**Evaluating the status of social studies education in second cycle primary schools (grade 5 to 8) in Amhara Region**

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Education is vital for human development and it enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. In the education system, the quality of education is determined by input factors, educational processes and out puts of the system. The Ethiopian government has been trying to improve the quality of education through different ways. The attempt was manifested on 70-30 policy which has implemented 70 percent to sciences and engineering and 30 percent social sciences. According to this policy there is feeling of disregardness of social science against its contribution. The objective of this study was to evaluate the status of social science education at the second cycle primary education in Amhara region. The study employed has employed a concurrent mixed research method design. The quantitative and qualitative data were collected from teachers, parents, students and school administrators. The structured questionnaire, Semi-structured FGD and in-depth interview were prepared to solicit both quantitative and qualitative data. The multistage sampling was employed to select sample schools and respondents. From each school, a total of 120 students (30 students at each grade level) were selected randomly. A total of eight primary second cycle schools and 960 respondents (students) selected randomly from the selected schools were participated in the quantitative component of the study. Univariate, bivariate and multivariate techniques were used to analyze the quantitative data. The qualitative data was analyzed by using thematic techniques. The results of the study have indicated that the text books of grades (5-8) are well organized continuously and integrated with other disciplines. However, there are some unnecessary redundancies. The results have also shown that about 52% of male students and 53.4% of female students had lower attitude to learn social studies. About 42% of the students perceived that the social studies teaching-learning processes as poor quality and 58% of students perceived that the quality of social studies teaching-learning process as good. The study indicated that the quality of facilities and inputs for education decreased as grade level increases. Therefore, it is recommended that the concerned bodies should be redesigned in a way that help students develop attitude, skill and knowledge which could be applicable in the real world. There should be frequent training on different teaching methods to improve teachers’ competency through short and long term training for social science teachers and the required educational facilities such as well equipped class rooms, libraries reference materials, and computer labs should be also fulfilled.