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## **Stakeholders' Views on the Preparation and Utilization of School Supplementary Curriculum Materials in Selected Private Primary Schools in Addis Ababa**

Hiwot Abera<sup>1</sup> and Lemma Setegn<sup>2</sup>

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**Abstract:** The purpose of the study was to investigate the views of stakeholders on school supplementary curriculum materials' preparation and utilization in two private primary schools in Addis Ababa. A concurrent mixed methods research design was used for the study. A total of 174 students and 65 parents were selected using stratified and convenient sampling techniques respectively while 12 teachers were selected using availability sampling technique. Four school administrators and four education bureau experts were selected using purposive and availability sampling techniques respectively. Questionnaire, interview, focus group discussion and document analysis were used to collect data. The quantitative data were analyzed using frequencies, percentages, and mean scores while the qualitative data was analyzed using themes. The findings revealed that the stakeholders had positive views on the supplementary curriculum materials for they facilitated students' learning and improved their achievements. The Education Bureau's guideline and criteria improved the preparation, but reduced the number of private schools that were involved in the preparation and utilization practice. The preparation and utilization of the supplementary curriculum materials in the English language for the first cycle grades and access through sale were contrary to the Education and Training Policy of the country and the criteria set by Addis Ababa Education Bureau. Lack of trained writers and clear guidelines including costs of preparation were found to be the major problems of the schools. Thus, organizing extensive forums for stakeholders' discussions, training to the writers, setting standards and supervising the practice with parents were recommended to improve the practice in the schools.

**Key words:** *Supplementary curriculum materials, Syllabus, Students' learning achievement*

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<sup>1</sup> \* Lecturer, Department of Adult Education and Community Development, Haramaya University. Email: [hiwotabera26@gmail.com](mailto:hiwotabera26@gmail.com)

<sup>2</sup> \*\*Assistant professor, Department of Curriculum and Instruction, College of Education and Behavioral Studies, Addis Ababa University. e-mail: [lemmasetegn@yahoo.com](mailto:lemmasetegn@yahoo.com)

## **Introduction**

### *Background of the Study*

Learning is considered as social activity that creates relationships between the teacher and the student on one hand and the curriculum materials and students on the other (Wright, 1988). Students' learning occurs through the interaction of the student with the curriculum materials (Alice, 2012). Students' learning enhances when the learners manage the learning activities by themselves and the quality of learning is influenced by their views of the curriculum, curriculum materials and the supplementary curriculum materials they use. Teachers' views also influence the selection and classroom use of supplementary materials (Crawford, 2002). Barcelos (2003) notes that teachers' views influence their way of teaching and utilization of supplementary curriculum materials. Thus, for success and better achievement within the teaching learning process, teachers need to learn how to select, use and rely on a diverse range of printed instructional materials, which can support students' learning and reach their objectives. The school supplementary curriculum materials are means to both the teacher and students and help both if they are properly selected, used and they work effectively at the moment of teaching students (Pena and et al, 2012).

Supplementary curriculum materials are non-textbook resources that facilitate students' learning and improve students' achievement if they are aligned to the syllabi of those specific subjects and are made to align. They are found to supplement the subject textbooks by offering alternative approaches by providing additional information and knowledge of the subjects not directly covered by the school curriculum (Rosenburg, 1998; 2000). It is obvious that supplementary curriculum materials help cover the gaps in which textbooks cannot cover. Research evidences from the mid-1970s to the present confirm that the availability of supplementary teaching and learning curriculum materials improve students' performance and achievement. Thus, supplying schools with adequate supplementary curriculum materials has been a

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means to support educational development and quality upgrading. This has been recognized by governments in many developing countries and most development partners. UNESCO's document for International Institute for Education Planning (UNESCO, 2007) shows that cost effective supplementary teaching and learning materials can enrich teaching in every subject, engage students in multi-dimensional learning and build students' abilities to apply their knowledge. Reedy (2013) writes that the use of supplementary curriculum materials promotes creativity and the activities can excite students, breaks monotony of the class and enhances language and communication skills. In addition, using supplementary curriculum materials make teachers and students to go beyond the prescribed curriculum. Hence, supplementary curriculum materials are very important aids for every subject teacher to provide practice and information for areas, which students may have more difficulty in understanding. They improve the students' activities and classes will be more motivating and interesting (Graddol, 2000).

In addition to this, the appropriate selection and use of supplementary materials not only contribute to improving instruction and interest for learning but also are critical for literacy outcomes such as learning to read, developing reading as a habit, reading to learn and access to information, and reading for pleasure and enrichment (Pena, et al. 2012). Researchers such as Chowo and associates (2010) have analyzed the effect of adopting supplementary reading materials for the enhancement of listening and speaking strategies for twelve learners via a control and test group and concluded that the supplementary materials have enhanced the learning strategies and outcomes of learners.

Furthermore, supplementary curriculum materials play critical roles for students who cannot access information in textbooks for one reason or another. Most importantly, lack of these supplementary materials exacerbates the problem of textbook insufficiency and compounds the need for an adequate quantity and quality of textbooks. Teachers agree that those who lack these supplemental materials are more likely to face difficulties and quality problems than their colleagues with their materials

(Oakes and Saunders, 2002). It is true that many students may require such materials to meet the preset standards. School leaders need to work hard to create the conditions (Koski, 2001).

It has been a recent and common practice in private schools of Addis Ababa to use either bought from abroad or/and self-prepared supplementary curriculum materials (AAEB, 2014/15). Despite the pedagogical benefits the supplementary curriculum materials provide to students, it has been common to hear complaints from many parents whose children are attending classes in the private schools in Addis Ababa. The parents' complaints have been forwarded taking the cost of the materials and the ever-increasing tuition fees and 'burdens' the students have both at schools and their home. The Education Bureau officials in the city government have been calling for meetings of the private schools' owners and parents for discussion on the issues. They have also been heard on mass media informing parents and the community about the process of the recognition of materials, the licensing procedures, costs of schooling and the like. These orientations have been common agenda at the beginning of most academic years and the education bureau releases information to the city community on the plans, practices and the devices the bureau has set to control the private schools on the various kinds of services the schools render.

Despite the efforts made by the bureau, the complaints of the beneficiaries have continued even after the control devices were set to minimize the frequent increases in the education fee in general and the sale of the supplementary curriculum materials for high prices and their utilizations in particular. Though the issue has been hot for a long time, there has been no research report on the views of the stakeholders with regard to the supplementary curriculum materials that the schools have been preparing and using in the schools. Thus, conducting a study on the views of the stakeholders' with regard to the preparation and utilization of the supplementary curriculum materials in the private primary schools of Addis Ababa seems timely and worthy of investigation.

