

# Task-Based Approach in Teaching EPP (Edukasyong Pantahanan at Pangkabuhayan) on Student Engagement and Learners' Performance

Jenelyn Tanyag Matienzo

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Email address: julierosemendoza002@gmail.com

**Abstract**— The study examined the relationship of task-based approach in teaching EPP on students' engagement and learning performance. This study analyzed the extent of use of task-based approach in teaching EPP including shared responsibility, accountability, interdependence, and open communication. In addition, the result examined the level of learners' engagement in active participation, task completion, and questioning and inquiry. It also investigated the level of learners' performance in written test and performance task. Lastly, it evaluated the significant relationship between task-based approach and students' engagement and learners' performance. The study was conducted at Majayjay Elementary School in Majayjay Sub-Office, using a descriptive research method to gather and analyze data from ninety (90) Grade 5 student respondents. It is statistically treated using mean, standard deviation and Pearson R correlation. Based on the analysis of the data, the respondents rated the task-based approach "Very High" in terms of shared responsibility, accountability, interdependence, and open communication. The learners' engagement in active participation, task completion, and questioning and inquiry was rated as "Very High". On the other hand, the students' performance in written tests was rated "Very Good" and their performance in performance tasks was rated "Excellent." The study also revealed that there is a significant positive relationship between task-based approaches and student engagement, particularly in terms of shared responsibility, accountability, interdependence, questioning and inquiry. The results also showed no significant relationship on learners' performance, except for moderate positive correlations in written tests and shared responsibility. Since that there is significant relationship between task-based approach and students' engagement, this concludes that the hypothesis is rejected. This implies that open communication, interdependence, shared responsibility, and accountability are essential components of the teaching-learning process. On the other hand, the study found that there is no significant relationship between task-based approach and students' performance in terms of written test and performance tasks. This implies that the result failed to reject the null hypothesis. This means that teachers should create assessments based on clear instructions, appropriate difficulty levels, and alignment with learning objectives, ensuring equitable and effective measurement of student progress. Considering the conclusion drawn from the findings, the following recommendations are hereby offered: First, teachers are encourage to include collaborative learning, or task-based approach, to improve the students' higher-level thinking, communication, self-management, leadership skills, interaction, retention, self-esteem, and responsibility. And, learners are encourage to practice inquiry-based learning to promote their independence to create their own lessons, fostering independent thinking and problem-solving skills.

**Keywords**— task-based approach, performance, learners, engagement, relationship.

## I. INTRODUCTION

Edukasyong Pantahanan at Pangkabuhayan (EPP) subject is centered on knowledge and information, entrepreneurial principles, process and delivery, work values, and life skills. Its goal is to help students become more technologically proficient. EPP strives to foster ideals in the workplace and skills for lifelong learning. Students are taught through interactive and hands-on approaches so they can learn by doing. The document also describes the EPP's standards, evaluation, and legal foundation. When EPP is taught effectively in elementary school, students are equipped with the knowledge and skills they need to pursue lifelong learning.

Based on the EPP Curriculum Guide (2019), teaching EPP is shallow and pointless if it just focuses on word definitions. Without the proper labor values, EPP that emphasizes procedure and skill development is unsafe and apathetic.

Since EPP is primarily a skill topic by nature, the instructor must involve the students in an authentic, contextualized, and experienced teaching-learning process. For this subject, students learn best through hands-on experience. It takes an integrated stance.

In the contemporary educational context, an alternative for educators who want to foster a more student-centered learning environment in their classroom is the Task-Based method. The completion of a main assignment environment. The Communicative Language Teaching (CLT) approach, which bases its English teaching methodology only on communicative activities, is the source of task-based learning (TBL). Task-based learning involves assigning meaningful tasks to learners that require them to use the target language. By doing this, you acknowledge the acceptable and successful completion of a task, which greatly increases students' self-confidence.

Task-Based Instruction (TBI) is an educational paradigm that centers language learning on tasks highlighting the use of language by students in a real and intentional manner. Utilizing the works as a source of Van Den Branden (2020), Michel Van Den Branden, García Mayo, and Thomas and Reinders (2020) all deal with TBI and includes a variety of task kinds, including cooperative learning, role-playing, and problem-solving exercises.

According to Van Den Branden (2020), Task-Based Instruction is an educational strategy that prioritizes using tasks as the primary unit of instruction. Tasks are assignments that call for students to utilize language in order to accomplish a certain objective or result, such taking part in a group conversation, resolving an issue, or finishing a task.

