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Effectiveness of Contact Center Services NC II Curriculum in Relation to Work Immersion Performance: Inputs to Curriculum Enhancement Plan

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A B S T R A C T

In SY 2012-2013, 33 public high schools, technical-vocational schools, and HEIs implemented Grade 11, guided by DepEd standards to enhance basic education delivery. San Pedro Relocation Center National High School, one of these modeling schools, proactively offers the Contact Center Services NC II program to meet industry demands. However, challenges in curriculum delivery and immersion readiness raise concerns about the alignment of the current curriculum with industry expectations.

The study utilized a modified survey, reliability testing, questionnaires, tests, and interviews to evaluate the impact of experiential learning on CCS students' performance and readiness for Work Immersion. Descriptive and inferential statistics, including the Paired Sample T-test and Pearson's r, were used to analyze the data, revealing insights into the effectiveness of the Contact Center Services NC II training program. The comprehensive analysis provided evidence-based recommendations for enhancing the program at San Pedro Relocation Center National High School.

The study found that most respondents were 19 years old and predominantly female, with both hard and soft skills rated as "Outstanding." teamwork, communication, productivity, judgment, dependability, and professionalism were generally rated as "Satisfactory," with some variability in responses. Female students scored higher in teamwork, productivity, judgment, and professionalism, while both genders showed similar performance in communication, initiative, and reliability.

Keywords: Communication Skills, Hard Skills, Soft Skills, Work Immersion

1. Introduction

In school 2012-2013, there were 33 public high schools, public technical-vocational high schools, and higher education institutions (HEIs) that have implemented Grade 11. The systems and procedures, including the standards and criteria set therein, shall be used as a guide by the Department of Education central and field offices/units, as well as the DepEd's external stakeholders to ensure that SHSs to be established are in accordance with DepEd quality standards to enhance the delivery of basic education. (Deped Order 51,s.2015) Modeling programs offered by these schools are based on students' interests, community needs, and their respective capacities. (The K to 12 Basic Education Program | Official Gazette of the Republic of the Philippines, 2016). Fortunately, San Pedro Relocation Center National High School is one of the 33 modeling schools of K-12 basic education. It is the first Senior High School in San Pedro, Laguna and the first senior high school to offer Contact Center Services in Luzon (under Department of Education).

San Pedro Relocation Center National High School has been proactive in offering the Contact Center Services NC II program to meet industry demands. However, the challenge lies not only in the delivery of the curriculum but also in ensuring that students are adequately prepared for immersion – a critical component where theoretical knowledge is out into practice within a real-world setting. Getting students ready for immersion is essential because it helps connect what they've learned in the classroom to what's expected in the real world. It builds their confidence and prepares them to handle tasks in a professional setting. However, based on observations, even students who do well in school sometimes find it difficult to meet the hands-on demands of the workplace during immersion. This gap between academic performance and real-world readiness raises important questions about whether the current curriculum truly reflects what industries need and expect from future professionals.

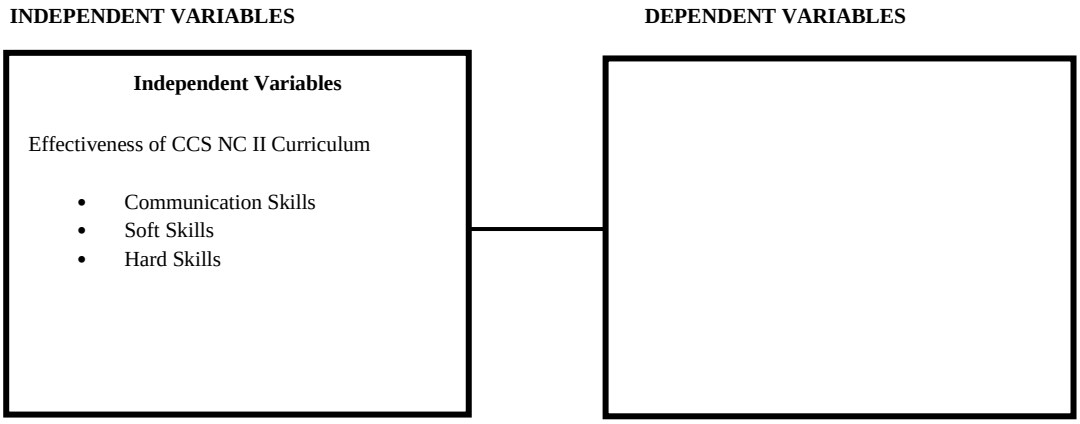

Figure 1. Research Paradigm

2. Research Problem

The researcher aimed to determine the effectiveness of the Contact Center Services NC II curriculum in relation to Work Immersion performance.