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*Statement of the Problem*

Many primary private schools in Addis Ababa have been preparing and using supplementary curriculum materials to supplement the city government's textbooks in the teaching learning process. However, many parents complain on the cost, quality and the burdens the materials have been creating on the children through the media. Discussions were arranged by the Education Bureau in recent times. In the middle of the high voices of parents and other government offices that work on the protection of consumers, the Addis Ababa Education Bureau prepared a guideline that came into effect as of 2014/15(AAEB, 2014/15). Accordingly, since then the private schools' supplementary curriculum materials have been evaluated by Addis Ababa Education Bureau. Therefore, all private primary schools that prepared their own supplementary curriculum materials were required to bring their supplementary curriculum materials to the bureau and get approval as per the requirement.

As it is documented in the guideline, the criteria set and used to evaluate the supplementary curriculum materials have been made to focus mainly on the relevance of contents, the match or mismatch of the topics to the syllabi, the language in use, appropriateness to the students' level of maturity and the consideration of the policy provisions of the Education and Training Policy (AAEB, 2014/15). The guideline set and the criteria have significantly reduced the number of private primary schools that prepare and present the supplementary materials. However, the few left private schools have continued the preparation and utilization of the supplementary curriculum materials.

Though there have been various arguments among many social groups and institutions through the media and direct ways on the schools' materials and other related matters, the views of the parents, students, teachers, school administrators and the material evaluators of the Education Bureau on the preparation and utilization of school supplementary curriculum materials seem to have more weight than

others. Even though, the issue has been under discussion for quite a long time, no timely and reasonable decisions have been made to resolve it. There has been no research carried out and reported despite the complaints presented and arguments made for and against the practice among the stakeholders. Therefore, this study was conducted with a view that the results of the study would provide information to those interested bodies about the status of the preparation and the utilization of school supplementary curriculum materials in Addis Ababa, and show the extent to which the materials match with the Education and Training Policy provisions of the country as well as the criteria set for the evaluation of supplementary curriculum materials by AAEB.

It is hoped that the finding of the study would help the various communities get information about the effects of the guideline and criteria set by the Education Bureau on the preparation and utilization of the supplementary curriculum materials in the private primary schools. It initiates schools, teachers, researchers, and other experts to conduct further research on the issue. Thus, the study focused on examining the views of the stakeholders on the preparation and utilization of supplementary curriculum materials, the compliance of the supplementary curriculum materials with the Education and Training Policy provisions, the guidelines prepared by the education bureau, the materials' contributions to the students' learning and problems they faced and areas of improvements of the school supplementary curriculum materials in selected private primary schools

#### *Objective of the Study*

The major objective of the study was to examine the views of the stakeholders on the preparation and utilization of supplementary curriculum materials and problems encountered in selected private primary schools in Addis Ababa.

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*Research Issues*

- The views of the stakeholders on the aims, the preparation and utilization of the supplementary curriculum materials in the private primary schools Addis Ababa?
- Whether the school supplementary curriculum materials have any noticeable contribution to students' learning in the private primary schools
- Whether the private primary schools preparing and using supplementary curriculum materials comply with the country's Education and Training Policy provisions and the criteria set by AAEB for the evaluation of the school supplementary curriculum materials
- The major problems the private schools face with regard to the preparation and utilization of the school supplementary curriculum materials in the private primary schools of Addis Ababa
- Improvements to be done in the preparation and utilization of school supplementary curriculum materials in the private primary schools of Addis Ababa

*Limitations of the Study*

Though the two selected sample private primary schools for the study were willing and cooperative to provide most of the required data initially, one of the sample schools later refused to give permission and create access to school's data on the students' academic results raising ethical issues. Thus, the data, which could have been used to compare the students' results 'with' and 'without' supplementary curriculum materials was lacking for that school. However, the researchers made the necessary efforts to collect the required data from the archive of the other sample school (S2) and used to compare the results of students of the two grades 'with' and 'without' the utilization of supplementary curriculum materials. Hence, the researchers hope that this would

reduce the negative effects of the missing data on the results of this study.

### *Operational Definitions of Terms*

*Primary school*- a school that enrolls and teaches students from grade one up to grade eight.

*Private school* - a school established, organized, conducted, and primarily administered by a non-governmental agent, individual or share company.

*stakeholders*- students, teachers, administrators, and parents whose children are registered regularly and attending lessons in the schools and the Education Bureau's supplementary curriculum materials' evaluators.

*Students' learning*- refers to the process of acquisition of knowledge, development of skills and formation of values, which can be measured by the appropriate tools.

*Supplementary curriculum materials* – printed reading curricular materials prepared and used by the private schools for further reading and enrichment of the lessons in addition to the government prepared and supplied text books.

## **Review of Related Literature**

### *The Concept and Importance of Supplementary Curriculum Materials*

School curriculum materials play great roles in imparting knowledge, formation of values and developing skills of the student. In addition, the utilization of supplementary curriculum materials also stimulates sharing of ideas, thoughts, feelings and knowledge (Macharia 1987). They are the primary tools that schools use to provide students with access to the



knowledge and skills that students are expected to learn (Oakes & Saunders 2002). Core comprehensive instructional programs usually require some type of supplementary material to fill in the gaps of content or meet the skill-level of identified students (Edenfield, 2010). They are selected to supplement, improve or extend the curriculum. Supplementary materials supplement and support to contribute to language learning when adapted to the need of a specific class. They are “Any and all non-textbook resources teachers and staff would use to facilitate student learning” (Brewster, Ellis, and Girard, 1992). Biemer (1992) argues that the teacher should be alert that the textbook is not the only resource in the classroom. Biemer further claims that the first step to encourage and supplement the book and motivate the students is to understand how they learn.

The application of supplementary materials in the classroom makes a huge difference in education. For years, it has been said that the teacher is the most powerful person in the classroom and sometimes success has even been measured by how much students’ learn from what he/she taught. Currently, things have changed and a teacher’s work is not only to use that power for education but also for taking benefit of every supplementary material and practice it cleverly to achieve the objectives of the class (Herrera and Hermínia, 2012). The supplemental curriculum materials can be used outside the classroom (Griffiths, 2002). Basturkmen, (2001) recommends the use of supplementary curriculum material because of its pedagogic benefits on student’s learning enthusiasm and communicative competence. According to Widdowson, (2003) the verbal difficulty of supplementary curriculum materials may discourage students and brings negative effect on their learning. Preparing supplementary curriculum materials, which fit to the students’ level and designing practicable learning tasks solve the problem. However, preparing suitable supplementary curriculum materials and designing proper learning tasks can be a time-taking process (Hughes & McCarthy, 1998).

