

UTILIZATION OF DIVISION IN MATH GO BOX IN TEACHING DIVISION IN MATHEMATICS OF GRADE 3 LEARNERS

ABSTRACT

AUTHORS

Geraldine Caloyloy
Jan Marie Reizelle Destajo
Christian Gomez
Cazandra Mae Jayan
Cathrine Sollestre

RESEARCH ADVISER

Ryan Christopher M.
Villalon, PhD

AFFILIATION

Bestlink College of the
Philippines

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Division plays a vital role in developing students' problem-solving, critical thinking, and analytical skills, making it a foundational component of education as emphasized in RA 10533, Section 15. Although often challenging, children naturally possess intuitive ideas about division that can be enhanced through effective teaching methods. Strategies such as gamification and the use of authentic materials have been shown to make learning division more engaging and effective, ultimately leading to improved student performance. This causal-comparative study evaluated the effectiveness of the Math Go Box in improving the division skills of Grade 3 students. Involving 34 participants, the research used pre-test and post-test assessments, along with qualitative feedback. Results revealed a statistically significant improvement in students' division performance, demonstrating that the Math Go Box is an effective tool for enhancing mathematical learning outcomes. The study analyzed pre-test, post-test, and survey data from Grade 3 students to assess the impact of the Math Go Box on division proficiency. Most students were 8 years old and predominantly male. A majority had a GWA between 81–85. The Math Go Box effectively improved division skills, as evidenced by post-test gains, though it had a limited effect on resolving learning difficulties. Statistical analyses showed no significant correlation between student demographics (age, gender, GWA) and post-test outcomes, indicating that the Math Go Box benefits learners regardless of background. This study evaluated the effectiveness of the Math Go Box in enhancing division skills among Grade 3 students. The majority of participants were 8 years old, 59% male, and 73% had a GWA of 81–85. Initial pre-test scores indicated low proficiency in both division facts and processes. However, post-test results revealed substantial improvement, with learners achieving proficiency and high proficiency levels. Statistical analysis confirmed the significance of the improvement ($z = -37.8005$, $p < 0.00001$). Overall, the Math Go Box proved to be an effective instructional tool for teaching division.

RECOMMENDED CITATION

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