



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES**

**Utilization of School Supplementary Curriculum Materials in Private  
Primary Schools in Addis Ababa**

**By**

**Hiwot Abera Heyi**

**NOVEMBER, 2017**

**ADDIS ABABA, ETHIOPIA**

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**ADDIS ABABA, ETHIOPIA**

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This is to certify that the thesis prepared by Hiwot Abera Heyi titled: Utilization of School Supplementary Curriculum Materials in Private Primary Schools in Addis Ababa submitted in partial fulfillment of the requirements for the degree of Master of Arts in Curriculum and Instruction complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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### **List of Abbreviations and Acronyms**

|        |                                                                  |
|--------|------------------------------------------------------------------|
| AAEB   | Addis Ababa Education Bureau                                     |
| FGD    | Focus Group Discussion                                           |
| NCERT  | National Council of Educational Research and Training            |
| SPSS   | Statistical Package for Social Science                           |
| TGE    | Transitional Government of Ethiopia                              |
| UNESCO | United Nations Educational, Scientific and Cultural organization |
| MLC    | Minimum Learning Competencies                                    |
| MoET   | Ministry of Education and Technology                             |
| DBE    | Department of Basic Education                                    |

## ABSTRACT

### Utilization of School Supplementary Curriculum Materials in Private Primary Schools in Addis Ababa

Hiwot Abera

Addis Ababa University, 2017

*The purpose of this study was to investigate the utilization of school supplementary curriculum materials in two private primary schools in Addis Ababa. To conduct this study concurrent mixed research design was used. A total of 259 respondents participated in the study comprising 174 students, 12 teachers, 65 parents, 4 administrators and 4 Education Bureau supplementary materials evaluators. The sample students were selected using stratified sampling and simple random sampling technique. The sample schools, teachers, administrators and AAEB supplementary materials evaluators were selected using purposive sampling techniques. Questionnaire, interview, focus group discussion and document analysis were the data collection tools employed for the study. Having checked the validity and reliability of the instruments data were collected from students, teachers, parents, administrators and Addis Ababa Education Bureau supplementary curriculum materials 'evaluators. Data from students were obtained by using questionnaire and FGD while data from teachers, administrators and Addis Ababa Education Bureau supplementary materials' evaluators were collected using interview. Moreover, data from parents were collected using open ended questionnaires. SPSS version 21 was used to analyze data and to get frequencies, percentages, and mean scores. The findings of this study revealed that stakeholders have positive view on the contribution of the school supplementary curriculum materials to students' learning. However, in the preparation of school supplementary curriculum materials, especially in using the Addis Ababa regional state language, the schools did not consider the Education and Training Policy as the schools were preparing supplementary materials in English language. Thus, making supplementary curriculum materials' proofreading, revising continuously, having forums for discussions with teachers on how they view the topics and sub-topics of the syllabus and training teachers how to prepare supplementary curriculum materials were suggested by stakeholders to improve school supplementary curriculum materials. Hence, to improve the utilization of school supplementary curriculum materials, schools need to organize a department that checks the supplementary curriculum materials before they are published. The Education Bureau needs to work hard in creating deep awareness for teachers in the preparation and utilization of supplementary curriculum materials. In addition to this, the Bureau may prepare supplementary curriculum materials that are standardized and can be used by all schools as a model as well as creating forums that widen the awareness of parents about the importance of children's learning in their mother tongue languages.*

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

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

In the classroom, learning is considered as social activity that implies relationships between not only the teachers and their students, but also between the curriculum materials that are asserted (Wright, 1988). Curriculum materials exemplify particular content and evaluate the students' learning (Shulman, 1986). Curriculum materials include textbooks, instructional plans, and a wide variety of other representational curricular resources. Teachers are known to draw on their own resources and capacities to read, make meaning, evaluate and adapt curriculum materials to the needs of their students. To do this teachers prepare supplementary curriculum materials (Remillard, 2005). Curriculum materials are supported by supplementary curriculum materials (Ball & Cohen, 1996).

Students' learning also occurs through interaction that students have with supplementary curriculum materials (Alice, 2012). In addition, students' learning is influenced by their views on the supplementary curriculum materials they use. Rock & Lemaster (2006) indicated that an important aspect of the learning process is students' view. In the same way, the choice of supplementary materials has large effect on students' learning. Teachers' view may influence their own selection and classroom use of supplementary materials (Crawford, 2002). Teachers' views play a crucial role in educational perspectives. Educators have underlined a position, which teachers' views hold in education and agreed that teachers' views influence teachers'

practice, judgment and decision making (Pederson, 2003). Barcelos (2000) also notes that teachers' views influence their utilization of supplementary materials.

For achieving success within the teaching learning process, teaching materials are important because teachers need to rely on a diverse range of aids that can support their students' learning and reach their objectives. One of these aids is the use of supplementary materials that become advantageous for teachers and students. If supplementary materials are properly used they will work effectively at the moment of imparting knowledge to the students (Pena and Catalina, 2012). Supplementary materials being defined as learning materials of non-supplementary curriculum materials can be textbook resources that students and teachers use to facilitate student learning. Supplementary textbooks are written to support a specific subject and relate directly to the syllabus of that subject. These materials can also supplement subject textbooks by offering alternative approaches; provide additional information and knowledge of subjects not directly covered by the school curriculum (Rosenburg, 1998).

In addition, Spratt, et al (2005) also indicated that supplementary curriculum materials attempt to cover the gaps in which a textbook cannot cover. A number of other studies provide evidence that supplementary curriculum materials and equipment have impact on achievement. For instance, availability and utilization of supplementary materials provide a partial explanation for the academic differences among students (U.S. Department of Education, 1999). International research evidences from the mid-1970s to the present confirm that availability of supplementary teaching and learning

materials improved students' performance. Over the past forty years, the importance of adequate supplementary materials to support educational development and quality up grading has been recognized by governments throughout the developing world and most development partners (The World Bank, 2001).

As expressed in UNESCO's International Institute for Education Planning, 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. The use of supplementary materials enhances creativity and the activities can excite students, breaks monotony of the class and enhances language and communication skills (Reedy, 2013). Using supplementary materials may challenge teachers and students to go beyond the prescribed curriculum. So, it is like putting into practice the learned concepts, skills and values in real life (Zamanian, 2012). Supplementary materials are very important aids for every subject teacher because they provide practice and information for areas which students may have more difficulty in understanding. As a result, the educational system will improve and the classes will be more motivating and interesting (Graddol, 2000).

The appropriate selection and use of supplementary materials not only contribute to improve instruction and interest for learning but also are critical for literacy outcomes: 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 Chwo and associates (2010) have analyzed the effect of adopting supplementary materials for the enhancement of listening and speaking strategies for

twelve learners and concluded via a control and test group that supplementary materials both enhance the strategies and learning outcomes of learners. The study conducted by Dodd, et al (2015) on the use of supplementary materials in English language classes in Ecuadorian Secondary schools concluded that there were positive results from both the qualitative and quantitative studies as regards to the use of supplementary materials.

Supplementary curriculum materials may play critical role for students who cannot access the information in textbooks for one reason or another. In some cases, all students require these materials to meet the standards (Koski, 2001). Most importantly, the lack of these supplementary materials exacerbates the problem of textbook insufficiency and compound the need for an adequate quantity and quality of textbooks. Teachers who lack these supplemental materials are more likely than their colleagues to face shortages and quality problems with their textbooks (Oakes, 2002).

As stated in unpublished document of AAEB (2006), in Addis Ababa private schools were using supplementary curriculum materials for all subjects without evaluation but starting from 2006 E.C Addis Ababa Education Bureau began to take responsibility for evaluating supplementary materials so as to allow their use. Therefore, each and every private school was required to bring the supplementary materials, they prepared to this bureau before implementing them. The supplementary materials that the City government of Addis Ababa evaluated till this time have been only written materials. Many private primary schools are using supplementary curriculum materials but only limited researches have been conducted and reported on the view of stakeholders on

the utilization of school supplementary curriculum materials. Thus, conducting a research on the views of stakeholders on the utilization of school supplementary curriculum materials in private primary schools in Addis Ababa seems timely to fill in the gap.

## **1.2 Statement of the Problem**

Supplementary materials used in private schools can be curriculum materials, if they are prepared by private schools to supplement their teaching learning process in addition to the government supplied textbooks. Starting from 2006 E.C, schools' supplementary curriculum materials have been evaluated by the City Government of Addis Ababa Education Bureau. Private schools were required to bring their supplementary curriculum materials to this bureau and get approval. If they were seen and accepted, they were used. But if they were rejected, the supplementary curriculum materials were made out of use. The supplementary curriculum materials were expected to be relevant for the topics and go along with the syllabus, contents of the subject and the students' maturity level. The Education Bureau experts claim that only written supplementary materials were brought to them so that they can evaluate.

Many countries have written procedures to evaluate supplementary curriculum materials. On the same way, Addis Ababa Education Bureau has also set criteria for evaluating supplementary curriculum materials. (AAEB, 2006 E.C). As the evaluation of supplementary curriculum materials, before they were put into use is a recent action, it is an issue discussed among practitioners and schools. Even if the use of supplementary curriculum materials is expressed in different literatures, adequate

researches have not been conducted on the utilization of school supplementary curriculum materials in general and on students', teachers', parents', administrators' and Education Bureau supplementary materials evaluators' views in particular in Addis Ababa private schools. The Education Bureau, parents, students, school administrators and teachers seem to have different ideas with regard to the utilization of school supplementary curriculum materials. Therefore, this research attempted to fill the gap of information on the issue. Besides this, the decision of Addis Ababa Education Bureaus' prohibition of the use of supplementary materials before evaluation makes it timely to conduct a research that paves the way for new ideas and better understanding of the issue. The scarcity of prior researches on the utilization of school supplementary curriculum materials, there was information gap on the issue and grasping the real use of supplementary curriculum materials was difficult. This research can be source of information that shows the utilization of school supplementary curriculum materials. Thus, the purpose of this research is to investigate the utilization of school supplementary curriculum materials in Vision Academy and Future Talent Academy private primary schools in Addis Ababa, at Bole and Kirkos Sub-cities.

### **1.3. Objectives of the Study**

The study has general and specific objectives.

#### **1.3.1. General Objective**

The main objective of this study is to investigate the utilization of school supplementary curriculum materials on students' learning in Addis Ababa in two

private primary schools found in Bole and Kirkos sub-cities, as related to students' learning.

### **1.3.2 Specific Objectives**

Specifically, this study has the following set of specific objectives. Thus, the specific objectives aim to:

- identify the school supplementary curriculum materials and their contribution to students' learning.
- examine the extent to which schools prepare supplementary curriculum materials based on the Education and Training Policy and the criteria set by AAEB in preparing supplementary materials.
- assess the problems with regard to the utilization of school supplementary curriculum materials.
- identify what should be done to improve the utilization of school supplementary curriculum materials in the private primary schools of Addis Ababa.

### **1.4 Research Questions**

The purpose of this study was to investigate the utilization of school supplementary curriculum materials on students' learning at the study area. In order to do this the following research questions were formulated to be answered at the end of the study.

- What are the school supplementary curriculum materials and their contribution to students' learning?

- To what extent do schools prepare supplementary curriculum materials based on the Education and Training Policy and the criteria set by AAEB in preparing supplementary materials?
- What problems are there with regard to the utilization of school supplementary curriculum materials?
- What should be done to improve the utilization of school supplementary curriculum materials in the private primary schools of Addis Ababa?

### **1.5 Significance of the Study**

The issue of school supplementary curriculum materials in its current form is a recent issue. Therefore, the findings of the study would have potential importance in increasing the concerned organizations' awareness about supplementary curriculum materials and the best ways of utilization of supplementary curriculum materials. To this end, the study has the following significance.

- It provides information for teachers and administrators to what extent they are following the Education and Training Policy and the criteria for the preparation of supplementary curriculum materials.
- It may help stakeholders comprehend the effects of the decision made by Addis Ababa Education Bureau about supplementary curriculum materials and help to see new ways to handle the utilization of supplementary curriculum materials.
- It may initiate individual researchers, schools, students, teachers and concerned experts to conduct further research on the issue.

### **1.6. Delimitation of the Study**

This research was delimited to the utilization of school supplementary curriculum materials on students' learning. Stakeholders were delimited to students, teachers, administrators, parents and the Education Bureau supplementary materials evaluators, because these are considered as the major stakeholders in school curriculum implementation. The study was delimited to the utilization of written supplementary curriculum materials because of the scarcity of other forms of supplementary materials. The study excluded government primary schools for the reason that such type of school supplementary curriculum materials were not available in almost all government primary schools. The scope of the study was delimited to two private primary schools; namely, Vision Academy, which is found in Bole sub-city and Future Talent Academy, which is located in Kirkos sub-city because of their long years of experience in using school supplementary curriculum materials. Due to time and financial factors, it was difficult to study all primary school grades as well as all subjects' supplementary curriculum materials. Thus, the study was delimited to grade 4 and 5 students of these schools and subjects such as English, Mathematics and Environmental science supplementary curriculum materials.

### **1.7. Limitation of the Study**

The research assessed the utilization of school supplementary curriculum materials on students' learning in two private primary schools in Addis Ababa city government. Hence, this study could not be generalized to all private primary schools in Addis Ababa city due to variations in supplementary curriculum materials in each school. However, possible recommendations and policy implications can be used for other

private schools within the city government. As there were limited researches conducted on the issue of supplementary curriculum materials in Addis Ababa, getting supportive literature reviews that go with the context of the study was very difficult. Scarcity of reading materials on school supplementary curriculum materials with regard to African countries experience made the literature part that discussed about their experience to be limited. However, the researcher tried her best to search for relevant information and solved the problem to some extent.

### **1.8 Operational Definitions of Terms**

**Primary school** - school that ranges from grade one up to eight.

**Private school** - a school that is established, conducted, and primarily supported by a non-governmental agent/individual/share company.

**Stakeholders** - students, teachers, administrators, parents of the schools and Education Bureau supplementary curriculum materials evaluators.

**Students' Learning** – refers to the acquisition of knowledge, development of skills and formation of values.

**Supplementary curriculum materials** - Additional written materials the schools prepare to supplement the contents of government supplied text books.

### **1.9 Organization of the Study**

This study is organized to five chapters. Chapter one consists of background of the study, statement of the problem, objectives of the study, the research questions, significance of the study, delimitation of the study, limitation of the study and operational definition of terms. Chapter two, deals with the review of related literatures. Chapter three includes research design, research method, sample size and sampling techniques, research instruments, validation of the instruments, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four includes presentation, analysis and interpretation of the data collected. The final chapter, chapter five presents the summary, conclusions and recommendations. Lastly, references and appendices are attached to the last part of the study.

## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

### **2.1 Curriculum Materials**

According to most curricularists, one way to support teachers' teaching and students' learning is through curriculum materials (Ball & Cohen, 1996). For instance, Oakes, (2005) considers curriculum materials as fundamentally important to students' education everywhere. All curriculum materials are critical components in improving education. Some curriculum materials support teachers in structuring lessons and maintaining the flow of specific content (Remillard, 2005). Curriculum materials have long been put forward as a vehicle for reform and have been serving as an effective tool for supporting more consistent and coherent instruction, supporting teachers in developing important conceptual knowledge of subjects, and framing students' learning as a sense-making activity (Banilower et al., 2013).

To Bransford, Brown, & Cocking, (1999) "well-designed curriculum materials have the potential to provide teachers with a vision of how to successfully integrate disciplinary concepts, crosscutting concepts, and practices, as well as relate instruction to standards and assessments" Curriculum materials are designed with the intent of supporting teacher teaching as well as student learning (Davis & Krajcik, 2005). According to Brown, Collins, & Duguid (1989), curriculum materials in the classroom help to situate teaching and learning. They are used in nearly all schools, by nearly all teachers; they can be used to address reform issues on a large scale (Borko & Putnam, 1996).

Though the curriculum materials are fundamental to students' learning, supplementary curriculum materials contribute their share to enrich the curriculum and initiate students' interest in reading and searching for further information.

## **2.2 The Concept of Supplementary Curriculum Materials**

The main purpose of teaching is to impart knowledge, information, values and skills to the student. The utilization of supplementary curriculum materials also stimulates sharing of ideas, thoughts, feelings and knowledge (Macharia 1987). Appropriate supplementary curriculum materials are the primary tools that schools use to provide students with access to the knowledge and skills they are expected to learn (Oakes & Saunders 2002, p.4). Core comprehensive instructional programs usually will require some type of supplementary material to fill in the gaps of content or meet the skill-level of identified students (Edenfield, 2010).

As it is expressed in Beaufort County Board of Education Policy Manual policy code 3200, USA Supplementary curriculum materials are learning resources which are selected to supplement, improve or extend the curriculum. Such resources include, for example, specialized materials selected to meet various needs or rapidly varying circumstances, library materials, digital resources, the school system's media collection, classroom collections and teacher-selected resources for individual classes. Tomlison (1998) considers that a supplementary material is whatever, which is used by teachers or learners to simplify the learning. Drawing on this, Housborgh,(2011),Spratt, Pulverness, Williams, (2011) , and Ur's ( 1991) as cited in Martin, et al(2012), supplementary materials are devoted to supplement and to support the main course as well as to contribute to language learning when adopted to

the need of a specific class. Brewster, Ellis and Girard (1992) went further and defined supplemental learning materials as “Any and all non-textbook resources teachers and staff would use to facilitate student learning”. According to Brown (1994), supplementary curriculum material is one of the key factors in learning. 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. According to Spratt, et al (2005) supplementary materials attempt to cover the gaps in which a textbook cannot cover, so supplementary curriculum materials may be designed to help students learn better. Indian National Council of Educational Research and Training (NCERT 1975, p.7-8) stated that:

Textbooks have to be considered in the light of the suggestions in this document that, particularly for primary classes, it is far more important to prepare supplementary materials that the broad aims and objects of education have to be covered by each subject area in its own specific way. The textbooks must not only inform the reader but also arouse his curiosity to learn and investigate; this curiosity, in turn, should be satisfied by suitable supplementary curriculum materials.

The application of supplementary material 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. 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). Griffiths (2002) points out that besides the class supplemental curriculum materials can be used outside the classroom.

Basturkmen, (2001) has encouraged the use of supplementary curriculum materials because of its pedagogic benefits on student's learning enthusiasm and communicative competence. Widdowson, (2003) had a differing view and claimed that the verbal difficulty of supplementary curriculum materials may discourage students and bring negative effect on their learning. It is recommended that this problem can be overcome by preparing supplementary curriculum materials, which fit the students level and designing practicable learning tasks. However, this conveys a major difficulty of using supplementary curriculum materials. That is, preparing suitable supplementary curriculum materials and designing proper learning tasks can be a time-taking process (Hughes & McCarthy 1998). The opinions with regard to the use of supplementary curriculum materials are diverse. Thus, one needs to select and use it properly.

### **2.3 Supplementary Curriculum Materials and Students' Learning**

According to Lyons (2012) learning is a complex activity that comprises interplay of students' motivation, supplementary materials, physical facilities, teaching resources, and skills of teaching and curriculum demands. Availability of supplementary curriculum materials, thus, increases the effectiveness of schools and creates good learning situations for the students. The effects of using supplementary curriculum materials are increasing student activity. An important issue is establishing a

methodology of embedding supplementary materials in teaching in order to improve the learning process (Kay, 2012). Moreover, findings of the study revealed that when supplementary materials were used in teaching, it enhanced learners' positive attitude towards the course.

In addition, Aminuddin (2009) investigated how teachers' practiced supplementary textbooks and how students' replied to teachers' use of the supplementary materials. It was found that teachers regarded supplementary textbooks as not helpful to fully serving teachers' and students' needs as they lacked content relevance. Students on the other hand, mostly agreed supplementary learning materials could serve their needs if the teachers had successfully implemented these materials in the classrooms.

Dolati and Richard (2012) studied the effectiveness of using supplementary materials in fostering student's vocabulary. The participants of this study were 15 experienced teachers who were enrolled in teaching English as a second language program. Focus group interviews were used to collect data. The results showed that teachers tended to have positive attitudes about using supplementary materials in their classroom because they saw change in the students learning while they used supplementary materials.

## **2.4 Supplementary Curriculum Materials for Specific Subjects**

### **2.4.1 English Language Supplementary Curriculum Materials**

The necessities, skills, and learning environments of students vary from place to place, and even class to class. Reality calls for the necessity to bridge the gap using interesting supplementary materials in the classrooms (Thakur, 2015). Herrera and

Hermínia (2012) explain that using supporting materials in an English language class makes it more interesting and motivating. On the other hand, selecting the right material for each class and using it effectively is one of the most important features of a fruitful class. As Ishihara and Chi (2004) point out, that learners seem to be better inspired about language learning when new and stimulating supplementary materials are used. This shows that new and exciting supplementary curriculum materials play a great role in making the teaching and learning process active.

Thakur (2015) proposes that the utilization of supplementary materials has a positive place in language learning. The paper states that the utilization of supplementary materials offers the foundation for the use of meaningful real language through exciting contents and extended contexts, which enables the learners to become more motivated and active in learning the target language and willingly participating in it. After learners increase confidence by accepting and liking these supplementary materials they be ready to view such other materials on their own. The paper also showed a key benefit of teaching language through supplementary materials in allowing the learners to be familiar with a wide range of subjective analyses, to improve self-awareness, and to see linkages and complexities they might otherwise miss. As per this research teaching by using supplementary materials helped to succeed in creating learners who use critical thinking skills. Accordingly, the strategic utilization of supplementary materials in the teaching of English helped meet the needs of learners.

