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[Previous](#) [Next](#)

1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on student performance. The program aims to improve critical thinking and problem-solving skills through a series of interactive exercises and projects.

2. **Methodology**

The study employed a quasi-experimental design. A group of 50 students was selected from a high school and divided into two groups: an experimental group and a control group. The experimental group participated in the new educational program, while the control group followed the standard curriculum.

3. **Data Collection**

Data was collected through a series of standardized tests and surveys. The tests measured students' performance in critical thinking and problem-solving tasks. The surveys assessed students' self-reported confidence and engagement levels.

4. **Results**

The results of the study show that the experimental group performed significantly better than the control group on the critical thinking and problem-solving tests. Additionally, the experimental group reported higher levels of confidence and engagement throughout the program.

5. **Conclusion**

The findings of this study suggest that the new educational program is effective in improving student performance in critical thinking and problem-solving. Further research is needed to explore the long-term effects of the program and its applicability to other educational settings.