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Competencies of Filipino IT Workers in Australia and Their Level of Job Satisfaction: Basis for IT Curriculum Enhancement in the Senior High School Program

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ABSTRACT

This study aimed to assess the IT competencies of Filipino IT workers and their level of job satisfaction in Australia. Specifically, this research addressed six key objectives by profiling respondents, evaluating their IT competency levels in technical, managerial, and socio-interpersonal areas, measuring their job satisfaction in terms of economic security, professional growth, and socio-cultural adaptability, analyzing the relationship between competency levels and job satisfaction, examining differences in IT competencies and job satisfaction based on demographic characteristics, and designing an IT curriculum enrichment plan. Employing an adapted survey questionnaire that used Slovin's formula as a sampling method, 382 Filipino IT workers across Australia were surveyed during the Australian Fiscal Year 2023 - 2024. Statistical tools such as weighted mean, frequency distribution, percentages, standard deviation, Pearson-r, and Analysis of Variance were applied for data analysis. Findings indicated that Filipino IT workers are well competent in their IT competencies but competent only in technical competency. Filipino IT workers are much satisfied with their job satisfaction in Australia, but satisfied only with professional growth. A significant relationship was found between IT competencies and job satisfaction. Job position levels affected IT competencies, while the number of years working in IT in Australia and visa status impacted job satisfaction. The study revealed a gap in the area of Computer Networking, and herein proposed enrichment topics into the K to 12 key learning areas of K to 12 and ICT tracks, as part of the ICT Curriculum Enrichment Plan.

INTRODUCTION

Background of the Study

All employees are evaluated and assessed on their competencies, performance, and job satisfaction (Civil Service Commission, 2023). Filipinos working in government and non-government agencies are encouraged to pursue continuing professional development programs (David, 2020). For those who worked abroad or in other countries, an equivalent evaluation is essential to establish if their educational background, attainment, or pre-service education has provided sufficient preparation for their current job. Thus, the relevance of this present investigation is proposed and established herein.

In Australia, 87,870 skilled Filipino migrants were recorded from 2016 to 2022 (Department of Home Affairs, 2022). Out of this number, 2,078 are working in IT-related occupations, which puts a yearly average of 2.78% for those working in Information Technology (IT). As of June 2021, the population of Filipinos is 310,620. This means that from this number, 8,635 are estimated to be working in IT.

The study at hand takes into account the job performance of these Filipino workers, along with various factors such as their educational background and work experience. The aim is to determine how these variables impact their performance in their current position. It is worth contemplating on their perception of satisfaction and contentment with their work in Australia, as in all organizations and establishments, the pivotal element

that determines success in today's ever-changing and dynamic environment is none other than its employees, workers, or staff members (Nyakundi & Solomon, 2022). Additionally, organizations and offices all aim to harness the competencies of their employees so that their performance can also lead to a productive, effective, and successful organization. The ideal soft competencies of the employees, as well as their contentment in their workplace, form part of the success indicator of an organization.

One of the key questions this study addresses is the relationship between job satisfaction and perceived competence levels among Filipino IT workers. The study builds on previous research by Almeida and Fernando (2017), which found that employers in regional Australia were more accepting of overseas-based qualifications and experience. The study also aims to determine if Filipino IT workers in Australia share the same positive experiences as reported by Arandia *et al.* (2022). Importantly, this research seeks to correlate job satisfaction with technical competencies, highlighting the potential impact of job satisfaction on IT workers' performance.

Job satisfaction has long been a focus of organizational research, recognized for its role in enhancing productivity, reducing turnover, and fostering a positive organizational culture. In today's digital landscape, the importance of IT competencies has been elevated (Heath, 2020). These competencies, which include programming, data analysis, cybersecurity, and software proficiency, empower

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employees to navigate the digital landscape effectively. They enable employees to perform their tasks efficiently and adapt to the evolving technological demands of their roles, underscoring the relevance of this research in the current technological context.

To deepen the value of this study, it is the intent to give and analyze the present Senior High School (SHS) curriculum in IT as a basis for curricular enrichment. This has been prompted by the present legislative act and the resolution of the House of Congress to conduct a curricular review of the K to 12 curriculum (House of Congress, 2020) addressed to the Department of Education (DepEd) since its inception and implementation in 2013 and 2015 (DepEd Order 43, series of 2013).

Increased career and technical education coursework in high school had a positive impact on educational and labor market outcomes, according to Dougherty *et al.* (2019). Moreover, according to research conducted by Khenner (2021), incorporating Computer Science classes in high schools can serve as a foundational step toward facilitating the professional development of students who aspire to work in the IT industry. In the present Senior High School Program of DepEd, ICT is one of the major curricular tracks.

This study is unique in its focus on Filipino IT workers in Australia, aiming to determine their competencies and job satisfaction levels. By exploring these aspects, the study fills a significant gap in research, providing valuable insights into a group that has not been extensively studied despite the presence of similar research on workers in Australia.

LITERATURE REVIEW

Technical Competency

In this present millennial era, technical competency is paramount in the field of IT due to its fundamental role in ensuring the efficient functioning and development of digital systems and software applications. In an ever-evolving technological landscape, IT professionals need a deep understanding of various programming languages, technologies, frameworks, hardware configurations, and network infrastructures. Technical competency enables IT experts to design, develop, implement, and maintain complex IT solutions, ensuring they align with organizational needs and industry standards. Without technical expertise, IT professionals would struggle to troubleshoot issues, optimize systems, or develop innovative software, hampering any organization's efficiency and competitive edge (Mbise, 2021).

Goh *et al.* (2022) identified that post-pandemic must-have technical skills include Web Development, Cyber Security, Cloud Computing, Agile Project Management, Mobile Development, and DevOps, among others. A study on Pakistani librarians found that technical, functional and professional skills play significant roles in successful organizational productivity, and technology skills were positively related to generic job satisfaction (Khan, 2021). The National ICT Competency Standards (NICS)

of the Philippines' Commission on Information and Communication Technology (CICT) is unique in the implementation of holistic national-level ICT competency standards for all public sector employees and citizens (APCICT, 2023). Among the ICT competencies mentioned are a range of proficiencies such as software development and programming, software testing or quality assurance, database administration, data management and analysis, cyber security, IT support or maintenance, systems or computer networking, and systems analysis and design. To excel in these areas, one must possess knowledge and expertise in various programming languages and frameworks, testing methodologies, agile development methodologies, database systems, data analysis, secure coding practices, debugging tools, computer networks or infrastructure, software design principles, patterns, and methodologies. Professionals in ICT must ensure that software applications remain modular, scalable, and compliant with business or software requirements while also prioritizing maintenance and upkeep.

In the IT industry, competency in IT-related tasks is fundamental for job satisfaction. Individuals who possess the necessary IT competencies tend to feel confident and fulfilled in their work. Having the skills and knowledge to perform tasks efficiently not only boosts self-assurance but also enables professionals to handle challenges effectively, leading to a greater sense of job satisfaction and fulfillment. This confidence in their abilities often translates into a positive work experience, fostering a fulfilling and contented professional life within the IT sector (Alshammari & Alenezi, 2023).

Managerial Competency

Managerial competency in IT is indispensable as it provides the framework for effective leadership, strategic planning, and efficient resource utilization within technology-driven environments. IT managers with strong managerial skills can align the organization's IT strategies with broader business objectives, ensuring that technological initiatives contribute meaningfully to the company's overall goals. They are responsible for optimizing resources, including talent, time, and budgets, ensuring that projects are completed on time and within financial constraints. This is according to the study by Pahuachón (2023) exploring dynamics of organizations. Indeed, managerial competencies can also be discerned through organizational leadership. In fact, in Korea, it was confirmed that the effect of leadership behaviors on organizational commitment is different by organizational culture (Jung, 2022). In addition, a study in Indonesia found that organizational commitment perhaps mediates the relationship between leadership behaviors and job satisfaction and performance; however, the presence of this mediating effect was contingent upon the type of leadership and organizational culture (Nurjanah *et al.*, 2020). The present research has incorporated the ideas, theories and findings of these two studies in Korea and in Indonesia. There are similarities in work performance

as Filipinos are also of the Asian race and similar cultural background as well.

In a study conducted in India, about 449 IT employees disclosed that job satisfaction mediated the relationship between organizational commitment and job performance by a positive amount (Chhabra, 2019). Additionally, that hierarchical multiple regression results also showed job satisfaction is positively correlated with internal locus of control and organizational commitment. It is important for managers to implement strategies that will ensure high job satisfaction and commitment in the workplace. It is critical that they understand the role that personality attributes play in moderating the relationship between job satisfaction and overall work commitment. To improve organizational effectiveness, there must be strong management support for employees' freedom of expression because, without the support, job satisfaction and productivity diminish (Abdulgalimov *et al.*, 2020).

Socio-Interpersonal Competency

Socio-interpersonal competency in IT holds immense importance as technology increasingly becomes intertwined with human interactions and collaborative teamwork. IT professionals with strong socio-interpersonal skills can navigate the complexities of working in diverse and multidisciplinary teams, fostering effective communication, mutual understanding, and cooperation. In the IT domain, where projects often involve cross-functional teams and interactions with clients, the ability to convey complex technical concepts in a clear, understandable manner is crucial, according to the study by Morcov *et al.* (2020) with them sharing their expertise and backgrounds in managing large complex international IT projects, performance modelling of socio-technical systems.

Akpan *et al.* (2021) studied the dimension of the relationship as part of organizational culture, which led them to conclude that building positive workforce relationships is vital for career success and eventually affect the employees' satisfaction with their job. Harmonious relationships provide increased resources to produce job efficiency. Just like the classical management theories of Frederick Taylor and Elton Mayo and even of Douglas McGregor's Theory X and Theory Y, this present study tried to capture office practices and work principles that would reflect organizational climate; however, the millennial focus on technical competence has prevailed. Divett (2020) studied some organizational practices of employers and employees in Australia. Results indicated that working as a team could let the employees feel content and even boost their confidence and that the office has recognized the importance of having employees give encouragement to each other. Eventually, this has resulted in higher productivity and better job performance. True enough, these perspectives are incorporated in the research tool being used in the present investigation, particularly on office teamwork, office communication, organizational adaptability, discipline, and ethical integrity.

Economic Security

Economic security significantly influences IT job performance in various ways, creating a stable foundation for professionals to thrive within the industry. In economically stable environments, organizations are more likely to invest in IT infrastructure, innovation, and digital transformation initiatives. This is an insight coming from the study conducted by Nwankpa and Merhout (2020) among Chief Information Officers (CIOs) from US firms. This then translates to a plethora of opportunities for IT professionals, enabling them to work on cutting-edge projects and stay updated with the latest technologies.

Employment stability, providing job security and consistent income, along with decent work conditions such as fair wages and a supportive work environment, significantly enhance job performance. These factors reduce stress, boost motivation, and foster commitment, leading to higher productivity and job satisfaction. When employees have stable jobs and positive working conditions, they can focus on their tasks, contribute effectively, and plan for the future, ultimately improving overall job performance (Murphy & Turner, 2023).

Economic factors play a crucial role in determining the quality of working life for individuals, according to Singh and Maini (2018). A robust economy creates high working life quality by offering diverse job opportunities, competitive wages, and comprehensive benefits. Economic stability fosters education, skills development, and infrastructural growth, enhancing work-life balance and overall well-being for employees.

