

Assessing the Efficacy of RoboTeach Extension Project on DepEd Teachers in San Pablo City Laguna

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ABSTRACT

The integration of Robotics in the curriculum is one of the aspirations of the K-12 institution in the Philippines. The lack of financial assistance for the materials, kits, equipment, and insufficient capability of the faculty to teach robotics as some of the challenges of implementing robotics in K-12 education that needs to be addressed and given attention. This study explores the teachers' perception of the efficacy in the implementation of the Roboteach Extension Project. This project focused on training the DepEd Teachers in one province in the Philippines on the basic concepts and applications of robotics education. The topics and learning activities covered during the ten-day training were based on the self-assessment survey results on the level of knowledge of teachers. The study used a descriptive method of research using a quantitative approach and adopted the LSPU Extension Services Evaluation Survey Questionnaire to determine the respondents' perception of the level of efficacy of the project. The data were obtained from twenty-five DepEd teachers and analyzed using descriptive statistics such as frequency count, percent, and weighted mean. The respondents were highly satisfied with meeting expectations to attain objectives, training and workshop contents, learning activities, methodologies, instructional materials used, resource person and trainers, training management team, and training management team and training facilities and services. It also reveals no significant difference among their level of satisfaction from day 1 to 5 of the training sessions. Respondents viewed the training as very successful, as evident from the consultation and culminating activity.

Keywords: robotics education, roboteach extension project, extension program, teacher training and development, curriculum enhancement