Task-based approach can assist learners in acquiring the abilities necessary to function well in real-world situations by utilizing genuine tasks, promoting learner autonomy, emphasizing significance, offering feedback and reflection, and utilizing a range of assessment techniques.

For the above reasons this study is proposed to know the effect of task-based approach in teaching EPP (Edukasyong Pantahanan at Pangkabuhayan) subject on student engagement and learning performance.

### 1.1 Statement of the Problem

#### Problem/s which were addressed by the research

This study aims to find out the task-based approach in teaching EPP (Edukasyong Pantahanan at Pangkabuhayan) on student's engagement and learning performance.

Specifically, the study aims to answer the following questions:

1. What is the extent of use of task-based approach in teaching EPP on terms of:
  - 1.1 shared responsibility;
  - 1.2 accountability;
  - 1.3 interdependence;
  - 1.4 open communication?
2. What is the level of learners' engagement in terms of:
  - 2.1 active participation;
  - 2.2 task completion; and
  - 2.3 questioning and inquiry?
3. What is the level of learners' performance in terms of:
  - 3.1 written test;
  - 3.2 performance task?
4. Is there a significant relationship between task-based approach and students' engagement?
5. Is there a significant relationship between task-based approach and learners' performance?

## II. METHODOLOGY

This study analyzed the extent of use of task-based approach in teaching EPP including shared responsibility, accountability, interdependence, and open communication. In addition, the result examined the level of learners' engagement in active participation, task completion, and questioning and inquiry. It also investigated the level of learners' performance in written test and performance task. Lastly, it evaluated the significant relationship between task-based approach and students' engagement and learners' performance. The study was conducted at Majayjay Elementary School in Majayjay Sub-Office, using a descriptive research method to gather and analyze data from ninety (90) Grade 5 student respondents. It is statistically treated using mean, standard deviation and Pearson R correlation.

## III. RESULTS AND DISCUSSION

This part deals with the presentation of the gathered data based on the research questions, the analysis and interpretation relative to the sub problem and hypothesis stated on the first chapter.

### Level of Task Based Approach

In this study, task-based approach was described in terms of shared responsibility, accountability, interdependence and open communication and was determined by the mean and standard deviation.

Shown in table 1 that sharing responsibility as task-based approach was utilized and interpreted as very high supported by the grand ( $M=4.72$ ,  $SD=0.48$ ). This means that students viewed that working together will help them to accomplish a certain task successfully. To ensure completion of tasks, support and active collaboration among classmates highly matters. Acknowledging shared responsibility by contributing in such way possible will guarantee excellence in collaborative works. This implies that sharing responsibility is vital in achieving success in group tasks as it will also develop team work, efficiency and high quality of work.

The findings were supported by Ayish and Deveci (2019), according to them, to encourage students to go beyond just realizing how important it is to take responsibility for their education t's essential to give them tangible possibilities in a task-based setting to observe how being accountable can result in more fulfilling education and overall effectiveness.

TABLE 1. Level of Task-Based Approach in terms of Shared Responsibility

STATEMENT	Mean	SD	Remarks
I acknowledge my shared responsibility with my classmates in completing tasks.	4.69	0.46	Strongly Agree
Each member of our group takes equal responsibility for the success of our collaborative work.	4.66	0.54	Strongly Agree
I actively collaborate with my classmates to ensure that all parts of the task are accomplished.	4.74	0.44	Strongly Agree
I understand that the success of our group depends on everyone's contributions.	4.69	0.46	Strongly Agree
my classmates and I are dedicated to supporting one another in completing our tasks successfully.	4.80	0.48	Strongly Agree
<i>Grand Mean</i>		4.72	
<i>SD</i>		0.48	
<i>Verbal Interpretation</i>			Very High

Shown in table 2 that accountability as task-based approach was utilized and interpreted as very high supported by the grand ( $M=4.82$ ,  $SD=0.41$ ). This means that using task-based approach in learning it hold the students to be accountable for their work. Also, it increases the likelihood that they will finish assignments on time, study efficiently, and ask for assistance when necessary, to improve their grades and academic advancement.