Professional Growth

A study conducted in Indonesia by Widodo *et al.* (2023) reveals that the desire to enhance career development and human relationships is considered significant in the workplace. Professional growth is anchored on basic technical competency, which this present study espouses and advocates. This supports the idea of a positive, significant relationship between job promotion and job satisfaction. In the same vein, this present study has covered and identified similar components and elements of work performance as influenced by professional growth.

Various factors can influence the job performance of an organization, among them satisfaction with work (Gunawan & Sondakh, 2019). Rewards, recognition, and even a better compensation package form part of job satisfaction. This is an essential component in an organization that affects policies and operations. Employees' Job performance affects organizational effectiveness as it is directly related to behavior and attitude reflected in their commitment, punctuality, discipline, and sense of responsibility.

Professional growth significantly enhances IT job performance by equipping professionals with advanced skills, knowledge, and expertise. As IT is a rapidly evolving field, continuous learning and skill development are

essential. In the study by Mbise (2021) among IT academic staff in Tanzania, engaging in professional development programs, certifications, and training courses allows IT professionals to stay updated with the latest technologies and best practices. The knowledge empowers them to solve complex problems efficiently, write optimized code, and design innovative solutions.

Furthermore, professional growth fosters confidence, encouraging IT experts to take on challenging projects and tasks. It improves their adaptability to new tools and methodologies, making them versatile in diverse IT environments. Additionally, ongoing learning sharpens communication skills, enabling IT professionals to collaborate effectively within teams and convey technical concepts clearly to stakeholders. Moreover, as professionals climb the career ladder through professional growth, they often assume leadership roles, enhancing their project management and decision-making abilities. This is highlighted in a separate study among IT specialists by Zubareva *et al.* (2023), detailing that continuous professional growth in the IT field not only enhances technical expertise but also boosts confidence, adaptability, communication, and leadership skills, all of which are vital for exceptional job performance.

Socio-Cultural Adaptability

Research carried out by Tentama *et al.* (2019) found a significant link between work satisfaction and relationships. All of these have similar bearings in the areas of concern of this present research as it dwelt on the correlation between job satisfaction and work competencies in technical aspects, management and social and interpersonal relationships.

It is important to learn, acquire and possess knowledge of various cultures around the world, and also, to develop career competencies (Barnes *et al.*, 2022). With rapid changes occurring in various industries, professionals are adapting to these challenges by enhancing their skills and competencies to tackle emerging global issues. Similarly, businesses are also striving to stay competitive by upgrading the competencies of their officers and employees.

Workers and employees from small and medium-sized enterprises in Vietnam were evaluated on their job satisfaction and commitment to the organization as a result of organizational culture, according to the study by Thi *et al.* (2021). The findings showed that organizational culture positively impacts employees' satisfaction, and that job satisfaction significantly influences organizational commitment.

A study conducted among university staff in Canada explored the correlation between different types of organizational culture and employee levels of work-related stress, enjoyment of work, and self-perceived productivity (Olynick & Li, 2020). The study revealed that employees working in a clan culture or family-like environment reported a high level of enjoyment and productivity with the least amount of stress. Those in the

adhocracy and hierarchy cultures followed closely behind, with the market culture being the least productive. This highlights the importance of organizational leaders taking organizational culture into consideration on employee well-being and workplace functioning.

Meanwhile, a research was carried out in Tuguegarao City, Philippines to investigate the organizational culture, job satisfaction, and organizational commitment of faculty members of the St. Paul University System (SPUS) (Batugal, 2019). The findings revealed a strong correlation between job satisfaction and organizational culture. It was also found that job satisfaction predicts organizational commitment and that the faculty members' work commitment has a bearing on their work engagement.

Statement of the Problem

The study aimed to determine the level of competencies of Filipino IT workers in Australia and the extent of their job satisfaction, as the basis for a proposed IT curriculum content enhancement for the Senior High School program. Specifically, this study sought to answer the following questions:

1. How are the respondents' characteristics distributed in terms of: Age, Sex, Highest Educational Attainment, Number of Years working in IT in Australia, Status of Employment, Job Position Level; and Visa Status?
2. To what level of competencies are the respondents as to: Technical Competency, Managerial Competency, and Socio-interpersonal Competency?
3. How do the respondents assess their level of job satisfaction considering the following: Economic Security, Professional Growth, and Socio-cultural adaptability?
4. Is there a significant relationship between the level of job satisfaction and the level of IT competencies as to: Technical Competency, Managerial Competency, and Socio-interpersonal Competency?
5. Is there a significant difference between the level of IT competencies and the level of job satisfaction according to the respondents' characteristics?
6. Based on the findings, what development plan can be designed or proposed in relation to an enhancement of the IT curriculum in the SHS program?

Theoretical and Conceptual Framework

Having been considered as essential components in this millennial world, IT competencies are grounded in various theories that guide their development and application. Cognitive Load Theory delves into the cognitive processes involved in learning and comprehending complex information. Cognitive Load Theory was developed by John Sweller (1988), an Australian educational psychologist. Sweller's research on cognitive load and instructional design has had a significant impact on the field of education.

Cognitive Load Theory, applied in the context of IT competencies and student learning, focuses on optimizing the learning process by managing mental effort effectively. For IT students, this means breaking down complex technical concepts into manageable parts, and employing

instructional strategies that align with cognitive capacities. Educators aim to reduce cognitive overload during learning activities, ensuring students can absorb and retain information efficiently. By presenting information in a structured manner and offering guided practice, Cognitive Load Theory enhances the learning experience, allowing students to grasp intricate technology skills and concepts more effectively (Chen & Woolcott, 2019).

This research has utilized the frameworks of the Commission of Information and Communication Technology; Frederick Herzberg Theories on Job Performance and Motivation; and the Civil Service Commission Program PRIME-HRM (CSC, 2023; CSC MC 03, s. 12). In 2013, Republic Act No. 10533 was signed into law, which paved the way for the Senior High School (SHS) Program. The Department of Education's Order No. 43, series of 2013, provided guidelines for the Enhanced Basic Education Act of 2013, which included core curriculum and specialized tracks like IT or ICT, particularly concepts under National Certificate Level III. With a decade since its inception, it is crucial to evaluate the program's learning outcomes and gauge its importance and relevance.

ICT learning competencies are embedded in the K to 12 curriculum which are also consistent with other existing provisions and even policies and standards of other organizations. Apparently, the CICT issued the National ICT Competency Standards for Teachers (NICS for Teachers). According to this document, there are four domains in ICT competencies namely, social and ethical, pedagogical, technology operations and concepts; and professional competencies.

Based on this 2006 document of CICT (Philippine ICT Roadmap, 2006), competencies refer to the knowledge, skill, ability or characteristic associated with high performance on a job. It may include motivations, beliefs, and values. Competencies can also help distinguish high performance from average and low performance, a desirable quality or behavior, a performance indicator. It has also espoused the identification of standards and indicators, and even descriptors and statements.

As to job satisfaction, the present research has considered the theories of Herzberg, which identified factors that give satisfaction and the causes of dissatisfaction. These are two dimensions of interaction or intrinsic factors and hygiene or extrinsic factors (Herzberg, 1959). The job satisfaction aspects that are derived from Spector's work are Economic security (Job Package and Benefits), Professional Growth (Career Advancement) and Socio-cultural adaptability (Workplace Environment and Relationships) (Spector, 1985, 2022). These are the job satisfaction aspects being used for this research.

Scope and Limitation

The research study was intended to investigate the competencies and job satisfaction of Filipino IT workers

who are currently residing in different states of Australia. The research was conducted during the Australian Fiscal Year 2023 – 2024. The research aimed to gain insights into the level of technical, managerial, and socio-interpersonal competencies among the Filipino IT workers only as described. Additionally, the study looked into the job satisfaction of these workers, focusing only on factors such as economic security, professional growth, and socio-cultural adaptability. The main research tool was the questionnaire which was available online.

METHODOLOGY

Research Design

This study utilized a descriptive-correlational method of research to collect data on the level of competencies of Filipino IT workers and the level of their job satisfaction in Australia. The researcher crafted a questionnaire based on the prevalent assumptions as a Filipino IT worker, identifying demographic attributes for Part 1 of the research questionnaire. Technical competencies were aligned based on CICT's NICS. For the competency section on managerial and socio-interpersonal areas, the Multiple Competency Assessment Surveys by HR-Survey, LLC (2023) was used as a reference. These formed Part 2 of the research questionnaire. In conducting this particular research, the researcher adapted Spector's (1985, 2022) Job Satisfaction Survey (JSS) job satisfaction aspects as a reference particularly in Part 3. It is worth noting that other researchers have employed the JSS for various purposes, including in higher education settings (Pokornowski, 2018).

Study Setting

The study was conducted in the beautiful country of Australia, known to celebrate its diversity, encourage multiculturalism, and promote equality. According to the Australian Institute of Family Studies (2023), the Filipino community in Australia is characterized by its strong cultural identity, close family bonds, active participation in community life, and significant contributions to the multicultural fabric of the country. Filipino workers are also known for their friendly and outgoing nature, making them highly sought-after employees in a wide range of industries. Many Filipino workers in Australia have gained a reputation for being skilled and reliable, and they are often considered an asset to any workplace.

Study Population and Sampling Technique

This research involved 382 Filipino IT workers who were working in Australia at the time of the study. The sample was based on the profile of Filipino IT workers in Australia, as reported by the Australian Bureau of Statistics and Department of Home Affairs (2022). The estimated number of Filipino IT workers in Australia at that time was 8,635, and the researcher used Slovin's Formula to determine the sample size.

Table 1: Distribution of Respondents

State or Territory	Number of Respondents
Northern Territory	9
Queensland	65
New South Wales	146
South Australia	19
Australian Capital Territory	6
Victoria	86
Western Australia	49
Tasmania	2
Total	382

Research Instruments

The research questionnaire is intended and outlined to collect insights into the perceptions of Filipino IT workers in terms of their level of competence and job satisfaction in Australia. There were three parts of the questionnaire. Part 1 dealt with the basic demographic profile such as age, sex, highest educational attainment, status of employment, number of years working in IT in Australia, job position level relating to their current role and their visa status. Part 2 identified three key variables related to IT competency, namely technical, managerial, and socio-interpersonal competencies. Part 3 covered questions related to job satisfaction, which were categorized into economic security, professional growth, and socio-cultural adaptability. The questionnaire has undergone a reliability test using the test-retest method. The number of respondents was limited to 10 IT workers in Misamis Oriental and 20 IT workers in Sydney. Using the Pearson reliability test formula, the computed value was 0.75, which was embedded in the degree of acceptance. The results of the reliability test indicated a strong reliability coefficient demonstrating a moderately

high level of consistency and stability in measuring the intended construct. Further, Cronbach's Alpha was also used to assess the internal consistency or reliability of the survey. The resulting Cronbach's Alpha value was 0.9215 which means the scale has excellent reliability (Nunnally, 1978). Moreover, this high level of reliability suggested that the questionnaire was a valid and effective tool for measuring the intended construct among Filipino IT workers.

Statistical Treatment of Data

Descriptive statistics such as frequency and percentages were used to determine the respondents' socio-demographic profiling. Descriptive mean values and standard deviation organized the respondents' perception levels of their competencies and job satisfaction. Pearson Correlation Coefficient Analysis was used to examine the significance of the relationship between the level of IT competencies and the job satisfaction of Filipino IT workers at .05 level of significance, particularly for Problem 4. Spearman Rho Correlation Analysis was also used to verify the outcomes, and the outcomes were the same. Similar strategy was used for Problem 5, at .05 level of significance, Analysis of Variance (ANOVA) was used to test the significance of the difference between the level of IT-related competencies and their level of job satisfaction in IT, with regards to their demographic profile or characteristics. For the overall values in the test of significant differences, Multivariate Analysis of Variance (MANOVA) was utilized.