### *Supplementary Curriculum Materials and Views of Stakeholders on Students' Learning*

Learning is a complex activity that comprises interplay of students' motivation, supplementary materials, physical facilities, teaching resources, and skills of teaching and curriculum demands (Lyons, 2012). Availability of supplementary curriculum materials increases the effectiveness of schools and creates good learning situations for the students. Curriculum materials are those printed materials that support students' practices and make them to learn (Kay, 2012).

Teachers' choice of the correct supplementary curriculum material depends on the pertinence (topic, objectives, language content), productive or receptive skills (listening, reading, writing and speaking), appropriateness (students' needs, age and level), and quality (Hedge, 2000). Holbrook & Rannikmae (1997) stress that a professionally qualified teacher no matter how well he/ she is trained, would be unable to put his/ her ideas into practice if the school setting lacks the supplementary materials necessary for him or her to translate his/her competence into reality. Peacock (1998) recommends that using suitable supplementary curriculum materials may increase learners' levels of on-task behavior, attentiveness, and participation in the target activity. Supplementary curriculum materials can supplement the needs of certain groups since they are produced for real communication purposes. Helping students find materials of interest at desired levels of difficulty is a key aspect to improving their level of immersion in available printed materials (Holbrook & Rannikmae, 1997).

To overcome the inappropriateness of schools' textbooks, teachers produce supplementary curriculum materials as best option for students (Block, 1991). Teacher designed supplementary curriculum materials can be receptive to the heterogeneity inherent in the classroom. There is greater choice freedom when teachers develop their own supplementary curriculum materials (Podromou, 2002). Hence, teachers designing their own supplementary curriculum materials can respond to

local needs and international events with up to date, relevant and of high interest topics and tasks. Supplementary curriculum materials may cause difficulty when too many unknown words make the reading process too difficult (Nuttall, 1982). Too many complex language structures cause a big burden to learners (Richards, 2001). So, it may discourage and frighten low level students. Similarly, the whole preparation process of supplementary materials takes a great deal of time and incurs cost (Berardo, 2006). Ample knowledge is also needed in order to draw out the greatest pedagogical benefit of the text. The teacher should be well trained in using and exploiting the materials. Otherwise, it becomes boring and purposeless for students (Cakir, 2006).

### **Research Design and Method**

A research design is a plan, structure and strategy of investigation to obtain answers to research questions (Ogula, 2005). A concurrent mixed research methods design was employed for the case study as it neutralizes or cancels the biases of any single method (Creswell, 2003; 2012). It was used as a means for it makes convergence and integration of quantitative and qualitative data possible and allows understanding of the case clearly and deeply.

#### *Data Sources*

Both primary and secondary data sources were used. The primary sources of data were teachers, school administrators, parents, students of grades 4 and 5 of the sample schools and supplementary curriculum materials' evaluation experts of Addis Ababa Education Bureau. The secondary data sources were documents, the supplementary curriculum materials, and guidelines prepared for the evaluation of supplementary curriculum materials in the city.

*Population, Sample and Sampling Techniques*

The private primary schools in the city administration were 485(AAEB, 2018) of which not more than 10 were preparing supplementary curriculum materials at the schools' level and making access to their students. As it was explored in a preliminary investigation, most of the private primary schools import supplementary materials from foreign countries (mostly India) and supply them to their students through sale. Two sub-cities, Bole and Kirkos were selected randomly. Then, two of the private primary schools were selected using convenient sampling technique from those private schools that have long time experience in preparing and utilizing supplementary curriculum materials in a large scale within the sub- cities and willing to provide information. The total population of the two schools was 2080. From this, the population of grade 4 and 5 were 871 students with 452 boys and 419 girls. Of the total population of 871 only 20 % of were taken as representative sample for the groups were homogenous in nature.

**Table 1: Total Population of Grade Four and Five Students**

School	Grade	Boys	Girls	Total
(S1)	4	108	107	215
	5	129	106	235
(S2)	4	100	96	196
	5	115	110	225
<b>Total</b>		<b>452</b>	<b>419</b>	<b>871</b>

With the intention of selecting those grades that represent both the first and second cycles, stratified sampling technique was employed and selected grades 4 and 5. After the stratification of the groups, boys and girls were selected with simple random sampling technique using the lottery method. The samples for the study were 174 students; of which 90(52%) students were males while 84 (48%) were females. Sixty-five parents of the students of the sample schools were selected using convenience sampling technique after checking that the parents of the students were literate and capable of completing the questionnaire. It was done with the help of the schools' management to select parents from those who completed secondary school and above. Additional eight students were selected from each sample grade for FGD using convenience sampling technique from each grade for the Focus Group Discussions (FGD). It was done to select those who were older and thought to be capable of giving important information on the supplementary curriculum materials. Availability and purposive sampling techniques were employed to select four curriculum material evaluators of Addis Ababa Education Bureau and four school administrators respectively.

### *Instruments of Data Collection*

#### *Questionnaire*

Questionnaire was used as data collection instrument for it is a tool that elicits information about a range of diverse issues (Richard, 2001). McMillan and Schumacher (2001) also express that a questionnaire was selected for it is a common tool for collecting data that shows views and beliefs. Thus, based on the literature reviews made on the issue, questionnaires consisting of 13 close-ended were prepared, translated to Amharic and used to get information from sample students. Seven open-ended questionnaire items were prepared and translated and used for sampled parents. The closed-ended questionnaire items for the students were set in five Likert scale to help students determine their level of agreement or disagreement on the items related to the nature,

contribution, and level of difficulty of the supplementary materials when they use them. The scale was categorized as strongly agree, agree, undecided, disagree and strongly disagree with values ranging from 5 to 1 for the favorable statements respectively. The reverse scale values 1-5 were used for the unfavorable statements respectively.

The questionnaire items for the parents (seven in number) were open-ended demanding the overall view of the parents on the nature of the school supplementary curriculum materials, the extent to which the parents get chances in supporting and supervising their children at home, the ways by which they were accessing the materials, students' overload and cost of materials and the possible solutions they can forward for improvement if they at all support the continuation of the preparation and utilization of the supplementary materials in the schools.

### *Interview*

Interview is one of the leading methods for the gathering of qualitative data (Best and Khan, 2003; Leedy and Ormrod, 2005; Creswell, 2012). In this study, interview was used for it gives a chance for a respondent to explain more clearly on what he/she knows. It also gives opportunity to discussion issues that are difficult to investigate through questionnaires, or observation. Being cognizant of this, twelve, nine, and seven open-ended interview items were prepared by the researcher focusing on the importance, contributions, utilization, the burdens the materials make on students and the possible areas of improvements of the supplementary materials separately for teachers, school administrators and Education Bureau Curriculum Material Evaluators (experts) respectively. The interview results were used to supplement and/or triangulate the data collected through the other instruments as appropriate.

