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PROJECT NUMBERS: NURTURING UNDERSTANDING AND MASTERY OF BASIC ELEMENTARY ARITHMETIC TO RAISE SKILLS: ENHANCING NUMERACY SKILLS OF GRADE 3 STUDENTS OF BALAYAN WEST CENTRAL SCHOOL

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ABSTRACT

This study investigated the influence of Project NUMBERS on the numeracy proficiency, engagement, confidence, and higher-order thinking skills (HOTS) of Grade 3 learners. Initial findings revealed that students' overall numeracy proficiency was at a moderate or developing level (weighted mean = 3.20), reflecting partial mastery of basic operations and persistent difficulties in solving word problems and demonstrating confidence. Teachers further reported that learners consistently struggled (weighted mean = 4.49) with recalling multiplication facts, performing division with remainders, and applying problem-solving strategies, with computational errors and slow pace identified as critical concerns.

Following the implementation of Project NUMBERS, teachers strongly agreed that the program had a positive impact across learner performance (WM = 4.39), engagement (WM = 4.32), and confidence (WM = 4.48). Learners demonstrated improved accuracy, mastery of operations, and enthusiasm in applying arithmetic to real-life contexts. Recognition and reinforcement strategies were found to boost self-esteem and reduce math anxiety, contributing to greater learner confidence. Moreover, significant improvements were observed

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in numeracy proficiency (WM = 4.40) and HOTS (WM = 4.38), particularly in evaluating solutions, logical reasoning, and creativity.

The findings affirm that Project NUMBERS effectively bridges foundational numeracy skills with higher-order competencies, fostering resilience, independence, and long-term mastery in mathematics. The study highlights the importance of structured interventions, recognition systems, and contextualized applications in strengthening both proficiency and confidence. Sustaining Project NUMBERS can further enhance learners' problem-solving abilities, critical thinking, and readiness for more complex mathematical tasks.

Keywords: *numeracy proficiency, learner engagement, confidence, higher-order thinking skills, mathematics intervention, problem-solving, Project NUMBERS*

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