RESULTS AND DISCUSSIONS

Problem 1. How are the Respondents' Characteristics Distributed in Terms of: Age, Sex, Highest Educational Attainment, Number of Years Working in IT in Australia, Status of Employment, Job Position Level; and Visa Status?

Table 1: Distribution of Respondent's Characteristics

Characteristics	Category	Frequency	Percentage
Age	41 years old and above	161	42.15
	31-40 years old	202	52.88
	21-30 years old	19	4.97
	Total	382	100
Sex	Male	255	66.75
	Female	127	33.25
	Total	382	100
Highest Educational Attainment	Doctorate Level	3	0.79
	Masteral Level	102	26.70
	College Graduate or Graduate Diploma	270	70.68
	Undergraduate	7	1.83
	Total	382	100
Number of Years working in IT in Australia	7 years and above	244	63.87
	4-6 years	79	20.68

	1-3 years	59	15.45
	Total	382	100
Status of Employment	Permanent or Regular	318	83.25
	Contractual or Fixed Term	64	16.75
	Total	382	100
Job Position Level (relating to current role)	Senior Level Position	225	58.90
	Mid-Level Position	135	35.34
	Junior or Entry-Level Position	22	5.76
	Total	382	100
Visa Status	Permanent (PR or AU Citizen)	341	89.27
	Temporary (Student Visa, Working Visa, etc)	41	10.73
	Total	382	100

Table 1 shows the distribution of respondent's characteristics. The research respondents, who are all Filipino IT workers in Australia, represent a diverse demographic profile in terms of age. The majority, comprising 52.88%, falls within the 31-40 years age range, got the highest percentage of Filipino workers highlighting a significant representation of individuals in their prime working years. Additionally, 4.97% of respondents belong to the 21-30 years age group, got the lowest percentage but still present number of younger IT professionals. To enter Australia with a valid working visa takes some time so the turnout and the resulting demographics is consistent with the results.

The gender distribution of the research respondents, on the other hand, shows dominantly males, with 66.75% of the respondents being male and 33.25%, being female. This potentially highlights the need for greater efforts to promote gender diversity and inclusion within the IT sector. In Australia, the tech industry is experiencing an increase in the number of women joining it. However, there are still issues surrounding gender representation. The Office of the Chief Scientist reports that women constitute only 28% of the STEM workforce, which includes technology-related roles (Salient Team, 2023). The outcome aligns with the state of the IT industry in Australia.

The educational backgrounds of the research respondents are diverse, reflecting a wide range of educational attainment within the field. Of the respondents, 70.68%, have completed college or graduate diplomas got the highest percentage. This means that the IT workforce is largely well-educated, with a significant majority having completed at least a college degree or graduate diploma, while 0.79% hold doctorate degrees got the lowest percentage. It reveals that in prioritizing continuous professional development is not a big deal with them, but it could enhance their overall expertise in the IT workforce manifesting increased technical know-how.

The distribution of the research respondents' number of years working in IT in Australia reveals a seasoned and experienced workforce. A significant majority, accounting for 63.87%, have accumulated seven or more

years of experience in the IT industry got the highest percentage. This indicates a stable and well-established professional community with a wealth of knowledge and expertise. Meanwhile, 15.45%, have been in the industry for 1-3 years, representing a proportion of early-career professionals into the IT industry in Australia which got the lowest percentage.

The employment status of the research respondents, all of whom work in IT, reveals an interesting trend. The vast majority, 83.25%, of those surveyed hold permanent or regular positions. This suggests that the IT industry benefits from a stable and committed workforce, which likely contributes to a sense of job security and continuity. However, it is worth noting that 16.75%, of respondents are engaged in contractual or fixed-term positions. The results align with NEDA's Report on Labor Force Survey dated Feb 2021 (NEDA, 2021) where Filipino labor force was more in permanent employment in nature. In this survey it can be said that Filipinos also have the perception that permanent or regular positions have more benefits than contract workers giving the sense of stability economically.

The data collected from the survey in terms of Job Position also reveals that the majority of respondents, 58.90%, hold senior-level positions got the highest percentage. This indicates that the workforce is composed of seasoned professionals who have a wealth of experience and expertise in their respective fields. Majority of migrants who enter Australia are skilled migrants so it is understandable that these Filipino workers prefer to take on senior roles that are much more fitting to their skillset. The lower percentage, 5.76%, hold junior or entry-level positions. This would align to the Filipino IT workers who entered Australia on a temporary visa like student visa, and usually pursuing a post graduate studies or Masters programs in Australia.

The distribution of visa status among the surveyed IT workers indicates a high prevalence of permanent residents or Australian citizens, constituting 89.27%, of the respondents. This suggests a stable and committed workforce with a long-term commitment to the Australian IT industry. On the other hand, 10.73%, hold

temporary visas, such as student or working visas. Student visa holders can work a certain number of hours based on guidelines imposed by the Australian Government (Australian Department of Enterprise, Investment and Trade, 2024).

Problem 2. To What Level of Competencies are the Respondents as to: Technical Competency, Managerial Competency, and Socio-Interpersonal Competency?

Table 2 shows the distribution of the respondents' level

Table 2: Distribution of Respondents' IT Competency based on Technical Competency

Indicators	Mean	SD	Description
Proficient in Programming languages and frameworks, and able to build applications on various platforms such as web, mweb and mobile, with good understanding of the software development lifecycle.	3.19	1.43	Competent
In terms of Software Testing or QA, proficient in the use of different testing frameworks, tools and methodologies including unit testing, integration testing and automated testing.	3.64	1.22	Well Competent
Proficient in agile development methodologies and DevOps practices, such as continuous integration and continuous deployment.	3.74	1.13	Well Competent
Proficient in the use of Database systems, including how to design and interact with databases and proficiency in SQL (Structured Query Language), as well as practice of database normalization and optimization.	3.66	1.16	Well Competent
Proficient in organizing, analyzing, and interpreting data particularly in Data management and Analysis.	3.43	1.10	Competent
Proficient in Cybersecurity methods or use of secure coding practices to protect personal and organizational data; and use of tools to protect against phishing, online threats, and vulnerabilities.	3.18	1.23	Competent
Mastery in using debugging tools and techniques is essential for IT Support/Maintenance professionals to identify, analyze, and debug code when there are issues with the application; and to maintain an application to run smoothly with no outage.	3.45	1.38	Competent
Having a comprehensive understanding of Systems and Computer networking and proficient in designing, implementing, managing, and troubleshooting computer network issues or infrastructure vulnerabilities.	2.87	1.27	Competent
Having knowledge of software design principles, patterns, and methodologies that are crucial in Systems Analysis and Design, to create modular, maintainable, and scalable software systems.	3.53	1.35	Well Competent
In terms of Digital Literacy, proficient in using digital technology, communication tools, and networks to locate, evaluate, use, and create media content, such as images, videos, and audio, in digital formats.	3.12	1.32	Competent
Overall	3.38	1.26	Competent

Legend: 4.50 – 5.00 *Very Well Competent*, 3.50 – 4.49 *Well Competent*, 2.50 – 3.49 *Competent*, 1.50 - 2.49 *Not Well Competent*, *≤ 1.499 *Not Competent*

of IT competency based on Technical Competency, and overall results show that they have a Competent assessment level as indicated by the overall mean of 3.38 (SD=1.26) which means that these competencies have been performed in their office or workplace satisfactorily with ease and no lapses, meeting targeted time and deadlines. Filipino IT workers perceived themselves as indeed competent based on the overall results. In their study, Ismail and Hassan (2019) have underlined the paramount importance of technical competencies in Digital Technology towards the onset of Industrial Revolution 4.0. The importance of IT competencies were also emphasized in the study of Khan (2021) particularly in the recent contemporary digital landscape. On a similar note, Chacha *et al.* (2023) noted in their research

that there was a high demand from Southeast Asia (including the Philippines) for technical competencies in areas such as software development, data analysis, database management, network administration, and cloud computing. This supports that Filipino IT workers are competent and in-demand locally and abroad.

In particular, the indicator Proficient in agile development methodologies and DevOps practices, such as continuous integration and continuous deployment got the highest mean rating of 3.74 (SD=1.13), described as Well Competent. This implies that that the competency or skill has been performed in the office or workplace very satisfactorily, with ease and with no lapses, meeting targeted timelines. This also means that majority of the Filipino IT workers are well-versed in the area of

development operations particularly CI/CD or the continuous integration and continuous deployment. According to a study by Madampe *et al.* (2020), the increase in agile software development projects in Australia has resulted in a corresponding positive trend. The study states that one reason for this trend is the ability to deliver a product in a shorter period and increase team productivity. Practitioners have noted that this trend has improved the agile team environment, which is the real motivator for teams to practice agile. In the Philippines, a similar trend of leaning towards agile practices in the corporate landscape is also emerging as reported by Luningning (2023).

On the other hand, the indicator which got the lowest mean rating 2.87 (SD=1.27) is the Having a comprehensive understanding of Systems and Computer networking and proficient in designing, implementing,

managing, and troubleshooting computer network issues or infrastructure vulnerabilities described as Competent. This indicates that the competency has been performed in the office or workplace satisfactorily with ease and no lapses, meeting targeted time and deadlines. Computer networking skills are still in demand, according to Darby (2024) examining the possible futures of careers in computer networking in Australia. This also ably supports the basic competencies embedded in the Senior High School Curriculum (ICT Curriculum Map, 2016, K12Philippines, 2015).

Chechulin (2023) highlighted the significance of evaluating computer network security, as it assists organizations in recognizing and addressing potential vulnerabilities and threats in their infrastructure. This indeed is the main area of concern being considered as basis for the enrichment in the IT curriculum in the SHS program.

Table 3: Distribution of Respondents' IT Competency based on Managerial Competency

Indicators	Mean	SD	Description
Able to craft/ develop self-, small-, medium-, large-term development plan which encompasses IT/ technology.	3.46	1.16	Competent
Able to perform quantitative analysis of data related to the formulation of a development or project plan.	3.24	1.22	Competent
Able to perform IT-generated monitoring of the systems performance related to operations (ie deployments, etc) and internal control or process.	3.39	1.13	Competent
Able to perform IT-based evaluation of both vertical and horizontal communication or reporting all across the layers of the organization - either structured or unstructured.	3.14	1.22	Competent
Able to formulate a budget matrix or resourcing and scheduling that determines the flow of operation and its sustainability.	2.69	1.33	Competent
Demonstrates and promotes high standards of honesty, integrity, trust, openness, and respect for others, honoring commitments and promises while showcasing a strong sense of responsibility and commitment to public trust.	4.38	0.83	Well Competent
Inspires, motivates, and guides others toward goal accomplishment, emphasizing cooperation and a team-oriented approach to work, and fosters an environment that encourages and rewards collective problem-solving, participative decision-making, and collaboration.	4.05	0.92	Well Competent
Establishes performance expectations, assesses employee performance through timely feedback, formal appraisals, and recognition, while also taking appropriate corrective and disciplinary actions as needed.	3.49	1.28	Competent
Ensures self and staff are proficient in new information technology, strategically integrating these technologies into the workplace to enhance organizational effectiveness and adeptly leading virtual work environments, including telecommuting and virtual teams.	3.63	1.04	Well Competent
Adapts behavior and work methods in response to management priorities, multiple demands, new information, changing conditions, unexpected obstacles, and ambiguity, responding constructively to reversals and setbacks, and remaining open to new ideas and approaches.	3.91	1.02	Well Competent
Overall	3.54	1.11	Well Competent

Legend: 4.50 – 5.00 Very Well Competent, 3.50 – 4.49 Well Competent, 2.50 – 3.49 Competent, 1.50 - 2.49 Not Well Competent , *≤ 1.499 Not Competent

Table 3 shows the distribution of respondents' IT competency based on managerial competency and overall results show that they have a Well Competent assessment

level as indicated by the overall mean of 3.58 (SD=1.11). This means that the said competencies have been performed in the office/ workplace very satisfactorily,

with ease and with no lapses; and targeted time/ deadlines are met. This implies senior executives exhibit a strong achievement-orientation and a tendency toward visionary-inspirational leadership, which contributes to their managerial competency. Skills such as flexibility, conflict resolution, leadership, time management, communication, customer service, mentoring, negotiation, and coaching are crucial for effective management in Australia. Moreover, there are various management styles prevalent in Australia, such as command-and-control management, butler leadership, coaching leadership, and flat organization management, contribute to effective leadership and managerial competency. Overall, the combination of strong leadership qualities, emphasis on essential managerial skills, diverse management styles, ongoing training and development initiatives, and a focus on improving management practices collectively contribute to the well-competent managerial competency observed in Australia. (Hassan, 2020).