To enable the use of supplementing materials, Hedge (2000) states that it is requisite that 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. According to this author learning English as a second language through different supplementary materials let the teacher to work on the four skills involved in a language: reading, listening, speaking and writing. Reading consists in understand and read a written text extracting the required information as efficiently as possible. Speaking consists in an interactive process of building meaning that involves producing, receiving and processing information. Listening only consists of receiving sound waves; there are three basic steps that involve this skill: "hearing, understanding and judging". And the writing skill consists in expressing or writing the knowledge or the feelings of the children in a piece of paper. Children develop vocabulary, grammar and spelling using the writing skill. Supplementary curriculum materials are found to be helpful in supporting English learning (Ishihara and Chi, 2004).

#### **2.4.2 Mathematics Supplementary Curriculum Materials**

Mathematics is a discipline that helps man set a solid basis for future survival. Scientific and technological developments are dependent on mathematics. Ginsburg, (2002), defines Mathematics as a vital human activity and an approach of creating sense of the world. Fapohunda, (2002), views Mathematics as crucial tool in the formation of the educated man. Recognizing difficulties at an early age can prevent children from developing inappropriate strategies and misconceptions that can

become long term obstacles to learning(Williams, 2008).It can be expected in most cases that if intervention starts early and specific weaknesses are concentrated upon, they might not need to be very long or intensive (Dowker,2009).

Different studies have been conducted on the use of supplementary materials with regard to Mathematics. One resource, which can guide science education towards greater relevancy for the 21<sup>st</sup> century is the use of supplementary curriculum materials (Holbrook & Rannikmae, 1997). They further stressed that a professionally qualified Science teacher no matter how well he/ she is trained, would be unable to put his/ her ideas in to practice if the school setting lacks the supplementary materials necessary for him or her to translate his/her competence into reality.

## **2.5 Benefit of Using Supplementary Curriculum Materials**

### **2.5.1 Rise Learning Inspiration**

It has been commonly said that using supplementary curriculum materials can enhance learners' inspiration of learning (Kim, 2000). According to Cakir (2006) learning takes place successfully when the teacher sets out to provide learning situation in which a child would learn because of his natural reactions of the provided materials. In the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of supplementary curriculum materials. The attention of the learner is caught and interest is also won and ready to learn.

Peacock (1998) recommended that using suitable supplementary curriculum materials may increase learners' levels of on-task behavior, attentiveness, and participation in

the target activity. Gilmore (2007) stated that supplementary curriculum materials are inherently more exciting because of their intent to communicate a message rather than highlight target language. This means textbooks may sometimes put too much emphasis on the particular grammatical or lexical items which are embedded in a pedagogically produced text. Learners may sometimes be dissatisfied with this kind of textbook design because they do not see the communicative aspects of the language (Hedge, 2000). But supplementary curriculum materials can supplement the needs of this group since they are produced for real communication purposes. Helping students find materials of interest and at desired levels of difficulty is a key aspect to improving their level of immersion in available printed materials (Holbrook & Rannikmae, 1997).

### **2.5.2 Contextualization and Personalization**

In planning supplementary curriculum materials teachers can take into account their specific learning environment and culture and to overcome the inappropriateness of the textbooks, teachers produce supplementary curriculum materials as best option for both school and students (Block, 1991). Teacher designed materials can be receptive to the heterogeneity inherent in the classroom, which will involve the learners first language and culture as well as their learning need and experience (Altan, 1995). In order to evaluate or develop supplementary materials for a specific context, it is necessary to identify target users. Among the target users, learners are the main users of the materials (Breen & Candlin 1987). Supplementary curriculum materials are produced by taking in to account learners norms (Woods, 1996).

School made supplementary materials can add personal touch to teaching that students appreciate. Tapping the interest and taking in to account of the learning style of students is likely to increase motivation and engagement in learning. There is also greater choice, freedom and scope for spontaneity when teachers develop their own supplementary curriculum materials (Podromou,2002). Teachers designing their own supplementary curriculum materials can respond to local and international events with update, relevant and high interest topics, and tasks.

### **2.5.3 Developing Intercultural Communicative Competence**

From the cultural point of view, learners have a strong natural curiosity in other cultures (Byram, 1991). Nevertheless, Gilmore (2007) suggested that textbook publishers usually sidestep the issue of cultures as cited in the study of Pulverness (1999) to prove that textbooks usually create international contexts rather than coming up with a real and distinctive cultural context. This is because textbook publishers want to maximize their profits by developing books which can target for the majority of learners. Unlike textbooks, supplementary curriculum materials can fulfill the cultural curiosity of learners because they involve contexts of different countries and are not limited to the local context.

## **2.6 Drawbacks of Using Supplementary Curriculum Materials**

### **2.6.1 Discouraging Low Level Students**

As revealed before, some authors believed that supplementary curriculum materials can increase learners' motivation. However, some other authors such as Morrison (1989) and Widdowson, (2003) had an opposite view and claimed that the lexical

difficulty of supplementary curriculum materials may discourage students. Supplementary curriculum materials are potentially difficult because of the high lexical density, idiomatic language, low frequency vocabulary used for satirical effect, and opaque cultural references all combine to make it pragmatically inert for most learners (Gilmore, 2007). In fact, too many unknown words make the reading process too difficult (Nuttall, 1982) and too many complex language structures cause a big burden to learners (Richards, 2001). So, it is likely that using supplementary curriculum materials may frighten students.

Krashen (1987) suggested that by exposing students to comprehensible input which is just a little above their level would automatically lead to language acquisition. Supplementary curriculum materials sometimes contain different kinds of challenges, which may be too daunting to young learners. So, it may be undesirable to use supplementary curriculum materials with learners of beginning and intermediate levels. Richard (2001) stated that using Supplementary curriculum materials could actually hurt or impede foreign language reading development. “When average students encounter ungraded material too soon, they are usually forced back into deciphering with the aid of a dictionary, and valuable training in the reading skill is wasted” (Rivers, as cited in Richard, 2001:2).

Requiring plenty of time and relevant knowledge, it is suggested that the problem of supplementary curriculum materials de-motivating learners can be solved by more careful text selection and task design. However, this process can be extremely time-

consuming because choosing suitable texts requires different considerations. Teachers need to devise ways of exploiting the text via different activities.

### **2.6.2 Cost**

The whole preparation process of supplementary materials takes a great deal of time (Berardo, 2006). In addition, ample knowledge is needed in order to draw out the greatest pedagogical benefit of the text. To make supplementary curriculum materials interesting to students color print is used and the price of a colored illustration can be more than double the price of a black and white illustration (Cakir, 2006). Apart from the illustration costs, printing in color increases the production costs.

In addition, Paper affects the durability, appearance, and cost of reading materials. Depending on the size of the order, paper becomes an increasingly significant part of the overall costs (Praphamotripong, 2010). This is because all other production costs are spread over the size of the order, whereas paper is a recurring cost for every copy. In many developing countries, access to quality paper that is locally produced is a challenge (Praphamotripong, 2010). Importing paper from overseas can have cost implications due to exchange rates, requires longer lead times for ordering and can have negative environmental implications (Keyes, 1993). In addition to cost another important issue in this case is that the teacher should be well trained on using and exploiting the supplementary curriculum materials. Otherwise, it becomes boring and purposeless for students (Cakir, 2006).

## **2.7 Experiences of Western Countries' with Respect to Preparation of Supplementary Curriculum Materials**

### **2.7.1 Objectives for Selecting Supplementary Curriculum Materials in USA**

The use of supplementary cannot be done at random. Rather, the selection of materials involves matching given materials with the context in which they are going to be used and the needs and interests of learners and teachers (Rudy, (2003) as cited in Zamanian (2012)). The appropriate selection and use of supplementary curriculum materials not only contribute to improve instruction and performance but also increase interest in and enthusiasm for learning (Seeckts, 2009).

For instance, the Beaufort County Board of Education Policy Manual policy codes 3200, USA, the objectives for selection of supplementary curriculum materials include providing:

- A. a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles, and developmental levels of the students served;
- B. materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
- C. a background of information that will enable students to comprehend their role as citizens in society and to make intelligent judgments in their daily lives;
- D. resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;
- E. resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage;
- F. material that develops a positive image of men and women, free of gender bias; and
- G. principle above personal opinion and reason above prejudice in the selection of material of the highest quality in order to ensure a comprehensive collection appropriate for all users. (Retrieved from [http:// www.beaufort.k12.nc.us/apps](http://www.beaufort.k12.nc.us/apps))

Some states of America have their criteria for selecting supplementary curriculum materials. For instance, the experiences of North Carolina in the processes and criteria for selecting supplementary materials the accountability for the selection of supplementary materials is given to the professional staff under the direction of the superintendent and will be made chiefly at the school level by a committee appointed by the principal (North Carolina Department of Public Instruction, 2005).

When examining proposed supplementary materials, the committee considers the following factors:

- A. the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum and to the interests of the students;
- B. the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive and well-balanced;
- C. the material's technical quality, including the extent to which technical components are relevant to content and consistent with state-of-the-art capabilities;
- D. the material's artistic, literary and physical quality and format, including its durability, manageability, clarity, appropriateness, skillfulness, organization and attractiveness;
- E. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation and/or enrichment;
- F. the contribution the material will make to the collection's breadth and variety of viewpoints;
- G. recommendations of school personnel and students from all relevant departments and grade levels;
- H. the reputation and significance of the material's author, producer and publisher; and
- I. the price of the material weighed against its value and/or the need for it(North Carolina Department of Public Instruction 2005,p.2).

### **2.7.2 Supplementary Curriculum Materials Selection Criteria in Canada**

As it is expressed in Mission Public Schools – Administrative Procedure #212 Selection of Supplementary Learning Resource Materials can be selected using the following criteria

1. Supplementary Learning Resources should support or enhance curricula and be relevant to the learning outcomes and content of the course.
2. Whenever possible, priority will be given to resources developed and produced in Canada.
3. Resources must be appropriate in content and presentation to the subject area and to the emotional development, ability level, learning style, social development, and chronological age of the students.
4. Resources should be selected to stimulate growth in knowledge, literary appreciation, aesthetic values and societal standards.
5. Resources must have a physical format and appearance that is suitable for their intended use.
6. Resources should foster respect for and an understanding of the contributions made to our civilization by minority and ethnic groups.
7. Resources should avoid reflecting negative stereotypes.
8. Resources should provide a stimulus for creativity.
9. Resources should represent different points of view with the goal of providing a balanced collection or argument.
10. Professional education personnel will evaluate resources and curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources.
11. Prior to purchasing and whenever possible, the learning resource should be examined or reviewed and approved by a recognized source (a recognized source could be a person like a subject area specialist, teacher or teacher-librarian, or selection aids such as the School Library Journal, Booklist, Horn Book, Science Materials, etc.).
12. In selecting supplementary learning resources, the professional education personnel will consider recommendations from students, parents, teachers and administrators.
13. Gift materials will be judged by the criteria outlined and will be accepted or rejected in accordance with those criteria.
14. Supplementary resources should not supplant or replace any provincially prescribed content of a course

15. Internet resources must meet the regulations in accordance with the Internet Access for Students & Staff
16. Selection and/or use of supplementary learning resources must be in accordance with copyright laws (Retrieved from [w.w.w.mpsd.caldist.notionformation/pdf/procs/Ap212.pdf](http://w.w.w.mpsd.caldist.notionformation/pdf/procs/Ap212.pdf), April 6, 2017).

## **2.8 Experiences of Some African Countries with Respect to Preparation of Supplementary Curriculum Materials**

### **2.8.1 Kenya's Experience**

To increase students' reading skill and learning Book Development Council of Kenya provide supplementary reading materials in Kenya (Mokatsi, 2004). As indicated by Darko-Ampem, (2005) supplementary materials provide support on children's early literacy development. As expressed in the Approved List, (MoET, 2015) in Kenya schools can prepare supplementary materials that may be needed for any class and in any subject so long as these titles/items are contained in the Approved List of the 14th edition of 2015. In Kenya criteria which are used to select supplementary materials are listed in the Management Handbook. These are some of the criteria:

- The school should set up a School Supplementary Materials Selection Committee
- Subject teachers must be involved in selecting the supplementary books.
- The School Supplementary Materials Selection Committee should first make a catalog of the textbooks, teachers' guides and other instructional materials that are already in the school so that the most vital priorities for new books can be determined.

- The School Supplementary Materials Selection Committee should study the present MoE Approved List, or any additional circulars on the textbooks, to determine which supplementary books to purchase.
- When the School Materials Selection Committee has all the information that they want, another School Materials Selection Committee assembly should be held to choose the supplementary books to order.
- All the decisions on selection should be recorded in the School Materials Selection Committee Minute Book which must be signed by the Secretary and the chairperson of the School Materials Selection Committee.

In addition to this, schools will still need to consider their supplementary books syllabus Coverage, content of the book, illustration and layout, exercise and activity and durability. Regards supplementary books coverage schools must make sure that the content of the book exclusively cover the syllabus in that subject and meet the objectives of the syllabus. With respect to content of the supplementary book the school must assess the suitability of the material considering its vocabulary and general language level. The illustration and layout must be checked by asking questions like Are the illustrations understandable, proper and eye-catching? , do they contribute to learning, is the page nicely laid out? , is the printing clear? , is the presentation of topics simple to understand? In addition , another thing schools need to consider before utilizing supplementary books is the benefit of the exercises and activities on the supplementary books. Whether the activities persuade students to think for themselves and apply their knowledge, contribute to the learning process, comprise sufficient problem-solving activities, develop different skills and attitudes,

encourage children to work both on their own and in groups or not. In addition, durability of the supplementary materials must be considered for its long term usage (MoET,2015).

### **2.8.2 South African Experience**

Supplementary curriculum materials are used in South Africa because they help to build community and social capital and reflect the culture and values of the school and broader community. Montagnes (2001) gave the report of a study conducted by READ Educational Trust in South Africa. The report according to him states that children in classes with supplementary materials outperformed control school counterparts. Supplementary materials can relieve teachers from some of the stress of trying to teach classes of diverse learners, at the same time helping individuals who are not making average progress (Swart & Nathanson, 2011). There is no doubt that supplementary materials are keys for effective curriculum delivery (Hutchinson & Torres, 1994).

South Africa Norms and Standards for Educators (2000) state that teachers have a role to ensure that learning content is selected, sequenced, and paced in a manner that is sensitive to the differing needs of the subject concerned and the learners. Learners and teachers have to be provided with a wide variety of supplementary curricular resources, exposing learners to diverse ideas, experiences and opinions. To do this a Policy of supplementary materials in South Africa has been introduced. The policy has a set of long term visions.

The long term visions for the provision of supplementary curriculum materials are to ensure the following.

- Learners and teachers have access to supplementary materials to increase their competency.
- Teachers receive the training they require to continuously improve their use of Supplementary materials and to grow to be confident in their profession.
- Parents are well-versed about what takes place in the school and are aware of their responsibilities in the supplementary materials usage.
- Learners are conscious of the significance of doing their schoolwork, in school and at home utilizing supplementary materials appropriately.
- Learners are educated basic skills on how to find, collect, analyze, synthesize and use information of the supplementary materials(DBE,1996).

In South Africa the issue of supplementary textbook coverage has two dimensions, addressed in this supplementary materials policy, namely supply and retention (Department of Education, 2008) .There are policy objectives of supplementary curriculum materials in South Africa.

The primary objective of supplementary materials policy is to offer a methodical approach to the enhancement, selection, and utilization of supplementary materials in South African

Schools' to ensure the evenhanded and inclusive supply of supplementary materials.

Furthermore, the policy aims to:

- (i) widen an environment that encourages and supports the production of high quality supplementary materials;

- (ii) ensure that an appropriate system of quality assurance is consistently applied to the selection of supplementary materials;
- (iii) create the conditions to support comprehensive access to all supplementary materials for learners and teachers in all South African schools;
- (iv) establish a sense of responsibility and clarify accountability for supplementary materials retention among learners, parents, teachers and school management; and
- (vi) create the conditions for most favorable supplementary materials utilization, through the provision of teacher training and awareness-raising among learners and their parents on optimal supplementary materials utilization.

All Supplementary materials will be subject to approval by Provincial Education Department (PED) for use in schools for curriculum delivery enhancement( DBE,2008).

The process of supplementary materials development may be undertaken by commercial companies, non-governmental organizations, Open Educational Resource initiatives as well as by internally producing / commissioning the development of supplementary materials for subjects where necessary. In all instances the developed supplementary materials will be assessed before schools utilize them. All supplementary materials will be subject to approval by the Department of Basic Education (DBE) for use in South African schools. All Supplementary materials will be subject to approval by Provincial Education Department (PED) for use in schools for curriculum delivery enhancement. Independent assessment implies that the producer or commissioning agent will not exert any undue influence on the assessment process and the assessment should be performed by experts not involved in the development process according to established screening criteria ( DBE,1996).

## **2.9 Summary**

Curriculum materials are helpful in improving education by being input for the teaching and learning process. In addition to curriculum materials supplementary curriculum materials are designed to facilitate students' learning. Supplementary curriculum materials are providing ample support in addition to curriculum materials. Supplementary curriculum materials are preferable by stakeholders because they smooth the teaching and learning process. Supplementary curriculum materials fill the limitation of textbooks by their value of supplementing the content. The utilization of supplementary curriculum materials makes a difference in schooling.

As indicated in the literature review supplementary curriculum materials are advantageous in improving learners motivation ,interest towards the subject and the four basic skills which are reading, listening, speaking and writing. Nevertheless, some scholars expressed that the terms used in most supplementary curriculum materials are difficult and this in fact is demotivating low level learners. Some conclude that the problem of supplementary materials arise from their preparation. This indicates that the selection and preparation of supplementary curriculum materials have effect on their utilization

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

This chapter deals with the research design, source of data, samples and sampling technique, instrument for data collection, validity and reliability of the instruments, method of data analysis and ethical considerations.

### **3.1 Research Design**

Ogula (2005) describes research design as a plan, structure and strategy of investigation to obtain answers to research questions. The design for this study is concurrent mixed research design. Concurrent mixed research design could neutralize or cancel the biases of any single method and the mixed research design was used as a means for seeking convergence and integrating quantitative and qualitative data (Creswell, 2009). The concurrent mixed research design allowed the understanding of the issue deeply and it includes the benefits of both qualitative and quantitative research designs. Therefore, concurrent mixed research design was employed.

### **3.2 Data Sources**

The researcher used both primary and secondary data sources. Primary data were collected from the respondents while secondary data were collected from documents.

#### **Primary Data Sources**

The researcher got information on the utilization of schools' supplementary curriculum materials on students' learning from the sample schools at grades 4 and 5 from students, teachers, the school administrators, parents, and supplementary curriculum materials evaluators of Addis Ababa Education Bureau.

## Secondary Data Sources

The secondary sources were relevant popular documents, the supplementary curriculum materials and criteria of evaluating supplementary materials.

### 3.3 Sample and Sampling Techniques

The population of the study was 588 private primary schools located in Addis Ababa City Administration. The samples for the study were the two private schools' students, teachers, administrators, parents, and supplementary curriculum materials evaluators from Addis Ababa Education Bureau.

Since it is difficult to conduct the study on all stakeholders of all private schools in Addis Ababa and on all grades, determining and identifying the number of sample stakeholders schools and grades was important. Vision Academy and Future Talent Academy were selected as sample schools from Bole and Kirkos sub-cities purposively because of the similarity in their staff structure, the status of the schools and their long years of experience in using supplementary curriculum materials. Even if there are few other schools that have supplementary curriculum materials and similar structures their unwillingness to cooperate in giving information in the preliminary survey made by the researcher forced the researcher to rely only on these two private schools. With the intention of selecting grades from first cycle and second cycle, grade 4 and 5 were selected using stratified sampling from the two cycles.

**Table 1: Total population of grade four and five students**

| School | Grade | Boys | Girls | Total |
|--------|-------|------|-------|-------|
|--------|-------|------|-------|-------|

|                            |   |     |     |     |
|----------------------------|---|-----|-----|-----|
| Future Talent Academy (S1) | 4 | 108 | 107 | 215 |
|                            | 5 | 129 | 106 | 235 |
| Vision Academy (S2)        | 4 | 100 | 96  | 196 |
|                            | 5 | 115 | 110 | 225 |

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The total populations of the two schools were 2080. From this, the population of grade 4 and 5 were 871 students with 452 boys and 419 girls. Stratified sampling technique was employed to select boys and girls based on gender and grade level. The total population of the study was 871 of which 20 % of the populations were taken as sample for they were homogenous in nature. The 20% of 871 is 174. Thus, the samples of the study were 174 students, Ninety (52%) of the 174 sample students were male while eighty four (48%) were female. To know the number of students from Future Talent Academy and Vision Academy as well as the number of samples from grade 4 and 5, the researcher used stratified sampling technique. From the 90 male sample students 47 were from Future Talent Academy whereas 43 were from Vision Academy.

Identifying the number of male and female students from grade four and five was essential. Thus, the researcher used appropriate calculation to do this. From Future Talent Academy Primary school 47 sample male students were selected of which 22 students were from grade four and 25 students from grade five. From the 43 male students in Vision Academy 20 of them were from grade four and 23 from grade five. From the 84 female sample students, 41 of them were from Vision Academy while 43

were from Future Talent Academy. Of the female students, 22 of Future Talent Academy female students were from grade four and 21 from grade five. Vision Academy's 41 female sample students consisted of 19 from grade four and 22 from grade 5 students. After selecting these numbers of students randomly by using simple random sampling method, closed-ended questionnaires were given to them. For the FGD eight students' were randomly selected from each gender and grade level. By using simple random sampling method a total of thirty-two FGD participants were selected from both schools.

Open ended questionnaires were prepared for thirty-five parents and distributed to grade four and five students in each school by using lottery method. There was no opportunity to ignore administrators and teachers to come up with valid findings. The researcher used purposive sampling technique. Four Experts working on the issue of supplementary materials from Addis Ababa Education Bureau were selected by using purposive sampling technique for they were the ones who have been checking and evaluating supplementary curriculum materials and the decision about the supplementary materials has been in their hands.

