

**STATUS OF SECONDARY LEVEL MATHEMATICS EDUCATION IN
SELECTED SCHOOLS IN KALMUNAI EDUCATION ZONE, SRI LANKA**

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This study investigates the status of secondary-level Mathematics education in selected schools within the Ampara District of Sri Lanka, with a focus on students' performance, teaching methodologies, and the challenges faced by both students and teachers. Employing a mixed-methods approach, the sample consisted of 200 students (grades 10 and 11), 25 Mathematics teachers, and 8 trainee teachers from three selected schools in the Kalmunai Education Zone. The test assessed students' knowledge and skills in key areas of Mathematics, while the questionnaires gathered insights into students' learning experiences, teachers' teaching practices, and the availability of teaching resources. The test results revealed that a significant majority of students scored below satisfactory levels, with 36% scoring below 20%. Only 10% of the students achieved scores above 75%. The majority of the students performed below satisfactory levels, particularly struggling with Set Theory and Probability. Key challenges identified include, insufficient instructional time, a lack of modern teaching aids, and limited use of innovative teaching strategies. Students reported dissatisfaction with teachers' ability to clarify doubts, while teachers cited difficulties in syllabus completion and engaging with students effectively. These findings align with consistently low Mathematics scores in national examinations. The study recommends the integration of modern teaching aids, the provision of remedial classes for underperforming students, and enhanced professional development for teachers. Establishing well-equipped Mathematics classrooms and promoting student-centered instructional methods are essential steps toward improving secondary-level Mathematics education in the Kalmunai Education Zone.

Keywords: Mathematics education, Student performance, Teaching challenges, Innovative methods, Remedial teaching