In particular, the indicator Demonstrates and promotes high standards of honesty, integrity, trust, openness, and respect for others, honoring commitments and promises while showcasing a strong sense of responsibility and commitment to public trust got the highest mean rating of 4.38 (SD= 0.83) describes as Well Competent. This implies that promoting honesty and integrity in the workplace is very important according to the Filipino IT workers who participated in the research. It reveals that there is a crucial task for building a trusted and effective public service, as it underpins the culture of the Australian Public Service (2023) with a foundational set of values and behaviors. Research by Reichheld and Dunlop (2023) revealed that employees are more engaged in the workplace when employers or supervisors show them their trust and vice versa. Employees would take advantage of this opportunity by demonstrating consistency, a willingness to learn, and an ability to complete assigned tasks successfully. Furthermore, in this present era, management concepts of the classical era like that of Douglas McGregor's Theory X and Theory Y,

Frederick Herzberg's Motivation-Hygiene Theory, Elton Mayo's Human Relations Theory and many others still hold true even with the millennial generations (DepEd IX DM No. 505 s. 2021). Thus, emphasis on honesty, integrity, and trust is essential for restoring public trust in government institutions and strengthening standards of governance. The Open Government Partnership (2023) in Australia commits to integrity, honesty, and accountability as part of its initiative to promote transparency, empower citizens, fight corruption, and strengthen governance. These values are fundamental in fostering a culture of trust within the public sector and ensuring that government actions align with the expectations of the community.

On the contrary, the indicator Able to formulate a budget matrix or resourcing and scheduling that determines the flow of operation and its sustainability got the lowest mean rating of 2.69 (SD=1.33) described as Competent, which means they said competency/ skill has been performed in the office/ workplace satisfactorily, with ease and with no lapses, meeting targeted time/ deadline. This means also a highly likely area to be considered when drafting for the curriculum enhancement for senior high school curriculum. This suggests likely due to the complexity of managing resources effectively in a matrix organization, where there is no centralized resource scheduling system, making it challenging to allocate the best-suited and cost-effective workforce to projects. Additionally, miscommunication between sales and delivery teams, lack of resource visibility, and mismatch in skillset between capacity and demand can contribute to the low rating. It is possible that this indicator manifested a bigger portion of Filipino IT workers who may be senior but are individual contributors in nature or have worked on pre-defined tasks. In general, budget matrix formulation or resource planning and scheduling are important in project management but can be difficult without the right tools or techniques, such as changes in project scope or requirements can lead to fluctuating resource demands, making frequent allocations challenging (Gupta, 2023).

Table 4: Distribution of Respondents' IT Competency based on Socio-interpersonal Competency

Indicators	Mean	SD	Description
Able to use Australian languages/ dialects or understanding/use of common language ie English.	4.50	0.71	Very Well Competent
Adapts or uses Australian dialects or common language, ie English, in all forms of communication, employing clear and concise language in emails, reports, and documentation to ensure recipient comprehension.	4.47	0.73	Well Competent
Adapts or use technology to connect with social groups ie use of social media.	4.00	0.94	Well Competent
Utilizes different IT gadgets or tools or applications to broaden social circle.	3.90	0.96	Well Competent
Utilizes various IT platforms to enhance global social interconnectivity, including platforms like LinkedIn, and actively engages in professional IT communities by attending conferences and seminars, enriching their global professional network.	3.86	0.91	Well Competent
Manages conflicts among team members by creating a resolution-oriented environment, actively listening to diverse viewpoints, facilitating discussions to achieve mutually agreeable solutions, and promoting open communication to prevent future conflicts and misunderstandings.	3.80	0.91	Well Competent

Collects and comprehends customer requirements, aligns IT solutions with their needs, and delivers exceptional customer service by promptly addressing inquiries and concerns, consistently maintaining a customer-oriented approach, even in challenging situations.	4.19	0.82	Well Competent
Displays adaptability by adjusting to changing project requirements and technologies, rapidly acquiring and applying new programming languages, tools, or frameworks as necessary, and tailors' communication style to cater to the audience, whether technical or non-technical.	4.04	0.93	Well Competent
Exhibits integrity through adherence to ethical guidelines and industry best practices, promptly identifying and addressing ethical concerns with transparent communication, while ensuring the confidentiality and security of sensitive information and data.	4.29	0.80	Well Competent
Effectively resolves disputes with stakeholders by finding mutually beneficial solutions, balancing organizational interests with stakeholder expectations to achieve win-win outcomes.	4.00	0.83	Well Competent
Overall	4.11	0.86	Well Competent

Legend: 4.50 – 5.00 Very Well Competent, 3.50 – 4.49 Well Competent, 2.50 – 3.49 Competent, 1.50 - 2.49 Not Well Competent , *≤ 1.499 Not Competent

The third aspect of the competencies being tested is on the socio-interpersonal engagement and human relations area. The data is pointed out in Table 4 which reveals the distribution of the respondents' Level of IT competency based on socio-interpersonal competency and overall results show that they have a Well Competent as indicated by the overall mean of 4.11 (SD=0.86). It means that Filipino IT workers perceived that they are well competent in the Socio-interpersonal competency. This implies also that these socio-interpersonal engagements and interactions have been performed very satisfactorily with ease and without lapses, meeting deadlines and within targeted time. Based on the results, it can be said that Filipino IT workers in Australia have exceptional socio-interpersonal competency, which encompasses a wide range of qualities and skills that contribute to effective communication, collaboration, and relationship-building. Communication is a key strength of Filipinos in terms of socio-interpersonal competency. They are skilled at expressing themselves articulately and empathetically, both verbally and non-verbally. As indicated in the study of Akpan *et al.* (2021), work relationships play a big part in organizational culture, and socio-interpersonal competencies equip for harmonious connections withing the office environment.

In particular, the indicator Able to use Australian languages/ dialects or understanding/use of common language ie English got the highest mean rating of 4.50 (SD=0.71) described as Very Well Competent. This suggests that the competency/ skill has been manifested and performed in the office/ workplace outstandingly, with ease and with no lapses, even meeting targeted time/ deadline very advanced. This is a good thing, the use of the English language among Filipinos as a medium of teaching and learning at the basic education levels in the Philippines helped in this aspect. Filipinos view English beyond being just a mere subject or course in school. It

serves as the primary medium of instruction in schools and corporate institutions, therefore becoming the second official language (Chan, 2019). Thus it can be observed that Filipino IT workers are proficient in the English language. Additionally, it has been established in the study by Asare *et al.* (2023) that integrating IT into teaching English in Ghana showed improvements in improved language learning, increased engagement and motivation among students and better digital literacy skills.

On the other hand, the indicator Manages conflicts among team members by creating a resolution-oriented environment, actively listening to diverse viewpoints, facilitating discussions to achieve mutually agreeable solutions, and promoting open communication to prevent future conflicts and misunderstandings got the lowest mean rating of 3.80(SD=0.91) described as Well Competent. This means that managing conflicts seems to be the hardest thing that the respondents are now facing in the workplace that needs to be addressed. It may be due to various factors such as cultural differences, communication styles, and the importance of trust in different contexts. For example, Filipino culture emphasizes diplomacy and humility to avoid appearing arrogant, indirect communication to prevent loss of face, and respect for elders or higher status individuals. These cultural differences may affect the way trust is built and maintained in the workplace, leading to a lower rating for this indicator in the Filipino IT worker context. While Filipino IT workers generally excel in interpersonal interactions and community cohesion, it can also be said based on the results that they may encounter challenges in effectively managing conflicts among team members in certain contexts. One aspect that may contribute to challenges in conflict resolution is the emphasis on harmony and saving face within Filipino society, where Filipinos often prioritize maintaining smooth interpersonal relationships and avoiding confrontation,

which can sometimes lead to issues being swept under the rug rather than addressed directly. This tendency to avoid conflict openly may hinder the creation of a resolution-oriented environment within teams. As highlighted in Agnir-Paraan's (2019) research on Filipino communication styles, politeness is the most prominent distinguishing characteristic of Filipinos when it comes to

communication strategy. According to the study, Filipinos tend to prioritize preserving relationships and protecting others' self-worth, while also expressing discomfort with directness and a preference for in-group orientation. This shows that perhaps the journey of Filipino IT workers in Australia towards frank or open communication may still have a long way to go.

Table 5: Summary Distribution of the Respondents' Level of IT Competencies

Indicators	Mean	SD	Description
Technical	3.38	1.26	Competent
Managerial	3.54	1.11	Well Competent
Socio-interpersonal	4.11	0.86	Well Competent
Overall	3.68	1.07	Well Competent

Legend: 4.50 – 5.00 *Very Well Competent*, 3.50 – 4.49 *Well Competent*, 2.50 – 3.49 *Competent*, 1.50 - 2.49 *Not Well Competent*, *≤ 1.499 *Not Competent*

Table 5 presents the summary table showing the respondents' level of IT competencies. As can be gleaned from said table, the overall data revealed that respondents' level of IT competencies of Filipino IT workers was Well Competent having the overall mean of 3.68 (SD=1.07) which indicates that the competencies were performed very satisfactorily in the workplace, with ease and with no lapses, meeting targeted deadlines. Altogether, the findings suggest that Filipino IT workers have a positive self-perception of their abilities in the IT competencies. From the three components under competencies, as can be seen from the said table, Socio-interpersonal competency has the highest mean with 4.11(SD=0.86) described as Well Competent. It reflects that for the Socio-interpersonal competencies alone where they fared the highest, the competencies have been performed in the office/workplace very satisfactorily, with ease and with no lapses, meeting targeted time/deadline. This implies that socio – interpersonal among IT Filipino workers in Australia is often strong due to various factors such as cultural diversity, effective communication skills, teamwork abilities, and collaborative work environment prevalent in the Australian technology industry. Additionally, Australian universities and training programs often emphasize soft skills alongside technical skills, contributing to well – rounded professionals as explained by Wood (2018) and Punzalan (2020). Filipino IT workers are exposed to this Australian work culture. Socio-interpersonal skills play a crucial role in the IT industry by facilitating effective communication, collaboration, client interaction, problem-solving, leadership, adaptability, and ultimately, contributing to the success of IT projects and organizations. From this summary, Filipino IT workers excel in this area.

