

# **ASSESSMENT OF THE CONTACT CENTER SERVICES (CCS) LEARNING MATERIALS IN THE K TO 12 PROGRAM: BASIS FOR PROPOSED PROGRAM DESIGN**

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## **Abstract**

Making the curriculum relevant is one of the goals of the K to 12 Program. The call to equip learners with skills for future employment resulted to the integration of TESDA courses in Technology and Livelihood Education (TLE) for Junior High School, including Contact Center Services (CCS) NC II. Since its implementation in 2012, no assessment has been conducted to measure the alignment of learning outcomes to industry standards. This research looked into the possible gaps between the status quo of Contact Center Services courses and the expected learning outcomes. To attain this purpose, a mixed-method research design was utilized, using both quantitative and qualitative approaches to data gathering and analysis. The primary sources of data of this study are: documentary analysis of the CCS learning materials and TESDA Training Regulations for analysis; the self-assessment questionnaire; and focus group discussions (FGD) with CCS students, teachers, and BPO industry professionals. The findings of the study show that there are existing gaps between the CCS Learner's Materials used in Grade 8 to 10 classrooms and TESDA Training Regulations. In terms of learners' competency, students are competent in both basic and common competencies, though there are specific units where students are not confident in. Moreover, students are still "developing" their core competencies. In order to address these gaps, suggestions on the improvement of the modules were made, namely: the standardization of the learning materials; localization of module contents to available resources; organization of contents; and inclusion of industry needs and training techniques. The results imply that gaps between the Learner's Materials and the Training Regulations may cause incoherence of learners' acquired knowledge and skills to industry requirements. Hence, learners are neither confident nor competent enough for National Certification and the labor market. The research suggests that these learning gaps can be supplemented through enhanced learning materials.

**Keywords:** *Competency, Contact Center Services, Learning Material, Needs Assessment, Teaching and Learning, TLE*