### **3.4 Instruments for Data Collection**

The study included both quantitative and qualitative data collection instruments. In order to obtain appropriate data both types of data were collected using data gathering instruments. The following instruments were used to collect data.

#### **3.4.1 Questionnaire**

A questionnaire is a tool usually used to elicit information about a range of diverse issues (Richard, 2001). McMillan and Schumacher (2001) expressed that a questionnaire is a common tool for collecting data and it was used to elicit views and beliefs. Thus, the questionnaire enabled the researcher to get wider information from a large samples and reduced time and expense and at the same time, it provided a large portion of information. For this purpose, the researcher decided to use a questionnaire for collecting data from students and parents.

The open-ended as well as close-ended questionnaires for this study were developed after the review of literature was done. The questionnaires were developed based on the research questions by the researcher. The closed- ended questionnaires were given to students and the open- ended questioners were given to parents through students. They consisted of two main parts, background information and the main body of the questionnaire. The open-ended questionnaires were consisted of 6 items in the main part while the closed-ended consisted of 13 items. The students' questionnaires focused on the contribution of supplementary materials to the lesson, academic achievement as well as other issues. Likert scale was employed to determine the students' level of agreement or disagreement. The scale was categorized as strongly agree, agree, undecided, disagree and strongly disagree with values ranging from 5 to 1 respectively. Open-ended questionnaire items were set for free response in the respondents' own words. Because of this reason, open ended questionnaires were sent to parents. The items in the main body of the open ended questionnaires focused on the overall view they have on school supplementary curriculum materials regarding their help to parents to supervise their children at home, the way they were accessing

the materials as well as possible solutions with regard to the issue of supplementary curriculum materials. The open-ended as well as closed-ended questionnaires were prepared in English and then translated in to Amharic.

### **3.4.2 Interview**

Interview gives better chance for the respondent to explain more clearly what the interviewee knows and it gives touch to issues that are too complex to investigate through questionnaires (Best and Khan, 2003). Interview is one of the leading methods of data gathering for qualitative data (Leedy and Ormrod, 2005). For these purposes, the researcher used interview.

Accordingly, Vision Academy and Future Talent Academy teachers, administrators and supplementary curriculum materials' evaluators of Addis Ababa Education Bureau were interviewed. The interview items were different for each group. The interview of teachers consisted of 13 items while the administrators' interview items had 9 items. Last but not least, Education Bureau supplementary curriculum material evaluators' interview items were 7. The interviews were conducted in Amharic to avoid any misunderstanding and to get the idea of every respondent without language being a barrier. The interview questions along with the respondents' answers were translated to English. The translation was done by English language teachers. The validity of the translation was checked by translating the Amharic to English and translating the English into Amharic again and making sure that it has the same meaning. On average, the interview took 1:30 hours per session. Note taking and voice recorder were used to record the information of the respondents.

### **3.4.3 Focus Group Discussion**

Focus group discussion aims at collecting high quality data in a social context (Patton, 2002), which primarily helps understand a specific problem from the view point of the participants of the research (Khan and Manderson, 1992). The FGD was used to get supplementing data for the close ended questionnaires performed by students. The FGD participants were grade four and five students of both schools. Focus group discussion was carried out in two groups in each school. One group contained eight students. Totally four FGDs were conducted. The FGD consisted of 7 items. The major issues discussed during the FGDs include the specific importance of supplementary curriculum materials on students' learning, supplementary curriculum materials' capacity of creating stress and being additional load, the advantages and disadvantages of supplementary curriculum materials and the supplementary materials they prefer to use during the teaching and learning process.

The FGD were guided by semi-structured guides that were prepared in English and later translated into Amharic in collaboration with English and Amharic teachers. Discussion was conducted in Amharic and the responses were translated into English language. The FGD took 1:55 hours per session. The responses were recorded by taking audio-record. All were transcribed.

### **3.4.4 Document Analysis**

The reason for document analysis in this study was to assess the views of stakeholders on school supplementary curriculum materials. The tool was used to validate and check the consistency of the collected data through interview and questionnaire. Documents like supplementary curriculum materials, guidelines and criteria of evaluating supplementary curriculum materials were reviewed.

### **3.5 Validity of Instruments**

Mugenda and Mugenda (2003) emphasized that validity is a degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The validity of the data collecting instruments was checked. First, the instruments were prepared by the researcher and evaluated by selected curriculum graduate colleagues. Based on the comments of the curriculum students and the advisor the instruments were further improved and final versions were prepared as valid instruments. The questionnaires, FGD as well as interview items were validated by the advisor as well as groups who have the knowledge and experience in research.

### **3.6 Reliability of Instrument**

Reliability refers to the consistency of the scores obtained and how consistent they are from one administration of an instrument to another (Kombo & Tromp, 2006). A reliable one will constantly produce the expected results when used more than once. To assess the reliability of the closed ended questionnaires, they were piloted in Ethio-parent school students. The questionnaire's reliability ( $p$ ) was 0.76. This showed that the questionnaire was reliable. For those Cronbach's Alfa coefficient reliability index of 0.70 and above are reliable (Mugenda & Mugenda, 2003).

### **3.7 Data Collection Procedure**

After getting permission from Addis Ababa University, Department of Curriculum and Instruction the researcher went to Addis Ababa Education Bureau seeking permission to conduct research after explaining the purpose of the study. Then, the researcher wrote application letter to administrators of the two private primary schools. The next step was presenting the letter to Ethio-parent school in order to conduct pilot study. Before collecting the final data, pilot testing was conducted in Ethio-parents School, which has of the primary and secondary grades in Gerji. After collecting the data for the pilot testing, the reliability and validity of all data gathering tools were checked. All instruments were revised. The close-ended questionnaires were given to students. Four individuals supervised the students after brief orientation. They distributed and collected the questionnaires while the researcher was conducting interview with administrators of the school. At that day, the open-ended questionnaires were sent to parents through students. The next day, the open ended questionnaires were collected by four individuals while the researcher was conducting interview with teachers. FGD was held with students in the next day. After finishing the FGD, the researcher interviewed the remaining teachers whom she did not interview in the previous time and collected the remaining open-ended questionnaires from the students. This procedure was used for both schools. After the researcher finished collecting the appropriate data from the schools, three days were used to collect data from supplementary curriculum materials' evaluators of Addis Ababa Education Bureau.

### **3.8 Methods of Data Analysis**

The data gained from questionnaires, interview and FGD were analyzed in a way that gives answer to the research questions. Firstly, the quantitative data obtained through questionnaires were analyzed using frequencies, percentages and mean scores using SPSS version 21. Frequencies and Percentages were used to explain the characteristics of the respondents and to show the difference in responses among the various groups of respondents. To make the analysis and interpretation easier to understand both the percentages and mean scores of strongly agree and agree, disagree and strongly disagree are combined while the undecided is analyzed separately. Accordingly, mean scores between 3.5 and 5.00 are put under agreement, ranges between 2.50 and 3.49 as undecided and the mean scores below and including 2.49 are interpreted as disagreement. In the analysis of negatively stated items, the scale works conversely.

Interview and FGD results were analyzed qualitatively and used to supplement/triangulate the findings obtained through questionnaire. First, the researcher listened to the participants' responses and transcribed the data collected from the interviews to get a general sense of the whole ideas presented. Next, significant statements and phrases were extracted from each transcript. Meanings were formulated from the significant statements. Then, the meanings were organized into themes, and these themes evolved into theme clusters, and eventually into theme categories. Then, the researcher used Quant\_ Qual concurrent data analysis method to analyze the quantitative and qualitative data. Therefore, the results from questionnaire, FGD and interview were combined and merged to answer the research

questions. At last, the researcher wrote a rich and exhaustive study on the utilization of school supplementary curriculum materials on students' learning.

### **3.9 Ethical Considerations**

The researcher explained to the respondent about the research and that the study was for academic purpose only. It was made apparent that involvement in the research would be voluntary and the respondents would be free to refuse or withdraw anytime during the research period. The respondents were not forced to participate in the study. The participants had informed their willingness to participate. They were guaranteed that their privacy would be sheltered. Standard of professionalism was observed as the researcher avoided altering result to suit to her study.

## **CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the presentation, analysis and interpretation of data obtained from the samples using data gathering instruments (questionnaire, interview, focus

group discussion and documents). These data gathering instruments were used to seek answers for the research questions raised in the introduction part of the study.

The chapter is divided into two main parts. The first part deals with the background information about the respondents and the second part deals with the presentation and analysis of data on the utilization of school supplementary curriculum materials in two private primary schools in Addis Ababa. First data presentation and analysis is done making use of the data gathered from students, teachers, administrators, parents and experts from Education Bureau. To obtain relevant data the questionnaires were distributed to a total of 174 students in the two private primary schools. Four individuals facilitated the process to help students to fill in the questionnaires. All (100%) questionnaires were filled and returned. Open ended questionnaires were distributed to a total of 70 parents from the two schools and the return rate was 65 (92.8%). Focus group discussions were held with the sample students. Interviews were conducted with teachers, administrators, and Addis Ababa Education Bureau experts. The 100% response rate was hence considered very good to provide required information for the purpose of data analysis and the 92.8% parent response rate of the open-ended questionnaires was considered good as per Mulusa's (1998) response return rate category.

#### **4.1 Background Information about Respondents**

Background information of the respondents was sought for the researcher deemed it necessary to look into background information of respondents because it gives some

basic information about the sample respondents. The respondents were requested to indicate their personal information, which was categorized into gender, age, and academic qualification, area of specialization and years of service.

#### **4.1.1 Background Information of Interview Respondents**

The background information of the interview respondents was collected from three groups of the sample teachers, administrators and Addis Ababa Education Bureau experts. The respondents' characteristics, frequency and percentage details are presented in Table 2 below.

**Table 2: Characteristics of Interview Respondents**

| Characteristics           |         | V.T |     | F.T |     | V.A |     | F.A |     | A.A.E.B |     |
|---------------------------|---------|-----|-----|-----|-----|-----|-----|-----|-----|---------|-----|
|                           |         | F   | %   | F   | %   | F   | %   | F   | %   | F       | %   |
| 1.Sex                     | male    | 3   | 50  | 4   | 67  | 2   | 100 | 2   | 100 | 3       | 75  |
|                           | Female  | 3   | 50  | 2   | 33  | -   | -   | -   | -   | 1       | 25  |
| 2.Age                     | 20-30   | 4   | 67  | 3   | 50  | -   | -   | -   | -   | -       | -   |
|                           | 31-40   | 2   | 33  | 3   | 50  | -   | -   | 2   | 100 | 3       | 75  |
|                           | 41-50   | -   | -   | -   | -   | -   | -   | -   | -   | 1       | 25  |
|                           | >50     | -   | -   | -   | -   | 2   | 100 | -   | -   | -       | -   |
| 3.Qualification           |         |     |     |     |     |     |     |     |     |         |     |
|                           | BA/B.Sc | 6   | 100 | 6   | 100 | -   | -   | -   | -   | 1       | 25  |
|                           | MA/MSc  | -   | -   | -   | -   | 2   | 100 | 2   | 100 | 3       | 75  |
| 4. Area of specialization |         |     |     |     |     |     |     |     |     |         |     |
|                           | Math    | 2   | 33  | 2   | 33  | -   | -   | -   | -   | 1       | 25  |
|                           | English | 2   | 33  | 2   | 33  | -   | -   | -   | -   | 1       | 25  |
|                           | Science | 2   | 33  | 2   | 33  | -   | -   | -   | -   | -       | -   |
|                           | E.D.P.M | -   | -   | -   | -   | 2   | 100 | 2   | 100 | -       | -   |
|                           | Others  | -   | -   | -   | -   | -   | -   | -   | -   | 2       | 50  |
| 5.Experience              |         |     |     |     |     |     |     |     |     |         |     |
|                           | 0-5     | 1   | 17  | 1   | 17  | -   | -   | -   | -   | -       | -   |
|                           | 6-10    | 3   | 50  | 2   | 33  | -   | -   | 1   | 50  | 2       | 50  |
|                           | 11-15   | 2   | 33  | 3   | 50  | -   | -   | 1   | 50  | 2       | 50  |
|                           | 16-20   | -   | -   | -   | -   | 2   | 100 | -   | -   | -       | -   |
|                           | Total   | 6   | 100 | 6   | 100 | 2   | 100 | 2   | 100 | 4       | 100 |

**Key: V.T= Vision Academy teachers; F.T= Future Talent Academy teachers; V.A= Vision Academy Administrators; F.T.A =Future Talent Academy administrators; A.A.E.B= Addis Ababa Education Bureau**

In the total sample of Vision Academy teachers there were equal proportion of male 3(50%) and female 3 (50%) respondents. From the total sample of Future Talent Academy teachers 4(67%) were counted male while the rest 2(33%) were female. From the total sample of administrators in both schools all were counted male. From the total sample of Addis Ababa Education Bureau experts 3(75%) were male while 1(25%) were female. Females' involvement was seen in both schools.

Regarding the age group, 4(67%) of Vision academy teacher respondents were in the age group of 20-30 years old while the rest 2(33%) were in the age group of 31-40 years old. Half of Future Talent Academy teacher respondents were in the age group of 20-30 years old as their frequency and percentage 3 (50%) indicated; while the other half 3(50%) were in the age category of 31-40 years old. Two (100%) of Vision Academy administrator respondents' age ranged >50 years old whereas 2(100%) of Future Talent Academy administrator respondents age ranged from 31-40 years old. Three (75%) of the Education Bureau supplementary curriculum materials evaluators were found to be in the age category of 31-40 years old while 1(25%) of the evaluators age ranged from 41-50 years old. From the above description it is possible to conclude that all teachers and almost all Education Bureau evaluators were at the active participating age. But a great age difference was observed in the administrators of the two schools.

From the total number of teacher respondents, all (100%) were BA/B.Sc holders in the subject they are teaching. This implies that both schools teachers are qualified for the level according to the New Education and Training Policy that requires everyone to have diploma to teach in first cycle primary schools (TGE, 1994). Both schools use subject teachers for each subject. The teachers are specialized in the subject they are teaching. Of the vision Academy and Future Talent Academy administrator respondents included in this study 100% were MA holders. All are educational planning and management graduates. Leadership plays a pivotal role in implementing the materials that are prepared for education purpose and enhancing school success. The information implies that they are the appropriate person for the position. From the

total sample of the Education Bureau supplementary materials evaluators 3(75%) were MA holders while 1(25%) had BA/B.Sc. One (25%) of the evaluators had specialized in English while 1(25%) had specialized in Mathematics and 2(50%) was in other fields than the expressed ones namely: 1(25%) was geography graduate and the other 1(25%) was social anthropology graduate. As the data indicated almost all evaluators have linkage with teaching and learning so it is believed they know what must be done for students.

Concerning experience, 1(16%) of vision Academy teachers had an experience that ranged between 1-5 years while 3(50%) had 6-10 years of experience the remaining 2(37%) had 11-15 years of experience. Regarding Future Talent Academy teachers experience, 1(17%) had an experience ranged from 0-5 years, 2(37%) had an experience of 6-10 years and the rest 3(50%) had 11-15 years of work experience. Both Vision Academy sample administrators had work experience of 16-20 years at their current position. From the total sample of Future Talent Academy administrators, 1(50%) had an experience of 6-10 years and the remaining 1(50%) had an experience of 11-15 years at the current position. About Addis Ababa Education Bureau supplementary materials evaluators 2(50%) had work experience ranged from 6-10 years and the rest 2(50%) had an experience of 11-16 years. The data point out that the teachers; administrators as well as the Education Bureau experts have adequate experience. The adequate experience they have helps them possess skills and knowledge appropriate for their responsibilities.

#### 4.1.2 Background Information about Students

This is the background information of students who filled the questionnaires. All sample students' age ranged from 9-11 years old. Their gender and grade characteristics are expressed by percentage in Table 3.

**Table 3 Distribution of Students by Sex and Grade**

| Characteristics |        | Vision |      | Future Talent |      |
|-----------------|--------|--------|------|---------------|------|
| Grade           | sex    | F      | %    | F             | %    |
| Four            | Male   | 20     | 46.5 | 22            | 46.8 |
|                 | Female | 19     | 46.3 | 22            | 51.2 |
| Five            | Male   | 23     | 53.3 | 25            | 53.2 |
|                 | Female | 22     | 53.7 | 21            | 48.8 |
|                 |        |        |      |               |      |
| Total           | Male   | 43     | 51   | 47            | 52.2 |
|                 | Female | 41     | 49   | 43            | 47.8 |

As indicated in Table 3, from a total number of 43(51%) Vision Academy male students 20(46.5%) are in grade 4 whereas 23(53.5%) are in grade 5. From a total sample of 41(49%) Vision Academy female students 19(46.3%) are in grade 4 and 22(53.7%) are in grade 5. From a total sample of 47(52.2%) Future Talent academy male students 22(46.8%) are in grade 4 while 25(53.2%) are in grade 5. Out of 43 Future Talent Academy female students 22 (51.2%) are in grade 4 and the rest 21(48.8%) are in grade 5. This implies that almost equal proportions of male and female sample students were selected for the study.

### 4.1.3 Background Information of Parents

This is the back ground information of parents who participated in filling the open-ended questionnaires. Their sex, age, occupation and in what grade they have children with frequency and percentage details are presented in Table 2 while their qualification is expressed in Table 4.

**Table 4 Background Information about Parents**

| Characteristics       | Vision Academy |    | Future Talent Academy |      |
|-----------------------|----------------|----|-----------------------|------|
|                       | F              | %  | F                     | %    |
| 1. Sex Male           | 14             | 47 | 14                    | 40   |
| Female                | 16             | 53 | 21                    | 60   |
| 2. Age 20-30          | 8              | 27 | 6                     | 17   |
| 31-40                 | 9              | 30 | 15                    | 43   |
| 41-50                 | 7              | 23 | 9                     | 26   |
| >50                   | 6              | 20 | 5                     | 14   |
| 3.Occupation          |                |    |                       |      |
| Health                | 4              | 13 | 7                     | 20   |
| Economics             | 6              | 20 | 4                     | 11   |
| Engineering           | 5              | 17 | 5                     | 14   |
| Teaching              | 2              | 7  | -                     | -    |
| Private business      | 12             | 40 | 17                    | 49   |
| Others                | 1              | 3  | 2                     | 6    |
| 4.Qualification       |                |    |                       |      |
| 12 complete           | 6              | 20 | 5                     | 14   |
| Certificate           | 2              | 7  | -                     | -    |
| Diploma               | 5              | 17 | 8                     | 23   |
| BA/BSc                | 13             | 43 | 14                    | 40   |
| MA/MSc                | 4              | 13 | 6                     | 17   |
| PHD                   | -              | -  | 2                     | 6    |
| 5.Parents of children |                |    |                       |      |
| in grade 4            | 15             | 50 | 15                    | 43   |
| 5                     | 10             | 33 | 17                    | 48.5 |
| in both grades        | 5              | 17 | 3                     | 8.5  |

As we can see from Table 4, from the 30 parents that returned the open ended-questionnaires in Vision Academy 14(47%) were male while 16(53%) were female. Out of Future Talent Academy 35 parent respondents 14(40%) were male where as 21 (60%) were female. This implies that female parents participate more than male parents in filling the questionnaires in both schools.

Regarding age, 8(27%) of vision Academy parents were in the age range of 20-30 years old, 9(30%) were in the age range of 31-40 years old, 7(23%) of them were between the age of 41-50 years old and the remaining 6(20%) were >50 years old. From the total sample of Future Talent Academy parent respondents 6 (17%) were in the age range of 20-30 years old. 15(43%) were in the age range of 31-40 years old. 9(26%) were categorized in the age group of 41-50 years old whereas the remaining 5(14%) were found to be >50 years old.

About the occupation of parents, from the total sample of Vision Academy parents 4(13%) of them were in occupations of health, 6(20%) of the parents are working in occupations of Business and Economics, 5(17%) of the parents participated in Engineering, 2(7%) are involved in teaching profession, 12 (40%) of the parents have their own private business. One (3%) of the parents' occupation is outside the listed occupations. From the total sample of Future Talent Academy parents, 7(20%) of them are working in occupations of health, 4(11%) of the parents are working in Business and Economics, 5(14%) are working in engineering fields, 17(49%) of the parents are working in their own private business while the remaining 2(6%) are

working outside the listed occupations. This implies the greater portions of the parents are those who are working in their own business.

Concerning qualification, 6(20%) of Vision Academy parents completed grade 12, 2(7%) have certificate, 5(17%) have diploma, 13(43%) have degree and 4(13%) have masters. Future talent Academy sample population consists of 5(14%) parents that completed grade 12. 8(23%) of the parents have diploma. 14(40%) of the parents have degreed while 6(17%) of the parents have Masters and the remaining 2(6%) have PhD. This shows that parents of both schools are educated. This creates a better opportunity for parents to help their children academically.

As indicated in Table 4 from the total sample of Vision Academy parent respondents, 15(50%) of the respondents were those who had children in grade 4. 10 (33%) of the respondents had children in grade 5 and 5(17%) of the respondents had children in both grades. Of Future Talent Academy parents, 15(43%) of them had children in grade 4 whereas 17(48.5%) of the parents had children in grade 5. The remaining 3 (8.5%) had children in both grades. The number of parents that filled and returned the questionnaires are of equal number in the two schools.

