

## 1. Introduction

The purpose of this study is to investigate the effects of a new educational program on student performance. The program is designed to improve critical thinking and problem-solving skills through a series of interactive exercises and projects. The study will focus on the following research questions:

- 1.1. How does the program affect students' scores on standardized tests?
- 1.2. What are the students' perceptions of the program's effectiveness?
- 1.3. How does the program impact students' self-confidence and motivation?

The study is a quasi-experimental design, involving two groups of students: an experimental group that receives the program and a control group that does not. Data will be collected through pre-tests, post-tests, and student surveys. The results will be analyzed using statistical methods to determine the significance of the findings.

The program is based on the principles of constructivist learning, which emphasizes the active role of the learner in constructing knowledge. It includes a variety of activities, such as group discussions, problem-solving tasks, and reflective writing. The program is intended to be implemented in a classroom setting, with the teacher acting as a facilitator. The study will provide valuable insights into the effectiveness of this program and its potential for widespread adoption in schools.

The study is limited by its sample size and the lack of random assignment. However, the findings are expected to provide a general overview of the program's impact on student performance.

The study is organized as follows: Chapter 2 provides a literature review of the relevant research. Chapter 3 describes the methodology, including the participants, the program, and the data collection procedures. Chapter 4 presents the results of the study, and Chapter 5 discusses the implications and conclusions.