Specifically, this study sought to answer the following questions:

1. What is the respondents' profile in terms of:

   1.1 age, and

   1.2 sex?

2. How do the respondents perceive the CCS NC II curriculum as to:

   2.1 communication skills,

   2.2 soft skills, and

   2.3 hard skills?

3. What is the Work Immersion performance of the respondents?

4. Is there a significant relationship between the perceived CCS NC II and Work Immersion performance of the respondents?

3. Materials and Methods

Research Design

This study employed a Quantitative Descriptive Design to comprehensively assess the effectiveness of the San Pedro Relocation Center National High Sschool Contact Center Services NC II training program and the students' performance during industry immersion. This design allowed for a robust analysis of both measurable outcomes and deeper insights into the factors influencing student performance.

Respondent /Participants

The respondents of the study were Grade 12 students of San Pedro Relocation Center National High School, San Pedro City, including 8 students from TVL 12-A, 7 students from TVL 12-F, and 24 students from TVL 12-N for the academic year 2023-2024.

Instruments of the Study

Adapted and modified survey "Building awareness, interest, and readiness towards college course through work immersion" by Alvin O. Insorio, reliability testing, questionnaires, tests, and interviews were the research tools created to evaluate the variable(s) or gather information on the influence of experiential learning on the CCS students' performance and readiness for Work Immersion. The researcher used a Likert scale questionnaire, which was submitted to the researcher's adviser for consultation. Examinations with a corresponding Table of Specifications were also given to the respondents after the administration of the experiential learning approach to the class to determine their technical competence.

Procedure

This was conducted at San Pedro Relocation Center National High School during the academic year 2023-2024. After implementing experiential learning activities in the classroom, I distributed a survey to the students to gather their feedback. The survey, created using Google Forms and approved by my adviser, was sent to 39 CCS students. Their responses offered valuable insights into their learning experiences.

After the survey, I conducted brief online interviews with students to gain deeper insights into their perspectives and experiences. These conversations helped me understand their development and the impact of experiential learning on their academic journey. To ensure a thorough analysis, I organized, tabulated, and statistically processed the collected data. Throughout the research, I strictly followed ethical guidelines to protect the confidentiality and anonymity of all participants. This comprehensive approach allowed me to capture both the quantitative trends and the nuanced personal narratives that enriched the overall findings.

Data Analysis

The research employed Descriptive Statistics (mean) and Inferential Statistics (Pearson's r) to evaluate the training program's effectiveness. Descriptive Statistics summarized the data, clarifying the impact of the Contact Center Services NC II training on work immersion performance. Pearson's r analyzed the relationship between Independent Variables (Communication Skills, Hard Skills, Soft Skills) and the Dependent Variable (Work Immersion Performance). For descriptive tables mean, frequency, percentage and standard deviation was employed. Pearson r was utilized at .05 level of significance.

4. Result and Discussions

This section presents the findings according to the study's research questions. The data were analyzed through the application of appropriate statistical treatments and were presented through tables and verbal interpretations.

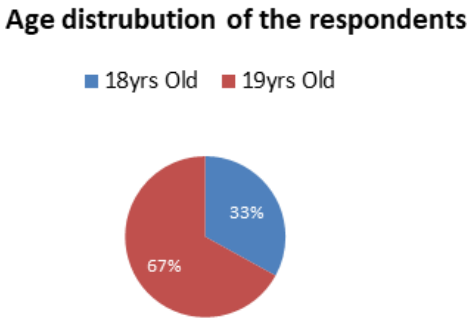

Figure 2. Age Distribution of Respondents

The graph in Figure 2 shows that most respondents are 19 years old (66.7%), while a smaller portion (33.3%) are 18. This breakdown provides a quick and clear picture of the dominant age group, which could be useful for understanding how factors like maturity and experience influence their perspectives. Visualizing the data makes it easier to compare age groups and see how the responses are distributed.