#### **4.2 Views on Supplementary Curriculum Materials**

Students' views towards supplementary curriculum materials can play a great role in the success of the applied supplementary curriculum materials. The positive as well as negative view of students on school supplementary curriculum materials has consequences on the way they handle the lesson. In looking at its importance, an attempt was made to assess students' views towards school supplementary curriculum

materials. For the analysis and interpretation of students' views on school supplementary curriculum materials Likert scale rating items were set on level of agreement and disagreement to indicate students' views. Scoring weights of 5,4,3,2 and 1 were used for strongly agree, agree, undecided, disagree and strongly disagree for statements where agreement meant favorable perception. For those statements that disagreement meant favorable perception, scoring was done by assigning the above point in a reverse order. SPSS was used to analyze data and the results are reported in frequency, percentage and mean scores.

#### **4.2.1 Supplementary Curriculum Materials Schools Use and their Contribution to the Lesson**

Most private primary schools in Addis Ababa use supplementary curriculum materials. The supplementary curriculum materials differ from school to school. As the researcher assessed in her preliminary survey the supplementary curriculum materials found in most schools were English, Mathematics and Environmental Science subjects supplementary curriculum materials. Therefore, the researcher focused on English, Mathematics and Environmental Science supplementary curriculum materials' contribution to students' learning. Vision Academy as well as Future Talent Academy prepared supplementary curriculum materials in the above mentioned subjects and use them to facilitate the teaching and learning process. Two sample administrators from each school were asked the reason they prepared the school supplementary curriculum materials on these subjects, they noted that English supplementary curriculum materials were prepared to improve the students' literacy skills, Mathematics supplementary materials were prepared to raise their numeracy

skills to a better level and Environmental Science supplementary curriculum materials were prepared to help them understand the environment that they are living in.

The contribution of school supplementary curriculum materials to the lesson is evaluated based on their linkage to the new syllabus and relevance. The supplementary curriculum materials' evaluation criteria set by Addis Ababa Education Bureau in 2006 E.C have two chapters which are set to evaluate supplementary curriculum materials (AAEB, 2006E.C). The contributions of school supplementary curriculum materials to the lesson in the eyes of students are presented in the table below.

**Table 5: School supplementary curriculum materials contribution to the lesson**

| Items                                                                                                           | SH | G | S.A |       | A  |       | U  |       | D |       | S.D |       | MS   |
|-----------------------------------------------------------------------------------------------------------------|----|---|-----|-------|----|-------|----|-------|---|-------|-----|-------|------|
|                                                                                                                 |    |   | F   | %     | F  | %     | F  | %     | F | %     | F   | %     |      |
| 1. Supplementary curriculum materials make the lesson clear.                                                    | 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 |
|                                                                                                                 | 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 |
|                                                                                                                 |    | 5 | 17  | 37.78 | 13 | 28.89 | 8  | 17.78 | 2 | 4.44  | 5   | 11.11 | 3.78 |
| 2. Supplementary curriculum materials are helpful in making the lesson interesting and motivating.              | 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 |
|                                                                                                                 | 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 |
| 3. It is difficult to understand the lesson at the time teachers do not use supplementary curriculum materials. | S2 | 4 | 11  | 28.21 | 6  | 15.38 | 11 | 28.21 | 4 | 10.26 | 7   | 17.95 | 3.26 |
|                                                                                                                 |    | 5 | 11  | 24.44 | 9  | 20.0  | 6  | 13.33 | 9 | 20.0  | 10  | 22.22 | 3.04 |
|                                                                                                                 | S1 | 4 | 11  | 25.0  | 5  | 11.36 | 16 | 36.36 | 9 | 20.45 | 3   | 6.82  | 3.27 |
|                                                                                                                 |    | 5 | 9   | 19.57 | 12 | 26.09 | 12 | 26.09 | 8 | 17.39 | 5   | 10.87 | 3.26 |

**Key: SH=school, G=grade; S2= Vision Academy, S1 = Future Talent Academy, S.A=strongly agree, A=Agree, U=Undecided D=Disagree, S.D=Strongly disagree, MS=Mean score**

In the learning process, it is important to take into account the different supporting aids and sources, which play an important role in attaining the objectives of the class if they are used appropriately. One of these very important sources is the use of supplementary curriculum materials, which has a great contribution to the lesson.

In this connection, the respondents were asked to point out their level of agreement or disagreement on the basis of their individual observation regarding the contribution of

school supplementary curriculum materials to the lesson. In the first item, the respondents were asked their level of agreement or disagreement to the opinion that, supplementary curriculum materials make the lesson clear. Thirty five (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 to the item. However, very few students opted to their disagreements and limited number of respondents chose undecided. The data clearly showed that students of both school agreed that school supplementary curriculum materials are helping students to grasp knowledge by making the lesson clear.

Furthermore, significant data obtained from the 4 FGDs supported this idea as almost all participants stated that learning has become easy because of the clear examples and presentation of the school supplementary curriculum materials. Nevertheless, the data obtained from 65 parents through open ended questionnaires concerning the contribution of supplementary materials in making the lesson clear, convey that some parents from S1 and S2 indicated the supplementary materials do not go with the potential of the students and they can hardly say that they have contribution to the lesson. However, most parents of S1 and S2 expressed the essentiality of school supplementary curriculum materials in helping students acquire additional knowledge. They encouraged the preparation of supplementary curriculum materials. For instance, parent 3 from S1 stated that the school supplementary materials are used as reference text books. They help the students perform their tasks independently without the supervision of parents. As they are clearly and briefly written, these make

the lesson easy to grasp. Parent 2 from S2 indicated that school supplementary curriculum materials are important in making the lesson clear if they only fulfill the criteria of supplementing the students with appropriate knowledge. Nevertheless, most of them stated that the school supplementary curriculum materials are advantageous as they are prepared in a way that children can understand easily and give them good explanation to unclear concepts. Moreover, interview was conducted with 12 teachers. The data gathered from them also convey similar response. Almost all teacher informants of S1 and S2 agreed that the government text books are not as such expressive or vivid in some topics. In this case, they found supplementary curriculum materials being very much contributing to help the students grasp the concept making the lesson clear.

This goes with what Hermínia and Herrera (2012) wrote that ‘ supplementary curriculum materials have a great influence in making the learning process easier and clearer’ Thus, from this one can conclude that if supplementary curriculum materials are used properly, children’s understanding about issues increases. This implies almost all students’, teachers’ and most parents’ found that school supplementary curriculum materials being so important.

The second item in Table 5 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 became 4.38, 3.78, 3.86 and 4.22 respectively showing their agreement to the

item. Thus, the data depict that both groups find the supplementary materials interesting and motivating therefore, they shared the same view on the item.

In addition, most parents from both schools indicated that supplementary materials play a great role in increasing children's motivation and interest towards the lesson because there are many colorful exercises given in the supplementary materials that demand the students to perform it frequently. Furthermore, almost all teacher respondents agreed that school supplementary curriculum materials are contributing to the lesson positively because they are interesting and motivating. For instance, teacher 4 from S1 stated that his students' feeling toward the lesson while he uses supplementary curriculum materials seems amazing. He explained that the students were showing their strong interest in learning using supplementary materials as soon as he starts teaching. Teacher 6 from S2 also supported the above idea by expressing that when he uses supplementary materials the number of students that follow attentively increases. Teacher 3 from S1 explained that the supplementary materials topics are the same with the government's text books but they are not direct translations. The sub- topics in the supplementary materials are presented in an interesting manner. Students show motivation when they learn being taught with the supplementary curriculum materials.

This finding goes with what other researches' have revealed. Accordingly, their findings showed that learning happens when the students are motivated. It provides a good learning environment and establishes the students' high level of interest. Supplementary books are the central technology of education. 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 (Seeckts 2009). The current data also showed that students, parents and teachers share this common view about the value of supplementary materials in motivating the students and making teaching and learning process active.

The last item, item 3 of Table 5 is about the degree of difficulty of understanding the lesson at the time teachers do not use school supplementary curriculum materials. Regarding this, 17(43.59 percent) of grade 4 and 20 (44.44 percent) of grade 5 respondents of Vision Academy and 16(36.36 percent ) of grade 4 and 19(45.66 percent ) of grade 5 Future Talent Academy student respondents agreed that it is difficult while 11(28.21 percent) of grade 4 and 19(42.22 percent) of grade 5 respondents from Vision Academy as well as 12 (27.27 percent)of grade 4 and 13( 28.26 percent) of grade 5 Future Talent Academy respondents disagreed that it is difficult to understand the lesson at the time teachers do not use supplementary curriculum materials respectively. Furthermore, 11(28.21 percent) of grade 4 and 6(13.33 percent) of grade 5 respondents of Vision Academy as well as 16(36.36 percent) of grade 4 and 12(26.09 percent) of grade 5 student respondents from Future Talent Academy responded ‘undecided’ failing to determine whether they face difficulty or not in understanding the lesson at the time teachers do not use school supplementary curriculum materials. The mean scores 3.26, and 3.04 of Vision Academy show that they undecided whether it is difficult to understand the lesson or not at the time teachers do not use supplementary curriculum materials. Future Talent Academy students’ also share the same view as Vision Academy’s as their mean

scores are 3.27 and 3.26 respectively. The data obtained from students depict that many of the students have undecided on the difficulty of the lesson at the time they learn without supplementary materials.

In contrary, the data obtained from the teachers through interview showed opposite result. Almost all S1 and S2 teachers replied that there are differences in students' understanding of the lesson at the time they use supplementary materials or not. They stated that children face some difficulty in understanding some concepts that are not expressed well in the government text books. The supplementary curriculum materials are contributing much in alleviating these problems. For instance, teacher 5 from S1 in the interview said that:

One reason that supplementary materials are prepared is to facilitate students' understanding of concepts in a better way. If school supplementary curriculum materials have no contribution in improving students in all rounded manner and they would not have been prepared. Yes, children face difficulty in understanding the lesson at the time supplementary curriculum materials are not used.(April,2017)

From the above response, one would understand that school supplementary curriculum materials are prepared by considering their benefit to students. They fill the knowledge gap of students by being input for them to better understand concepts. This shows that students face difficulty when supplementary curriculum materials are not used.

Contrary to this idea, few teachers believe that students could not face difficulty of understanding the lesson at the time teachers do not use supplementary materials. Teacher 1 from S1 stated that the government textbooks are prepared by

considering the development level of the students. She further expressed that the government textbooks are enough by their own. So even if supplementary materials are not used, children can understand the lesson. This response implies that government textbooks are prepared being age appropriate and relevant. So students could not face difficulty of understanding the lesson even if there are no supplementary curriculum materials in the schools.

The data clearly tell us that students are not sure of their level of difficulty of understanding the lesson at the time teachers do not use supplementary curriculum materials. Most teachers agree that children face difficulty of understanding the lesson at the time teachers do not use supplementary curriculum materials even if few teachers disagree with this idea.

#### **4.2.2 Contribution of Supplementary Curriculum Materials to Academic Achievement**

One way of evaluating students' achievement of the minimum learning competency required at their level is looking at their academic achievement. Academic achievement is affected positively or negatively by many factors where one of these factors could be the use of supplementary curriculum materials. Students' view toward their school supplementary curriculum materials' relationship with their academic achievement is expressed in frequency, percentage and mean scores in Table 6 below.

**Table 6: Supplementary curriculum materials contribution to academic achievement**

| Items                                                                                                                                        | SH | G | S.A | A     |    | U     |    | D     |    | S.D   |    | MS    |      |
|----------------------------------------------------------------------------------------------------------------------------------------------|----|---|-----|-------|----|-------|----|-------|----|-------|----|-------|------|
|                                                                                                                                              |    |   | F   | %     | F  | %     | F  | %     | F  | %     | F  | %     |      |
| 1. Supplementary curriculum materials increase 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 | 24.24 | 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. Supplementary curriculum materials are useless.                                                                                           | S2 | 4 | 2   | 5.13  | 2  | 5.13  | 1  | 2.56  | 3  | 7.69  | 31 | 79.49 | 1.49 |
|                                                                                                                                              |    | 5 | 3   | 6.67  | 1  | 2.22  | 5  | 11.11 | 9  | 20.0  | 27 | 60.0  | 1.76 |
|                                                                                                                                              | S1 | 4 | 4   | 9.09  | 3  | 6.82  | 4  | 9.09  | 14 | 31.82 | 19 | 43.18 | 2.06 |
|                                                                                                                                              |    | 5 | 4   | 8.70  | 5  | 10.87 | 1  | 2.17  | 2  | 4.35  | 34 | 73.91 | 1.76 |
| 3. My academic achievement is better in the subjects that have supplementary curriculum materials compared to the subjects that do not have. | 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  |

Students' utilization of school supplementary curriculum materials as well as their preparation may affect their learning achievement. As students are one of the primary users of the school supplementary curriculum materials the limitation and strength of the materials have direct effect on them. Thus, assessing students' utilization of school supplementary curriculum materials is crucial.

As indicated in Table 6, students were asked if the school supplementary curriculum materials have increased their academic achievement or not. Thirty six (92.30 percent) of grade 4 and 31 (68.88 percent) grade 5 respondents of Vision Academy, 33(75 percent) of grade 4 and 41 (89.13 percent ) grade 5 respondents of S1 showed their agreement that supplementary curriculum materials increase academic achievement respectively. The mean scores of 4.62, 3.91, 4.11 and 4.48 of Vision Academy and Future Talent Academy and grades respectively showed that they agree supplementary materials are helping them to increase their academic achievement. The number of students who disagreed was very few and majority of the students have positive view on school supplementary curriculum materials' value towards academic achievement. In addition, FGD participants also stated that supplementary curriculum materials are indeed increasing their academic achievement. Moreover, the data obtained from teacher respondents through the interview supported this idea. For instance, in the interview held with Teacher 1 from S1 shows the following:

When question and answer is held between our school and other schools, our school was known by its cleaver students. Not only this, but also that the students awareness about a concept is increasing starting from the time the supplementary materials were prepared by Kotebe College of Teacher Education curriculum experts and Addis Ababa University individuals in collaboration with the school's subject teachers. On the other hand, there are activities that are presented in a game form in the supplementary text books because children have the ability to understand fun faster while lessons are presented in this way. The supplementary materials are playing a positive role in increasing their academic achievement (April, 2017).

As the response of teacher 1 clearly indicated above, supplementary curriculum materials prepared by subject specialists and experts who have better knowledge of the subject and textbook preparation are more effective in raising students' academic

achievement and other progress. The mode of presentations of supplementary curriculum materials also plays its part in students' academic achievement. This implies that the quality of preparations of supplementary curriculum materials have effect on the output. In addition, Teacher 1 from S2 replied that students' learning the same concept in two different languages (English and Amharic) is increasing their academic achievement.

Almost all S1 and S2 sampled teachers stated that supplementary curriculum materials have been helpful in elaborating a concept. This implies that supplementary materials have increased the academic achievement of students. Supporting this idea, Administrator 2 from S2 in the interview held in April asserted that:

This school has been using supplementary materials for 6 years and students scored high results in the consecutive years. Students are showing great curiosity for learning and that is due to the age appropriate impressive preparation of the supplementary curriculum materials. This in turn has effect on their academic achievement. By conducting analysis on the result of students, our teachers have proven with evidence that students' academic achievement increased in the years they used supplementary curriculum materials compared with the years they haven't used the supplementary curriculum materials.

The data above clearly show how confident the school is on its supplementary curriculum materials. The school supplementary curriculum materials are inspiring students to learn, which in turn has direct impact on their academic achievement.

Administrators of the schools expressed that the supplementary curriculum materials indeed increased students' academic achievement because the supplementary materials filled the gaps of the government text books. The materials also contain supplementary contents as well as additional exercises so that they play positive role

in the academic achievement of students. The data analyzed showed that supplementary curriculum materials are helping teachers in improving their students' academic achievement. Administrators think that their schools became competent because of the schools' supplementary curriculum materials. Students as well have favorable view in using supplementary curriculum materials as they have been increasing their performance. This indicates that school supplementary curriculum materials have positive relationship with academic achievement.

Some supplementary curriculum materials do not fulfill the quality of supplementing the content. In this regard, there disadvantage will be greater than their advantage. In item 2 of Table 6, students were asked to indicate their level of agreement or disagreement to the opinion that reads "supplementary materials are useless". Grade 4 and grade 5 students of both Vision Academy and Future Talent Academy disagreed that supplementary materials are useless as their mean scores are 1.49, 1.76, 2.06, and 1.76 respectively. The responses showed that they disagreed to the item that supplementary materials are of no use. In this context disagreement meant favorable condition and the data showed they agreed that supplementary curriculum materials are useful.

As observed from the response for the open ended questionnaires some parents have different views from the students. Parent 25 from S1 stated that the contents of the supplementary materials and government text books are the same. As she indicated the supplementary materials do not contribute much to the lesson and are useless as they do not go further in depth and width of the content. Parent 10 from S2 has

opposing view. As stated by this parent repetition brings perfection. Supplementary curriculum materials are very useful because the contents are repeated using different language. The students will get more familiar with the lesson and this is the main advantage of supplementary curriculum materials. Even though some parents did not see the essentiality of school supplementary curriculum materials, most parents agreed that supplementary curriculum materials are useful. Supporting this idea, in the interview conducted in S2 teacher 4 stated that:

There are problems that I recognized in other schools' supplementary curriculum materials. These supplementary materials were derived from India, German and other countries. This creates cultural confusion and challenges students in understanding their real environment. When I come to our school supplementary curriculum materials they are prepared by considering our culture, the real environment as well as the syllabus. So they are useful (April, 2017).

The above data imply that supplementary curriculum materials that are not based on the culture and identity of students create confusion rather than clarity. The data also noted that the usefulness of the supplementary curriculum materials depends on their alignment to the syllabus and feasibility with regard to the students' environment.

Almost all teachers of S1 and S2 stated that school supplementary curriculum materials are useful and have something to contribute. Regarding this issue, in the interview conducted with Addis Ababa Education Bureau supplementary curriculum materials evaluators, one of the experts expressed that age irrelevant contents that did not consider the capacity of the students was one of the common problems that made supplementary materials useless and uncertified. The expert further emphasized that supplementary materials differ from school to school and what makes them to say that

they are useful or useless is the way they are prepared. But when they are seen in general, supplementary curriculum materials preparation sides to their uselessness rather than their usefulness. As expressed in the literature review part, different countries have criteria and organizations for evaluating supplementary curriculum materials. These organizations check that supplementary curriculum materials are prepared appropriately. The data collected too also imply that the quality preparation of supplementary curriculum materials play a pivotal role in its significance.

The third item of Table 6 asks about students' academic achievement difference in the subjects that have supplementary curriculum materials and in the subjects that do not have. Vision Academy grade 4 students agreed that their academic achievement is better in the subjects that have supplementary curriculum materials as their mean score is 3.87. In the same way, Future Talent Academy grades 4 and 5 students mean scores 3.57 and 4.0 indicates that they agree on the item. In contrary Vision Academy grade 5 students mean score was 3.42, which indicates that they have undecided position.

Even if those who have undecided view on this item from Vision Academy and Future Talent Academy for grades 4 and 5 showed 13 (33.33 percent ), 15( 33.33 percent) and 10(22.73 percent) and 8(17.39 percent) respectively the greater portion of the students showed their agreement. These indicate that they are not sure to tell that their academic achievement is greater in the subjects that have supplementary curriculum materials when compared with the subjects that do not have. As the data depict, significant differences were not seen on the view of Future Talent Academy

students with respect to grade while a difference was seen in Vision Academy as their mean scores indicated. Majority of the students have the same view with the exception of grade 5 Vision Academy students. This clearly implies that most students agreed that they are getting better results in the subjects that have supplementary curriculum materials.

#### **4.2.3 Level of Difficulty of Supplementary Curriculum Materials**

Some believe that difficult supplementary materials are the needed once as they can make the students to think more. But this idea does not go with educational psychology which states that children must learn putting in to consider their development level. Levels of complexity of words that are used in the supplementary curriculum materials determine the appropriateness of the materials for that specific grade level. In supplementary curriculum materials' preparation, the familiarity of the language and words with the students must be considered. Words that do not fit with the understanding level of the students are causing major problems rather than their support. To see students' view regarding this, students were asked their level of agreement or disagreement on the opinion that the language of the school supplementary curriculum materials being in English has effect on their understanding of the terms. To determine the complexity of the supplementary curriculum materials, students were asked and their responses are presented in Table 7.

**Table 7: Level of Difficulty of the supplementary curriculum materials**

| Items                                                                                 | SH | G | S.A | A     |    | U     |    | D     |    | S.D   |    | MS    |      |
|---------------------------------------------------------------------------------------|----|---|-----|-------|----|-------|----|-------|----|-------|----|-------|------|
|                                                                                       |    |   | F   | %     | F  | %     | F  | %     | F  | %     | F  | %     |      |
| 1.The language of most supplementary materials being English the terms are not clear. | 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  | 10.77 | 8  | 17.39 | 24 | 52.17 | 2.07 |

As indicated in Table 7, 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 materials being English the terms are not clear’ Quite a substantial number of respondents from both schools and grades chose undecided. There were no significant differences among Vision Academy students in their view towards the above idea as their mean scores are 2.03, 1.82. There was also no significant difference among Future Talent students as their mean scores are 2.84 and 2.74 respectively for grade four as well as grade five students. But there was a difference among the two schools as Future Talent Academy

students' mean score shows that they have undecided view whereas Vision Academy students disagreed that the language of the supplementary curriculum materials being English make terms unclear. For this item, disagreement shows favorable condition. This idea was also supported by the data of the open-ended questionnaires.

The responses convey that parents are happy that the school supplementary curriculum materials are prepared in English. In addition, most FGD student participants stated that the language of the supplementary curriculum materials being English did not cause any unclear concepts as they like to learn in English and as the words are easy. But some of the 4 FGDs student participants have undecided view on this opinion whereas little proportion of the students agreed that supplementary materials' language or terms are unclear. Considering the above data one can conclude that there are view differences between Vision Academy and Future Talent Academy students. This is believed to be because of the differences of the school supplementary curriculum materials.