The findings were supported by the study of Hammond et al., (2016), Pathways to New Accountability through the Every Student Succeeds Act, it presents an opportunity to develop new accountability strategies for schools and students, requiring clarity on regulations, creativity in policy creation, and evidence-based treatments for deeper learning. Students are more likely to actively participate in the learning process

when they are aware that they will be held responsible for their work and involvement.

TABLE 2. Level of Task Based Approach in terms of Accountability

STATEMENT	Mean	SD	Remarks
I understand my personal responsibilities for the tasks assigned to me.	4.77	0.47	Strongly Agree
I make sure that my assigned tasks in group projects are completed to the best of my ability.	4.78	0.42	Strongly Agree
I take accountability for the quality of my work in collaborative activities.	4.79	0.41	Strongly Agree
I consistently meet deadlines and follow the required standards for tasks.	4.83	0.40	Strongly Agree
my teacher expects me to take full responsibility for completing my assigned work.	4.92	0.34	Strongly Agree
Grand Mean	4.82		
SD	0.41		
Verbal Interpretation	Very High		

Another piece of research that backed up the conclusions was mentioned by Tyner & Petrilli (2018), emphasized that accountability has the potential to increase student effort, which some research suggests is possibly the most important input in the education process. Students who take responsibility for their own development not only achieve academic success but also grow more self-assured and engaged in their education. Students are more capable of achieving their own objectives and are more likely to view failure as a teaching opportunity. Lastly, students can become more responsible individuals who take ownership and liability of their actions this can

TABLE 3. Level of Task Based Approach in terms of Interdependence

STATEMENT	Mean	SD	Remarks
I depend on the support and contributions of my peers to successfully complete tasks.	4.82	0.41	Strongly Agree
each member of our group plays a unique role in the success of our collaborative projects.	4.87	0.37	Strongly Agree
I understand that we rely on each other's skills and strengths to accomplish our tasks.	4.87	0.34	Strongly Agree
I actively work with my classmates to ensure that our tasks are completed efficiently.	4.94	0.23	Strongly Agree
my group and I share resources and ideas to achieve our common goals.	4.98	0.15	Strongly Agree
Grand Mean	4.90		
SD	0.32		
Verbal Interpretation	Very High		

Shown in table 3 that interdependence as task-based approach was utilized and interpreted as very high supported by the grand ( $M=4.90$ ,  $SD=0.32$ ). This means that students are aware that each member's input affects the group's success.

The students are aware that being interdependent create a vibrant learning environment that prepares them for the modern workplace and builds community in the classroom by encouraging cooperation, a diversity of viewpoints, and a greater comprehension of the material.

Scager et al., (2017), supported the findings that students' collaboration strategies—task and team management, encouragement and support for one another, and constructive interaction—were noticeably successful. Positive

interdependence was evident across these procedures, confirming the idea that it is a critical component influencing how well collaboration works.

TABLE 4. Level of Task Based Approach in terms of Open Communication

STATEMENT	Mean	SD	Remarks
I feel at ease expressing my thoughts and opinions with my classmates.	4.86	0.35	Strongly Agree
our teacher encourages open communication during collaborative activities.	4.89	0.31	Strongly Agree
I actively listen to my classmates' ideas and provide feedback when necessary.	4.93	0.25	Strongly Agree
I feel valued and respected when I share my thoughts with my group.	4.88	0.36	Strongly Agree
our group maintains open communication to ensure clarity and mutual understanding.	4.93	0.25	Strongly Agree
Grand Mean	4.90		
SD	0.31		
Verbal Interpretation	Very High		

Shown in table 4 that open communication as task-based approach was utilized and interpreted as very high supported by the grand ( $M=4.90$ ,  $SD=0.31$ ). This means that students have a deeper comprehension of the course material when they feel free to ask questions and share their opinions during the EPP class. They also being comfortable with each other during class discussion. Effective teaching strategies requires not only subject matter knowledge but also a strong interpersonal skills with the student ensuring a good learning environment, in this way, it greatly impacts their willingness to

The finding were supported by Sword (2020), the study emphasized that effective teaching requires 50% knowledge and 50% communication skills, requiring proficiency in speaking, listening, reading, and writing. This ability impacts students' academic performance and teachers' professional success.

#### Level of Learners' Engagement

In this study, level of learners' engagement was described in terms of active participation, task completion, and questioning and inquiry and was determined by the mean and standard deviation.