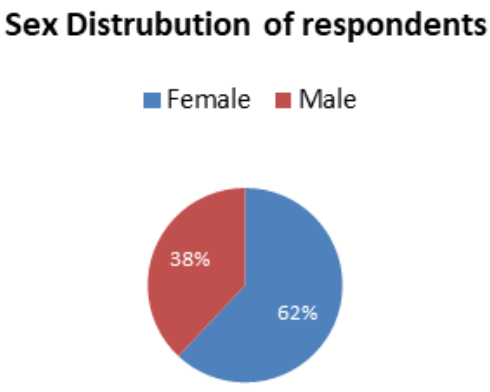

Figure 3. Sex Distribution of Respondents

Figure 3's pie chart illustrates the gender distribution of respondents, showing that 61.5% are female and 38.5% are male. This highlights a higher representation of women in the sample group, which could be significant in understanding potential differences in attitudes and experiences. The visual format makes it easy to quickly compare proportions and grasp the demographic breakdown.

Table 1. CCS Curriculum as to Communication Skill

Communication skills	**Mean**	**SD**	**Interpretation**
1. The CCS Curriculum practiced my skills to handle client's inquiries effectively.	4.56	0.55	Outstanding
2. It allowed me to interact to clients and colleagues\ with professionalism.	*4.59*	*0.59*	Outstanding
3. It effectively trained me to communicate with respect.	*4.72*	*0.46*	Outstanding
4. It used simulations to practice my verbal skills.	*4.79*	*0.41*	Outstanding
5. It helped train me to be an effective communicator to acquire a high-level work result.	*4.56*	*0.68*	Outstanding
Overall Mean	*4.64*	*0.54*	**Outstanding**

Table 1 highlights consistently high mean scores (4.56 to 4.79), with all communication skill components rated as "Outstanding." This suggests that respondents view the curriculum as highly effective in improving communication skills. The total mean score of 4.64 (SD=0.54) further supports this positive assessment, reinforcing the curriculum's strong impact.

Table 2. CCS Curriculum as to Hard Skill

Hard Skills	**Mean**	**SD**	**Interpretation**
1. The CCS Curriculum trained me to be on time to work and output submissions.	4.49	0.68	Outstanding
2. It trained me to use the proper tools and equipment present in an actual BPO environment	4.61	0.59	Outstanding
3. It provided opportunities for me to attend related trainings and seminars.	4.59	0.68	Outstanding
4. It trained us to provide assistance whenever problems arise.	4.49	0.72	Outstanding
5. It trained me to effectively collaborate with colleagues with the goal of improving the work setup.	4.54	0.79	Outstanding
Overall Mean	**4.54**	**0.69**	**Outstanding**

Table 2 shows that the average scores for hard skills range from 4.49 to 4.61, all rated as "Outstanding." This suggests a strong consensus among respondents that the curriculum effectively enhances these skills. The overall mean score of 4.54 (SD=0.69) reinforces this positive outlook, indicating that students generally agree on its effectiveness with minimal variation in individual experiences.

Table 3. CCS Curriculum as to Hard Skill

Soft Skills	**Mean**	**SD**	**Interpretation**
1. The CCS Curriculum trained me to be analytical	4.67	0.53	Outstanding
2. It trained me to contribute ideas effectively	4.74	0.44	Outstanding
3. It trained me to have an open mind towards accepting criticism as a means for self-improvement	4.51	0.82	Outstanding
4. It developed my commitment to accomplish a given task.	4.64	0.58	Outstanding
5. It trained me to respectfully ask for assistance when problems arise.	4.72	0.60	Outstanding
Overall Mean	**4.66**	**0.60**	**Outstanding**

Table 3 reveals consistently high mean scores (4.51 to 4.74) for soft skills, all rated as "Outstanding." This suggests that respondents find the curriculum highly effective in developing essential interpersonal abilities for real-world applications, particularly in customer-facing roles. The minimal variability in scores reinforces a strong, shared positive perception of the training's relevance and impact.