When one sees administrators' view regarding this idea, both school administrators indicated that parents give high value for their children's speaking and understanding ability of the English language. 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 words of the subject. Administrators of S2 explained that we are living in a globalized world so learning in one language is not enough and supplementary curriculum materials played a key role in fulfilling this need. Both school administrators further stated that

as the school supplementary curriculum materials are prepared by considering the capacity of students, there will not be difficult words to master at their level. Most of the data gathered from interviewing teachers convey similar response with that of the school administrators. For instance, in the interview with teacher 1 from S1 the teacher expressed his idea in the following way:

The supplementary materials being prepared in English is one of their qualities. The time we are in now seems that our students have chances to know English language and use it fluently. Students get familiar with Biology, Physics and Chemistry terms in grade five because there environmental science comprises all these lessons. The supplementary materials prepare them 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 beside them to help (April, 2017).

The response of teacher 1 from S1 shows that the language of supplementary curriculum materials being English have a positive role not only on students' today's capacity but also on their future. It also implies that teachers are conscious to support their students. Therefore, the language being English did not bring any difficulty in students' understanding of the terms.

Still, some teachers have different view. Teacher 3 from S1 stated that the stories in supplementary curriculum materials are good for kids but the language flow and comprehensions did not go with the level and capacity of children. So students faced difficulty in understanding the idea of the stories. He indicated that comments were given to the writers of the supplementary materials and after the modification the problem was solved. Teacher 5 from S2 stated that because the supplementary materials are prepared in English, students who have language problem get difficulty of understanding the concepts even though they try to elaborate the concepts by

relating the supplementary materials with student text books. Teacher 2 from S2 indicated that children face difficulty in understanding scientific terms. He further indicated that the way the students' text books expressed and the supplementary curriculum materials expression of ideas are different so children face a little difficulty in this aspect. An interview held with one of Addis Ababa Education Bureau supplementary materials evaluators showed that

Primary schools' supplementary curriculum materials must be prepared with the students' mother tongue language. In Addis Ababa education in primary school level is given in Amharic language but almost all school supplementary materials are prepared in English language. This does not go with the policy. Most children are facing difficulty in understanding the terms in the supplementary curriculum materials because of this (April, 2017).

The data show that the Education Bureau gives great emphasis for learning with mother tongue language in the primary level. Supplementary curriculum materials' evaluators of Addis Ababa Education Bureau know that almost all schools are preparing supplementary curriculum materials for grade four and five students in English language. Due to this, the Bureau has found the materials being inappropriate and did not give any authority to use the supplementary curriculum materials. Contrary to this idea, administrators of the schools stated that their supplementary curriculum materials have got approval to be used. Nevertheless, Addis Ababa Education Bureau supplementary curriculum materials' evaluators indicated that schools could not distribute materials they prepared in English considering them as supplementary curriculum materials. One of the evaluators of supplementary curriculum materials explained it saying:

Schools can put the supplementary materials that are published in English in the library so that the students can use them in their leisure time. Assigning other period by saying science in English and taking time to

teach the material is not allowed. While the teacher teaches science he/she can use the school supplementary materials prepared in Amharic to supplement the content at that period, but how can the English version of the supplementary curriculum material be used rather than creating confusion and language barrier?

This shows that to say supplementary curriculum materials supplement the content in the students' textbooks and to give recognition to the supplementary materials, the language of the students' textbooks and the supplementary curriculum materials must be the same. This clearly shows that both schools are using supplementary materials that are not certified since they are prepared in English language.

As it is stated in the Ethiopian Education and Training Policy of 1994, the pedagogical advantage of the child in learning in mother tongue and the rights of nationalities promote the use of their languages. As a matter of practice primary education will be given in the nationality languages, or language(s) chosen by the community of the region. The data clearly imply that the schools are preparing all supplementary curriculum materials in English but the education policy of our country stated that English will be taught as a subject starting from grade one and the language of primary education will be the nationality language used in the area. One of the criteria used by Addis Ababa Education Bureau for evaluating supplementary curriculum materials is their language. What schools are doing on one hand and what the policy as well the education bureau is saying on the other hand are different. This shows that there is a gap in implementing the curriculum according to the Education Policy.

Supplementary materials that did not consider the capacity of the children may cause stress. They can also create additional load on the students. Regarding this, students were asked if the school supplementary curriculum materials are stressful for them being additional load. Vision academy grades four and five students responses, 31 (79.49 percent) and 39 (86.66 percent) and mean scores of 1.79 and 1.62 respectively showed that they disagree with the opinion. Future Talent Academy grade four and grade five students responses of 23(52.27 percent) and 32 (69.56 percent) disagreed and the mean scores of 2.43, and 2.07 respectively, indicated that supplementary curriculum materials are not being additional load and stressful for them.

As observed from the FGD, all student participants stated that supplementary materials are not making them busy and loaded; instead they are helping them learn easily. The data from the open-ended questionnaires also depicted that most of S1 and S2 parents agreed that the contents of the school supplementary materials are age appropriate and are not beyond the capacity of the children and not stressful for them. Parent 1 from S2 stated that children use the supplementary materials and government text books following the school lesson schedule so that the students are using supplementary materials in a way that does not create additional load and stress. Parent 9 from S2 stated that the supplementary materials are keeping the sequence of the contents so that they do not create stress. However, some parents replied that the school supplementary materials are stressful. For instance, Parent 12 from S1 stated that grade 5 Math supplementary text book is stressful as it is beyond the capacity of students. She further stated that it is good if content analysis is done by the teachers. Parent 23 from S2 stated that learning one lesson in two different languages causes

additional stress and burden on the students. Parent 30 from S2 explained that in the supplementary materials some topics have insufficient idea while some have too much explanation. She further stated that some of the supplementary curriculum materials go too deep on the concepts while some touch the concepts roughly without adequate explanation. In this regard, Parent 19 from S1 expressed that environmental science supplementary book is going too deep on the contents.

As some of the data showed the school supplementary curriculum materials are not giving proper explanation more than they are creating stress. Some parents view supplementary curriculum materials as inappropriate for their children due to the complications they cause on the children. But most of the children disagreed that the school supplementary materials are stressing them. In order to develop the utilization of supplementary curriculum materials it seems necessary to identify target users' opinions along with teachers. Most of the teachers and students indicated that the materials are helping them rather than being additional load and stressful. This shows that the supplementary curriculum materials are contributing to the students' and teachers' in a favorable way.

#### **4.2.4 Relevance of Supplementary Curriculum Materials to Students' Text books**

As expressed in the Education and Training policy (TGE, 1994) text books prepared at central and regional levels will be based on sound pedagogical and psychological principles and are up to international standard, giving due attention to concrete local conditions and gender issues. On the other hand, supplementary curriculum materials have also to be prepared having these qualities to supplement the contents in the text

books and to fill in the gap of the textbooks. Students' view on the relationship of their school supplementary curriculum materials' to the textbooks are indicated in Table 8 below

**Table 8: Relevance of School Supplementary Curriculum Materials to Students' Textbooks**

| Items                                                                                                                      | SH | G | S.A |       | A  |       | U  |       | D  |       | S.D |       | MS   |
|----------------------------------------------------------------------------------------------------------------------------|----|---|-----|-------|----|-------|----|-------|----|-------|-----|-------|------|
|                                                                                                                            |    |   | F   | %     | F  | %     | F  | %     | F  | %     | F   | %     |      |
| 1. The contents of the school supplementary curriculum materials have direct relation with the student textbooks.          | S2 | 4 | 3   | 7.69  | 9  | 23.08 | 14 | 35.90 | 70 | 17.95 | 6   | 15.38 | 2.90 |
|                                                                                                                            |    | 5 | 7   | 15.56 | 12 | 26.67 | 10 | 22.22 | 10 | 22.22 | 6   | 13.33 | 3.09 |
|                                                                                                                            | S1 | 4 | 9   | 20.45 | 11 | 25.0  | 14 | 31.82 | 5  | 11.36 | 5   | 11.36 | 3.32 |
|                                                                                                                            |    | 5 | 9   | 19.57 | 12 | 26.09 | 17 | 36.96 | 3  | 6.52  | 5   | 10.87 | 3.37 |
| 2 The students' textbook in each subject is clear so no need to make each clearer with supplementary curriculum materials. | S2 | 4 | 4   | 10.26 | 8  | 20.51 | 8  | 20.51 | 9  | 23.08 | 10  | 25.64 | 2.67 |
|                                                                                                                            |    | 5 | 5   | 11.11 | 6  | 13.13 | 6  | 13.13 | 12 | 26.67 | 16  | 35.56 | 2.38 |
|                                                                                                                            | S1 | 4 | 12  | 27.27 | 9  | 20.45 | 13 | 29.55 | 5  | 11.36 | 5   | 11.36 | 3.41 |
|                                                                                                                            |    | 5 | 8   | 17.39 | 5  | 10.87 | 7  | 15.22 | 14 | 30.43 | 12  | 26.09 | 2.63 |

Text books are the primary instructional materials teachers and students use during the teaching and learning process. Ethiopian students' text books are prepared based on the syllabus for each subject and grade. Any material, which is prepared to enrich the students' with additional information, must first consider the syllabus. The supplementary curriculum materials linkage with the students' text book is a big issue to be considered as it is a question of appropriateness of the materials. In connection

to this, students were asked on their level of agreement or disagreement on their school supplementary curriculum materials' contents having direct relationship with their regular textbooks.

Regarding this, Vision Academy's grades 4 and 5 respondents agreed with a response of 12(30.77 percent) and 19(42.23 percent) respectively. Twenty (45.45 percent) of grade 4 and 21(45.66 percent) of grade 5 respondents of Future Talent Academy showed their agreement on the item. Response of those who chose undecided and disagreement from the two sample schools are quite large enough to say that the contents of the school supplementary curriculum materials have direct relation with the student textbooks. The mean scores of the respondents of both grades and schools are 2.90, 3.09, 3.32, and 3.37, which are in the category of undecided. The responses of the respondents in general showed that the students have undecided position with regard to the contents of school supplementary curriculum materials' direct relation with their textbooks.

In contrary, most of FGD student participants have differing idea. Most of the 4 FGDs participants stated that supplementary curriculum materials contents have direct relation with their textbooks. Similarly, the 12 teachers that participated in the interview replied that they are preparing the supplementary curriculum materials comparing them with the government text books and even the chapters that are in supplementary materials are similar to that of the government text books. Teacher 1 from S2 stated that when S1 teachers prepare the supplementary curriculum materials, the teachers were told from the school administrators to consider the contents of the

text books because AAEB supplementary materials evaluators evaluates them looking at their relevance. All teachers expressed that the decision of the Education Bureau on text books that does not consider the syllabus not to be used was as a wakeup call for them to improve their preparation of supplementary materials.

The data of the interview with the 4 administrators also supported this idea. Administrators of both schools indicated that Addis Ababa Education Bureau demanded all schools to prepare supplementary curriculum materials based on the syllabus starting from 2006 E.C. The administrators stated that this in fact made the preparation of supplementary curriculum materials to be based on the syllabus. The evaluators of supplementary curriculum materials also indicated that most schools are preparing supplementary curriculum materials based on the syllabus.

The data from the document analysis as well showed that the schools prepared supplementary curriculum materials based on the syllabus. Therefore, the supplementary curriculum materials' go in line with the syllabus. As the data clearly depicted there is a difference in the views of teachers, administrators and students. Teachers and administrators indicated that the supplementary curriculum materials' contents have direct relationship with the students' text books whereas most of the student respondents that filled the closed-ended questionnaires had undecided whether the contents of their supplementary materials have direct relationship with their textbooks. Whereas most of the FGD participants agreed that the contents have direct relationship. The data also imply that administrators are encouraging their teachers to prepare supplementary curriculum materials by considering the curriculum and this in

return played major roles in raising the quality of education as one of the ways of expressing quality of education is through the preparation of supplementary curriculum materials.

Regarding the last item in Table 8 that concentrates on the idea that student textbooks are clear hence no need of using supplementary curriculum materials to make them clearer, Vision Academy's grades 4 and 5 responses, 12(30.77 percent) and 11(24.24 percent) and Future Talent Academy's grades 4 and 5 responses, 21(47.72 percent) and 13(28.26 percent) showed agreements respectively while 19(48.72 percent) and 28(62.23 percent) disagreed from S2 and 10(22.72 percent) and 26 ( 56.52 percent) of respondents from S1 disagreed. There was a significant difference between S2 grade 4 and 5 respondents with regard to this item. The mean score for S2 grade 4 respondents was 2.67 which show that they have undecided view while grade 5 respondents mean score was 2.38 which show they disagree that there is no need of using supplementary curriculum materials because students' textbooks are clear. The mean scores for S1 were 3.41 and 2.63 indicating that they have undecided view. The data implies that most of the students have undecided view.

Regarding this idea, almost all parents indicated that there is the need for using supplementary curriculum materials in addition to students' text books. For instance, parent 16 from S2 stated that the school supplementary curriculum materials give better and all- rounded knowledge to students when they are compared with the government textbooks. Similarly, Parent 27 from S1 wrote that "School supplementary curriculum materials are very helpful and necessary to make the

concepts clearer, since the textbooks prepared by the government do not have much explanations and examples”. From the data one understands that parents’ have recognized the importance of supplementary curriculum materials. .

As it is expressed in the literature review part, the needs, abilities, and learning environments of the students vary from place to place, and even class to class. Thus, the student text books may not cater to the needs of all the students. In this case school supplementary curriculum materials can make the concepts appeared in the student text books clearer by actually making them fit to the school environment. The data obtained from parents by the open ended questionnaires also convey that school supplementary curriculum materials must be used to make the contents of the textbooks clearer.

#### **4.2.5 Frequent Use of Supplementary Curriculum Materials**

As the old saying, practice makes perfect, frequency of teaching one concept has value in students’ understanding of the concept. Students’ were asked the frequency that the school supplementary curriculum materials were used by their teachers. Their answer is expressed with frequency, percentage and mean value in the table below.

**Table 9: Frequent use of supplementary curriculum materials**

| Items                                                                                          | SH | G | SA |       | A  |       | U  |       | D |      | SD |       | MS   |
|------------------------------------------------------------------------------------------------|----|---|----|-------|----|-------|----|-------|---|------|----|-------|------|
|                                                                                                |    |   | F  | %     | F  | %     | F  | %     | F | %    | F  | %     |      |
| 1. Teachers often use supplementary curriculum materials.                                      | S2 | 4 | 9  | 23.08 | 14 | 35.90 | 13 | 33.33 | 2 | 5.13 | 1  | 2.56  | 3.72 |
|                                                                                                |    | 5 | 10 | 22.22 | 18 | 40.0  | 10 | 22.22 | 5 | 11.1 | 2  | 4.44  | 3.64 |
|                                                                                                | S1 | 4 | 13 | 29.55 | 9  | 20.45 | 14 | 31.82 | 2 | 4.55 | 6  | 13.64 | 3.57 |
|                                                                                                |    | 5 | 13 | 28.26 | 16 | 34.78 | 12 | 26.09 | 3 | 6.52 | 2  | 4.35  | 3.76 |
| 2. It would be more beneficiary if teachers use supplementary curriculum materials frequently. | S2 | 4 | 19 | 48.72 | 8  | 20.51 | 5  | 12.82 | 2 | 5.13 | 5  | 12.82 | 3.87 |
|                                                                                                |    | 5 | 12 | 26.67 | 13 | 28.89 | 8  | 17.78 | 3 | 6.67 | 9  | 20.0  | 3.36 |
|                                                                                                | S1 | 4 | 18 | 40.91 | 10 | 27.73 | 7  | 15.91 | 3 | 6.82 | 6  | 13.64 | 3.70 |
|                                                                                                |    | 5 | 26 | 56.52 | 8  | 17.39 | 7  | 15.22 | - | -    | 5  | 10.87 | 4.09 |

Concerning the frequency teachers use supplementary curriculum materials, 23(58.98 percent) of grade 4 and 28 (62.22 percent) of grade 5 respondents of Vision Academy agreed and the mean scores of the respondents 3.72 and 3.64 show the positive positions that teachers often use school supplementary curriculum materials. Similarly, the responses, 22(50 percent) of grade 4 and 29 (63.04 percent) of grade 5 showed agreement respectively from Future Talent Academy. The mean scores of 3.57 and 3.76 of Future Talent Academy indicate their agreement that the teachers of their schools often use supplementary materials.

The interview made with the English language teachers of both school showed that they are often using the supplementary curriculum materials to make the lesson more interesting and to increase the students' understanding. However, all Mathematics and Science teachers of both schools replied that they often do not use supplementary curriculum materials. They use the materials based on their schedule. Supporting this idea teacher 1 from S2 said "Mathematics in Amharic and the school supplementary curriculum material Mathematics in English are not given in the same period. If two days are assigned within a week for Mathematics in English we only use the supplementary curriculum materials for that period." This shows that schools are allocating independent periods for teaching the school supplementary materials. As the data of the interview with AAEB supplementary material evaluators indicated, Addis Ababa Education Bureau supplementary materials' evaluators have different stand from that of the teachers. The experts clearly stated that schools cannot assign additional period apart from the formal period to teach with supplementary curriculum materials. As the supplementary materials aim is to supplement the formal text book contents, they must be used at the time of teaching with the formal text books to make concepts clearer.

The data depict that in S1 and S2 only English period is allocated based on the standard of primary education in. This is because the supplementary curriculum materials and the formal text books are prepared with the same language and they can be used in one period to support each other. But mathematics and science subjects' supplementary curriculum materials are prepared in another language other than the language of the formal textbooks. This made it difficult to use the supplementary

curriculum materials and formal textbooks to teach in one period. This clearly implies that the school's allocation of periods is not based on the country's educational standards of primary schools. This shows that what is written and what is practiced does not match.

Regarding the opinion concerned with the frequency of using supplementary curriculum materials and its benefit, Vision Academy grades 4 and 5 responses showed that 27(69.23 percent) and 25 (55.56 percent ) of Vision Academy respondents agreed and the mean scores 3.87 and 3.36 show that grade 4 student respondents agree on the item while grade 5 have undecided view. Twenty eight(68.64 percent)of grade 4 and 34 (73.91 percent) of grade 5 respondents with mean scores of 3.70 and 4.09 from Future Talent Academy respectively indicate that it would be more beneficiary if teachers use supplementary curriculum materials frequently. As one can understand it from the mean score, most of the student respondents agreed that supplementary materials would be more beneficiary if they are used by the teachers frequently in the teaching and learning process. The responses for disagreements are not as such worrisome to the reader.

In the interview held with teachers, Teacher 3 from S1 stated that in order for teachers to use supplementary curriculum materials frequently they are limited by the period that is assigned. The supplementary curriculum materials have been prepared in English language. If supplementary materials are to be used so frequently, there will not be other periods left to teach with the formal text books. This data implies that the

language difference of the supplementary curriculum materials from the formal textbooks disabled the frequent use of the supplementary curriculum materials.

#### 4.2.6 Parents' Involvement in Using Supplementary Curriculum Materials

Not only teachers, parents play a great role in the improvement of their children academic growth. Parents have to be aware of what their children are learning and what is expected from their children in every subject to help them in a better and appropriate way. Considering this schools allow students to take supplementary materials to their home. Students were asked their level of agreement or disagreement on the opinion that sending supplementary curriculum materials to home helps parents to guide their children in a good way. Their reply is expressed with frequency, percentage and means score in Table 10.

**Table 10: Parent's Involvement in Using Supplementary Curriculum Materials**

| Items                                                                                            | SH | G | SA |       | A  |       | U |       | D |       | SD |       | MS   |
|--------------------------------------------------------------------------------------------------|----|---|----|-------|----|-------|---|-------|---|-------|----|-------|------|
|                                                                                                  |    |   | F  | %     | F  | %     | F | %     | F | %     | F  | %     |      |
| 1. It is good for parents to guide their children because supplementary materials are sent home. | S2 | 4 | 19 | 48.72 | 13 | 33.33 | 4 | 10.26 | 2 | 5.13  | 1  | 2.56  | 4.21 |
|                                                                                                  |    | 5 | 17 | 37.78 | 13 | 28.89 | 4 | 8.89  | 5 | 11.11 | 6  | 13.33 | 3.67 |
|                                                                                                  | S1 | 4 | 22 | 50.0  | 10 | 22.72 | 5 | 11.36 | 4 | 9.09  | 3  | 6.82  | 4.0  |
|                                                                                                  |    | 5 | 20 | 43.48 | 15 | 32.61 | 5 | 10.87 | 5 | 10.87 | 1  | 2.17  | 4.04 |

As indicated in Table 10, 32(82.05 percent) and 30(66.67 percent) of Vision Academy grades 4 and 5 respondents agreed and the mean scores for the groups are 4.21 and 3.67 showing their agreement respectively. Similarly, 32(72.72 percent) of grade 4 and 35(76.09 percent) of grade 5 respondents of Future Talent Academy showed their agreement. The mean scores for the school and grades are 4.0 and 4.04 respectively. The data of the students depict that almost all student respondents agreed that it is good for parents to guide their children because supplementary materials are sent home. Contrary to this, the views of those respondents, who opted ‘undecided’ and ‘disagreed’ are very much limited.

About the benefit of having school supplementary curriculum materials at home, parents replied in the following manner, Parent 26 from S1 wrote saying “our children bring homework and ask us to help them if the lessons are not clear. To supervise them, the school supplementary curriculum materials are critical.” Parent 15 from S2 also replied that having supplementary curriculum materials at hand, it would be easy for parents to guide their children. In addition to this Parent 1 from S1 explained that “Having access to the supplementary curriculum materials help parents to evaluate the materials and forward opinion for the school.” Parent 7 from S1 stated that observing their children studying with the supplementary curriculum materials at home indicates to parents that their children are using the supplementary materials and the supplementary materials are bought with purpose. Opposite to this view, Parent 29 from S2 replied that since students pass most of their time in school, considering their age and making them to study after school is mostly making them to hate education. Due to this, the supplementary materials are not helpful at home.