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### *Focus Group Discussion (FGD)*

In social research, focus group discussion can be used for the purpose of collecting high quality data in a social context and it helps understand a specific problem from the view point of the participants of the research (Khan and Manderson, 1992). Thus, six items of FGD guide were prepared in four thematic areas and translated into Amharic and the guide was used in four FGD group sessions with two groups in each sample schools to get supplementary data for the close- ended questionnaires completed by students. The discussion guide focused on the benefits provided by the materials to improving students' learning and raising their academic achievements as well as to determining whether the materials have been creating additional load and their preferred time to use the supplementary curriculum materials. The discussions were facilitated by assistants in the presence of one of the researchers. It was voice- recorded, transcribed and coded for the analysis.

### *Checklist for Document Analysis*

Checklist was used to go through the guideline for the preparation of the supplementary curriculum materials and the criteria set by the Education Bureau to evaluate supplementary curriculum materials as well as the guidelines issued by one of the schools for those who were preparing the materials for the school. Students' academic achievement records for the sample grades were observed and the required data were collected from one of the sample schools, which was willing and cooperative to create access to the records of the school.

### *Validity of Instruments*

Validity is a degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda and Mugenda, 2003).Accordingly, the validity of the questionnaire items for the students and parents were checked by selected graduate program

students of the department of Curriculum and Instruction at the College of Education and Behavioral Studies in Addis Ababa University and two school teachers where one of the authors of this article has been working. The necessary language use improvements were made on four items of the questionnaire for students and few editions were made on the interview and FGD items based on the comments. The final version of the questionnaire for the students was prepared for reliability test while the FGD guides and interview items were validated by the same above-mentioned group of experts.

#### *Reliability of Instrument*

Reliability refers to the consistency of the data obtained and how consistent they are from one administration of the instrument to another (Kombo & Tromp, 2006). A reliable instrument will consistently produce the expected results when used more than once. Thus, to assess the reliability of the close-ended questionnaire prepared for the students was piloted in a different private school located in Bole sub-city. The questionnaire's Cronbach's Alpha Coefficient Reliability Index showed 0.76, which is within the range of scores that are acceptable for Cronbach Alpha Coefficient Reliability Index of 0.70 and above is accepted as reliable (Mugenda&Mugenda 2003).

#### *Data Collection Procedure*

After the validation of the instruments and piloting the close-ended questionnaire for the students, it was checked for the reliability. The finalized questionnaires were distributed to students. Four individuals supervised the students and collected the questionnaires on the spot in each sample schools and grades. Interviews with administrators and teachers of the schools were conducted along with the administration of the questionnaire. On average, the interviews took 1:30 hours for each interviewee. Voice recorder was used to record the information of the respondents. The questionnaires for the students' parents were sent through their children. The questionnaires completed by the students'



parent were collected by the four individuals (assistants) using those students who took the questionnaires to their parents. FGDs were held with students in four groups. Each group had eight students. The responses were recorded using voice-record and all were transcribed. After all the required data were collected from the schools, interviews with the supplementary curriculum materials evaluators of Addis Ababa Education Bureau were conducted following the same procedures. The guidelines and the criteria set by the Education Bureau and the guidelines distributed to the material writers in one of the sample schools were checked and made ready for analysis.

#### *Methods of Data Analysis*

The data collected through the questionnaires, interview, FGDs and document analysis were organized by taking the research questions as reference and analyzed one after the other. First, the quantitative data obtained from students' questionnaires were analyzed using frequencies, percentages and mean scores and they were used to explain the level of agreements and disagreements of the respondents on each item. The calculated mean scores were set in mean score range of 4.50 - 5.00 as strongly agree, 3.50 - 4.49 agree, 2.50 - 3.49 undecided, 1.50 - 2.49 disagree, and 1.0 - 1.49 as strongly disagree. To make the data analysis and interpretation easier and understandable both the percentages and mean scores of strongly agree and agree, disagree and strongly disagree were combined and analyzed as 'agree' and 'disagree' respectively while the 'undecided' was analyzed separately. Accordingly, the mean score range between 3.5 and 5.00 were put under 'agreement'; ranges between 2.50 and 3.49 as 'undecided' and the mean scores below and including 2.49 were analyzed as 'disagreement' and interpreted.

The responses of the parents to the open-ended questionnaires were listed down separately and analyzed qualitatively with codes given to each respondent as the other research participants of the research. The Interview and FGD results were analyzed qualitatively and used to

triangulate, or/ and supplement the findings obtained through questionnaire. The recorded and transcribed responses (statements and phrases) were coded on each transcript and meanings were formulated from the given statements. This was followed by organization of the data into themes, which gradually evolved into theme clusters and eventually into theme categories. Then, the concurrent data analysis method was employed to analyze the quantitative and qualitative data altogether. However, no attempts were made to compare the differences of the respondents from the two schools for they were using different supplementary curriculum materials prepared by each of them.

### **Data Analysis and Discussion**

#### *The Views of Stakeholders on Aims and Assumed Contributions of Supplementary Curriculum Materials to Students' Learning*

As a matter of principle and practice, each private school has its own purpose in preparing and using the different printed supplementary curriculum materials. The interviews made with the two administrators of S2 showed that the school prepared the supplementary curriculum materials to help students increase the students' vocabulary, meet the individual needs of each learner, make the lessons student-centered, and develop the students' reading skills (April 14, 2017). In the same way, the administrators of S1 also replied that the aim of preparing supplementary curriculum materials was for the students' sake. The summary of their responses showed that they felt that students must not concentrate only on the textbooks, but also on reading other materials, which broaden their general knowledge, critical thinking skills, raising the academic achievement of students and make them fit to life, the world of work and further education. Obviously, students learn more and better when they are not limited only on what the teachers teach them in a class from centrally prepared textbooks.