However, among the three competencies, the most challenging area is on the Technical competency aspect which got the lowest mean rating of 3.38 (SD=1.26) described as Competent only. This means that the technical competencies have been performed in the office/workplace satisfactorily only, with ease and

with no lapses, meeting targeted time/deadline. This implication seemingly gives more bearing and importance on the proposed curricular enrichment of the IT track in the senior high school curriculum (DepEd Order No. 43, s2013). This competency has to be enhanced for the next batches for Filipino IT workers who would like to be in other country specifically in Australia.

The summary results agree with the research of Bahador and Haider (2020) on the level of IT competencies among accounting professionals in Malaysia. According to the study, IT competencies are multi-dimensional and include not only technical skills but also organizational, people, and conceptual skills. The tenets mentioned are very much alike with the present study such that the IT competencies encompass not only technical skills but also include managerial and socio-interpersonal abilities. People skills was the highest level among the skills measured in the study of Bahador and Haider. The lowest among the skills measured was technical skills, same as in the present study. According to Goh *et al.* (2022), technology is constantly emerging with the advancement of new technological disciplines. This also means that the measurement of technical skills is constantly advancing, and IT workers need to keep up with the changes of time. Much as the recommendation of Bahador and Haider's study for accountants to constantly upskill their technical skills, IT workers also need to do the same.

Problem 3. How do the Respondents Assess Their Level of Job Satisfaction Considering the Following: Economic Security, Professional Growth, and Socio-Cultural Adaptability?

Table 6 presents the distribution of respondents' job satisfaction based on economic security and overall results show that they have a Much Satisfied as indicated by the overall mean of 3.66 (SD=1.04). This means that what have been experienced or what has happened is 20-25% beyond the expectation. Economic security or financial stability is highly valued in Filipino society as it provides individuals and families with the means to meet

Table 6: Distribution of Respondents' Level of Job Satisfaction on Economic Security

Indicators	Mean	SD	Description
The salary, specified in the work contract on a weekly/monthly/annual basis, appropriately compensates for skills and contributions, forming a satisfactory compensation package.	3.84	0.86	Much Satisfied
The opportunity for a side hustle or passive income or investments, providing fair chances for financial growth and stability.	3.20	1.04	Satisfied
The stability of your employment is indicated by your visa/residency status, ensuring job security without the fear of sudden layoffs or downsizing, providing a sense of security.	3.83	1.03	Much Satisfied
The fringe benefits such as Paid Time Off, transport, childcare, wellness, health welfare benefits, etc are given	3.73	1.15	Much Satisfied
The achievability or security for a retirement plan or superannuation or savings.	3.79	1.07	Much Satisfied
Availability of resources and support for financial planning, including workshops, counselling, or resources to help employees manage their finances effectively.	3.28	1.20	Satisfied
The ability to handle unexpected financial emergencies without severe negative impacts on their overall well-being.	3.59	1.07	Much Satisfied
Bonuses and salary increases are fairly paced.	3.35	1.04	Satisfied
Manageable personal debt, indicating that employees are earning enough to meet their financial obligations without constant worry.	3.84	0.96	Much Satisfied
Enough time for personal and family life without needing to work multiple jobs, indicating a balance between work demands and personal responsibilities.	4.10	0.98	Much Satisfied
Overall	3.66	1.04	Much Satisfied

*Legend: 4.50 – 5.00 Very Much Satisfied, 3.50 – 4.49 Much Satisfied, 2.50 – 3.49 Satisfied, 1.50 - 2.49 Less Satisfied, *<= 1.499 Not Satisfied*

their basic needs, pursue opportunities for advancement, and support their loved ones (Smith & Gillin, 2021), and based on the results it shows that Filipino IT workers in Australia are much satisfied with their economic situation. Filipinos typically prioritize providing for their families and ensuring their well-being, which includes financial support for education, healthcare, and other essential needs. Based on the data, the ability to fulfill these responsibilities brings a sense of fulfillment and satisfaction to many of the Filipino IT workers.

The indicator Enough time for personal and family life without needing to work multiple jobs, indicating a balance between work demands and personal responsibilities got the highest mean rating of 4.10 (SD=0.98) described as Much Satisfied. This implies that the Filipino IT workers surveyed share comparable viewpoints regarding this given that SD<1. This means that what have been experienced or what has happened is 20-25% beyond the expectation. In Australia offers opportunities for individuals to maintain a healthy balance between their professional commitments and personal life through flexible working arrangements, family-friendly practices, and supportive workplace policies. These initiatives aim to enhance employee well-being, productivity, and overall satisfaction in the workforce. It is often promoted by companies that their staff prioritize their families. Australians are granted a week-long break during the holiday period in order to spend quality time with their loved ones (Wood, 2018). Filipino migrants in general

benefit a lot from this consistent Australian workplace culture.

Meanwhile, the indicator The opportunity for a side hustle or passive income or investments, providing fair chances for financial growth and stability got the lowest mean rating of 3.20 (SD=1.04) described as Satisfied. This means in Australian economic context outlined by the Reserve Bank of Australia (RBA, 2023), the country's economy is expected to remain below trend due to cost-of-living pressures and higher interest rates. However, there are signs of resilience in the economy with stronger-than-expected growth in private and public investment supporting demand conditions for businesses. This economic outlook underscores the importance of exploring diverse financial opportunities like side hustles, passive income streams, and investments to enhance financial stability and growth in Australia. According to Yi (2023) side hustle in Australia can be a great way to earn extra income, pursue a passion, or even launch a new business in your spare time. Some popular side hustle ideas include freelancing, pet sitting, dog walking, tech setup services, blogging, e-commerce stores, tutoring services, and more side hustles allow individuals to explore their skills and interests while potentially turning them into full-time ventures with commitment and follow-through. Having passive income or a side hustle on top of a main income is not unusual in the Australian landscape but may be unusual for Filipino culture.

Table 7: Distribution of Respondents' Level of Job Satisfaction on Professional Growth

Indicators	Mean	SD	Description
The opportunity to participate at national/ international conferences/ training or speak/ present at meetups or conferences.	3.17	1.19	Satisfied
The granting of postgraduate studies or approval to pursue postgraduate studies or office-sponsored tech certifications.	3.09	1.28	Satisfied
The opportunities or chances for promotion or advance in career ladder.	3.36	1.07	Satisfied
The opportunity for an expanded inter-company exchange program or company-sponsored business travels.	2.82	1.19	Satisfied
The extension of financial assistance to graduate school programs or professional courses	2.75	1.21	Satisfied
Existence of mentorship initiatives where experienced employees guide and support newer or less experienced colleagues in their professional development.	3.26	1.13	Satisfied
Regular feedback and coaching sessions to help employees understand their strengths and areas for improvement, fostering continuous learning and growth.	3.45	1.04	Satisfied
Recognition and rewards for outstanding performance and achievements, motivating employees to excel in their roles and encouraging professional growth.	3.40	1.09	Satisfied
Opportunities for employees to propose and implement innovative ideas, encouraging creativity and allowing employees to see the impact of their contributions.	3.68	0.97	Much Satisfied
Increasing levels of responsibility and autonomy in decision-making, indicating trust in employees' abilities and providing opportunities for skill development.	3.88	0.93	Much Satisfied
Overall	3.29	1.11	Satisfied

*Legend: 4.50 – 5.00 Very Much Satisfied, 3.50 – 4.49 Much Satisfied, 2.50 – 3.49 Satisfied, 1.50 - 2.49 Less Satisfied, *<= 1.499 Not Satisfied*

Table 7 shows the distribution of respondents' level of job satisfaction on professional growth and overall results show that they have a Satisfied assessment level as indicated by the overall mean of 3.29 (SD=1.11). This means that what have been experienced or what has happened is same to what was expected to happen. This implies that Filipino workers may have different expectations and definitions of professional growth compared to Australian standards. Cultural nuances, such as communication styles, work values, and approaches to career advancement, can influence how individuals perceive their professional development and satisfaction. The level of career development opportunities available to Filipino workers in Australia may not meet their expectations or align with their career goals. Limited opportunities for advancement, training, or skill development can impact job satisfaction related to professional growth. Mismatch between the expectations of Filipino workers regarding professional growth and the actual opportunities available in the Australian workplace could lead to lower satisfaction levels. Clear communication and alignment of expectations are crucial for fostering job satisfaction. (Tran, 2021).

In particular, indicator Increasing levels of responsibility and autonomy in decision-making, indicating trust in employees' abilities and providing opportunities for skill development got the highest mean rating of 3.88 (SD=0.93) described as Much Satisfied which means what has been experienced or what has happened is 20-25% beyond what was expected. As can be gleaned from the said table, the Filipino IT workers have enjoyed a certain level of

responsibility and autonomy in decision-making. This is indicative of a workplace environment where employees feel empowered and valued (Heath, 2020). It suggests that employees perceive their employers as trusting their judgment and capabilities, allowing them the freedom to make decisions and take on greater responsibilities. This autonomy is accompanied by opportunities for skill development, indicating that employees have access to resources and support to enhance their competencies and grow professionally. Such a positive rating reflects high levels of job satisfaction, as employees feel a sense of ownership and fulfillment in their work. Continuous learning and professional development are key elements in most government agencies and government corporations through Project PRIME of the Civil Service Commission (CSC MC 03, s. 2012; CSC, 2023). Educational attainment and accomplishments and any other related endeavors on human resource development are really given a premium, as an important element of good governance. It implies that in Australia, the concept of increasing levels of responsibility and autonomy in decision-making, indicating trust in employees' abilities and providing opportunities for skill development, is reflected in several aspects of the country's work culture and education system. Organizations in Australia are increasingly recognizing the importance of family-friendly workplaces to attract and retain diverse talent, contributing to gender equality and overall workplace well-being.

On the other hand, the indicator The extension of financial assistance to graduate school programs or

professional courses got the lowest mean rating of 2.75 (SD=1.21) described as Satisfied. This means that what has been experienced or what has happened is same as what was expected to happen. The availability of financial assistance programs specifically tailored for graduate school programs or professional courses may be limited in Australia, leading to a lack of accessible support for Filipino IT workers pursuing higher education. The stringent eligibility criteria for existing financial aid programs may not align with the needs or circumstances of Filipino IT workers, making it challenging for them to qualify for assistance in pursuing advanced education. Therefore, these factors collectively contribute to the low mean rating for the extension of financial assistance to graduate school programs or professional courses

among Filipino IT workers in Australia. So, addressing these challenges through tailored funding programs, improved accessibility, and awareness initiatives could help enhance support for individuals seeking to advance their education in the IT field. In Australia, companies do not usually offer this as this as the government itself is the one offering programs such as FEE-HELP, which is available to Australian citizens to assist in covering their student services and amenities fees. Any student who is enrolled in an Australian university's commonwealth supported place is eligible to apply for this program. Domestic postgraduates have an advantage as they are not charged loan interest, making it a highly advantageous funding opportunity for them (Australian Government Study Assist, 2023).