The data imply that almost all parents as well as students agreed that having access to supplementary curriculum materials at home is helping parents in guiding their children. But how they have access to the supplementary curriculum materials is one big issue. In the open-ended questionnaires, parents were asked if the supplementary curriculum materials were sold to students. All parents of S1 replied that the school's supplementary curriculum materials payment is included in the school fee. However, all of the parents replied that the school supplementary curriculum materials have reasonable price when considered in terms of outputs for the materials' preparation. All parents of S2 replied that they are buying the school supplementary curriculum materials. Most of them indicated that the price they pay to make their children educated in a better way by using supplementary curriculum materials is not considered as a loss comparing to its value. Parent 1 from S2 stated that they are not buying the materials as obligation but willingly because they believe that they are helpful for their children. Parent 2 from S2 replied that the school supplementary curriculum materials are sold with a fair price.

However, some of S2 parents are dissatisfied with the price of supplementary curriculum materials. Parent 3 from S2 also indicated that they are buying the school supplementary curriculum materials with expensive price. Parent 3 wrote saying "It does not seem like the materials are prepared for students' purpose rather a strategy of getting benefit with the sales." Parent 21 from S2 supported parent 3's idea stating that the price and the quality of the supplementary curriculum materials do not go together. From this, we can understand that some parents are displeased by the cost of

supplementary curriculum materials that did not match with the quality of the materials.

On the interview held with Addis Ababa Education Bureau supplementary materials' evaluators, the evaluators expressed that after the supplementary materials are evaluated and got permission to be used, it is good if all students have access to the supplementary curriculum materials. Schools can distribute the supplementary materials to their students but schools are not allowed to sell the materials. This clearly implies that both schools have gone out of the rule. S1 is including supplementary curriculum materials' payment in the material fee while S2 is selling supplementary curriculum materials separately saying book's fee. In either ways both schools are selling supplementary curriculum materials. The data depict that even if the schools are making all parents to have access to the supplementary curriculum materials', the way they are distributed is through sale. So this is not recommendable as stated by Addis Ababa Education Bureau.

#### **4.2.7 Aims of Preparing Supplementary Curriculum Materials**

Each school has its aims for preparing supplementary curriculum materials. The two administrators of S2 stated that they have the following aims when they are preparing supplementary curriculum materials.

1. Increasing the vocabulary of students. The materials pave the way for students to know simple and new vocabularies.
2. Meeting the individual needs of learners. It is taken in to account that the activities do meet the learners' need.

3. Adding various activities. The supplementary curriculum materials may impress students by recreating exercises.
4. Making the lesson student- centered. There are many group activities given in the supplementary materials that facilitate the way for student-centered methods (April, 2017).

Administrators of S1 replied that the aim of preparing supplementary curriculum materials is for the students' sake. Their vision is to create competent students that have great value not only for the country but also for the world. Students must not concentrate only on the textbooks. In order to produce citizens that fit in the world market, they must have all-rounded knowledge. When preparing supplementary curriculum materials, the school has aims of including recent information and making it part of culture and school sensitive. Both schools have an aim of increasing the academic achievement of students when preparing supplementary curriculum materials. When designing supplementary curriculum materials schools take in to account their particular environment and prepare materials that fit to the students.

To fulfill this aims, schools choose by whom the supplementary materials must be prepared and what facilities must be provided for those individuals. Administrators of S2 stated that budget was allocated for the preparation of supplementary materials. The materials were prepared by subject teachers. The subject teachers had additional payment for this purpose. Different text books and materials that are helpful for the preparation of the supplementary curriculum materials were provided by the school. Administrators of S1 indicated that the supplementary curriculum materials were

prepared by individuals that were selected from Kotebe Teachers' College and Addis Ababa University in collaboration with the school's subject teachers. By considering parents' comments, the supplementary curriculum materials' were revised by the subject teachers. Budget was allocated for all individuals that participated in the preparation and revision of the supplementary curriculum materials. This data show that S1 participated more and various individuals in the preparation of supplementary curriculum materials compared to S2.

#### **4.2.8 Desire VS Practice**

There are different types of supplementary curriculum materials, such as audio, audio-visual and written supplementary materials. But both schools use only written supplementary materials. They expressed the reason for this as follows: administrators of S2 replied that they did not use CD or other form of supplementary materials because they are not accessible for every student like the written materials as most children do not have laptops. So it was found being easy to use written supplementary materials to make it available for all students. They expressed that they found written supplementary curriculum materials being the appropriate choice. The administrators also indicated that they will think over other supplementary curriculum materials and seek other better ways to present them. Administrators of S1 also stated that what is accustomed in our country is presenting supplementary materials in a written form but the school has future plan to use different forms of supplementary materials and to attach the supplementary materials in its web site to create a condition for parents' comment about the supplementary materials on line. Contrary to this, FGD student participants stated that they prefer CD and Videos to be used as supplementary

materials rather than written supplementary materials because they are more interesting. This implies that the schools presented the supplementary curriculum materials in a written form by considering parents' views.

#### **4.2.9. The Decision of Addis Ababa Education Bureau on Supplementary Curriculum Materials**

Addis Ababa Education Bureau is the main responsible organization for evaluating Addis Ababa schools' supplementary curriculum materials. In its rule declared in 2006 E.C, schools cannot use any supplementary materials they prepared without the Addis Ababa Education Bureau's experts evaluating it. Starting from that time schools bring their supplementary materials for evaluation to this organization. The organization has a set of evaluation criteria that are divided into two chapters.

In the interview conducted with the supplementary curriculum materials' evaluators, a question that asks "the aim of evaluating supplementary materials" was raised by the researcher. In connection to this, evaluator 1 stated that education can make students to grow in the right way or in wrong way, so what children learn must be evaluated. In addition to this, evaluator 4 expressed that when supplementary curriculum materials are prepared, it seems that they have supplementing value to the government textbooks. If this is the case, one supplementary material must fulfill many criteria starting from the way it's written in connection with the syllabus. So the aim of evaluating supplementary curriculum materials is to make sure that the materials are really important for the target population. All evaluators replied that students must grow learning lessons that fit to their developmental level. The evaluation is done in

order for schools not to abuse students with content that does not match with their level.

Administrators of the schools also replied that the evaluation has positive contribution for students in helping them acquire age wise knowledge. Administrators of the schools stated that since the evaluation began, the numbers of supplementary materials teachers' prepared have decreased. Teachers used to prepare supplementary documents by their own but starting from the time the bureau started evaluating supplementary curriculum materials, schools demanded their teachers to prepare the materials together. Due to this, the number of supplementary materials decreased but the basic thing required was quality but not quantity. So the evaluation has been helpful. Most teachers had the same view as the data of the interview depict. Teacher 1 from S1 stated that without the evaluation being done by Addis Ababa Education Bureau on supplementary curriculum materials, schools might have prepared and made use of supplementary curriculum materials as they wish. This in turn, could have affected students. Such kinds of materials' preparation could not consider the societies' need as well as of the students.

The decision of Addis Ababa Education Bureau is seen as very essential task for the quality of education. Teacher 5 from S2 stated that the decision was mandatory as it was important to control schools that deviate from the country's curriculum. Teacher 6 from S1 replied that the evaluation that has been conducted by the Bureau is helpful because it encouraged teachers to improve the preparation of supplementary materials being as a feedback. Few teachers have differing views. For instance, Teacher 3 from

S2 explained that the decision of the bureau is de-motivating teachers to prepare supplementary curriculum materials. However, almost all respondents replied that the decision of the bureau on supplementary materials has been important.

#### **4.2.10 Analysis on the Schools' Preparation of Supplementary Curriculum Materials Using the Criteria Set by AAEB**

Document Analysis was done on English, Mathematics and Environmental Science supplementary curriculum materials of Vision Academy and Future Talent Academy based on some of the criteria set by AAEB. The document analysis was conducted to know the extent to which schools prepare supplementary curriculum materials based on the supplementary curriculum materials' evaluation criteria. Among the criteria's AAEB uses to evaluate school supplementary curriculum materials, some of the major are listed and are used to analyze the selected supplementary curriculum materials here under:

- ❖ Do the contents of the supplementary curriculum materials go with the new syllabi?

One of the criteria AAEB use to evaluate supplementary curriculum materials is there attachment to the new syllabus. Based on the criteria, the researcher assessed the supplementary curriculum materials' linkage to the new syllabi.

The new English, Mathematics and Environmental Science syllabi of grade 4 are comprised of 12, 7 and 4 chapters whereas grade 5 syllabi are comprised of 12, 5, 6 chapters respectively. The contents of the chapters in the supplementary curriculum materials correspond to the sub-titles of the syllabi. That means, the schools' English,

Mathematics and Environmental Science supplementary curriculum materials have the same number of chapters with that of the new syllabi. The researcher compared the supplementary curriculum materials with the students' text book prepared by the government. The main difference of the supplementary curriculum materials with the students' text books was that the supplementary curriculum materials supplemented the content of the syllabi by providing additional information with pictorial demonstrations. This indicates that the supplementary curriculum materials are better on elaborating the concepts. The ways they are presented keep the vertical sequence as well as the horizontal integration of the contents. As the researcher analyzed the documents there are no doubt that the content of the supplementary curriculum materials go along with the new syllabus.

- ❖ Are the items, pictures, questions in the supplementary curriculum materials directly copied from the students' textbooks?

This is another criterion, the Education Bureau uses to evaluate supplementary curriculum materials. If items, pictures and questions are directly copied from students' textbooks, the supplementary curriculum materials lack their supplementing values. As observed from the document analysis, the items, pictures and questions on S1 supplementary curriculum materials were not directly copied from the students' text books. The items maintained the basic concepts of the lessons and are presented with different examples. But in S2, some of the questions are directly copied from the students' textbooks. They are only translated into the English language. This does not enrich students' learning except the language skills.

- ❖ How much is the contribution of the schools' supplementary curriculum materials in meeting the learning competency of students?

As long as the materials are prepared on the basis of the syllabi of the different subjects the contribution of the materials in enriching and upgrading students' competences for each unit are well adjusted. It was found being beyond the MLCs in some of the materials analyzed.

- ❖ Does the preparation of supplementary curriculum materials take in consideration the real situation of Addis Ababa city?

In the supplementary curriculum materials the social, economic, political, historical and cultural issues of Addis Ababa are expressed. The contents, different examples, exercises, projects, review questions, illustration, and in-text discussion questions are related to the city. Though the supplementary curriculum materials are different for the two schools, they all were made to reflect the features of the city.

- ❖ Are the supplementary curriculum materials cultures sensitive?

Culture expresses a society. Students are part of the society. They are shaped by the society's culture. While preparing the supplementary curriculum materials the different cultures are more or less considered. The researcher assessed the school supplementary curriculum materials with this criterion and found out that the cultures of the different groups were not expressed exhaustively for the heterogeneity is very high. The supplementary curriculum materials of both schools are prepared in English

language. Therefore, the identity of students was not considered in this regard. The supplementary curriculum materials were urban culture sensitive.

#### **4.2.11. Problems with Regard to the Utilization of Supplementary Curriculum Materials**

Addis Ababa Education Bureau supplementary curriculum materials evaluators were asked about the problems schools made in the utilization of supplementary curriculum materials and their replies were different. All evaluators stated that since schools are preparing supplementary curriculum materials by using English language, the problem that was observed in primary school supplementary curriculum materials was language problem. Evaluator 1 further stated that the question of language has identity, psychological, sociological as well as pedagogical issues in it. So schools must consider this when preparing supplementary curriculum materials. Evaluator 2 added to this idea and replied that direct copying other countries' and other supplementary materials' exercises as well as including outdated concepts have been the problems observed. Evaluator 3 and 4 raised the quality problem of supplementary materials with regard to typing errors. As the data implies all of the evaluators raised the issue of supplementary materials being prepared in English as a common problem of most schools. This indicates that the schools must work in alleviating this problem.

Parents were asked the same question. Some parents stated the problem they observed in schools' utilization of supplementary curriculum materials is quality problem. The responses of some of the parents are presented as follows: parent 17 from S2 noted that the quality of the school supplementary curriculum materials decreased due to

typographic error. Parent 29 from S1 also stated that there are words that do not give meaning because of missing one or two letters at the time of typing. Parent 18 from S2 also supported the above idea by claiming that the problem largely observed in the supplementary curriculum materials is editing problem. Some parents expressed on the price of supplementary curriculum materials being very expensive.

The interviewed teachers were also asked the problems they faced with regard to the utilization of supplementary curriculum materials. Most of the teachers stated that lack of training given by AAEB and the concerned parties on the utilization of school supplementary curriculum materials had negative effect on the proper preparation of supplementary curriculum materials. This in turn made the teachers not to have adequate alertness on the issue. Teacher 4 from S2 stated that after they finished preparing supplementary materials they were told to do it again because they prepared it based on the previous syllabus. But this happened because the Education Bureau has not distributed the new syllabi to the school. Administrators of the schools were asked problems their school faced in the utilization of supplementary curriculum materials.

The two administrators of S1 stated that they send the supplementary curriculum materials their school prepared to AAEB to be evaluated. But the evaluators of AAEB took long time to evaluate the materials. Because of this the supplementary curriculum materials were not revised on time. AAEB supplementary curriculum materials evaluators were asked how long it takes them to evaluate and turn the supplementary curriculum materials. All evaluators stated that there is no fixed time

but they evaluate the supplementary curriculum materials and give to the schools as fast as they can. Administrators of S2 stated that schools are trying to improve their preparation of supplementary curriculum materials and take it to a better level but the problem is AAEB gives a limited hand in supporting private schools.

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

Parents, students, teachers as well as administrators forwarded possible solutions with regard to school supplementary curriculum materials. Most parents stated that in order to initiate students to utilize the school supplementary materials happily, preparing the supplementary materials with color print and using examples that are funny and presented as games will be helpful. Parent 1 from S1 indicated that as the supplementary curriculum materials are prepared for students decorating them is essential. Parent 25 from S2 gave response by comparing school supplementary curriculum materials with government written textbooks. Publishing one text book that is perfect for all schools to use can alleviate the problem of content inappropriate supplementary curriculum materials.

In addition, parent 4 from S2 expressed that supplementary materials selling price to be controlled by the concerned bodies, because schools are making it as a business. Parent 11 from S1 stated that to solve the language confusion that happens while the supplementary materials are presented in two languages, preparing the supplementary material in Amharic and in a way that supplements the topic would be a better solution. Parent 18 from S2 stated that supplementary curriculum materials have to be

proof read, revised continuously and current issues should be included in the materials. Some parents implied that the poor quality of the publication needs to be solved as well as the editing problems. Some students of the 4 FGDs stated making it obligatory for teachers to do the activities given in the supplementary text books and writing difficult or new words with their Amharic version in the supplementary curriculum materials would make supplementary curriculum materials more engaging. Teachers expressed the possible solutions for the betterment of utilization of school supplementary curriculum materials connecting it with the Education Bureau.

On the interview held with teacher 1 from S2 asserted that,

I agree the evaluation is good but before the evaluation creating awareness must be the primary thing. Training to teachers on the preparation of supplementary materials is not given by any government organization. As Addis Ababa Education Bureau is responsible for schools in the region, this duty must be done by this organization. To improve the utilization of supplementary materials, I recommend the bureau to give training on the preparation of supplementary materials rather than giving handouts (April 2, 2017).

This imply that empowering teachers with knowledge on the preparation of school supplementary curriculum materials must be the primary thing done by AAEB before evaluating the materials to improve the utilization of school supplementary curriculum materials.

Most teachers recommended the Bureau to give short term training to improve writers' knowledge and ability on preparing supplementary curriculum materials. Teacher 3 from S2 suggested that it would be better if the evaluation is conducted positively in a way that motivates teachers to prepare additional supplementary

curriculum materials. Teacher 4 recommended the education bureau to distribute the current (new) syllabus. Teacher 5 from S1 stated that there are good aspects we find in private schools on the preparation of supplementary curriculum materials. Teachers are going out of the scope because there are topics that would be great if included in the syllabus but not given attention. Rather than demanding schools to follow the syllabus having forums and discussions with teachers on how they view the contents of the syllabus is crucial. In addition to evaluating supplementary materials evaluating the syllabus is important. She further stated that there are educational ideas that private schools have. If worked together with government organizations that will contribute much to our country's education.

Concerning these idea administrators of S2 indicated that motivating and assisting schools in the preparation of supplementary curriculum materials by the Education Bureau has to be worked out. Whereas administrators of S1 stated that the supplementary materials were sent to Addis Ababa Education Bureau but they took too much time for evaluation. This killed time for the amendment that teachers made on the supplementary curriculum materials based on the feedback the bureau gave. As time is precious, there is a gap in the Bureau in evaluating school supplementary materials on time. The administrators stated that they waited for too long to get feedback on the materials.

Therefore, facilitating ways AAEB supplementary curriculum materials evaluators evaluate school supplementary curriculum materials on time were suggested by the administrators. In addition, administrators of S2 recommended that if AAEB supports

private schools and paves way for the preparation of supplementary curriculum materials the utilization of school supplementary curriculum materials could be best. The above mentioned points were the suggested possible solutions recommended by parents, students, teachers and administrators of the two schools.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter is about the summary of the major findings, the conclusions drawn from the findings and recommendations that are assumed to improve the utilization of school supplementary curriculum materials on students' learning in Vision Academy and Future Talent Academy. The purpose of this study was to investigate the utilization of school supplementary curriculum materials on students' learning. In order to achieve the intended objectives, the following research questions were formulated.

- What are the school supplementary curriculum materials and their contribution to students learning in the study schools?
- To what extent do schools prepare supplementary curriculum materials based on the Education and Training Policy and the criteria set by AAEB in preparing supplementary materials?
- What problems are there with regard to the utilization of school supplementary curriculum materials in the private primary schools of Addis Ababa?
- What should be done to improve the utilization of school supplementary curriculum materials in the private primary schools of Addis Ababa?

In dealing with the research problems both quantitative and qualitative approaches were used. Mixed research design was used because it helps to study the issue deeply and extensively. The study was conducted on two private primary schools. The sample schools were selected using purposive sampling method, the number of

sample students in each school, grade and gender were identified by employing stratified sampling technique. The numbers of students identified by the strata calculation were selected using simple random sampling method. Teachers and administrators of the schools were selected using purposive sampling method. Parents that filled the open ended questionnaires were selected by employing simple random sampling method. FGD participants were selected using simple random sampling method. Four instruments were used to collect data, namely; questionnaires, interview, FGD and document analysis. The data collected from closed ended questionnaires were analyzed using frequency; percentage and mean scores by using SPSS version 21, whereas the data collected from FGD, interview, open ended questionnaire and document analysis were analyzed in narration. Based on the analysis and interpretation of the data, the following major findings were found.

## **5.1 Summary of Major Findings**

### **5.1.1 The School Supplementary Curriculum Materials and their Contribution to Students' Learning**

- The school supplementary curriculum materials that were assessed in this study were English, Mathematics and Environmental Science subjects' supplementary curriculum materials. These supplementary materials are sold to all students. The students can also find the supplementary curriculum materials in the library. The data depicted that the schools prepared supplementary materials for English subject to improve students literacy skill, for Mathematics to improve students Numeracy skill and Environmental

Science supplementary curriculum materials to help students better understand their real environment.

- The contribution of school supplementary curriculum materials on students' learning was found to be positive as most students' mean scores showed their agreement. In addition, FGD participants also reported that school supplementary curriculum materials are indeed increasing students' learning. Almost all students agreed that they are getting better results in the subjects that have supplementary curriculum materials compared to the subjects that had no supplementary curriculum materials as their mean scores ranged from 3.57\_ 4.0. But Vision Academy grade five female students' mean score 3.42 indicated that they have undecided view. Nevertheless, both school teachers confirmed the favorable contribution of school supplementary curriculum materials on students' learning. Moreover, the interview data of the administrators indicated that school supplementary curriculum materials increased students' learning because they fill the gaps of the student's textbooks and include supplementary contents as well as additional exercises.
- Almost all students, teachers, parents and administrators have agreed on the contribution of school supplementary curriculum materials in motivating, helping parents guide their children but not stressing and being additional load. Moreover, a great difference was observed among students of the schools regarding the idea that the language of the supplementary curriculum materials being English, made the terms used in the supplementary curriculum materials unclear. Vision Academy students disagreed on the idea with mean

scores of 1.82 and 2.03 while Future Talent Academy students had undecided view on the item with mean scores of 2.74 and 2.84. Most teachers and administrators disagreed that the language being English made the terms used in the supplementary curriculum materials unclear as their statements show. But the city Government of Addis Ababa Education Bureau supplementary curriculum materials evaluators indicated that schools could not distribute materials they prepared in English considering them as supplementary curriculum materials.

- In addition, a gap was served in the view of teachers and administrators versus students in the opinion that school supplementary curriculum materials' contents having direct relationship with their regular textbooks and student textbooks being clear. Hence, no need of using supplementary curriculum materials to make them clearer. Teachers and administrators stated that school supplementary curriculum materials have direct relationship with the students' text books and supplementary materials are important to make the students' text books clearer whereas most of the student respondents had undecided whether they have direct relationship with the student textbook or not as their mean score ranged from 2.90\_ 3.37. The study portrayed that there is view difference among respondents but majority of them agreed that school supplementary curriculum materials are contributing much to students' acquisition of knowledge, development of skills and formation of values.