**Table 2: Supplementary Curriculum Materials' Contribution to Students' Learning**

Items	SC	G	SA		A		U		SD		D		M. Score
			F	%	F	%	F	%	F	%	F	%	
1. Supplementary curriculum	S2	4	23	58.97	12	30.77	3	7.69	-	-	1	2.56	4.44
		5	25	55.56	12	26.67	5	11.11	-	-	3	6.67	4.24
Materials make the lesson clear	S1	4	13	29.54	20	45.45	10	22.72	1	2.27	-	-	4.02
		5	31	67.39	13	28.26	1	2.17	-	-	1	2.17	4.59
2. Supplementary curriculum	S2	4	25	64.10	8	20.51	3	7.69	2	5.13	1	2.56	4.38
		5	17	37.78	13	28.89	8	17.78	2	4.44	5	11.11	3.78
materials are helpful in making the lesson interesting and motivating.	S1	4	18	40.91	12	27.27	7	15.91	4	4.09	3	6.82	3.86
		5	23	50.0	14	30.43	7	15.22	-	-	2	4.35	4.22

**Key:** G-Grade, SA-Strongly Agree, A-Agree, U-Undecided, SD-Strongly Disagree, D-Disagree

As can be seen from Table 2, 35 (89.74 percent) of grade 4 and 37(82.23 percent) of grade 5 respondents of S2 and 33 (74.99 percent) of grade 4 and 44 (95.65 percent) of S1 grade 5 respondents responded positively and the mean scores for the items became 4.44, 4.24, 4.04 and 4.59 respectively showing their agreement that the materials make the lessons clear. Furthermore, the FGD participants agreed that students' learning has become better because of the utilization of the school supplementary curriculum materials.

However, few parents from S1 and S2 indicated that the supplementary materials can contribute to students' learning, but they do not go with the potential of the students. For instance, Parent 1 from S2 reported that the supplementary curriculum materials have failed to consider the curriculum and its sub-contents are not appropriate to the maturity level of the students at some grades. Parent 5 from S2 supports the idea saying "I have doubt that the school supplementary curriculum materials sub-contents are age relevant. It is difficult for me to say that these ages unrelated subject contents have positive contribution to students' learning"

Despite the oppositions made by few parents, most parents of S1 and S2 expressed the essentiality of school supplementary curriculum

materials in helping students acquire additional knowledge. Parent 3 from S1 encourages the preparation of supplementary curriculum materials for “they can be used as reference text books and help the students perform different tasks independently without the supervision of parents. As they are clearly and briefly written, they make the lesson easy to grasp”. This finding matches with what Hermínia and Herrera (2012) found out on the influence of supplementary curriculum materials’ in making the learning process easier and clearer. This implies that supplementary curriculum materials are so important in making learning clear and understandable.

The second item in Table 2 is about supplementary materials’ contribution in making the lesson motivating and interesting. Regarding this, 33 (84.61 percent) of grade 4 and 30(66.67 percent) of grade 5 respondents of S2 and 30 (68.18 percent) of grade 4 and 37 (80.43 percent) of S1 grade 5 responded positively and the mean scores for the items are 4.38, 3.78, 3.86 and 4.22 respectively showing their agreement to the item. Thus, the data depict that both groups found the supplementary curriculum materials as interesting and motivating. Teacher 4 from S1 stated that the students were showing their strong interest in learning when supplementary materials were in use. Teacher 6 from S2 also supported the idea that students follow the lesson attentively when the teacher uses the supplementary materials. This goes with Seeckts’ (2009) finding that reads as “The appropriate selection and use of supplementary curriculum materials not only contribute to improved instruction and performance but also to increased interest in and enthusiasm for learning” Thus, students, parents and teachers of the studied schools share common value that the materials are interesting, motivating and making the teaching learning process active. Students’ views on their academic achievement with and without supplementary curriculum materials are presented below in Table 3.

**Table 3: Students' Academic Achievement With and Without Supplementary Materials**

Items	SC	GR	S.A		A		U		D		S.D		MS
			F	%	F	%	F	%	F	%	F	%	
1. Supplementary curriculum materials raise academic achievement.	S2	4	30	76.92	6	15.38	1	2.56	1	2.56	1	2.56	4.62
		5	20	44.44	11	24.44	7	15.56	4	8.89	3	6.67	3.91
	S1	4	20	45.45	13	29.55	8	18.18	2	4.55	1	2.27	4.11
		5	28	60.87	13	28.26	4	8.70	1	2.17	-	-	4.48
2. My academic achievement was improved in subjects with supplementary curriculum materials than without	S2	4	16	41.03	7	17.95	13	33.33	1	2.56	2	5.13	3.87
		5	11	24.44	10	22.22	15	33.33	5	11.11	4	8.89	3.42
	S1	4	15	34.09	9	20.45	10	22.73	6	13.64	4	9.09	3.57
		5	18	39.13	16	34.78	8	17.39	2	4.35	2	4.35	4.0

**Key:** G-Grade, SA-Strongly Agree, A-Agree, U-Undecided, SD-Strongly Disagree, D-Disagree

As indicated in Table 3, students were asked if the school supplementary curriculum materials have raised their academic achievement or not. Thirty six (92.30 percent) of grade 4 and 31 (68.88 percent) of grade 5 respondents of S2, 33(75 percent) of grade 4 and 41 (89.13 percent) of grade 5 respondents of S1 showed their agreement that supplementary curriculum materials have been contributing much to raise their academic achievement respectively. The mean scores of 4.62 and 3.91, of S2, 4.11 and 4.48 of S1 and for each of the grades respectively showed that they feel and agree that supplementary curriculum materials are helping them to raise their academic achievement. The number of students who disagreed was very few and majority of the students have positive views on school supplementary curriculum materials' value towards raising their academic achievement. In addition to this, FGD participants also made reflection that supplementary curriculum materials have a share in increasing their academic achievements, though they were not sure to conclude that it was because of the supplementary materials, or other tutorial supports they get at home or/ and at school.

Furthermore, the data obtained from teacher respondents through the interview supported this idea. For instance, the response of Teacher 1 from S1 showed the following.

When oral question and answer competitions were held between our school and other private schools that don't use supplementary materials, our school was known by its clever students. Not only this, but also that the students' awareness about concepts is increasing starting from the time the supplementary materials were prepared by Kotebe College of Teacher Education teachers in collaboration with the Addis Ababa University staff and the school's subject teachers. The activities that are presented in game and fun forms have been playing a positive role in increasing the students' academic achievement (April 15, 2017).

As the response of teacher 1 clearly indicates above, supplementary curriculum materials prepared by subject specialists and other experts who have better knowledge of the subject and skills in textbook preparation have made the supplementary materials contribute to raising students' academic achievements and other areas of learning outcomes that cannot be measured by the conventional tests administered and quantified. It is indicated that the mode of presentation of the supplementary curriculum materials also contributed in raising students' academic achievement. Thus, most of S1 and S2 teachers stated that supplementary curriculum materials have been helpful in elaborating ideas and concept in different ways and helping students learn and get better academic achievement.

