**The status of second cycle primary school mathematics education in Amhara region**

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The purpose of this research was to assess the status of mathematics education in the second cycle of primary schools of the Amhara Region. To achieve this, the study surveyed the current status of mathematics education and tried to identify the determinant factors: teachers’ pedagogical and content/subject matter knowledge, classroom teaching, students’ attitude towards mathematics, quality of textbooks, and the availability of other supportive materials and equipments. A total of 165 teachers and 1758 students taken from 100 schools were the samples of the study. A multistage random sampling technique was used to select the sample. Tests, questionnaire, inventory and observation checklist were adapted and/or developed to collect the necessary data. The data collected have been analyzed depending on the nature of data collected. One sample t-test was employed to analyze the teachers’ subject matter and pedagogical content knowledge and students’ attitude towards mathematics. The textbooks were analyzed with a careful page-by-page survey of the textbooks’ activities, lessons, examples, exercises, figures and other learning opportunities. Similarly, data obtained using observation about teachers’ classroom practices and inventory of the different supplementary materials relevant for the learning of mathematics were analyzed qualitatively. Based on the analysis the following findings were found. Although teachers’ mathematical content knowledge is moderate, their pedagogical knowledge is statistically significantly lower than the expected mean; students’ attitude towards mathematics is moderately positive and needs improvement; the actual classroom teaching is more of instructionalist focusing on knowledge of procedures to solve problems; although textbooks and teachers’ guide are available, there is scarcity of relevant materials. Based on the findings, it is generally possible to conclude that the standing of Second Cycle Primary School Mathematics needs improvement.