### **5.1.2 The Extent Schools Prepare Supplementary Curriculum Materials based on the Education and Training Policy and the Criteria set by AAEB**

- With regard to the extent schools prepare supplementary curriculum materials based on the Education and Training Policy and the criteria of preparing supplementary curriculum materials, the data of the interview portrayed that both schools prepared supplementary curriculum materials in English. But Supplementary curriculum materials' evaluators of Addis Ababa Education Bureau expressed that if supplementary curriculum materials are prepared in English the materials are inappropriate and the schools don't have authority to use the supplementary curriculum materials. Similarly, the data showed that the schools' allocation of periods was not based on the country's education standards of primary schools. The language difference of the school supplementary curriculum materials and student textbooks made the schools to use the supplementary curriculum materials in other periods.
- With regard to the way parents accessed supplementary curriculum materials all parents stated that they buy from the school and some parents are dissatisfied with the price of the school supplementary materials. In addition, the Education Bureau supplementary curriculum materials' evaluators indicated that schools are not permitted to sell supplementary curriculum materials to students.

### **5.1.3 Problems with Regard to the Utilization of School Supplementary**

#### **Curriculum Materials in the Private Primary Schools of Addis Ababa**

- Addis Ababa Education Bureau supplementary curriculum materials evaluators, parents, teachers and administrators expressed the problems with regard to the utilization of school supplementary curriculum materials as such. Supplementary curriculum materials evaluators of AAEB stated that the language of supplementary curriculum materials being English, schools directly copying other countries exercises and including out dated concepts were some of the problems they observed in school supplementary curriculum materials. The data of the open-ended questionnaires showed that some parents pointed the quality problem of supplementary curriculum materials. They declared that the quality problem came from editing problems. In addition, some parents stated that the prices of supplementary curriculum materials are expensive.
- Concerning teachers opinion on the problems regarding the utilization of supplementary curriculum materials, most teachers stated that unavailability of training given by AAEB and concerned parties on the utilization of supplementary curriculum materials is one problem that have negative effect on the proper preparation of school supplementary curriculum materials. In addition, teacher 4 stated that not having access to the current (new) syllabus was one problem seen while preparing supplementary curriculum materials. The data of the interview with the administrators indicated that the evaluation of school supplementary curriculum materials conducted by AAEB

supplementary curriculum materials' evaluators taking too long time and the limited support of the Education Bureau for private schools in the ways of preparing supplementary curriculum materials were seen as problems.

#### **5.1.4 Solutions to Improve the Utilization of School Supplementary Curriculum Materials in the Private Primary Schools of Addis Ababa**

- Most of the parents stated that supplementary curriculum materials should be proof read, revised continuously, prepared with color print, use examples that are presented using games. Students who participated in the 4 FGDs stated that the utilization of school supplementary curriculum materials will be improved by making it obligatory for teachers to do the activities given in the supplementary text books. They also suggested that writing difficult or new words with their Amharic version in the supplementary curriculum materials. Regarding teachers' comment on solutions to improve the utilization of school supplementary curriculum materials, teachers suggested for arranging forums and discussions by the AAEB on how they can check the content of the syllabus and training teachers on how to prepare supplementary curriculum materials.
- The administrators also forwarded possible solutions to improve the utilization of school supplementary curriculum materials by connecting it with AAEB. Administrators of S1 suggested that AAEB should facilitate ways in which school supplementary curriculum materials are evaluated on time. Administrators of S2 also stated that to improve the utilization of school

supplementary curriculum materials, the Education Bureau must assist schools in the preparation of the materials.

## **5.2 Conclusions**

On the basis of the major findings of the study the following conclusions were drawn. Adequate number of English, Mathematics and Environmental Science supplementary curriculum materials was available in both schools and all students have been accessing to the materials through sale. The students' learning capacity and interest showed increasing tendency because of the schools' supplementary curriculum materials. Supplementary curriculum materials are contributing much to students' acquisition of knowledge, development of skills and formation of values. They were contributing to students' acquisition of knowledge by supplementing, explaining and making clear on the content. They are developing students' skills with the additional exercises included in the supplementary curriculum materials. They are contributing to students' formation of values by helping them to know about their real environment.

Students have access to school supplementary curriculum materials but the way they accessed the materials was not recommended by Addis Ababa Education Bureau as the schools are distributing the materials through sale. Parents are incurring a lot of costs to educate their children but supplementary materials costs are not supported by the Education Bureau for they are burden on parents. In addition, schools have been using supplementary curriculum materials prepared in English, which is in contradiction with the guideline of primary education. Therefore, schools are not

preparing supplementary curriculum materials based on the Education and Training Policy. School administrators, teachers as well as parents believe that students must be competent in the English language as it is a globalized working language. In addition, Parents are evaluating schools by their children's English speaking skills and this is one of the issues that motivated schools to prepare supplementary curriculum materials in English. There is a gap between parents' want and the criteria of evaluating supplementary curriculum materials. Even though the major problem is seen in the language of the school supplementary curriculum materials, schools' preparation of the supplementary curriculum materials has been based on the syllabus increased mainly being forced by the evaluation of supplementary materials done by Addis Ababa Education Bureau.

Adequate training on the preparation of supplementary curriculum materials has not been given by AAEB. This indicated AAEB supplementary curriculum materials' evaluators were engaged in highly on evaluating supplementary curriculum materials. However, they have not exerted much effort in training teachers how to prepare supplementary curriculum materials.

### **5.3 Recommendations**

Depending on the major findings of the study and conclusions drawn, the following recommendations are forwarded to improve the utilization of school supplementary curriculum materials.

1. The ultimate goal of evaluating school supplementary curriculum materials is to make sure that they are appropriate for students' learning. Hence, evaluating the

materials and forwarding feedback is not enough because schools are using supplementary curriculum materials that are not certified. Therefore, Addis Ababa Education Bureau in collaboration with the concerned educational organizations must assess schools on a regular basis in order to decrease the number of schools using supplementary curriculum materials that are not certified.

2. The preparation of supplementary curriculum materials based on the evaluation criteria should be supplemented by adequate training of teachers on the preparation of supplementary curriculum materials. Therefore, the Education Bureau must work hard in creating deep awareness for teachers in the preparation of supplementary curriculum materials

3, Schools must give continuous workshops on the preparation of supplementary curriculum materials on regular basis for teachers since knowledge gain is a continuous process in addition schools need to organize a department that checks the supplementary curriculum materials before they are published to improve the quality of the school supplementary curriculum materials.

4. To lessen the problem of schools using supplementary curriculum materials prepared in English creating the awareness of parents is crucial as schools are fulfilling parents' demand. Therefore, creating forums that widen the awareness of parents about the importance of children learning in their mother tongue languages and the disadvantages of supplementary curriculum materials prepared in English language would improve parents' awareness and contribute positively to the

preparation of school supplementary curriculum materials using mother tongue language.

5. The problem of school supplementary curriculum materials would be alleviated if the Education Bureau curriculum experts of each subject prepare supplementary curriculum materials that are standardized and can be used by all schools.

6. The study was conducted in Addis Ababa. Similar study can be conducted in Addis Ababa in other schools to investigate the effects of the utilization of supplementary curriculum materials on students' learning and academic achievement. A study can be conducted in ways of improving the preparation of school supplementary curriculum materials in the city administration.

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Appendix A

**Addis Ababa University**

**School of Graduate Studies**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

Questionnaire to be filled by grade four and five students

The purpose of this study is to investigate the utilization of school supplementary curriculum materials on students' academic achievement and related issues. Thus, this questionnaire is prepared to collect relevant data on this topic at your school. I would like to assure you that your response will be kept confidential and will be used only for academic purpose. Your genuine contribution will be greatly essential for the success of the study. Thus, you are requested to fill the questionnaire carefully and genuinely.

Direction for respondents

1. Do not write your name
2. Please follow the instruction when you answer the questions.
3. Write the answer for the open ended questions on the space provided.

Thank you in advance for your cooperation.

**A. Background information**

Instruction: please mark “☒ ” in the boxes that correspond to your background or write on space provided.

1. Name of school \_\_\_\_\_

2. Sex :-- male ☐ Female ☐

3. Age \_\_\_\_\_ year

4. Grade \_\_\_\_\_

Instruction: please show the degree of your agreement or disagreement by putting “  
” in the sq ✓ provided under the rating scales closely represent your opinion.  
Strongly agree (5), agree(4), undecided(3), disagree(2), strongly disagree(1).

| No | Items                                                                                                                                                                         | Strongly<br>agree | Agree | Undecided | Disagree | Strongly<br>disagree |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|-----------|----------|----------------------|
| 1  | Supplementary curriculum materials make the lesson clear.                                                                                                                     |                   |       |           |          |                      |
| 2  | Supplementary materials are helpful in making the lesson interesting and motivating.                                                                                          |                   |       |           |          |                      |
| 3  | Supplementary materials increase academic achievement.                                                                                                                        |                   |       |           |          |                      |
| 4  | Teachers often use supplementary materials.                                                                                                                                   |                   |       |           |          |                      |
| 5  | It would be better for parents to guide their children if supplementary materials are sent home                                                                               |                   |       |           |          |                      |
| 6  | The contents of Math, English and Environmental Science supplementary materials have direct relation with that of Math, English and Environmental Science student text books. |                   |       |           |          |                      |

|    |                                                                                                                                           |  |  |  |  |  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 7  | It is difficult to understand the lesson at the time teachers do not use supplementary materials.                                         |  |  |  |  |  |
| 8  | Using supplementary materials create additional load and stress.                                                                          |  |  |  |  |  |
| 9  | The language or terms used in most of the supplementary materials are not clear.                                                          |  |  |  |  |  |
| 10 | It would be more beneficiary if teachers use the supplementary materials frequently.                                                      |  |  |  |  |  |
| 11 | Supplementary materials are useless.                                                                                                      |  |  |  |  |  |
| 12 | The text book is clear no need to making it clearer.                                                                                      |  |  |  |  |  |
| 13 | My academic achievement is better in the subjects that have supplementary curriculum materials compared to the subjects that do not have. |  |  |  |  |  |

**Appendix B**

**Addis Ababa University**

**School of Graduate Studies**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

**A. Issues to be raised in the interview with the administration of the school**

1. How is the status of supplementary curriculum materials in the school?
2. Do you believe supplementary materials have impact on students' academic achievement?
3. What facilities do you provide for the preparation of supplementary curriculum materials?
4. Why are your supplementary materials limited only to written materials?
5. What constraints are there in using supplementary curriculum materials?
6. Do parents have access to the supplementary curriculum materials the school prepares?
7. What do you know about the evaluation done by AAEB on school supplementary curriculum materials?
8. What problems are there with regard to the decision made by AAEB on the utilization of school supplementary curriculum materials?
9. What better solutions do you recommend on the decision made by City Government of Addis Ababa Education Bureau on the utilization of school supplementary curriculum materials?

Appendix C

**Addis Ababa University**

**School of Graduate Studies**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

B. Issues to be raised in the interview with teachers

1. How do you view the utilization of English, Mathematics or General Science supplementary curriculum materials in the subject you are teaching?
2. Do you find supplementary curriculum materials helpful in the teaching and learning process?
3. Do supplementary materials increase academic achievement of students?
4. Are there any differences in students' understanding of the lesson at the time you use supplementary curriculum materials and not?
5. Do teachers face problems in using supplementary materials? If so what are the problems teachers face when using supplementary materials?
6. Do students face problem in using supplementary materials? If so what are the problems students face in using supplementary materials?
7. How often do you use the supplementary curriculum materials?
8. How do you see the decision of the city Government of Addis Ababa Education Bureau about supplementary curriculum materials?
9. Does the evaluation done by the Education Bureau on supplementary materials make the preparation of supplementary materials to be based on the syllabus?
10. Is budget allocated for the preparation of supplementary materials in your school?
11. Does using supplementary material create additional load and stress?
12. What problems are there in your school with regard to the utilization of school supplementary materials?
13. What better solutions do you recommend on the evaluation of supplementary materials by the Education Bureau?

Appendix D

**Addis Ababa University**

**School of Graduate Studies**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

**Focus group discussion with students of grade four and five.**

The following are the questions for the focus group discussion.

1. Do you find supplementary curriculum materials helpful in making the lesson clear?
2. What is the impact of supplementary materials on academic achievement?
3. Are the supplementary curriculum materials related to your textbooks?
4. Do you find the words used in the supplementary materials unclear?
5. Do supplementary materials create stress being additional load?
6. What problems are there with regard to the utilization of supplementary curriculum materials?
7. What kinds of supplementary materials do you prefer to be used during the teaching learning process?

Appendix E

**Addis Ababa University**

**School of Graduate Studies**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

**Questionnaire to be filled by parents of grade four and five students**

The purpose of this study is to investigate the utilization of school supplementary curriculum materials on students' academic achievement and related issues. Thus, this questionnaire is prepared to collect relevant data on this topic. I would like to assure you that your response will be kept confidential and will be used only for academic purpose. Your genuine answer is important so please write genuinely what you are really feeling.

Direction for respondents

1. No need of writing your name.
2. Please follow the instruction when you answer the questions.
3. Write the answers on the space provided.
4. If you have additional information and comment use the white paper provided.
5. For further information call me by 0979075225

Part one: Background information

1. Name of school \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Age \_\_\_\_\_ year
4. Educational level \_\_\_\_\_
5. Occupation \_\_\_\_\_

6. How many children of grade four do you have in this school? \_\_\_\_\_
7. How many children of grade five do you have in this school? \_\_\_\_\_

Main body of the question

1. Are supplementary curriculum materials important to make the lesson clear?  
.....  
.....  
.....
2. Are the supplementary materials the school prepares sold to students?  
.....  
.....
3. Do you think it is beneficial to have the supplementary curriculum materials at your home?  
.....  
.....  
.....  
.....
4. Are the supplementary curriculum materials additional load and stressful for your children?  
.....  
.....
5. What do you say about supplementary materials that are beyond the capacity of the children?(if any).....  
.....  
.....  
.....
6. What solutions do you suggest in the utilization of supplementary curriculum materials?.....  
.....  
.....  
.....

Appendix F

**Addis Ababa University**

**School of Graduate Studies**

**College of Education and Behavioral Studies**

**Department of Curriculum and Instruction**

**Interview questions for Experts of Education Bureau**

1. What are the importance/ aim of the evaluation done on supplementary curriculum materials by the Bureau?
2. What problems are there with regard to schools utilization of school supplementary materials?
3. Are there subject specialists to evaluate each subject?
4. Did you create awareness for schools about the preparation of supplementary materials?
5. Can schools sell supplementary curriculum materials?
6. Did the evaluation make schools to prepare supplementary curriculum materials based on the syllabus?
7. What future plans does the Bureau have on supplementary curriculum materials?

Amharic version

Appendix G  
አዲስአበባዩኒቨርሲቲ

የስነ ትምህርት እና የባህሪ ጥናት ኮሌጅ

የሥርዓተ ትምህርት እና የማስተማር ትምህርት ክፍል

በአራተኛ እና አምስተኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ፡፡

የዚህ ጥናት ዋና አላማ ትምህርት ቤቱ የሚያዘጋጃቸው አጋዥ መፅሀፍት በተማሪዎች የትምህርት ውጤት ላይ ያላቸውን ሚና እና ተዛማጅ ጉዳዮችን ለማጣራት ሲሆን ይህ መጠይቅ የተዘጋጀው በዚህ ርዕስ ላይ አስፈላጊውን መረጃ ለመሰብሰብ ነው፡፡ የምትሰጡት ማንኛውም መረጃ ለትምህርት አላማ እንደሚውልና ሚስጥራዊነቱ የተጠበቀ መሆኑን ላረጋግጥላችሁ እወዳለሁ፡፡ የእናንተ ቅንነት የተሞላበት እውነተኛ መልስ ለዚህ ጥናት ስኬት እጅግ አስፈላጊ ነው ስለሆነም ይህንን መጠይቅ በጥንቃቄ እና በግልፅነት መልሱ፡፡

ለመላሽ መመሪያ

1. ስማችሁን አትፃፉ
2. ትዕዛዞቹን በመከተል ጥያቄዎቹን መልሱ
3. የፅሁፍ መልስ ሚያስፈልጋቸውን ጥያቄዎች መልስ ለመስጠት የተሰጡትን ክፍት ቦታዎች ይጠቀሙ፡፡

1. ግለ መረጃ

ትዕዛዝ፡ ለመልሳችሁ የሚስማሙት ሳጥኖች ላይ ✓ ምልክት ያድርጉ እንዲሁም ክፍት ቦታዎች በተሰጧቸው ጥያቄዎች በክፍት ቦታዎቹ ላይ ይመልሱ፡፡

1. የምትማሩበት ትምህርት ቤት ስም \_\_\_\_\_
2. ፆታ \_\_\_\_\_ ወንድ ☐ ሴት ☐
3. እድሜ \_\_\_\_\_ አመት
4. ክፍል \_\_\_\_\_

ትዕዛዝ፡ የመስማማታችሁን እና ያለመስማማታችሁን መጠን በጣም እስማማለሁ(5)፣ እስማማለሁ(4)፣ ለመወሰን ይከብደኛል (3)፣ አልስማማም(2) እና በጣም አልስማማም(1) ከሚሉት ሳጥኖች ውስጥ ለጥያቄው ትክክለኛ መልስ ይሆነኛል በምትሉት በአንዱ የስምምነት ደረጃ ላይ ✓ ምልክት አድርጉ።

| ተ.ቁ | ጥያቄዎች                                                                                              | በጣም እስማማለሁ | እስማማለሁ | ለመወሰን ይከብደኛል | አልስማማም | በጣም አልስማማም |
|-----|----------------------------------------------------------------------------------------------------|------------|--------|--------------|--------|------------|
| 1   | አጋዥ መፅሀፍት የሚሰጠው ትምህርት ግልፅ እንዲሆን ያደርጋል።                                                             |            |        |              |        |            |
| 2   | አጋዥ መፅሀፍት ትምህርቱን አነቃቂ እና አስደሳች ለማድረግ ይረዳሉ ።                                                        |            |        |              |        |            |
| 3   | አጋዥ መፅሀፍት የተማሪዎች የትምህርት ውጤትን ይጨምራል።                                                                |            |        |              |        |            |
| 4   | መምህራን አብዛኛውን ጊዜ አጋዥ መፅሀፍት ይጠቀማሉ።                                                                   |            |        |              |        |            |
| 5   | ወላጆች ልጆቻቸውን በተሻለ መልኩ እንዲያግዙ አጋዥ መፅሀፍት ቤት ቢላኩ ጥሩ ነው።                                                |            |        |              |        |            |
| 6   | የእንግሊዘኛ ሒሳብ እና አካባቢ ሳይንስ የአጋዥ መፅሀፍት ይዘት ከእንግሊዘኛ ሒሳብ እና አካባቢ ሳይንስ መማሪያ መፅሀፍት ይዘት ጋር ቀጥተኛ ግንኙነት አለው። |            |        |              |        |            |
| 7   | መምህራን አጋዥ መፅሀፍት ሳይጠቀሙ በሚያስተምሩበት ወቅት ትምህርቱን ለመረዳት ይከብዳል።                                            |            |        |              |        |            |
| 8   | አጋዥ መፅሀፍት መጠቀም ተጨማሪ ጫና እና መጨናነቅ ይፈጥራል።                                                             |            |        |              |        |            |
| 9   | የአጋዥ መፅሀፍትን ቋንቋ እና ቃላት አጠቃቀም ለመረዳት ይከብዳል።                                                          |            |        |              |        |            |
| 10  | መምህራን አጋዥ መፅሀፍትን በተደጋጋሚ ሲጠቀሙ የተሻለ ውጤት ያስገኛሉ።                                                       |            |        |              |        |            |
| 11  | አጋዥ መፅሀፍት ጥቅም የላቸውም።                                                                               |            |        |              |        |            |

|    |                                                                             |  |  |  |  |  |
|----|-----------------------------------------------------------------------------|--|--|--|--|--|
| 12 | መማሪያ መፅሀፍት ለመረዳት ግልፅ ናቸው የበለጠ ግልፅ ለማድረግ አጋኝ መፅሀፍት አያስፈልጉም፡፡                 |  |  |  |  |  |
| 13 | አጋኝ መፅሀፍት ከሌላቸው ትምህርቶች ጋር ሲወዳደር አጋኝ መፅሀፍት ያላቸው ትምህርቶች ላይ የተሻለ ውጤት አምጥቼያለሁ፡፡ |  |  |  |  |  |

Appendix H  
አዲስአበባዩኒቨርሲቲ

የስነ ትምህርት እና የባህሪ ጥናት ኮሌጅ

የሥርዓተ ትምህርት እና የማስተማር ትምህርት ክፍል

ለትምህርት ቤቱ አስተዳደሮች የሚጠየቁ ቃለ መጠይቆች

1. አጋዥ መፅሀፍቶች በትምህርት ቤታችሁ ውስጥ ምን ደረጃ ላይ ደርሰዋል?
2. አጋዥ መፅሀፍቶች የተማሪዎች ውጤት ላይ (ሚና) አላቸው?
3. ለአጋዥ መፅሀፍቶች ዝግጅት ምን ምን አቅርቦቶችን ትምህርት ቤቱ ያሟላል?
4. ትምህርት ቤቱ ያዘጋጃቸው አጋዥ መፅሀፍቶች በፅሁፍ ብቻ የቀረቡበት ምክንያት ምንድነው?
5. አጋዥ መፅሀፍቶችን ለመጠቀም ምን አይነት ችግሮች አሉ?
6. ወላጆች ትምህርት ቤቱ ያዘጋጀውን አጋዥ መፅሀፍቶች በምን አይነት መልኩ ማግኘት ይችላሉ?
7. የአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ አጋዥ መፅሐፍት ላይ ስለሚያደርገው ግምገማ ምን መረጃ አለዎት ?
8. አዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ ስለ ትምህርት ቤቶች አጋዥ መፅሐፍት አጠቃቀም የወሰነው ውሳኔ ምን ጉድለቶች አሉት?
9. የአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ ስለአጋዥ መፅሀፍቶች ያወጣውን ውሳኔ እንዲያረጋግጥ የተሻለ ይሆናል የሚሉት ነገር አለ?