Administrator 2 from S2 asserted that the school has been using supplementary materials for the last six years and students have been scoring high results in these consecutive years. Students have been showing great curiosity for learning and that has been partly due to the age appropriate and impressive contributions of the supplementary curriculum materials. The schools' teachers have witnessed that

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students' academic achievement has been increasing and improved in the years the schools have been using supplementary curriculum materials when they compare it with the years they haven't been using the supplementary curriculum materials. This goes with Kay's (2012) report that reads as 'availability of supplementary curriculum materials increases the effectiveness of schools and creates good learning situations for the students' It was reported that the schools' supplementary curriculum materials have been raising students' reading skills and vocabulary and inspiring students to learn more and better than before. It filled the gaps of the government text books with supplementary contents and additional exercises.

Furthermore, the schools' administrators feel that teachers have improved their teaching as a result of the materials accessed and they became competent partly because of the extensive supply of the supplementary curriculum materials. Similarly, the students have favorable views in using supplementary curriculum materials. These indicate that the schools' production and utilization of supplementary curriculum materials have positive relationship with students' learning outcomes in general and the academic achievement in particular.

The second item of Table 3 asks about the students' academic achievement differences between the subjects on which the students have supplementary curriculum materials and on those that they do not have. S2's grade 4 students agreed that their academic achievements have been better in the subjects that have supplementary curriculum materials than those that don't have. The mean score, 3.87 shows their agreement. In the same way, S1's grades 4 and 5 students' mean scores 3.57 and 4.0 indicate that they do agree on the differences. Therefore, most of the respondents agreed that they are getting better.

**Table 4: Students' Academic Achievements with and Without Supplementary Materials in School 2**

Grades & samples	2013/14 Average scores (without supplementary curriculum materials) %		2016/17 Average scores (with supplementary curriculum materials) %			Average Differences %		Remark
	Maths	General science	Grades & samples	Maths	General science	Maths	General science	
4 (n=37)	77.18	76.92	4 (n=37)	88.65	84.16	11.47	7.24	Positive
5 (n=34)	79.18	80.44	5 (n=33)	83.97	85.45	4.79	5.01	Positive

**Source:** Data Collected from School 2 Statistics for 2013/14 and 2016/17

As can be seen from Table 4, students' learning achievement in Mathematics were improved on average from 77.18 and 79.18 percent in 2013/14 to 88.65 and 83.97 percent in 2016/17 in grades 4 and 5 with the use of the materials. In General Science the achievement increased on average from 76.92 and 80.44 percent in 2013/14 to 84.16 and 85.45 percent in 2016/17 for grades 4 and 5 respectively after the utilization of supplementary curriculum materials in the school 2. The comparison of results showed differences of 11.47 and 4.79 average points for Mathematics grades 4 and 5 respectively. The increase for General Science was 7.24 and 5.01 average points for grade 4 and 5. The mean score values imply that there has been a positive trend in students' learning as reflected in their academic achievements with the utilization of the supplementary curriculum materials.

Furthermore, the parents of the students were asked about their involvement in the use of the supplementary curriculum materials at home and how they were getting the supplementary materials. The summary of the parents' written response to the questionnaire showed the following: Parent 26 from S1 responded saying, "The children read the materials and ask us to help them if they are not clear or difficult. The materials helped parents supervise their children and see the school supplementary curriculum materials are critical" Similarly, parent 15 from S2 also replied that "Having supplementary curriculum materials at hand, makes it easy for parents to guide the children" In addition to this,



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parent 1 from S1 explained that “Having access to the supplementary curriculum materials helped parents evaluate the materials and forward opinion to the school ”Parent 7 from S1 stated that “Observing children studying with the supplementary curriculum materials at home indicates that the school children are frequently using the supplementary curriculum materials and feel that they bought the supplementary materials with high purpose”

On the contrary, parent 29 from S2 wrote that “Since students pass most of their time in school learning the same subjects both in English and Amharic, it makes them be bored. They are also made to study them after school. This would mostly make them to hate education” This response indicates that there are parents who see the supplementary materials as not helpful to be used in the schools. They agree to their use as supplements at home, but not as texts at schools for lessons. Such ideas have been shared by few parents, who were closely following what has been done in their children’s school and many other private schools. Regarding the access, the data from the questionnaires showed that most of the parents and students agreed that they have access to supplementary curriculum materials and the materials have been helping students to do more. It was reported that the materials were helping parents do better in guiding their children as it has been common in other private schools. But the way they were accessing to the supplementary curriculum materials has been a point of argument. A significant number of parents of S2 replied that they are buying the school supplementary curriculum materials and indicated that the price they paid were to make their children learn better and be better educated citizens by using supplementary curriculum materials. It has not been considered as a loss, or a burden when compared to its value. Parent 1 from S2 responded that ‘They are not buying’ the materials being obliged but they do it willingly because they believe that they are helpful for their children’ Parent 2 from S2 supports the idea of fairness and replied that ‘The school supplementary curriculum materials are sold with a fair price’.

Contrary to this, parent 3 from S2 was dissatisfied and indicated that “Parents are buying the school supplementary curriculum materials with expensive prices. It does not seem that the materials are prepared for students’ purpose, but as strategy of getting benefit with the sales’ Parent 21 from S2 questions the quality and cost saying, “The price and the quality of the supplementary curriculum materials do not go together” From this, one can understand that there are few parents who are discontented by the cost of supplementary curriculum materials and the qualities that the materials have.

The interview responses of the Addis Ababa Education Bureau supplementary curriculum material evaluators on access and other issues showed that ‘All students should have access to the supplementary curriculum materials that are prepared in the mother tongue and qualified’. ‘The schools are expected to distribute the materials to their students freely or make them available in their libraries’ Thus, the schools are not allowed to sell and those schools that sale the supplementary curriculum materials are violating the regulations set for the purpose.

#### *Problems in the Preparation and Utilization of Supplementary Curriculum Materials*

The supplementary curriculum material evaluators of the Education Bureau were asked about the common problems the schools had in the preparation and utilization of supplementary curriculum materials. Evaluator 1 stated that ‘schools have been preparing supplementary curriculum materials using the English language for all subjects of primary grades. This has been the most common and serious problem that has been observed’ (April 22, 2017). The other problem has been that some of the supplementary materials were ‘Direct copies from foreign and imported materials and the exercises included were on outdated concepts’. The interviews with the teachers revealed that most of the teachers lack training on the preparation of school supplementary curriculum materials.