Table 8: Distribution of Respondents' Level of Job Satisfaction on Socio-cultural Adaptability

Indicators	Mean	SD	Description
The occasions and programs of the office/ company for social events/ social gathering, that includes a workplace environment that's friendly and warm.	3.80	1.01	Much Satisfied
The available events for social/ group interaction within the office and with other sister-companies or within tech community.	3.55	1.12	Much Satisfied
The available regular programs which promote social camaraderie and teamwork.	3.56	1.10	Much Satisfied
The opportunities to work with colleagues from other ethnicities/ race in the global community.	4.18	0.95	Much Satisfied
The available social/ educational programs that allow to understand the social history and various cultures of Australia.	3.45	1.11	Satisfied
Recognition and celebration of cultural events and holidays from various backgrounds, encouraging employees to share and appreciate their cultural traditions.	3.64	1.04	Much Satisfied
Perception of being treated fairly and respectfully regardless of cultural background, fostering a sense of belonging and acceptance.	4.09	0.83	Much Satisfied
Encouragement and support for employees to develop cultural competency skills, which include understanding cultural nuances, customs, and etiquettes in a diverse workplace.	3.71	0.93	Much Satisfied
Implementation of policies and procedures that address and mitigate cultural biases in recruitment, performance evaluation, and decision-making processes.	3.77	1.03	Much Satisfied
Opportunities for employees from similar cultural backgrounds can connect, share experiences, and contribute to the organization's diversity and inclusion initiatives.	3.68	1.14	Much Satisfied
Overall	3.74	1.03	Much Satisfied

*Legend: 4.50 – 5.00 Very Much Satisfied, 3.50 – 4.49 Much Satisfied, 2.50 – 3.49 Satisfied, 1.50 - 2.49 Less Satisfied, *≤= 1.499 Not Satisfied*

Table 8 shows the distribution of respondents' level of job satisfaction based on Socio-cultural Adaptability, which results show that they have a Much Satisfied as indicated by the overall mean of 3.74 (SD=1.03). This means that what have been experienced or what has happened is 20-25% beyond the expectation. This implies that Australia's multicultural society celebrates diversity and fosters inclusivity, creating an environment where professionals from various ethnicities and races can collaborate and learn from each other. This cultural richness enhances teamwork, creativity, and innovation, leading to higher job satisfaction. Moreover, working with colleagues from diverse backgrounds provides greater

opportunities for personal and professional growth. Exposure to different perspectives, ideas, and working styles allows Filipino workers in Australia to broaden their skills, expand their knowledge, and develop a global mindset, contributing to job satisfaction. This promotes an open and inclusive workplace environment where all team members feel empowered to contribute. This inclusive culture encourages colleagues from different ethnicities/races to share their viewpoints, collaborate effectively, and build strong working relationships, fostering a sense of belonging and satisfaction (Rao & Karumuri, 2019).

In particular, indicator The opportunities to work with

colleagues from other ethnicities/ race in the global community got the highest mean rating of 4.18 (SD=0.95) described as Much Satisfied. This discloses that these experiences were 20-25% beyond your expectation as IT workers in Australia. Indeed, the Filipino IT workers felt lucky with the opportunities working with other foreigners or races like the British citizens, Chinese, Hindus, Indonesians, Americans, Europeans, Africans and even the Muslim brothers and sisters. Working with colleagues from diverse backgrounds provides valuable learning experiences. Filipino IT workers in Australia have the chance to gain insights into different cultures, communication styles, and work practices. This exposure broadens their perspectives, enhances cross-cultural competence, and enriches their professional interactions, leading to higher job satisfaction. Collaborating with colleagues from various ethnicities/races offers Filipino IT workers in Australia the opportunity to build a global network. This exposure opens doors for career advancement, knowledge sharing, and collaboration on an international scale. The global networking prospects contribute to their professional growth and overall job satisfaction. The diverse work environment in Australia provides Filipino IT workers with opportunities for personal and professional development. Interacting with

colleagues from different backgrounds helps broaden their skill set, adaptability, and cultural awareness, fostering continuous growth and job satisfaction (Punzalan, 2020). This is similar to the ideas of Olynick and Li (2020) in the Canada setting which correlated job satisfaction and organizational culture.

Meanwhile, the indicator The available social/ educational programs that allow to understand the social history and various cultures of Australia with the lowest mean rating of 3.45 (SD=1.11) described as Satisfied. In this indicator it can be said that what was experienced or what has happened is same to what was expected to happen. This means that in Australia, there are several social/ educational programs that allow individuals to understand the social history and various cultures of the country. These programs aim to build meaningful connections between people and promote intercultural understanding. Australia is a big continent thus, the Filipino workers still express the need to learn more of their social history or background. This indeed is also the same sentiment of Australians in general according to the study by Cairns and Garrard (2023) indicating that learning from history is something that is important for the future, coming from insights and perceptions among Australian students and what these students think about the history of Australia.

Table 9: Summary Distribution of the Respondents' Level of Job Satisfaction

Indicators	Mean	SD	Description
Economic Security	3.66	1.04	Much Satisfied
Professional Growth	3.29	1.11	Satisfied
Socio-cultural Adaptability	3.74	1.03	Much Satisfied
Overall	3.56	1.06	Much Satisfied

Legend: 4.50 – 5.00 Very Much Satisfied, 3.50 – 4.49 Much Satisfied, 2.50 – 3.49 Satisfied, 1.50 - 2.49 Less Satisfied, *≤ 1.499 Not Satisfied

As shown in the summary table on respondents' perceived level of job satisfaction, overall, the scoring for job satisfaction is Much Satisfied having the overall mean of 3.56(SD=1.06). This means that all aspects of job satisfaction were experienced with 20-25% beyond what was expected. Among the three indicators, the highest mean rating is socio-cultural adaptability of 3.74 (SD=1.06) described as Much Satisfied. This means that the Filipino IT workers who participated in the study perceived their work environment to be inclusive and accommodating of different cultures and backgrounds much satisfactorily, which was reflected in the indicators for socio-cultural adaptability, which is aligned with the study of Barnes *et al.* (2022). In the same way, they perceived that they are much satisfied in their jobs in terms of Economic security, and that their jobs provided them with a sense of financial stability and dependability as expressed in the study by Nwankpa and Merhout (2020), Arandia *et al.* (2022).

In terms of professional growth, the Filipino IT workers perceived themselves to be only satisfied overall, having this as the lowest mean of 3.29 (SD=1.11) described as

Satisfied. This means that what have been experienced by Filipino IT workers in terms of professional growth or career advancement, or what has happened is same to what was expected to happen. Continuous growth and development are imperative for IT professionals to thrive in their careers as mentioned in the study of Zubareva *et al.* (2023). In a field characterized by rapid technological advancements and high demand for skilled professionals, staying current with the latest technologies, tools, and methodologies is essential for remaining relevant and competitive. By continuously expanding their skills and knowledge, IT professionals can enhance problem-solving abilities, increase career prospects, and advance into leadership roles within their organizations. Furthermore, investing in professional growth contributes to job satisfaction and fulfillment, as well as future-proofing skills for evolving industry demands.

Filipino IT workers may encounter challenges in having their qualifications recognized in Australia. However, the process of accreditation and recognition of degrees from the Philippines can be time-consuming and complex, requiring additional courses or exams to meet Australian

standards. In overcoming these challenges involves navigating through the accreditation process, which can be daunting and may require significant effort and time. In accessing to professional development opportunities, training programs, and networking events tailored to the IT industry may vary for Filipino IT workers in Australia. Having a limited access to resources for skill enhancement and career advancement could hinder their professional growth trajectory, requiring proactive efforts to seek out

relevant opportunities for upskilling and development. This is reiterated by Murphy and Turner (2023), that skill enhancement indeed correlates with employment stability and decent work.

Problem 4. Is there a Significant Relationship between the Level of Job Satisfaction and the Level of IT Competencies as to: Technical Competency, Managerial Competency, and Socio-Interpersonal Competency?

Table 10: Test of Relationship between the IT Competencies and Job Satisfaction

IT Competencies	Job Satisfaction			Overall
	Economic Security	Professional Growth	Socio-cultural Adaptability	
	Pearson r -Value	Pearson r -Value	Pearson r -Value	
	P- value	P- value	P- value	
Technical	$r = 0.2425$	$r = 0.3635$	$r = 0.2284$	$r = 0.278$
	$p = 0.01406$	$p = 0.000173$	$p = 0.020949$	$p = 0.0117$
	(Significant at $p < .05$)	(Significant at $p < .05$)	(Significant at $p < .05$)	(Significant at $p < .05$)
Managerial	$r = 0.2816$	$r = 0.3502$	$r = 0.153$	$r = 0.2616$
	$p = 0.004141$	$p = 0.000308$	$p = 0.124726$	$p = 0.0431$
	(Significant at $p < .05$)	(Significant at $p < .05$)	(Significant at $p < .05$)	(Significant at $p < .05$)
Socio-interpersonal	$r = 0.2445$	$r = 0.395$	$r = 0.2849$	$r = 0.308$
	$p = 0.013264$	$p = 0.00004$	$p = 0.003704$	$p = 0.00567$
	(Significant at $p < .05$)	(Significant at $p < .05$)	(Significant at $p < .05$)	(Significant at $p < .05$)

From the results in Table 10 showing the relationship between the IT competencies and job satisfaction, the statistical analysis of the data indicates that there is an overall significant relationship between technical competencies and job satisfaction ($r = 0.278$, $p = 0.0117$), managerial competencies and job satisfaction ($r = 0.2616$, $p = 0.0431$), and socio-interpersonal competencies and job satisfaction ($r = 0.308$, $p = 0.0057$). Based on this general assessment that there exists a substantial relationship between job satisfaction and several key factors, including economic security, professional growth opportunities, socio-cultural adaptability, and IT competencies in various dimensions, this aligns with the earlier mentioned studies of Kucharska and Erickson (2019), as well as the study of Alshammari and Alenezi (2023).

The significant positive correlation between technical competency and economic security ($r = 0.2425$, $p = 0.01406$) means that Filipino IT workers who possess higher technical competency levels are more likely to have better economic security. The findings reveal the crucial role of technical skills in achieving financial stability and suggest that investing in technical competence can have a positive impact on one's economic well-being. This is inherent in the study of Murphy and Turner (2023) towards the productivity and global competitiveness indicating employment stability also means continuous upskilling in the process. Technical competence is a cornerstone of economic well – being as it drives productivity, fosters innovation, creates employment

opportunities and enhances global competitiveness and builds resilience in the face of economic challenges. The strong and significant positive correlation between technical competency and professional growth ($r = 0.3635$, $p = 0.000173$) implies that the Filipino IT workers with higher technical competency levels are more likely to experience substantial professional growth. The findings highlight the importance of technical skills in career development and advancement. Thus, the results suggest that a strong technical competency base is associated with better opportunities for professional growth, particularly when IT professional certifications are at play (Mbise, 2021). The significant and positive correlation between technical competency and socio-cultural adaptability ($r = 0.2284$, $p = 0.020949$) means that Filipino IT workers with higher technical competency levels are also likely to demonstrate greater socio-cultural adaptability. The findings highlight the possible connection between technical skills and the ability to adapt to diverse social and cultural contexts is in line with another study by Benbow and Hora (2018) that skills are multifaceted and situated assemblages of knowledge, skill, and disposition. Both the studies emphasize the importance of recognizing the contextual factors that influence skills and urge the adoption of more nuanced views among educators, employers, and policy makers.

As to managerial competency, the results indicate a statistically significant positive correlation ($r = 0.2816$, $p = 0.004141$) between managerial competency and economic

security. This means that Filipino IT workers with higher levels of managerial competency are more likely to experience increased economic security. The findings emphasize the potential association between managerial skills and financial well-being, indicating that a strong managerial competency base may contribute positively to an individual's economic security. This corresponds well with the study of Pahuachón (2023) on the importance of management competencies in organizations. The statistically significant positive correlation ($r = 0.3502$, $p = 0.000308$) between managerial competency and professional growth suggests that Filipino IT workers with higher levels of managerial competency are more likely to experience substantial professional growth. The findings highlight the potential connection between managerial skills and career development, emphasizing that a strong managerial competency base may positively influence an individual's opportunities for professional advancement. Most of the time, IT workers would learn new skills on the job. The study of Gunawan and Sondakh (2019) established the impact of work motivation, work engagement, and job satisfaction toward job performance, relating much to the results of this study.