TABLE 5. Level of Learners' Engagement in terms of Active Participation

STATEMENT	Mean	SD	Remarks
I actively take part in all class activities and discussions.	4.90	0.30	Strongly Agree
I contribute ideas during group discussions and tasks.	4.94	0.23	Strongly Agree
I feel enthusiastic about participating in class activities.	4.94	0.23	Strongly Agree
my classmates motivate me to engage fully in group projects.	4.90	0.33	Strongly Agree
I experience a sense of achievement when I actively engage in class activities.	4.96	0.21	Strongly Agree
Grand Mean	4.93		
SD	0.27		
Verbal Interpretation	Very High		

Shown in table 5 that learners' engagement in terms of active participation was utilized and interpreted as very high supported by the grand ( $M=4.93$ ,  $SD=0.27$ ). This indicates



that students are more likely to retain information, develop their critical thinking skills, and develop a true passion for learning if they participate actively in EPP classes. Everytime the students participated in class discussions, they felt a sense of accomplishment. This facilitates improved comprehension and memory of the material. Additionally, students' interaction provides instant feedback with the teaching strategies of the teacher, which enables students to immediately clarify misconceptions or reinforce sound ideas.

The findings were supported by Kaltsas and Gkaintartzi (2023), they discussed that active participation fosters self-respect, confidence, and encourages students to develop their ideas and learn new skills. It provides students with resources for their future and experiences, making them active citizens and contributing to their future experiences.

TABLE 6. Level of Learners' Engagement in terms of Task Completion

STATEMENT	Mean	SD	Remarks
I consistently complete my assigned tasks on time.	4.92	0.27	Strongly Agree
I focus on producing high-quality work in every task I do.	4.96	0.21	Strongly Agree
I take pride in accomplishing tasks to the best of my abilities.	4.94	0.23	Strongly Agree
I carefully review my work before submitting it.	4.96	0.25	Strongly Agree
completing tasks gives me a sense of fulfillment and achievement.	4.92	0.27	Strongly Agree
Grand Mean	4.94		
SD	0.25		
Verbal Interpretation	Very High		

SD=0.25). This means that students' efforts go well beyond the immediate goal of earning high grades. Using task-based approach, it encouraged the students to do their task on time because they are excited to express their thoughts and feelings on the subject matter. This student-centered approach enhances motivation, retention, and problem-solving abilities, making it a refined version of communicative teaching.

The findings were supported by Alyami et al. (2021), it is suggested that time management behaviors or abilities boost positive academic output by helping students better manage their curriculum and meet the targeted learning objectives.

TABLE 7. Level of Learners' Engagement in terms of Questioning and Inquiry

STATEMENT	Mean	SD	Remarks
I seek clarifications to ensure I fully understand the given tasks.	4.88	0.33	Strongly Agree
receiving a task encourages me to explore and learn more.	4.88	0.33	Strongly Agree
my teacher encourages and values questions during lessons.	4.90	0.30	Strongly Agree
I frequently explore different approaches to completing a task.	4.98	0.15	Strongly Agree
asking questions helps me gain a deeper understanding of the lesson.	4.93	0.25	Strongly Agree
Grand Mean	4.91		
SD	0.28		
Verbal Interpretation	Very High		

Shown in table 7 that learners' engagement in terms of questioning and inquiry was utilized and interpreted as very high supported by the grand (M=4.91, SD=0.28). This means that students can freely expressed themselves whenever they are asking questions during EPP class discussion. Inquiry and questioning are essential for student growth because they empower students to ask questions and promote a culture of curiosity, which equips them for critical thinking, lifelong learning, and creative problem-solving.

The findings were supported by Wale and Bishaw (2020), according to them students' critical thinking abilities are strengthened when inquiry-based learning is used in classes. Students' critical thinking abilities—which include interpretation, analysis, inference, assessment, explanation, and self-regulation—benefit from inquiry-based learning.

#### Level of Learners' Performance

In this study, learners' performance was described in terms of written test and performance task and was determined by frequency, percentage, mean and standard deviation.