Appendix I  
አዲስአበባዩኒቨርሲቲ

የስነ ትምህርት እና የባህሪ ጥናት ኮሌጅ

የሥርዓተ ትምህርት እና የማስተማር ትምህርት ክፍል

ለትምህርት ቤቱ መምህራን የተዘጋጀ ቃለ መጠይቅ

1. የእንግሊዘኛ ሒሳብ እና አካባቢ ሳይንስ አጋዥ መፅሀፍት በምታስተምሩበት ትምህርት ላይ ያላቸው ሚና ምን ይመስላል?
2. በመማር ማስተማሩ ሂደት ውስጥ አጋዥ መፅሀፍት ጠቃሚ ሆነው አግኝተዋቸዋል?
3. አጋዥ መፅሀፍት የተማሪዎች የትምህርት ውጤት እንዲሻሻል ያደርጋሉ?
4. አጋዥ መፅሀፍት በምትጠቀምበት እና በማትጠቀምበት ጊዜ በተማሪዎች አረዳድ ላይ ለውጥ አለ?
5. መምህራን አጋዥ መፅሀፍትን በሚጠቀሙበት ጊዜ የሚያጋጥሙዋቸው ችግሮች አሉ ካሉ ችግሮቹ ምንድናቸው?
6. ተማሪዎች አጋዥ መፅሀፍትን በሚጠቀሙበት ጊዜ የሚያጋጥሙዋቸው ችግር አሉ ካሉ ችግሮቹ ምንድናቸው?
7. ለምን ያህል ተደጋጋሚ ጊዜ አጋዥ መፅሀፍትን ትጠቀማለህ/ትጠቀሚያለሽ?
8. የአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ ስለ አጋዥ መፅሀፍቶች ያስተላለፈውን ውሳኔ እንዴት ትመለከተዋለህ/ለሽ?
9. የአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ ስለ አጋዥ መፅሀፍቶች የወሰነው ውሳኔ አጋዥ መፅሀፍቶች የትምህርት መምሪያው (ሲለበሱ) ላይ ተመርኩዘው እንዲዘጋጅ አድርጓል?
10. ትምህርት ቤታችሁ ለአጋዥ መፅሀፍቶች ማዘጋጃ የሚሆን ገንዘብ (ወጪ) ይመድባል
11. አጋዥ መፅሀፍቶችን መጠቀም ተጨማሪ ጫና እና ጭንቀት ይፈጥራል?
12. በአጋዥ መፅሀፍት አጠቃቀም ላይ በትምህርት ቤታችሁ ውስጥ ምን ችግሮች አሉ?
13. አዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ አጋዥ መፅሀፍቶች ላይ የሚያረገውን ግምገማ በዚህ መልኩ ቢያረገው (ቢያሻሽለው) የምትለው (ይው) ነገር አለ?

Appendix J  
አዲስ አበባ ዩኒቨርሲቲ

የሰነድ ትምህርት እና የባህሪ ጥናት ኮሌጅ

የሥርዓተ ጥምህርት እና የማስተማር ትምህርት ክፍል

በአራተኛ እና አምስተኛ ክፍል ተማሪዎች የሚደረግ ውይይት

1. አጋዥ መፅሀፍቶች የምትማሩትን ትምህርት ግልፅ በማረጋገጥ አጋዥ ሆነው አግኝታችኋቸዋል?
2. አጋዥ መፅሀፍቶቹ የትምህርት ውጤት እንዲጨምር አድርገዋል ብላችሁ ታምናላችሁ?
3. አጋዥ መፅሀፍቶቹ ከመማሪያ መፅሀፍታችሁ ጋር ያዛመዳሉ?
4. አጋዥ መፅሀፍቶቹ ውስጥ የተገለፁት ቃላቶች ግልፅ (በቀላሉ የምትረዷቸው) አይደሉም?
5. አጋዥ መፅሀፍቶቹ ተጨማሪ ጫና እና ጭንቀት ይፈጥራሉ?
6. በትምህርት ቤታችሁ አጋዥ መፅሐፍት ላይ ምን ችግሮች አሉ?
7. ምን ዓይነት አጋዥ ነገሮች በመማር ማስተማር ሂደት ውስጥ ቢኖሩ ትመርጣላችሁ/የተሻለ ነው ትላላችሁ?

Appendix K  
አዲስ አበባ ዩኒቨርሲቲ

የሰነድ ትምህርት እና የባህሪ ጥናት ኮሌጅ

የሥርዓተ ጥምህርት እና የማስተማር ትምህርት ክፍል

ለአራተኛ እና አምስተኛ ክፍል ተማሪዎች ወላጆች የተዘጋጀ መጠይቅ፡፡

የዚህ ጥናት ዋና አላማ ትምህርት ቤቱ የሚያዘጋጃቸው አጋዥ መፅሀፍቶች በተማሪዎች ውጤት ላይ ያላቸውን ሚና እና ተዛማጅ ጉዳዮችን ለማጣራት ነው፡፡ በጉዳዩ ላይ አስፈላጊ መረጃ ለመስጠት የእርሶ ትብብር እንደሚያስፈልገን እና የሚሰጡን ማንኛውም መረጃ ለትምህርት አላማ እንደሚውል እንዲሁም ሚስጥራዊነቱ የተጠበቀ መሆኑን እገልጻለሁ፡፡ የእርሶ ቅንነት የተሞላበት እውነተኛ መልስ ለጥናቱ ስኬት እጅግ አስፈላጊ ስለሆነ ይህንን መጠይቅ በግልፅነት እና በእውነተኛነት እንዲሞሉ በትህትና እጠይቃለሁ፡፡

ለመላሽ መመሪያ

1. ስምዎትን አይዛፉ፡፡
2. ትዕዛዙን በመከተል ጥያቄዎቹን መልሱ፡፡
3. መልሱን ለመፃፍ የተሰጡትን ክፍት ቦታዎች ይጠቀሙ፡፡
4. ተጨማሪ አስተያየት ካሎት የተሰጠውን ነጭ ወረቀት ይጠቀሙ፡፡
5. ለበለጠ መረጃ በ0979075225 ይደውሉ፡፡

I. ግለ መረጃ

1. የትምህርት ቤቱ ስም \_\_\_\_\_
2. ፆታ \_\_\_\_\_
3. እድሜ \_\_\_\_\_
4. የትምህርት ደረጃ \_\_\_\_\_
5. የስራ አይነት \_\_\_\_\_
6. በዚህ ትምህርት ቤት ውስጥ አራተኛ ክፍል የሚማር ስንት ልጅ/ልጆች አሉት? \_\_\_\_\_

7. በዚህ ትምህርት ቤት ውስጥ አምስተኛ ክፍል የሚማር ስንት ልጅ/ልጆች አሉት? \_\_\_\_\_

አጋዥ መጽሐፍት፡ ይህ ቃል መንግስት ካዘጋጀው መጽሐፍት በተጨማሪ ትምህርት ቤቱ አዘጋጅቶ ተሮ \_\_\_\_\_ ቀመዎቹው ሒሳብ፣ ሳይንስ እና እንግሊዘኛ መጽሐፍትን የሚገፊ

## II. ዋና ጥያቄ

1. የሚሰጠውን ትምህርት ግልፅ ለማድረግ ልጆቻዎ አጋዥ መፅሀፍት ያስፈልጋቸዋል? \_\_\_\_\_

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2. ትምህርት ቤቱ የሚያዘጋጃቸው አጋዥ መፅሀፍት ለተማሪዎች ይሸጣሉ ?

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3. አጋዥ መፅሀፍት በየቤታችሁ መገኘታቸው ልጅዎን ለመርዳት ጥቅም አለው ብለው ያስባሉ? \_\_\_\_\_

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4. አጋዥ መፅሀፍት ተጨማሪ ጫና እና ጭንቀት በልጅዎ ላይ እየፈጠሩ ነው?

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5. ከልጅዎት የመረዳት አቅም በላይ በሆነ መልኩ የተዘጋጁ አጋዥ መፅሀፍት ካሉ ስለነዚህ አጋዥ መፅሀፍት ምን ይላሉ? \_\_\_\_\_

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6. በአጋዥ መፅሀፍት ሚና ላይ ምን አይነት መፍቲሔዎች ቢደረጉ ለተሻለ ጥቅም ጥሩ ነው ይላሉ? \_\_\_\_\_

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Appendix L  
አዲስ አበባ ዩኒቨርሲቲ

የስነ ትምህርት እና የባህሪ ጥናት ኮሌጅ

የስነ ትምህርት ጥናት ክፍል

ለአዲስ አበባ ከተማ አስተዳደር ትምህርት ቢሮ የስነ ትምህርት ክፍል ተጠሪዎች  
የተዘጋጁ ቃለ መጠይቆች

1. አጋዥ መፅሀፍቶች ሲዘጋጁ አላማቸው ምንድነው?
2. በ ትምህርት ቤቶች አጋዥ መፅሐፍት አጠቃቀም ላይ ምን ችግሮች አሉ?
3. እያንዳንዱን የትምህርት አይነት የሚገመግሙ የዘርፉ ምሩቆች አሉ?
4. በትምህርት ቤቶች ውስጥ ስለ አጋዥ መፅሀፍቶች አዘገጃጀት ይህ ቢሮ እውቀት ፈጥሯል?
5. ትምህርት ቤቶች አጋዥ መጻህፍትን መሸጥ ይችላሉ?
6. የአጋዥ መፅሀፍቶች ግምገማ በትምህርት መመሪያው /በስለበስ/ ላይ የተመሰረቱ የአጋዥ መፅሀፍቶች ዝግጅት እንዲጨምር አድርጓል?
7. በወደፊት የስራ እቅዳችሁ ላይ ስለ አጋዥ መፅሀፍቶች ምን አይነት እቅዶችን አንግባችኋል?

## Appendix M

### በአዲስ አበባ አስተዳደር ትምህርት ቢሮ የሥርዓተ ትምህርት ዝግጅትና ትግበራ ዳይሬክቶሬት ለደጋፊ መጽሐፍ መገምገሚያ የተዘጋጀ መስፈርት

ደጋፊ መጽሐፉን ያዘጋጀው ትምህርት/ቤት ግለሰብ \_\_\_\_\_

ደጋፊ መጽሐፉ የተዘጋጀለት የትምህርት ዓይነት \_\_\_\_\_

ደጋፊ መጽሐፉ የተዘጋጀለት የክፍል ደረጃ \_\_\_\_\_

የነጥብ አሰጣጥ መግለጫ

| መለኪያ      | ነጥብ | መግለጫ                         |
|-----------|-----|------------------------------|
| የተሟላ      | 2   | ተገቢውን ጥራትና መጠንን ሙሉ በሙሉ ያሟላ   |
| በከፊል የተሟላ | 1   | ተገቢውን ጥራትና መጠንን በከፊል ያሟላ     |
| ምንም የማያሟላ | 0   | ተገቢውን ጥራትና መጠንን ሙሉ በሙሉ የማያሟላ |

### ክፍል አንድ

#### አጠቃላይ የደጋፊ መጽሐፍ ከሥርዓተ ትምህርት ዝግጅት ጋር ያለውን

#### ግንኙነት በተመለከተ

| ተ.ቁ | የመገምገሚያ ጥያቄዎች                                                                                                   | ውጤት |   |   | አስተያየት |
|-----|-----------------------------------------------------------------------------------------------------------------|-----|---|---|--------|
|     |                                                                                                                 | 2   | 1 | 0 |        |
| 1   | የደጋፊ መጽሐፍ ዝግጅቱ ይዘቶች ከአዲሱ ሥርዓተ ትምህርት ጋር ይጣጣማል?                                                                   |     |   |   |        |
| 2   | የደጋፊ መጽሐፍ ዝግጅቱ ከመደበኛ ትምህርት የመማሪያና ማስተማሪያ መፃሕፍት ወይም ከሌሎች ተቋማት ዝግጅት ይዘቶች፣ ሥእሎች፣ ጥያቄዎችና ማጠቃለያዎች በቀጥታ የተገለበጠ አይደለም? |     |   |   |        |
| 3   | የደጋፊ መጽሐፍ ዝግጅት በመደኛ ትምህርት የታቀዱ የመማር ብቃቶችን ለማሳካት ምን ያህል አስተዋጽኦ ያደርጋል                                             |     |   |   |        |

**በአዲስ አበባ አስተዳደር ትምህርት ቢሮ የሥርዓተ ትምህርት ዝግጅትና ትግበራ ዳይሬክቶሬት ለደጋፊ መጽሐፍ መገምገሚያ የተዘጋጀ መስፈርት**

| ተ.ቁ | የመገምገሚያ ጥያቄዎች                                                          | ውጤት |   |   | አስተያየት |
|-----|------------------------------------------------------------------------|-----|---|---|--------|
|     |                                                                        | 2   | 1 | 0 |        |
| 4   | የደጋፊ መጽሐፍ ዝግጅቱ የአዲስ አበባን ተጨባጭ ሁኔታ ከግንዛቤ ያስገባል?                         |     |   |   |        |
| 5   | የደጋፊ መጽሐፍ ዝግጅቱ ለተማሪዎች ባህልና አካባቢ ቅርበት አለው?                              |     |   |   |        |
| 6   | የደጋፊ መጽሐፍ ዝግጅቱ ከተማሪዎች የሚጠበቁ ተግባራትን ያሳያል?                               |     |   |   |        |
|     | የደጋፊ መጽሐፍ ዝግጅቱ የተማሪዎች የብቃት መለኪያና ብቃት የሚለካበት ሁኔታን ያሳያል?                 |     |   |   |        |
| 7   | እያንዳንዱ ምእራፍ ወይም ክፍለ ትምህርት ወይም ንኡስ ርእሰ መግቢያ አለው?                        |     |   |   |        |
| 8   | የደጋፊ መጽሐፍ ዝግጅቱ ከመደበኛ መጻሕፍት ተጨማሪና ወቅታዊ ጉዳዮችን /አጋዛዊ መረጃዎችንና እውነታዎችን/ይዟል? |     |   |   |        |
| 9   | እያንዳንዱ ምእራፍ ወይም ክፍለ ትምህርት ወይም ንኡስ ርእሰ ዓላማ አለው?                         |     |   |   |        |
| 10  | በእያንዳንዱ ምእራፍ ወይም ክፍለ ትምህርት ወይም ንኡስ ርእሰ ተግባራት አሉ?                       |     |   |   |        |
| 11  | በእያንዳንዱ ምእራፍ ወይም ክፍለ ትምህርት ወይም ንኡስ ርእሰ መከራዎች ተሰጥቷል?                    |     |   |   |        |
| 12  | በእያንዳንዱ ምእራፍ ወይም ክፍለ ትምህርት ማጠቃለያ ተሰጥቷል?                                |     |   |   |        |

**በአዲስ አበባ አስተዳደር ትምህርት ቢሮ የሥርዓተ ትምህርት ዝግጅትና ትግበራ ዳይሬክቶሬት ለደጋፊ መጽሐፍ መገምገሚያ የተዘጋጀ መስፈርት**

| ተ.ቁ | የመገምገሚያ ጥያቄዎች                                                            | ውጤት |   |   | አስተያየት |
|-----|--------------------------------------------------------------------------|-----|---|---|--------|
|     |                                                                          | 2   | 1 | 0 |        |
| 13  | ተገቢ ትኩረት እንዲሰጣቸው የሚያስፈልጉ ጉዳዮች በተለየ ሁኔታ ተቀምጠዋል?                           |     |   |   |        |
| 14  | ተማሪዎች በደጋፊ መጽሐፍ ራሳቸውን የሚመዝኑበት በቂ መከራ ተካቷል?                               |     |   |   |        |
| 15  | በደጋፊ መጽሐፍ ለተማሪዎች አጫጭር ጥያቄዎች ተሰጥቷል?                                       |     |   |   |        |
| 16  | በደጋፊ መጽሐፍ ለተማሪዎች ለቀረቡ አጫጭር ጥያቄዎች መልስ ተሰጥቷል?                              |     |   |   |        |
| 17  | በደጋፊ መጽሐፍ የተማሪዎችን የመማር ብቃት ለመለካት የተዘጋጁ የተግባር ሥራዎች በበቂ ሁኔታ ተካተዋል?         |     |   |   |        |
| 18  | በደጋፊ መጽሐፍ በእያንዳንዱ የትምህርቱ ምዕራፍ ወይም ክፍል ትምህርትን ወይም ንኡስ ርእስ የቃላት መፍቻ ተቀምጧል? |     |   |   |        |
| 19  | የዓርፍተ ነገሮች ግልጽነትና ተነባቢነት የተማሪዎችን የብስለት ደረጃ ከግንዛቤ አስገብቷል?                 |     |   |   |        |
| 20  | ደጋፊ መጽሐፍ ለሁሉም ተማሪዎች በእኩል ደረጃ ሊያገለግል በሚችል መልክ ተዘጋጅቷል?                     |     |   |   |        |
| 21  | ደጋፊ መጽሐፍ በቋንቋና በሥነላዊ መግለጫዎች ሥርዓተ ጾታን አገናዝቧል?                             |     |   |   |        |
| 22  | በደጋፊ መጽሐፍ ከተለያዩ ምንጮች የተወሰዱ መረጃዎችና ምስሎች ምንጮቻቸው በግልጽ ተቀምጧል?                |     |   |   |        |
| 23  | በደጋፊ መጽሐፍ ከተለያዩ ምንጮች የተወሰዱ መረጃዎችና ምስሎች                                   |     |   |   |        |

**በአዲስ አበባ አስተዳደር ትምህርት ቢሮ የሥርዓተ ትምህርት ዝግጅትና ትግበራ ዳይሬክቶሬት ለደጋፊ መጽሐፍ መገምገሚያ የተዘጋጀ መስፈርት**

| ተ.ቁ | የመገምገሚያ ጥያቄዎች                                          | ውጤት |   |   | አስተያየት |
|-----|--------------------------------------------------------|-----|---|---|--------|
|     |                                                        | 2   | 1 | 0 |        |
|     | መግለጫቸው በግልጽ ተቀምጧል?                                     |     |   |   |        |
| 24  | በደጋፊ መጽሐፍ የቃላት ግድፈቶች አይታዩበትም?                          |     |   |   |        |
| 25  | በደጋፊ መጽሐፍ የቋንቋ ሰዋሰው ግድፈቶች አይታዩበትም?                     |     |   |   |        |
| 26  | በደጋፊ መጽሐፍ የጽንሰ ሐሳብ ወይም የመረጃ መዛባት አይታይበትም?              |     |   |   |        |
| 27  | በደጋፊ መጽሐፍ ይዘቶች አቀራረብና ፍሰት ከቀላል ወደ ከባድ፣ ከግልጽ ወደ ረቂቅ ነው? |     |   |   |        |

**ክፍል ሁለት**

**የደጋፊ መጽሐፍ ቅርጽ አጠቃላይ መመሪያ**

**(General Guidelines for Supplementary book Formatting)**

| ተ.ቁ | የመገምገሚያ ጥያቄዎች                                     | ውጤት |   |   | አስተያየት |
|-----|---------------------------------------------------|-----|---|---|--------|
|     |                                                   | 2   | 1 | 0 |        |
| 1   | የደጋፊ መጽሐፍ ርዕስና የአዘጋጁ ስም በግልጽ ተቀምጧል?               |     |   |   |        |
| 2   | ደጋፊ መጽሐፍ የታተመበት ዘመን በግልጽ ተቀምጧል?                   |     |   |   |        |
| 3   | የደጋፊ መጽሐፍ አጠቃላይ አይታ በግልጽ ተቀምጧል?                   |     |   |   |        |
| 4   | በደጋፊ መጽሐፍ ውስጥ ስለተቀመጡ ምልክቶች ምንነትና ጠቀሜታ በግልጽ ተቀምጧል? |     |   |   |        |
| 5   | በደጋፊ መጽሐፍ ውስጥ ለቀረቡ ርዕሶችና ይዘቶች ማውጫ አለ?             |     |   |   |        |
| 6   | ደጋፊ መጽሐፍ የተፃፈበት የፊደል መጠን 12 ፎንት ነው?               |     |   |   |        |

**በአዲስ አበባ አስተዳደር ትምህርት ቢሮ የሥርዓተ ትምህርት ዝግጅትና ትግበራ ዳይሬክቶሬት ለደጋፊ መጽሐፍ መገምገሚያ የተዘጋጀ መስፈርት**

|   |                                                                                                      |  |  |  |  |
|---|------------------------------------------------------------------------------------------------------|--|--|--|--|
| 7 | በደጋፊ መጽሐፍ ትኩረት የሚያሻቸው ጉዳዮችን ለማሳየት በደመቁ ፊደላት ወይንም በተለየ አቀማመጥ (Use italics or bold for emphasis) ተጽፏል? |  |  |  |  |
| 8 | በደጋፊ መጽሐፍ ውስጥ ተገቢነት የሌላቸው ሥእሎች ወይንም አቀማመጦች አይታዩም?                                                    |  |  |  |  |

### **Declaration**

I, the undersigned, declared that this study entitled “utilization of School Supplementary Curriculum Materials in private primary schools in Addis Ababa. I have undertaken the research independently with the guidance and support of the research advisor.

Declared by:-

Name: Hiwot Abera

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### **Approval**

This thesis has been submitted for examination with my approval as university advisor.

Advisor: Lemma Setegn (PhD)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_