Table 4. Summary Table of Perceived CCS Curriculum

Variable	Mean	SD	Interpretation
1.Communication Skills	4.64	0.54	Outstanding
2. Hard Skills	4.54	0.69	Outstanding
3. Soft Skills	4.66	0.60	Outstanding
Overall Mean	**4.61**	**0.61**	**Outstanding**

The study highlights the strong effectiveness of the Contact Center Services (CCS) curriculum in preparing students for real-world communication demands. The high mean score of 4.75 in Table 4 confirms that the curriculum excels in developing one of the most essential competencies for success in the contact center industry.

Figure 4. Work Immersion Performance of the Respondents in Terms of Grades

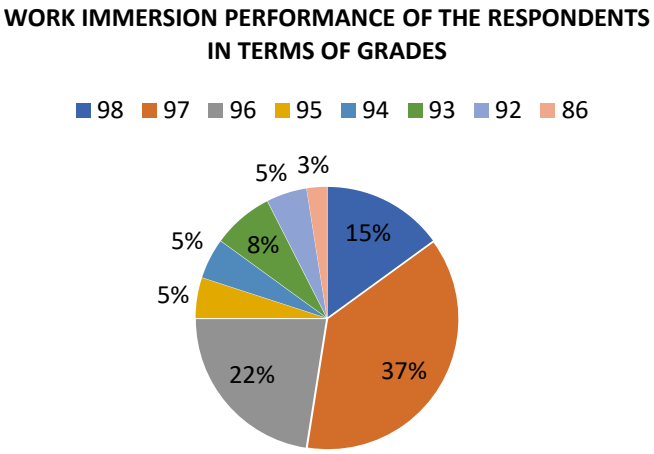

Figure 4 highlights an exceptionally high performance among respondents, with 37.5% earning the most common grade of 97.00, followed by 96.00 (22.5%) and 98.00 (15.4%). Most scores clustered in the upper range, reflecting strong overall achievement in job immersion. Only 2.6% received the least common grade of 86.00, emphasizing consistently high performance across the group.

Table 5. Work Immersion Performance of Learners in Terms of Teamwork

Teamwork	Mean	SD	Interpretation
1. Consistently works with others to accomplish goals and tasks.	4.21	1.03	Outstanding
2. Treats all team members in a respectful courteous manner.	4.15	1.01	Outstanding
3. Actively participates in activities and assigned tasks required.	3.49	1.25	Very Satisfactory
4. Willing to work with team members to improve team collaboration on a continuous basis.	3.85	1.41	Very Satisfactory
5. Considers the feedback and views of team members	4.13	1.03	Outstanding
Overall Mean	**3.96**	**1.15**	**Very Satisfactory**

Table 5 reflects a very satisfactory overall perception of teamwork, with a mean score of 3.96. Respondents rated consistency in working with others (4.21) and respect toward team members (4.15) as outstanding strengths. While engagement in activities scored 3.49, indicating room for improvement, willingness to collaborate (3.85) and openness to feedback (3.96) suggest a generally positive team dynamic with some areas for growth.

Table 6. Work Immersion Performance of Learners in Terms of Communication

Communication	**Mean**	**SD**	**Interpretation**
1. Actively listens to supervisor and/or co-workers.	3.05	0.93	Satisfactory
2. Comprehends written and oral information.	3.08	1.01	Satisfactory
3. Consistently delivers accurate information both written and oral.	3.46	0.60	Satisfactory
4. Reliably provides feedback as required, both internally.	3.41	1.31	Satisfactory
5. Considers the feedback and views of team members when completing an assigned task	3.08	1.31	Satisfactory
Overall Mean	**3.23**	**0.96**	**Satisfactory**

Table 6 reflects a satisfactory level of communication performance, with an overall mean score of 3.23. While delivering accurate information (3.46) and providing feedback (3.41) received slightly higher ratings, areas like listening (3.05) and comprehending information (3.08) show room for improvement. These results suggest that while learners are meeting expectations, enhancing communication skills could further strengthen their proficiency.