TABLE 8. Level of Learners' Performance in terms of Written Test

Score	Frequency	Percentage	Descriptive Value
41 – 50	9	10%	Excellent
31 – 40	54	60%	Very Good
21 – 30	26	29%	Good
11 – 20	1	1%	Satisfactory
1 – 10	0	0	Needs Improvement
Mean Score	34.01		
SD	6.15		
Descriptive Value	Very Good		

Shown in table 8 that the level of learners' performance in terms of written test is interpreted as "Very Good" supported by the grand (M=34.01, SD=6.15). It also presents the frequency distribution of the written test. Nine (9) students or ten percent (10%) got the score of 41 – 50, it is interpreted as Excellent, fifty four (54) students or sixty percent (60%) got the score of 31 – 40, it is interpreted as very good, twenty six (26) students or twenty nine percent (29%) got the score of 21 – 30, it is interpreted as good, and one (1 ) student or one percent (1%) got the score of 11 – 20, is interpreted as satisfactory. This means that almost all students answered the exam carefully and most of them understand the discussion. This means that a high score in written test indicates that the student has successfully taken in and processed the curriculum's content using task-based approach.

The findings were supported by the study of Using a strategic strategy to make the most of their study resources, Chen et al. (2017) found that students improved their test scores by an average of one-third of a letter grade. The solution may not be to work harder, but more strategically.

Shown in table 9 the level of learners' performance in terms of Performance Task 1 is interpreted as "Excellent" supported by the grand (M=21.67, SD=1.56). This means that almost all students got the correct steps in washing the clothes, the stains in on the clothes were removed, they finished on the scheduled laundry time, they used appropriate tools and used them properly, and the clothes were washed clean and neatly.

Also it shown in table 9 the level of learners' performance in terms of (M=22.37, SD=1.91). This means that most of the

students have demonstrated process in the said task. They followed the correct steps in sewing, the button on the shirt was properly sewn by them, the sewing was completed on time, they used appropriate sewing materials, and the fabric was sewn properly by the students.

TABLE 9. Level of Learners' Performance in terms of Performance Task

Performance Task	Mean Score	SD	Descriptive Value
Performance Task 1	21.67	1.56	Excellent
Performance Task 2	22.37	1.91	Excellent
Performance Task 3	22.33	1.83	Excellent
Grand Mean Score	22.12		
SD	1.17		
Descriptive Value	Excellent		

Additionally, it shown in table 9 the level of learners' performance in terms of Performance Task 3 is interpreted as "Excellent" supported by the grand (M=22.33, SD=1.17). This means that most of the students have demonstrated proper food presentation. They brought complete ingredients and equipment, they also followed safety and health regulations, they followed the correct cooking method, the presentation of the food is delightful and captivating, and the students prepared the food in aesthetic and appealing way.

Lastly, it shown in table 9 the overall grand mean and standard deviation (M=22.12, SD=1.17) of performance task used in this study. This means that high performance task scores show that a student can integrate and use information in practical settings using task-based approach. It also demonstrate strong knowledge, skills, and practical application of learning.

It is supported by Maier et al., (2020), they discussed that performance assessments are a crucial component of a comprehensive assessment system, enabling students to showcase their knowledge through essays, portfolios, and research, ultimately demonstrating college and career readiness. Instead of choosing answers from predefined options on a multiple-choice test, students must demonstrate their knowledge in performance evaluations. Performance evaluations are crucial since they aid in skill development, gauge learning, and raise student accomplishment. They can also assist teachers in pinpointing curriculum improvement areas.

Furthermore, Moneva and Tribunalo (2020) define self-assurance as the capacity and courage to complete the required tasks. In order to carry out the given assignment, students must have faith in themselves. It means that students with high levels of self-confidence can complete task with ease, and the majority of them don't hesitate to take part in all activities. While students with low self-esteem performed poorly on assignments and were reluctant to engage in all activities. The teachers should also develop a sense of belongingness in the classroom.

#### Significant Relationship of the Use of Task Based Approach to Students' Engagement

To test the significant relationship of the use of task-based approach to students' engagement data were treated statistically using Minitab 14 using

TABLE 10. Test of Relationship between the Use of Task-Based Approach to Students' Engagement

Task Based Approach (IV)	Students' Engagement (DV)		
	Active Participation	Questioning & Inquiry	Task Completion
Shared Responsibility:			
Pearson Correlation	0.349	0.330	0.038
p-value	0.001*	0.002*	0.723
N	90	90	90
Accountability:			
Pearson Correlation	0.532	0.546	0.075
p-value	0.000*	0.000*	0.483
N	90	90	90
Interdependence:			
Pearson Correlation	0.606	0.636	0.112
p-value	0.000*	0.000*	0.294
N	90	90	90
Open Communication:			
Pearson Correlation	0.339	0.301	0.241
p-value	0.001*	0.004*	0.022*
N	90	90	90

Note: \*  $p < .05$

Shown in table 10 is the significant relationship with the use of task-based approach to students' engagement. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=90) for each relationship.

