2014). The overall explanatory power of the model was substantial, with R^2 values of 0.57 for job satisfaction and 0.62 for employee performance, indicating moderate to strong predictive relevance.

DISCUSSION

The findings of this study provide strong evidence that technostress negatively impacts both job satisfaction and employee performance. This aligns with previous research that conceptualizes technostress as a hindrance demand, depleting psychological resources and undermining employees' ability to cope with digital workloads (Kot, 2022; Mustika et al., 2021; Bail et al., 2023). Employees experiencing techno-overload and techno-invasion reported lower levels of satisfaction and productivity, consistent with the Job Demands-Resources (JD-R) model, which posits that excessive demands diminish engagement and performance outcomes (Bakker & Demerouti, 2007, (Bakker & Demerouti, 2014). However, the current findings differ from studies that have identified technostress as a challenge stressor capable of enhancing performance when properly managed (HOŞGÖR & HOŞGÖR, 2024). This suggests that within the context of public sector organizations in Indonesia, the strain from technology adoption outweighs potential motivational benefits, highlighting the need for interventions to mitigate negative consequences.

In contrast, digital competence exhibited strong positive effects on both job satisfaction and performance, underscoring its role as a key organizational resource. Employees with higher proficiency in digital skills reported greater satisfaction and demonstrated improved performance outcomes, supporting prior evidence that digital competence enhances adaptability, innovation, and efficiency (Firman et al., 2024; Yusanti & Suprapti, 2023). These results also confirm findings by Andriana & Ardi (2022) and Hidayat et al. (2023), who observed that digital skills contribute significantly to satisfaction in the workplace. Importantly, the present study provides additional support for the

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theoretical argument that competencies function as buffers against stressors (van Deursen & van Dijk, 2019), reducing technostress exposure and enabling employees to convert technological change into performance gains.

The analysis further revealed that job satisfaction plays a mediating role between both technostress and performance, and digital competence and performance. The negative indirect effect of technostress through reduced satisfaction echoes prior findings that job attitudes explain how stressors affect outcomes (Islam et al., 2022; La Torre et al., 2020). Conversely, the positive indirect effect of digital competence reinforces the notion that satisfaction acts as a motivational mechanism translating skills into higher productivity (Dweikat, 2023). This mediation result contributes to the broader understanding of how individual attitudes serve as pathways connecting external demands and resources to performance, supporting the JD-R framework's propositions.

The novel contribution of this study lies in integrating technostress, digital competence, and job satisfaction into a single model applied to a public utility organization undergoing digital transformation. While previous studies often examined these constructs separately, this research demonstrates their combined influence and clarifies inconsistent findings in the literature. The results provide theoretical enrichment by showing that digital competence not only directly enhances performance but also indirectly improves it via satisfaction, while technostress undermines both outcomes directly and indirectly. Practically, the findings emphasize that reducing technological stressors (e.g., simplifying interfaces, managing digital workloads) and investing in digital upskilling programs can simultaneously enhance employee satisfaction and performance. This dual strategy is particularly critical for public organizations, where digital readiness remains low and employee adaptability is essential for effective service delivery.

CONCLUSION

This research contributes to the growing body of literature on the interplay between technostress, digital competence, and employee performance by integrating job satisfaction as a mediating mechanism. The results confirm that technostress functions as a hindrance demand in the JD-R model, undermining both satisfaction and performance among employees in a public utility undergoing digital transformation. Conversely, digital competence emerges as a critical organizational resource, directly enhancing performance and indirectly improving it through higher satisfaction. These findings resolve some of the inconsistencies in prior research by showing that the effects of technostress are

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predominantly negative in contexts of limited digital readiness, while digital competence consistently promotes positive outcomes.

The study's novelty lies in its integrative framework and application in the Indonesian public sector, where empirical evidence on technostress and digital competence remains limited. The findings advance theoretical understanding by clarifying how resources and demands interact to shape performance through attitudinal pathways. Practically, the study suggests that organizations can foster sustainable performance by reducing technostress through workload management and digital well-being policies, while simultaneously investing in digital skill development programs that strengthen employees' competence and satisfaction.

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