The positive association between socio-interpersonal competency and economic security ($r = 0.2445$, $p = 0.013264$) indicates that Filipino IT workers with higher levels of socio-interpersonal competency are more likely to have better financial stability. This means that possessing

strong socio-interpersonal skills can significantly enhance one's financial well-being. Socio-interpersonal competency is also positively linked with professional growth ($r = 0.395$, $p = 0.00004$) which suggests that Filipino IT workers with robust socio-interpersonal skills are more likely to experience significant career development. These findings imply that a sound socio-interpersonal skill set can offer opportunities for professional advancement. Akpan *et al.* (2021) implied in their study that building positive workforce relationships is tantamount to career success. Moreover, socio-interpersonal competency has a significant positive correlation with socio-cultural adaptability ($r = 0.2849$, $p = 0.003704$) which emphasizes the potential connection between strong socio-interpersonal skills and the ability to adjust to diverse social and cultural environments. These results suggest that having a robust socio-interpersonal competency base can positively contribute to an individual's socio-cultural adaptability. The results further agree with the study conducted by Tentama *et al.* (2019) showing a significant link between work satisfaction and relationships, as well as the study by Saunders and Bajjaly (2022) relating interpersonal skills as crucial in the workplace.

Problem 5. Is there a Significant Difference between the Level of IT Competencies and the Level of Job Satisfaction According to the Respondents' Characteristics?

Table 11: Test of Difference between IT Competencies and the Respondents' Characteristics

Respondents' Characteristics	IT Competencies			Overall
	Technical	Managerial	Socio-interpersonal	
	F -Value	F -Value	F -Value	
	P- value	P- value	P- value	P- value
Age	$f = 0.7715$	$f = 1.08142$	$f = 1.0856$	$f = 1.01$
	$p = 0.46508$	$p = 0.343086$	$p = 0.341683$	$p = 0.420$
	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)
Sex	$f = 4.71862$	$f = 0.51734$	$f = 0.32287$	$f = 1.57$
	$p = 0.032201$	$p = 0.473656$	$p = 0.57116$	$p = 0.201$
	(Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)
Highest Educational Attainment	$f = 2.022534$	$f = 4.327565$	$f = 4.030777$	$f = 1.81$
	$p = 0.111988$	$p = 0.0055607$	$p = 0.0082139$	$p = 0.067$
	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)
Number of Years working in IT in Australia	$f = 3.27424$	$f = 2.08776$	$f = 1.81802$	$f = 1.96$
	$p = 0.041982$	$p = 0.129389$	$p = 0.167724$	$p = 0.074$
	(Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)
Status of Employment	$f = 1.70896$	$f = 0.2063$	$f = 0.33065$	$f = 1.11$
	$p = 0.194119$	$p = 0.650671$	$p = 0.56657$	$p = 0.350$
	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)

Job Position Level	$f = 13.29434$	$f = 4.00855$	$f = 1.52456$	$f = 4.72$
	$p < 0.00001$	$p = 0.021184$	$p = 0.222783$	$p < 0.001$
	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)
Visa Status	$f = 4.76776$	$f = 0.00286$	$f = 2.73992$	$f = 2.23$
	$p = 0.031336$	$p = 0.957483$	$p = 0.101005$	$p = 0.090$
	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)	(Not Significant at $p < .05$)

Table 11 shows the test of difference between IT competencies and the respondents' characteristics. Based on this table, the overall test of significant difference using MANOVA showed only significant differences found in the IT-related competencies when respondents were grouped according to Job Position levels ($f = 4.72$, $p < 0.001$). The other competencies were found with no significant differences when computed for overall test of significant differences even though individually there are significant differences found via ANOVA. It is noted in the study of Borres (2020) that years spent at a job position level impact certain ICT competencies, and similarly implied from the results in this study.

The results indicate that as to grouping of respondents according to Sex, Number of Years working in IT in Australia, Job Position Level, and Visa Status, there's a significant difference when gauged with Technical Competency among Filipino IT workers. The significant difference in technical competency based on sex ($f = 4.71862$, $p = 0.032201$) suggests potential disparities in opportunities, training, or support provided to male and female employees. This could be due to various factors such as societal biases, differences in educational opportunities, or unequal access to resources and training in technical fields. This finding may highlight the need for targeted interventions to address any gender-based disparities in technical skill development and career advancement opportunities within the organization as stated by Salient Team (2023). In the Senior High School level, it can be suggested that ICT course should be able to attract more female students to balance such disparity in the future. In the case of Number of Years working in IT in Australia and Technical competency ($f = 3.27424$, $p = 0.041982$), the significant difference implies that experience plays a crucial role in developing technical skills within the Australian IT industry. This could be attributed to the accumulation of skills and expertise over time, exposure to a diverse range of projects, and opportunities for professional development in a dynamic industry environment. The high significant difference in technical competency across job position levels ($f = 13.29434$, $p < 0.00001$) suggests that higher-level positions within an organization require greater technical expertise. Senior-level employees may have undergone extensive training,

gained hands-on experience, and developed specialized technical skills relevant to their technical responsibilities, whereas entry-level employees may still be in the early stages of their career development. Lastly, the significant difference in technical competency based on visa status ($f = 4.76776$, $p = 0.031336$) suggests potential barriers or facilitators to skill development and integration within the workforce for employees with different immigration statuses. This could be due to factors such as stability of employment, access to long-term training and development opportunities, and integration into the local professional network.

For Managerial Competency, there's significant difference when respondents are grouped according to Highest Educational Attainment and Job Position Level. The significant difference in managerial competency based on educational attainment ($f = 4.327565$, $p = 0.0055607$) highlights the importance of higher education in preparing individuals for managerial roles. Organizations may benefit from investing in educational opportunities for employees to enhance their managerial skills and effectiveness. Individuals with advanced degrees, such as master's or doctoral degrees, demonstrate higher levels of managerial competency compared to those with a lower educational attainment.

The significant difference in managerial competency across job position levels ($f = 4.00855$, $p = 0.021184$) suggests that higher-level positions within the organization require distinct sets of managerial skills and competencies. IT workers with Senior-level positions are the most confident in terms of their competencies, may it be technical or managerial.

For Socio-interpersonal Competency among Filipino IT workers, only in Highest Educational Attainment, that there's a significant difference ($f = 4.030777$, $p = 0.0082139$). The results suggest that individuals with different levels of educational attainment may possess varying levels of socio-interpersonal competency. Employees with higher levels of educational attainment who have presumably stronger socio-interpersonal skills, may be perceived as better equipped for leadership roles that require effective communication, collaboration, and relationship-building. This outcome also agrees with the study by Zubareva *et al.* (2023).

Table 12: Test of Difference between the Job Satisfaction and the Respondents' Characteristics

Respondents' Characteristics	Job Satisfaction			Overall
	Economic Security	Professional Growth	Socio-cultural Adaptability	
	F -Value	F -Value	F -Value	
	P- value	P- value	P- value	P- value
Age	f = 0.41412	f = 0.04935	f = 0.59725	f = 0.7
	p = 0.662062	p = 0.951868	p = 0.552294	p = 0.651
	(Not Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)
Sex	f = 0.06461	f = 0.47443	f = 1.07609	f = 0.41
	p = 0.799869	p = 0.49255	p = 0.302076	p = 0.749
	(Not Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)
Highest Educational Attainment	f = 2.756067	f = 0.615137	f = 1.441628	f = 1.46
	p = 0.0435564	p = 0.60594	p = 0.231858	p = 0.162
	(Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)
Number of Years working in IT in Australia	f = 7.0231	f = 5.13465	f = 5.55239	f = 2.75
	p = 0.001405	p = 0.007556	p = 0.005182	p = 0.014
	(Significant at p < .05)	(Significant at p < .05)	(Significant at p < .05)	(Significant at p < .05)
Status of Employment	f = 6.17002	f = 4.95595	f = 2.48167	f = 2.16
	p = 0.014655	p = 0.028245	p = 0.118339	p = 0.097
	(Significant at p < .05)	(Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)
Job Position Level	f = 1.40277	f = 2.21147	f = 3.07487	f = 1.09
	p = 0.25076	p = 0.114923	p = 0.050633	p = 0.368
	(Not Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)	(Not Significant at p < .05)
Visa Status	f = 9.00142	f = 11.44519	f = 7.9967	f = 4.23
	p = 0.003405	p = 0.001025	p = 0.005662	p = 0.007
	(Significant at p < .05)	(Significant at p < .05)	(Significant at p < .05)	(Significant at p < .05)

Table 12 shows the test of difference between Job Satisfaction and the respondents' characteristics. Based on this table, the overall test of significant difference using MANOVA showed significant differences found in the Job Satisfaction areas when respondents were grouped according to the two demographic characteristics: Number of Years working in IT in Australia ($f = 2.75$, $p = 0.014$) and Visa Status ($f = 4.23$, $p = 0.007$). The other Job Satisfaction areas were found with no significant differences when computed for overall test of significant differences even though individually there are significant differences found via ANOVA. The study conducted by Bussolo *et al.* in 2023 found that individuals who have stable and longer-tenured jobs tend to accumulate more wealth compared to those who do not have such jobs. The study highlights the importance of job stability and longevity in terms of building wealth.

Per Table 12, results indicate that as to grouping of respondents according to Highest Educational Attainment, Number of Years working in IT in Australia, Status of Employment, and Visa Status, there's a significant difference when gauged with Economic Security among Filipino IT workers. The level of educational attainment significantly affects Economic Security ($f = 2.756067$, $p = 0.0435564$). This implies that individuals with higher levels of education may perceive greater economic security in their job roles compared to those with lower levels of education. This could be attributed to factors such as higher earning potential, access to more specialized job opportunities, and greater job security associated with advanced education. It can be said that individuals with higher levels of education are less prone to long-term unemployment or leaving the workforce due to a period of unemployment. Additionally, they may possess

better abilities to adjust to new career opportunities, acquire new skills, and upgrade their existing skillset, so as to cope with the evolving job market (OECD, 2022). As to Number of Years Working in IT in Australia, the duration of employment in the IT industry in Australia significantly influences Economic Security ($f = 7.0231$, $p = 0.001405$). This suggests that individuals who have been working in the IT sector in Australia for a longer period tend to have higher levels of satisfaction with their economic security in their job roles. Longevity in the industry may lead to increased job stability, higher salaries, and access to more senior positions, contributing to greater economic security satisfaction. Same can be said as to the work of Bussolo *et al.* (2023) stating that those with stable, longer-tenured jobs accumulate more wealth than those who do not. For Status of Employment, the employment status significantly affects Economic Security ($f = 6.17002$, $p = 0.014655$). This implies that individuals in certain employment statuses may perceive higher levels of economic security compared to others. Full-time employment often provides benefits such as stable income, access to healthcare, and retirement benefits, which contribute to greater economic security satisfaction. Visa status significantly influences Economic Security ($f = 9.00142$, $p = 0.003405$). This suggests that individuals with different visa statuses may perceive varying levels of economic security in their job roles. Citizenship or permanent residency may offer greater stability in employment, access to social benefits, and opportunities for career advancement, contributing to higher levels of economic security satisfaction.

