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**THE EFFECTIVENESS OF PROGRAM LIKHA (LINANGIN, KAKAYAHAN AY HASAIN) IN ENHANCING LEARNERS' PERFORMANCE SKILLS IN PROJECT MAKING WITHIN THE EPP SUBJECT FOR GRADE 4 PUPILS**

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## INTRODUCTION

Education serves as the overall development of learners, providing them with the critical knowledge, abilities, and competencies. In the context of Philippine education, the implementation of the Edukasyong Pantahanan at Pangkabuhayan (EPP) subject aims to provide Grade 4 pupils with foundational skills in home economics and livelihood education. An important aspect of this subject is project making, which offers learners a hands-on experience to apply knowledge, creativity, critical thinking, and practical skills.

Program Likha is designed to enrich the teaching methodologies and improve learner outcomes across different subjects, including EPP. Understanding the impact of Program Likha on Grade 4 pupils' project making abilities is crucial, as it can inform educational stakeholders and practitioners on the efficacy of this instructional program and its potential implications for curriculum development.

This research, therefore, seeks to explore and evaluate the effectiveness of Program Likha in enhancing Grade 4 pupils' performance skills in project making within the EPP subject. By examining the baseline performance levels, assessing the influence of Program Likha implementation, and capturing pupils' perceptions and challenges, this study aims to contribute valuable insights in Philippine education. In the end, the findings of this research

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could serve as a stimulant for improving teaching and learning methods, increasing student engagement, and supporting the overall growth of Grade 4 students in the EPP subject.

## RESEARCH STUDY/ LITERATURE

Project-based learning is one of the constructivist teaching strategies in teaching (Frank & Barzilai, 2004) which has been considered as an important classroom strategy in recent years. Students are expected to construct and interpret their new knowledge rather than memorize it. On the other hand, the researchers emphasized these strategies eliminate students' misconceptions and encourage them to learn meaningfully (Kizkapan & Bektas, 2017)

Chiu (2020) notes that project-based learning is a group-work approach in teaching and learning, through which students are exposed to situations regarding real-life issues and practices. Moreover, this learning process includes a series of complex tasks that occupy students' minds by working on projects. In other words, open-ended, problem solving, decision-making, or investigative activities, are used to achieve desired goals and evaluate their performance and progress.

Project-based learning improves the students' skills are needed to meet the global community. It supports student learning outcomes and develops students' abilities especially for communication, cooperation, creativity, and especially critical thinking. As students take part in the learning process, this develops a deeper understanding of the content and the required skills in schools, universities, work, and life in general (Bell, 2010).

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## STATEMENT OF THE PROBLEM

The study aims to investigate the effectiveness of Program Likha in improving the performance skills of Grade 4 pupils in project making within the EPP (Edukasyong Pantahanan at Pangkabuhayan) subject. The research seeks to answer the following questions:

1. What is the level of performance skills of Grade 4 pupils in project making within the EPP subject before the implementation of Program Likha?
2. How does the implementation of Program Likha influence the performance skills of Grade 4 pupils in project making within the EPP subject?
3. Are there significant differences in the performance skills of Grade 4 pupils in project making before and after the implementation of Program Likha?
4. What are the perceptions of Grade 4 pupils towards Program Likha in relation to its impact on their performance skills in project making?

## SIGNIFICANCE OF THE STUDY

The results of this study will benefit the following:

**Grade 4 Pupils.** The primary beneficiaries of this study are Grade 4 pupils themselves. By assessing the impact of Program Likha on their project making skills, this research aims to contribute to the enhancement of their learning experiences, promoting creativity, critical thinking, and practical skills development within the EPP subject.

**Teachers.** Teachers play an important role in implementing educational programs and strategies. This study can serve as a resource for them to understand the strengths and weaknesses of Program Likha, enabling them to improve its implementation and shape teaching methodologies to better suit the learning styles and preferences of Grade 4 pupils.

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**Parents and Guardians.** Understanding the effectiveness of Program Likha can also be beneficial for parents and guardians. They can gain insights into the educational approaches employed in schools, enabling them to support and reinforce learning at home and contributing to the academic success of their children.

**Future Researcher.** This study can serve as a foundation for future research endeavors exploring the efficacy of instructional programs in different educational contexts. The insights derived from this research can stimulate further studies, contributing to the advancement of educational research.

## RESEARCH METHODOLOGY

### POPULATION, SAMPLE AND SAMPLING TECHNIQUE

The study used purposive sampling technique. In this technique the researcher identified and selected two sections from Grade 4 in Macabling Elementary School that have the lowest grades in project making. These two sections were A and B. A section is treated as a control group while B section is treated as experimental group.

### TECHNIQUE AND TOOLS FOR DATA COLLECTION

Technique used was Likert Scale Questionnaire and interview as a tool for data collection. The students were given a task to perform the skills in their individual project during quarterly period. The questionnaire and interview were given for both teachers and students to gather feedback regarding their perceptions of the effectiveness of Program LIKHA.

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## RESULT

Teachers overwhelmingly supported the effectiveness of Program LIKHA, with 85% agreeing or strongly agreeing that it improved students' project-making skills. Moreover, 70% reported heightened student engagement during project activities post-implementation. From the students' perspective, 80% expressed agreement that Program LIKHA enhanced their planning and organizational abilities, while 75% voiced enjoyment and interest in participating in its activities.

During interviews, teachers noted the structured guidance provided by Program LIKHA, enabling students to overcome challenges and produce higher-quality projects. They observed a marked improvement in students' confidence levels and their eagerness to participate in classroom discussions post-implementation. Similarly, students conveyed appreciation for the diverse techniques taught through Program LIKHA, finding the process of project-making more enjoyable and stimulating. Collaborating with peers within the program developed new skills and ideas, enhancing their overall learning experience.

## RECOMMENDATIONS

Based on the findings and discussions of the research on "The Effectiveness of Program Likha in Enhancing Learners' Performance Skills in Project Making within the EPP Subject for Grade 4 Pupils," the following recommendations are proposed:

1. The DepEd division of Santa Rosa should adopt Program Likha into the EPP curriculum for Grade 4 pupils.
2. Provide Continuous Teacher Training. These training programs should focus on equipping teachers with the necessary knowledge, skills, and strategies to effectively utilize Program Likha's instructional methodologies and resources in the classroom.

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3. DepEd, in collaboration with educational experts and stakeholders, should develop and distribute supplementary materials and resources aligned with Program Likha's teaching methodologies.

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