

NEEDS ASSESSMENT OF JUNIOR HIGH SCHOOL STUDENTS IN CONTACT CENTER SERVICES: BASIS FOR DEVELOPMENT OF COMPETENCY-BASED LEARNING MATERIALS

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Abstract

One of the goals of the K to 12 Education Program is to make the curriculum relevant by matching learning goals with labor market requirements. 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 of students' competence has been conducted to measure the alignment of learning outcomes to industry standards. This study examined the competence of students in CCS, in order to design learning materials for Junior High School, which are anchored on TESDA Training Regulations. To attain this purpose, a descriptive research design using a self-assessment questionnaire was utilized to measure the competence of the students. Quantitative data showed that students are competent in basic and common competencies, but are still developing their core competencies. They have existing knowledge and skills regarding team environment, career professionalism, occupational health and safety, and computer operation. Nevertheless, they are yet to develop their competencies on workplace communication, quality standards, English communication, and customer service. A proposed design for competency-based learning materials in Contact Center Services Exploratory (Grade 8) and Specialization (Grade 9 and 10) were developed by the researchers in order to address the needs of the learners. The materials were grounded on the industry requirements for contact center practitioners, thus increasing employability of graduates.

Keywords: *competency, contact center services, learning material, needs assessment, teaching and learning, TLE*