For Professional Growth among Filipino IT workers, there's significant difference when respondents are grouped according to Number of Years working in IT in Australia, Status of Employment, and Visa Status. When it comes to Professional Growth, the duration of employment in the IT industry in Australia significantly influences Professional Growth ($f = 5.13465$, $p = 0.007556$). Individuals who have worked for a longer duration in the IT sector in Australia tend to have higher levels of satisfaction with opportunities for professional development and advancement within their job roles. This could be because longer tenure in the industry often leads to greater opportunities for career progression, skill development, and access to leadership roles. This is similar to the finding of Bussolo *et al.* (2023). Employment status significantly affects Professional Growth ($f = 4.95595$, $p = 0.028245$). Certain employment statuses may be associated with higher levels of satisfaction with opportunities for professional development and advancement within job roles. Full-time employment typically offers more structured career paths, access to training and development programs, and opportunities for advancement, contributing to increased perceptions of professional growth satisfaction. Visa status significantly influences Professional Growth job satisfaction ($f = 11.44519$, $p = 0.001025$). Individuals with different visa statuses may perceive varying levels of opportunities for

professional development and advancement within their job roles. This could be because citizenship or permanent residency often provides greater stability in employment, access to career development programs, and opportunities for long-term advancement, contributing to increased perceptions of professional growth satisfaction.

When assessed with Socio-cultural Adaptability among Filipino IT workers, in terms of Number of Years working in IT in Australia, and Visa Status, there's a significant difference. The duration of employment in the IT industry in Australia significantly influences Socio-cultural Adaptability ($f = 5.55239$, $p = 0.005182$). Individuals who have worked for a longer duration in the IT sector in Australia tend to have higher levels of satisfaction with their ability to adapt to diverse cultural contexts within their job roles. This could be because longer tenure in the industry provides individuals with more exposure to diverse cultural environments, enhancing their ability to navigate and adapt to different cultural norms and practices (Thi *et al.*, 2021). Visa status significantly influences Socio-cultural Adaptability ($f = 7.9967$, $p = 0.005662$). Individuals with different visa statuses may perceive varying levels of satisfaction with their ability to adapt to diverse cultural contexts within their job roles. This could be because citizens and permanent residents have typically lived in the country for a longer period, providing them with more exposure to the local culture and facilitating greater cultural adaptability in the workplace.

Problem 6. Based on the Findings, What Development Plan Can be Designed or Proposed in Relation to an Enhancement of the IT Curriculum in the SHS Program?

Based on the inherent finding on technical competency to focus more on computer networking and its related disciplines, the researcher identified the subjects where discussions on computer networking can be enriched within, and their corresponding learning areas. Note that the proposed enrichment topics will be part of the discussions in the proposed 3-Day Training for SHS ICT Teachers. ICT Teachers will be guided how to include these enrichment topics into their lesson plans and learning materials.

This study hereby proposes the following:

A) Entry Points for Curriculum Enhancement on the K to 12 Learning Areas focused on the nine identified courses/ subjects of the Senior High School (GovPH Official Gazette, 2023; K12Philippines, 2015; DepEd K To 12 Curriculum Guides, 2024) which are:

1. 21st Century Literature from the Philippines and the World -
2. Media and Information Literacy
3. General Mathematics
4. Statistics and Probability
5. Physical Science
6. Personality Development
7. Understanding Culture, Society and Politics

8. Introduction to the Philosophy of the Human Person
 9. Oral Communication/ Reading and Writing
 B) Proposed Subject Content for Enrichment based on the May 2016 ICT curriculum based on DepEd Order No.43, s.2013 and correspondingly influenced by DepEd Order No.40, s.2015, DepEd Order No.24, s.2016; and DepEd Order No.44, s.2016;
 C) The Two-Year Development Plan on ICT Curriculum Enrichment Training
- The mapping of the entry points for curriculum enrichment with the K to 12 learning areas is illustrated. The descriptions are based on DepEd K To 12 Curriculum Guides (2024). The ideas for reasoning or the rationale or relation per entry point are crafted by the researcher based on the book Computer Networking by Kurose and Ross (2021) and the researcher's expertise in Software Engineering.

Table 13:

K to 12 Learning Area	Rationale for the Subjects as Entry Points
1. Literature	1. 21st Century Literature from the Philippines and the World - Understanding literature provides insights into human interaction, communication, and the evolution of societal structures. By delving into literature, students can comprehend the diverse perspectives and contexts that shape human behavior and societal dynamics. This understanding is crucial in networking as it involves communication protocols, cultural nuances, and the exchange of information among diverse systems and users.
2. Communication	2. Media and Information Literacy - Media and Information Literacy equip individuals with the skills to critically analyze, evaluate, and utilize various forms of media and information. In computer networking, where the flow of data and information is fundamental, individuals need to discern credible sources, assess network security risks, and understand data integrity principles.
3. Mathematics	3) General Mathematics - Mathematics forms the foundation of many networking concepts, such as algorithms, protocols, and data transmission. Concepts like binary arithmetic, logic gates, and graph theory are essential in designing and analyzing network structures, routing algorithms, and encryption techniques. 4) Statistics and Probability - Statistics and probability play a crucial role in understanding network performance, reliability, and security. Through statistical analysis, one can identify patterns in network traffic, predict system failures, and assess the likelihood of security breaches or cyber-attacks.
4. Natural Science	5) Physical Science - Physical science provides the foundational understanding of the physical components and principles underlying computer networking. Concepts such as electricity, magnetism, and wave propagation are essential for comprehending how data is transmitted through network cables, fiber optics, and wireless signals.
5. Social Science	6) Personality Development - Personality development fosters interpersonal skills, teamwork, and conflict resolution abilities, which are invaluable in networking environments. Effective communication, collaboration, and leadership skills are essential for managing network teams, negotiating with stakeholders, and resolving technical issues efficiently. 7) Understanding Culture, Society, and Politics - Networking operates within diverse cultural, social, and political contexts. Understanding cultural norms, societal structures, and political dynamics is essential for navigating global networks, addressing ethical dilemmas, and ensuring compliance with regulatory frameworks across different jurisdictions.
6. Philosophy	8) Introduction to the Philosophy of the Human Person - The philosophy of the human person delves into fundamental questions about human nature, consciousness, and ethics. Such philosophical inquiries provide insights into the ethical considerations, privacy concerns, and moral implications surrounding data handling, surveillance practices, and technology adoption in networking contexts.
7. Language	9) Oral Communication/ Reading and Writing Skills - Effective oral communication and literacy skills are essential for conveying technical information, presenting network designs, and articulating troubleshooting procedures to diverse audiences. Additionally, proficient reading and writing abilities enable individuals to comprehend technical documentation, analyze network protocols, and document network configurations accurately.

Table 14: Two-Year Development Plan on ICT Curriculum Enhancement

Year	Number of Days	Participants			Budget		Total
		No. of Principals	No. of Supervisors	No. of Teachers	Training/ Food	Learning Materials	
Year 1	3 (April/ May)	16	12 (+ 4 Training Staff)	32	64 Pax at 2,000/day X3days	64 at 1,000	
		Total=28+4			384,000	64,000	Php 448,000.00
Year 2	3 (April/ May)	16	4 Training Staff	32	52 Pax at 2,000/day X3 days	52 at 1,000	
		Total=20			312,000	52,000	Php 364,000.00
Total		48		64			Php 812,000.00

Source of Funds: Division/ School MOOE/HRDD Funds

Objectives

The 3-day WORKSHOP/ WRITESHOP for the SHS/ ICT TEACHERS on ICT-CURRICULUM WORKSHOP/ WRITESHOP, forms part of the 2- year Development Pledge for Curriculum Enhancement.

It aims to:

1. Orient/ Discuss the Research Findings and Recommendations, and its Major Proposal

2. Discuss the appropriate entry points and the proposed enrichment topics for further discussion, enhancement, and integration into the ICT Teachers' lesson plans and learning materials

3. Conduct application procedures and demonstration teaching with the integrated enrichment topics into the learning materials.

Table 15: 3- Day Training Workshop to Shs-Ict Teachers to Enhance the Ict- Curriculum

Time	Day 1	Day 2	Day 3
7:00-8:00	Registration	Unfreezing	Unfreezing
8:00-9:00	Opening Program Orientation		Presentation of Workshop Outputs
9:00-10:00	Overview of the Research/ Study Results/ Findings/ Proposal	Workshop/ Writeshop	
10:00-10:15	Health Break	Health Break	Health Break
10:15-12:00	The Principles/ Practice of Curriculum Enrichment Computer Networking	Assessment of Lm's	DEMO-TEACHING ie Subject with enriched topic on Computer Networking
12:00-1:00	Noon Break	Noon	Noon Break
1:00-2:00	DISCUSSION: K to 12 Learning Areas and Entry points for enrichment	Writeshop/ Workshop	Demo-Teaching
2:00-3:00	Strategies for Integration of Computer networking concepts into the key learning areas:		
	1. Literature		
	2. Communication		
	3. Mathematics		
	4. Natural Science		
	5. Social Science		
	6. Philosophy		
	7. Language		
3:00-3:15	Health Break	Health Break	Health Break

3:15-5:00	(Cont...)	Presentation of Workshop Outputs	*Group Interactions/Agreements
	• ICT Specializations and proposed topics for enrichment		*Closing Program
	• Strategies for Integration of Computer networking concepts into the specializations		
	• Topic Content Enrichment for the NC III Java Programming		
	• Strategies for Integration of Computer networking concepts into Basic competencies, Common competencies and Core competencies		
	(OPTIONAL)		
	Topic Content Enrichment for the NC III .Net Programming		
	Topic Content Enrichment for the NC III Oracle Database Programming		
	Giving of Assignments/ Groupings		

CONCLUSIONS

The majority of Filipino IT workers in Australia are Males of middle age and college degree graduates. Having worked for more than seven years, most of them have permanent visa status and are occupying senior level positions. In general, Filipino IT workers are Well Competent when their IT competencies are measured, but with technical competency as the lowest measured at Competent only. Specifically, the area of concern among the technical competency areas is Computer Networking. Filipino IT workers are much satisfied with their Job Satisfaction in Australia, but professional growth is the lowest measured at satisfied only. There is a significant relationship found between the IT-related competencies and job satisfaction. Moreover, it can be said from this study that Job Position levels affect IT competencies in general, the Number of Years working in IT in Australia, and Visa Status affect Job Satisfaction all in all.

RECOMMENDATIONS

Based on conclusions of the study, the following recommendations are hereby forwarded:

1. For Filipino SHS students under the ICT track to pursue college education to contribute to the Filipino IT talent pool globally, and if possible, attain proficiency in Computer Networking along with other IT skills.
2. The herein proposal on ICT integration can be proposed/submitted or presented to the Bureau of Curriculum and Instruction of the Department of Education. Additionally, the ICT curriculum can be further enriched with the following topics: Managerial Competency (ie formulating budget matrices for resourcing and scheduling), Socio-interpersonal Competency (ie resolving team conflicts and leveraging IT platforms for global networking), Professional Growth

(ie increasing levels of responsibility and autonomy in decision-making), Economic Security (ie financial literacy particularly investments), and Socio-cultural adaptability (ie understanding of the social history of Australia or other nations).

3. A review of the Rationale and Components of the Performance Evaluation may also incorporate specific technical competencies specified in this study as competency related like computer networking etc.

4. Emerging technologies such as Systems and Computer networking, Cybersecurity, Data management and Analysis, etc can be added as new specializations, pending DepEd reviews.

5. For future researchers to compare this study with inputs from another country or region where there are Filipino IT workers.

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