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## REVIEWER'S REPORT

Manuscript No.: IJAR-52040 Date: 02-06-2025

**Title: INFLUENCE OF INTROSTAT ON THE MATHEMATICS PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS**

**Recommendation:**
Accept as it is……**YES**……..
Accept after minor revision……..
Accept after major revision ……..
Do not accept (*Reasons below*) ……

| Rating | Excel. | Good | Fair | Poor |
|---|---|---|---|---|
| Originality | | | √ | |
| Techn. Quality | | √ | | |
| Clarity | | | √ | |
| Significance | | | √ | |

**Reviewer's Name:** Mr Bilal Mir

**Reviewer's Decision about Paper:** **Recommended for Publication.**

**Comments** (*Use additional pages, if required*)
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## ***Reviewer's Comment / Report***

**Scope and Relevance:**

The manuscript addresses a relevant and contemporary issue in mathematics education—namely, the integration of mobile technology in instructional delivery. By focusing on the IntroStat mobile application and its impact on the academic performance of Senior High School students in Statistics and Probability, the study contributes meaningfully to educational technology literature and pedagogical innovation within the Philippine context.

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**Abstract and Summary:**

The abstract is well-structured and clearly articulates the study's objectives, methodology, key findings, and conclusions. The use of a quasi-experimental design is appropriately described, and the inclusion of statistical tools (Kruskal-Wallis and Wilcoxon Signed-Rank tests) lends rigor to the analysis. The summary of results, including the reliability coefficient (Cronbach's Alpha = 0.728), enhances the credibility of the data collection instrument.

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**Introduction and Contextualization:**

The introduction establishes a strong rationale for the study by highlighting the persistent challenges students face in learning mathematics, particularly in the areas of Statistics and Probability. The use of supporting literature, such as references to Gafoor and Kurukkan (2015) and Angelo et al. (2020), effectively anchors the problem within both global and local educational contexts. The discussion underscores the relevance of technology as a potential solution to issues of student engagement and conceptual understanding.

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**Methodology:**

The quasi-experimental design employed in this research is suitable for investigating the intervention's effect. The use of both pretest and posttest assessments across three distinct academic strands (HUMSS, GAS1, and GAS2) offers a comprehensive view of the intervention's reach. The selection of Ferrol National High School as the study site contextualizes the research, while the stratified approach to participant grouping allows for meaningful comparison across different learner profiles.

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**Data Analysis and Findings:**

The data analysis is thorough and methodologically sound. The use of non-parametric tests is appropriate given the nature of the data and sample size. The Kruskal-Wallis test result indicating no significant post-intervention differences among groups, combined with the Wilcoxon Signed-Rank test showing significant improvement within groups, provides a compelling narrative of consistent learning gains attributable to the intervention. The reported

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internal consistency of the instrument (Cronbach's Alpha = 0.728) adds further validity to the findings.

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**Discussion and Interpretation:**

The discussion effectively ties the findings to the broader literature on educational technology and mathematics instruction. The observed convergence in posttest scores, despite initial disparities in pretest performance, is an important insight that underscores the potential of mobile learning tools to bridge achievement gaps. The narrative reflects a clear understanding of instructional equity and adaptive learning support.

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**Conclusion and Implications:**

The conclusion synthesizes the key outcomes of the study and emphasizes the pedagogical value of integrating mobile applications such as IntroStat into the curriculum. The articulation of the implications for assessment design, teacher training, and future research is relevant and forward-looking. The recommendation to evaluate long-term impacts aligns well with the nature of educational technology interventions.

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**Language and Presentation:**

The manuscript is written in clear and academically appropriate language. It maintains coherence and logical flow from one section to another. Terminologies are used precisely, and statistical results are presented in an accessible manner.

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**Overall Assessment:**

The study presents a methodologically robust and pedagogically significant examination of the role of mobile technology in improving mathematics education. It adds to the growing body of evidence supporting digital learning tools and demonstrates their applicability in real classroom settings. The manuscript offers valuable insights for educators, curriculum developers, and researchers interested in educational innovation.

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