



THE ROLE OF E-GAMES TECHNOLOGY IN ENHANCING NUMERACY SKILLS

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ABSTRACT

This study examined the role of E-Games technology in enhancing the numeracy skills of Grade 3 learners in the Lemery Sub-Office. Using a quantitative descriptive–correlational research design, the study assessed learners’ numeracy proficiency in terms of basic arithmetic skills, problem-solving ability, logical reasoning, and computational fluency, as well as the extent of E-Games utilization in teaching numeracy.

Data were gathered through validated survey questionnaires administered to 51 Grade 3 teachers across public elementary schools within the district. Findings revealed that learners demonstrated high levels of numeracy proficiency, particularly in performing basic arithmetic operations and recognizing logical patterns, while showing developing competence in solving multi-step problems. The extent of E-Games utilization was likewise rated to a great extent, with teachers integrating digital games to support understanding of numerical concepts, reinforce lesson objectives, and provide immediate feedback during assessment activities. Further analysis indicated a significant positive relationship between the use of E-Games and

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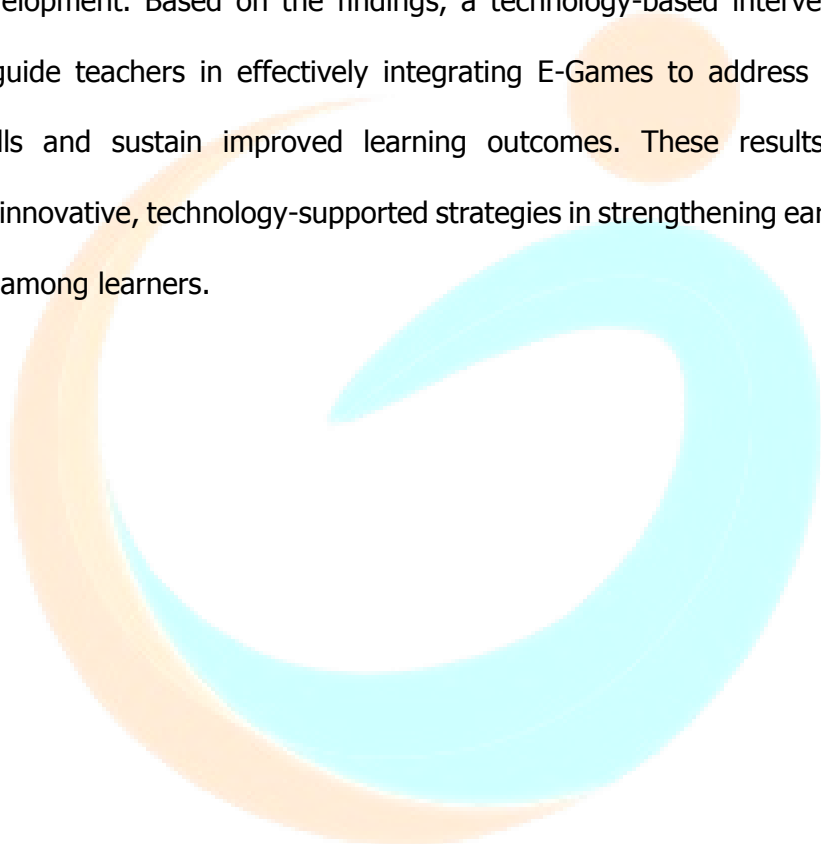
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learners' numeracy performance, suggesting that consistent and structured integration of technology contributes to improved mathematical understanding and engagement.

The study concludes that strengthening the purposeful use of E-Games, supported by teacher training and adequate technological resources, is essential in enhancing learners' numeracy development. Based on the findings, a technology-based intervention plan was proposed to guide teachers in effectively integrating E-Games to address least mastered numeracy skills and sustain improved learning outcomes. These results highlight the importance of innovative, technology-supported strategies in strengthening early mathematics competencies among learners.



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