A significant positive relationship with the use of task-based approach in terms of shared responsibility, accountability, interdependence and open communication on students' engagement in terms of active participation and task completion showcase the importance of teamwork, collaboration and communication in fostering students to participate actively in finishing assigned tasks. This shows that students' engagement is enhanced during group works as it promotes students to participate actively and leads them to accomplish their task consequently students should also develop their confidence in elaborating important matters to achieve success holistically. However, task-based approach except from open communication exhibits a not significant relationship to students' engagement in terms of questioning and inquiry which means that students may not show enough confidence in raising their queries which affects their performance in completing assigned work.

As supported by Kolsut and Zsumilas (2023), the study found that task-based lessons were more engaging than communicative ones, with higher levels of engagement achieved with productive tasks. This suggests that teachers should increase the number of productive tasks and incorporate peer-learning components to foster better language acquisition and social competence growth.

Additionally, according to Ismael et al., (2023), the task-based approach has a potential in improving reading comprehension and enhancing motivation of the students. It also reducing anxiety level of the students and promoting the student's confidence. By integrating task-based activities and creating supported learning environments, teachers can foster positive learning outcomes and contributes the overall success of teaching learning process.

### Significant Relationship of the Use of Task Based Approach to Learners' Performance

To test the significant relationship between Use of Task Based Approach to Students' performance data were treated statistically using Minitab 14 using Pearsons R.

Shown in table 11 is the significant relationship with the use of task-based approach to learners' performance. The results include Pearson correlation coefficients (r-values), p-values, and sample size (N=90) for each relationship.

TABLE 11. *Test of Relationship between the Use of Task-Based Approach to Learners' Performance*

Task Based Approach (IV)	Learners' Performance (DV)	
	Written Test	Performance Task
Shared Responsibility:		
Pearson Correlation	0.106	0.120
p-value	0.320	0.260
N	90	90
Accountability:		
Pearson Correlation	0.113	0.113
p-value	0.289	0.289
N	90	90
Interdependence:		
Pearson Correlation	0.061	0.042
p-value	0.566	0.691
N	90	90
Open Communication:		
Pearson Correlation	0.068	0.005
p-value	0.525	0.961
N	90	90

Note: \*  $p < .05$

A not significant relationship with the use of task-based approach in terms of shared responsibility, accountability, interdependence and open communication on learners' performance in terms of written test and performance task. Based on the result, the study essentially failed to show that using task-based approach, which emphasizes shared responsibility, accountability, interdependence, and open communication, significantly enhances learners' performance task and writing test results. Meanwhile, individual capabilities of students, decision making, not eager to interact with others to achieve learning tasks, and lack of confidence and self-esteem were the factors that affects the result of this research.

The findings were supported by Xuefeng (2018), according to the study, there are factors affecting learners' task engagement in a task-based approach. In a task-based strategy, students' task participation is impacted by their communication methods, rapport, enthusiasm, and self-assurance. Learners create their learning experience, and future research should look at how learner variables interact with task attributes.

#### IV. CONCLUSION AND RECOMMENDATIONS

In light of the results of the study, the following conclusions are concluded:

The study found that there was significant relationship between task-based approach and students' engagement. Thus, this concludes that the hypothesis is rejected. Therefore, this means that shared responsibility, accountability,

interdependence, and open communication plays a vital role in teaching-learning process.

The study found that there is no significant relationship between task-based approach and students' performance in terms of written test and performance tasks. This implies that the result failed to reject the null hypothesis. Therefore, this means that teachers must always developed a well

Based on the conclusion above the following recommendation are offered:

Teachers are encouraged to include collaborative learning, or task-based approach, to improve the students' higher-level thinking, communication, self-management, leadership skills, interaction, retention, self-esteem, and responsibility.

Learners are encouraged to practice inquiry-based learning to promote their independence to create their own lessons, fostering independent thinking and problem-solving skills.

Parents are encouraged to check the performance assessment and written test of their child to promote team work for the success of educational goals.

Future researchers are encouraged to expand on the current study by examining various task-based teaching techniques in EPP subjects.