The two administrators of S1 replied that the school prepared and sent the supplementary curriculum materials to AAEB to be evaluated. But the school did not get the evaluated materials on time and the school was not able to revise them. The Education Bureau material evaluators agreed that they have been receiving supplementary materials for evaluation, most of which were prepared in English, which is contrary to the rules set and many of them were voluminous, which required long time to finish. It was also reported that there has been no specified fixed time limit set to finish the evaluation.

**Table 5: Problems Related to the Utilization of the Supplementary Curriculum Materials**

Items	SC	G	S.A		A		U		D		S.D		MS
			F	%	F	%	F	%	F	%	F	%	
1. The language of supplementary materials being English makes it difficult	S2	4	3	7.69	1	2.56	8	20.51	9	23.08	18	46.15	2.03
		5	-	-	1	2.22	11	24.44	12	26.67	21	46.67	1.82
	S1	4	6	13.64	10	22.73	9	20.45	9	20.45	10	22.73	2.84
		5	7	15.22	4	8.70	13	28.26	14	30.43	8	17.39	2.74
2. Using supplementary curriculum materials creates additional load and stress	S2	4	2	5.13	4	10.26	2	5.13	7	17.95	24	61.54	1.79
		5	2	4.44	1	2.22	3	6.67	11	24.44	28	62.22	1.62
	S1	4	4	9.09	6	13.64	11	25.0	7	15.91	16	36.36	2.43
		5	4	8.70	5	10.87	5	10.87	8	17.39	24	52.17	2.07

**Key:** G-Grade, SA-Strongly Agree, A-Agree, U-Undecided, SD-Strongly Disagree, D-Disagree

As indicated in Table 5, 27(69.23 percent) of grade 4 and 33(73.34 percent) of grade 5 of S2 and 19(43.18 percent) of grade 4 and 22(47.82 percent) of grade 5 respondents of S1 disagreed on the idea that 'The language of most supplementary curriculum materials being English, the terms are not clear' There were no as such big differences among S2 students in their view towards the above idea as their mean scores are 2.03, 1.82 and low. There were also no big differences among S1 students as their mean scores were 2.84 and 2.74 respectively for grade

4 and grade 5 students. The responses show that being written in English was not a problem for students.

The responses of parents with regard to the question related to the language in use showed that most parents feel happy that the language is English. Most FGD student participants stated that the language of the supplementary curriculum materials being English did not make any difficulty to learn. But few of the FGD student participants were of the opinion that the language for the supplementary materials being English made it unclear. However, all the school administrators have positive views. Administrators of S1 stated that the school supplementary curriculum materials being prepared in English helps students to raise their language skills and make them familiar with the fundamental concepts of the subject. Teachers and parents at home help them in clarifying the difficult terms. Administrators of S2 expressed their justification saying that we are living in a globalized world. So learning in English plays a key role in interacting with the global community and lays the foundation for further learning. These school administrators further stated that as the school supplementary curriculum materials are prepared by considering the capacity of the students, there will be no difficult words to learn at their level. Glossaries are given at the end of each supplementary curriculum materials. Most of the interview data from the teachers convey similar response with that of the school administrators. For instance, the interview response of teacher 1 from S1 reads as follows:

The supplementary materials being prepared in English is one of their qualities. The time we are in now seems that our students have to know the English language and use it fluently. Students get familiar with Biology, Physics and Chemistry terms in grade five because their environmental science comprises all these lessons. The supplementary materials prepare students for the next grade lessons and they will improve their language skill as well. The words of the supplementary materials are not difficult to understand as we are with them to help (April 15, 2017).

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The response of teacher 1 from S1 shows that the language of supplementary curriculum materials being English has a positive impact not only on students' capacity to learn today but also in the future. This implies that the schools and teachers are committed to support their students. Thus, as teachers have been supporting students and the language being English did not bring any difficulty in students' understanding of what they read as supplementary materials. However, the Addis Ababa Education Bureau supplementary materials evaluators' position is different from these positions held at schools. Evaluator 2 asserted that:

Primary schools' supplementary curriculum materials must be prepared in the students' mother tongue language. In Addis Ababa education at the primary school level is given in Amharic but almost all private primary school supplementary materials are prepared, or supplied in the English language. This obviously does not go with the Education and Training policy. Most children are facing difficulty in understanding the terms in the supplementary curriculum materials (May 4, 2017).

It is clear that the above information showed that the City administration's Education Bureau considers that the supplementary curriculum materials being prepared in English was found to be inappropriate and the bureau did not give any approval to the preparation and utilization in English where Amharic has been the medium of instruction. If the schools want to make students to be familiar with ideas and concepts, they may prepare the materials and put them in their libraries for reading by those students who want to know. Evaluator 1 said that:

Schools may put the supplementary materials that are published in English in their libraries so that the students can see or read them in their spare time. But allocating other period saying 'Science in English', or other subjects and teaching using the materials is not allowed. But teachers can use the materials as reference when they teach science, or any other related subject. They are expected to use the student' textbooks prepared for the grade and supplement the content using the supplementary materials. This may be possible, if it is in the second cycle. But how can the English language supplementary curriculum materials are used for the first cycle? It is neither pedagogical nor legal (May 4, 2017).

The above information shows that the bureau recognizes those supplementary curriculum materials that supplement the contents included in the students' textbooks and if they are prepared in the teaching language for the level and grades. They can keep the supplementary materials in the libraries.

Despite the strong prohibition of the preparation and utilization of the supplementary curriculum materials in the classroom for the first cycle, some of the private primary schools have been using the supplementary materials that have been prepared in English, but not approved by the bureau. As it is stated in the Ethiopian Education and Training Policy (TGE, 1994), the primary level education will be given in the mother tongue, or language(s) chosen by the community of the region. As the data clearly showed that the practice has been contrary to the policy provision. To handle the problems systematically, the Addis Ababa Education Bureau prepared guideline and set criteria for the preparation and evaluation of supplementary curriculum materials, one of which is the language issue among others.

In the second item of Table 5, students were asked if the school supplementary curriculum materials were stressful creating additional load to them. Responses of S2 of grade s4 and 5 indicated that 31

(79.49 percent) and 39 (86.66 percent) and with mean scores of 1.79 and 1.62 respectively 'disagreed'. Similarly, responses of 23(52.27 percent) and 32 (69.56 percent)with mean scores of 2.43, and 2.07 from S1 grade 4 and grade 5 respectively indicated that the supplementary curriculum materials are not creating additional load and are not stressful. In addition, the results of the FGD indicated that most of the student participants expressed that the supplementary materials were not making them busy and over loaded. The data from the open-ended questionnaires distributed to the parents also depicted that most of S1 and S2 student parents agreed that the contents of the school supplementary materials are age appropriate and are not beyond the capacity of the children and they cannot overload students and would not be sources of stress. External pedagogical aspect professionals and external content experts and schools' teacher subject content assessors were checking the materials before they were used.