Table 7. Work Immersion Performance of Learners in Terms of Productivity

Productivity	**Mean**	**SD**	**Interpretation**
1. Consistently produces quality results	3.28	1.15	Satisfactory
2. Meets deadlines and manages time well.	4.03	1.06	Very Satisfactory
3. Can do multitasking.	3.74	1.39	Satisfactory
4. Can work under pressure and delivers the required tasks.	3.33	1.12	Satisfactory
5. Effective and efficient in time management.	3.69	1.40	Satisfactory
Overall Mean	**3.62**	**1.22**	**Satisfactory**

Table 7 reflects a satisfactory level of productivity, with an overall mean score of 3.62. Learners particularly excel in meeting deadlines and managing time well (4.03), while multitasking (3.74) and time management (3.69) also show strong performance. Though working under pressure (3.33) and consistently producing quality results (3.28) score slightly lower, the findings suggest a well-rounded skill set with room for further improvement.

Table 8. Work Immersion Performance of Learners in Terms of Initiative

Initiative	**Mean**	**SD**	**Interpretation**
1.Completes assignments with minimum supervision.	3.79	1.06	Satisfactory
2.Completes tasks independently and consistently.	3.38	1.43	Satisfactory
3. Seeks support as need arises	3.38	1.37	Satisfactory
4. Recognizes and takes immediate action to effectively address	3.38	1.37	Satisfactory
5. Engages in continuous learning	3.38	1.37	Satisfactory
Overall Mean	**3.47**	**1.32**	**Satisfactory**

Table 8 shows that learners demonstrated a satisfactory level of performance in terms of initiative, with an overall mean score of 3.47. This suggests that while students are generally proactive during their work immersion, there is still room for growth and further encouragement in taking initiative. Specifically, the mean scores for various initiatives are as follows: completing assignments with minimum supervision (3.79), completing tasks independently and addressing challenges (3.38), seeking support as needed (3.38), recognizing and taking immediate action to effectively address problems (3.38), and engaging in continuous learning (3.38). The scores show that while learners are generally doing well when it comes to taking initiative, there's room for growth in how quickly and effectively they recognize and respond to problems, which is currently rated as just fair.

Table 9. Work Immersion Performance of Learners in Terms of Judgement

Judgement	**Mean**	**SD**	**Interpretation**
1. Analyzes problems effectively	3.36	1.40	Satisfactory
2. Has the ability to make creative and effective solutions to problems.	3.41	0.50	Satisfactory
3. Demonstrates good judgment in handling routine problems.	3.79	0.98	Satisfactory
Overall Mean	**3.52**	**0.96**	**Satisfactory**

Table 9 reflects a satisfactory level of judgment performance, with an overall mean score of 3.52. Learners show strength in handling routine problems (3.79), while problem analysis (3.36) and creative problem-solving (3.41) indicate areas for further growth. These results suggest a solid foundation in judgment skills, with opportunities to refine analytical and innovative thinking.

Table 10. Work Immersion Performance of Learners in Terms of Dependability

Dependability	**Mean**	**SD**	**Interpretation**
1. Has the ability to follow through and meet deadlines.	3.79	0.98	Satisfactory
2. Has commitment for his/her action.	3.38	1.33	Satisfactory
3. Can adjust easily to changes in workplace or tasks.	3.77	0.96	Satisfactory
4. Displays high level of performance at all times.	3.74	0.97	Satisfactory
Overall Mean	**3.62**	**1.11**	**Satisfactory**

Table 10 reflects a satisfactory level of dependability, with an overall mean score of 3.62. Learners show strong performance in meeting deadlines (3.79), adapting to changes (3.77), and maintaining consistent output (3.74). While commitment to tasks (3.38) scores slightly lower, the results highlight their reliability and flexibility—key traits for workplace success.

Table 11. Work Immersion Performance of Learners in Terms of Attitude

Attitude	**Mean**	**SD**	**Interpretation**
1. Offers assistance willingly.	3.79	0.77	Satisfactory
2. Shows a positive work attitude.	4.18	1.00	Very Satisfactory
3. Shows sensitivity to and consideration for other's feelings.	3.79	0.77	Satisfactory
4. Accepts criticism positively	3.79	0.77	Satisfactory
5. Shows pride in work.	3.79	0.77	Satisfactory
Overall Mean	**3.87**	**0.81**	**Satisfactory**

Table 11 reflects a very satisfactory attitude among learners during work immersion, with an overall mean score of 3.87. They excel in maintaining a positive work attitude (4.18), while also demonstrating strengths in offering assistance, accepting criticism, and taking pride in their work (3.79 each). Although sensitivity to others' feelings (3.39) is slightly lower, the results suggest that learners generally foster a positive and proactive mindset in the workplace.