#### REFERENCE

- [1]. Alyami, A., Abduwahed, A., Azhar, A., Binsaddik, A., Bafaraj, M. (2021). Impact of Time-Management on the Student's Academic Performance: A Cross-Sectional Study, 12, 3. <https://www.scirp.org/journal/paperinformation?paperid=107573>
- [2]. Ayish, N., Deveci, T. (2019). Student Perceptions of Responsibility for Their Own Learning and for Supporting Peers' Learning in a Project-based Learning Environment. *International Journal of Teaching and Learning in Higher Education*, 31(2), 224-237. <https://files.eric.ed.gov/fulltext/EJ1224347.pdf>
- [3]. Chen, P., Chavez, O., Gunderson, B. (2017). Strategizing resources leads to improved exam scores. <https://news.stanford.edu/stories/2017/05/studying-strategically-equals-improved-exam-scores>
- [4]. Hammond, L.D., Soung, B., Channa, M., Cook, H., Livia, L., Mercer, C., Podolsky, A., and Leisy Stosich, E. (2016). Pathways to New Accountability through the Every Student Succeeds Act. Palo Alto: Learning Policy Institute <http://learningpolicyinstitute.org/our-work/publications-resources/>
- [5]. Ismail, S.M., Wang, C. & Jamalyar, R. The impact of task-based instruction on learners' reading comprehension, L2 grit, anxiety, and motivation for L2 reading. *Asian J. Second. Foreign. Lang. Educ.* 8, 42 (2023). <https://doi.org/10.1186/s40862-023-00216-2>
- [6]. Kaltsas, E., Gkaintartzi, A. (2023). Active Participation of Students in Education Process. *Research Highlights in Language, Literature and Education*, 6, (2 June 2023), 36-43. <https://doi.org/10.9734/bpi/rhlle/v6/9919F>
- [7]. Kolsut, S., & Szumilas, M. (2023a). Exploring student engagement in task-based and communicative language classrooms. *Language Teaching Research*. <https://doi.org/10.1177/13621688231188800>
- [8]. K to 12 EPP Curriculum Guide for Edukasyong Pantahanan at Pangkabuhayan (2019). 01, 1-45. <https://www.deped.gov.ph/wp-content/uploads/2019/01/EPP-CG.pdf>
- [9]. Maier, A., Adams, J., Burns, D., Kaul, M., Saunders, M., & Thompson, C. (2020). Using performance assessments to support student learning: How district initiatives can make a difference (research brief). Palo Alto, CA: Learning Policy Institute. <https://learningpolicyinstitute.org/product/cpac-performance-assessments-support-student-learning-brief>
- [10]. Moneva, J., Tribunalo, S. (2020). Students level of self-confidence and performance task. 5(1), 42-48. [https://www.researchgate.net/publication/343568936\\_Students'\\_Level\\_of\\_Self-confidence\\_and\\_Performance\\_Tasks](https://www.researchgate.net/publication/343568936_Students'_Level_of_Self-confidence_and_Performance_Tasks)

- [11]. Scager, K., Boonstra, J., Peeters, T., Vulperhost, J., Wiegant, F. (2017). Collaborative Learning in Higher Education. Evoking Positive Interdependence. *CBE – Life Science Education*, 15(4). <https://doi.org/10.1187/cbe.16-07-0219>
- [12]. Sword, R. (2020). Effective Communication in the Classroom: Skills for Teachers. <https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/>
- [13]. Tyner, A., & Petrilli, M. J. (2018, May 30). The case for holding students accountable. The Thomas B. Fordham Institute. <https://fordhaminstitute.org/national/commentary/case-holding-students-accountable>
- [14]. Van Den Branden, K. (2020). Task-Based Language Teaching: Theory and Practice. Cambridge University Press. [https://api.pageplace.de/preview/DT0400.9780511500503\\_A25047392/preview-9780511500503\\_A25047392.pdf](https://api.pageplace.de/preview/DT0400.9780511500503_A25047392/preview-9780511500503_A25047392.pdf)
- [15]. Wale, B., Bishaw, K. (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian Pacific Journal of Second and Foreign Language Education*, (9). <https://sfleducation.springeropen.com/articles/10.1186/s40862-020-00090-2>
- [16]. Xuefeng, S. (2018). Factors Affecting Learner's Task Engagement in a Task-Based Course. *Innovation in Language Teaching: International Conference* <https://conference.pixel-online.net/files/ict4ll/ed0011/FP/5189-SLA3492-FP-ICT4LL11.pdf>