However, few parents replied that the school supplementary materials are stressful. For instance, Parent 12 from S1 stated that 'grade 5 Mathematics supplementary curriculum material is stressful as it is beyond the capacity of students, particularly to my child as I observed him at home'. The respondent further suggested that it would have been good had content analysis have been done by teachers. Parent 23 from S2 stated that 'the stress may not be because of the complexity, but from learning the same lesson in two different languages and additional load on the students'. Parent 30 from S2 also explained that 'some topics have insufficient ideas while some have too much explanation and further stated that some of the supplementary curriculum materials go too deep on concepts while some are at the surface without adequate explanation'. It has been Environmental Science supplementary material that was cited by parent 30 from S2.

When seen from the positions held by students, parents, teachers and schools' administrators, the majority of them indicated that the

supplementary materials have been helping students rather than creating additional load and becoming stressful.

*Addis Ababa Education Bureau Experts' and Teachers' Views on the Guidelines Set for Preparation and Evaluation of the Supplementary Curriculum Materials*

Addis Ababa Education Bureau's 2014/15, guideline and criteria made it clear that the schools cannot use any supplementary curriculum materials that are prepared and supplied to students without considering the Education and Training Policy provisions and getting the bureau's approval. In the interview made with the supplementary curriculum material evaluators on the aim of the evaluation of the supplementary materials showed the following:

Evaluator 4 expressed that the supplementary curriculum materials would obviously supplement the government school textbooks if they are used as additional reading material on the subjects. With this understanding, the bureau set the guidelines to evaluate and make sure that the materials are relevant for the target population; go along with the policy provisions and not to let the schools use contents that do not match with the syllabi and students' development level. Furthermore, it has been the duty of the bureau to make schools observe rules and regulations of the city government with regard to the rights of children and its obligations to the community. The guideline and the criteria set would also serve as means to control the high profit-making attitudes of the private schools as well as writing sub-standardized materials for sale with high prices.

Most teachers do agree with the decision of the bureau in making the schools to observe the rules and to maintain material standards. For instance, Teacher 5 from S2 responded that the decision made was mandatory as it was important to control schools that deviate from the country's curriculum. Teacher 6 from S1 also replied that the evaluation that has been conducted by the Bureau and it was helpful for those



teachers who were preparing supplementary materials to improve the quality of the materials taking the guidelines as reference. However, there were few teachers who argued differently. For instance, Teacher 3 from S2 responded saying that the decision of the bureau has been demotivating factor for teachers not to prepare supplementary curriculum materials.

#### *Suggested Solutions with Regard to the Utilization of Supplementary Curriculum Materials*

Parents, students, teachers as well as schools' administrators forwarded possible solutions with regard to the utilization of the school supplementary curriculum materials. Most parents suggested that in order to motivate students and to make them use the school supplementary materials happily, preparing the supplementary materials with color print and using clear and elaborated examples are mandatory. Parent 4 from S2 expressed that selling supplementary materials with high prices should be controlled by the concerned bodies for schools should not be sources of extra-ordinary profit and make few of students' parents feel helpless.

Similarly, parent 18 from S2 stated that proof reading, continuous revision and updating the materials with current facts and issues should be made. Teachers should be trained well in preparing and using the materials. Regarding this, Teacher 1 from S2 asserted that:

I agree with the evaluation but training of teachers on the preparation of supplementary materials should be given by schools or any government organization. As Addis Ababa Education Bureau is responsible for schools in the city, this duty must be done by the bureau. I recommend the bureau to give training on the preparation of supplementary materials rather than giving the guideline for it makes no significant improvement (April 2, 2017).

As the education of the young people is the common duty of all concerned bodies, many of the respondent teachers recommended that the Education Bureau should give short term training and distribute the guideline with the new syllabi as soon as possible. The private schools and the Education Bureau should work closely and contribute much to the improvement of the quality of the education of the city. The Education Bureau should support the private schools and pave the way for the better preparation and utilization of the materials.

#### *Major Findings*

The analysis and interpretation of the data revealed that the school supplementary curriculum materials were prepared and used in the private primary schools with the aims of developing the students' numerical abilities, environmental observation habits and language skills. It was found out that the materials have been contributing much to students' learning and better understand their environment. Most of students' responses to the questionnaire and FGDs showed that the students' academic achievements were improved and they have been getting better results in the subjects that have supplementary curriculum materials when compared to those subjects that do not have supplementary curriculum materials. The interview data from the schools' administrators indicated that school supplementary curriculum materials filled the gaps of the government student's textbooks through additional readings and exercises.

It was found out that students' parents have been accessing the supplementary curriculum materials buying the materials with relatively high prices from the schools, which has dissatisfied large number of parents. The Education Bureau has always been against the sale of supplementary curriculum materials to students for such a practice made parents to complain about the ever increasing prices of the materials and school fees from time to time. Almost all students, teachers, parents and schools' administrators have agreed on the positive contributions of school supplementary curriculum materials in motivating students to learn and helping parents directly involve in guiding their children at

home. The materials contributed much to students' acquisition of knowledge, development of skills and formation of values by supplementing, explaining and making the curriculum contents clear. The students' learning interest and achievement showed an increasing tendency. However, the use of English language to prepare the materials for grade 1-6 (English has been officially used for grades 7& 8 in the city) was found to be contrary to the Education and Training Policy of the country and rules and the guidelines set for the primary level education by the Education Bureau. It was identified that the absence of clearly set guidelines for a long time before, lack of trained supplementary curriculum materials writers, the ever increasing cost of preparation and sale of the materials, too long time taken to get the approval of the materials from the education bureau, etc. were found to be the major problems of the private schools, which need response from the bureau on the evaluation of the schools' materials and certification.

### **Conclusions**

Most of the consulted stakeholders have positive views on the preparation and utilization of printed supplementary curriculum materials in the private primary schools for they were helping students learn. The materials were supplementing the students' textbooks and have been contributing much to students' learning and improving students' achievements better as witnessed by the test results of the schools and competitions made with other schools of the same grades. The guideline and criteria set for the preparation and evaluation of the materials by the Education Bureau has helped private primary schools improve the education quality and create free access to the schools' libraries for those students who did not buy. The preparation of the materials in English language, and the current use of them allocating additional classes to teach the same subject in two languages in the private schools have been totally forbidden by the City's Education Bureau. It has been a practice against the county's Education and Training policy and rules of the city. The sale of the materials with unreasonably high prices has been outlawed, though some of the private primary schools do it systematically.

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