Table 12. Work Immersion Performance of Learners in Terms of Professional

Professional	**Mean**	**SD**	**Interpretation**
1. Respects persons in authority.	4.56	0.50	Very Satisfactory
2. Uses all tools, equipment and facilities responsibly	4.56	0.50	Very Satisfactory
3. Follows all policies and procedures when issues and conflict arises.	4.56	0.50	Very Satisfactory
4. Physical appearance conforms with the workplace and placement rules	4.56	0.50	Very Satisfactory
Overall Mean	**4.56**	**0.50**	**Very Satisfactory**

Table 12 highlights a very satisfactory level of professionalism among learners, with a consistent mean score of 4.56 across all assessed criteria. Learners excel in respecting authority, using resources responsibly, adhering to workplace policies, and maintaining appropriate appearance standards. This strong and steady performance suggests they reliably demonstrate professional behaviour in their work immersion experience.

Table 13. Summary Table of Work Immersion Performance of Learners

Variables	**Mean**	**SD**	**Interpretation**
1.Teamwork	3.96	1.15	Very Satisfactory
2. Communication	3.23	0.96	Very Satisfactory
3. Productivity	3.62	1.22	Very Satisfactory
4. Initiative	3.47	1.32	Very Satisfactory
5. Judgement	3.52	0.96	Very Satisfactory
6. Dependability	3.62	1.11	Very Satisfactory
7. Attitude	3.87	0.81	Very Satisfactory
8. Professional	4.56	0.50	Very Satisfactory
Overall Mean	**3.69**	**0.84**	**Very Satisfactory**

Table 13 highlights the importance of work immersion in educational research, reinforcing Claveria's (n.d.) view that hands-on workplace exposure enhances student competencies. The high mean scores for teamwork (3.96) and communication (3.23) indicate very satisfactory.

Table 14. Test of Significant Relationship Between CCS Skills and Learner's Work Immersion Performance

CCS SKILLS			Work Immersion Performance					
	Teamwork	Communication	Productivity	Judgement	Judgement	Dependability	Attitude	Professionalism
	R-value	R-value	R-value	R-value	R-value	R-value	R-value	R-value
Communication	.048	-.027	.129	.063	.089	.111	.065	.080
Hard skills	.073	-.032	.133	.066	.097	.132	.064	.022
Soft skills	.110	-,002	.151	.070	.068	.137	.050	-.048

Table 14 explores the correlation between Work Immersion performance and perceived CCS NCII skills, highlighting varying degrees of influence. While communication skills mostly show weak positive associations, they have a small negative correlation with communication performance (-0.027). Hard skills display mixed effects—positively linked to productivity (0.133) but negatively associated with judgment (-0.097). Meanwhile, soft skills show mild negative correlations across all performance metrics, with productivity experiencing the strongest negative connection (-0.151). These findings suggest that hard skills and communication contribute more positively to Work Immersion performance than soft skills, shaping different aspects of professional development.

5. CONCLUSION

This study concludes that there is no significant relationship between students perceived effectiveness of the Contact Center Services (CCS) NC II program and their actual performance during work immersion. The data gathered clearly supports the hypothesis that these two variables are independent of one another. Despite the assumption that a student's perception of training quality might influence their practical performance, the findings suggest otherwise. This outcome highlights the complexity of factors that contribute to success in real-world immersion experiences. It also suggests that while technical training is essential, other elements—such as workplace environment, mentorship, personal motivation, and soft skills—may play a more critical role in shaping student performance. These insights are valuable for educators, program developers, and policymakers aiming to enhance the effectiveness of technical-vocational education. Future research is encouraged to explore these other contributing factors to better support students in bridging the gap between classroom learning and workplace application.

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