

Efforts and Challenges of implementing Cluster Teacher training program: The case of Aesthetics and physical education in some selected Colleges of Amhara Region.

Arega Abate Hailu Lecturer, Wollo Universty

Abstract

The purpose of this study was to investigate the efforts being made and the major challenges faced in implementing the cluster Teacher Training program in Aesthetics and Physical Education Department of Amhara Region. The participants in this study were teachers, trainees, and department heads in the 4 colleges of Amhara region and TDP expert from MoE. Of the total 10 colleges offering the training in Amhara region, 4 colleges (Gonder, Debremarkos, Debrebirhan and Dessie) were selected purposefully on the basis of their experience in the TESO's (2003) teacher training program. From these colleges all (100%) of teachers and 100% of department heads were taken as a sample as their number is manageable. Fifty percent of trainees were selected using simple random sampling. Accordingly 36 teachers, 162 trainees and 4 department heads were taken as a sample from the 4 colleges and 1 TDP expert from MOE purposefully. As a method of data gathering tools; questionnaire, interview, and document analysis were employed. To analyze the collected data, both quantitative and qualitative methods were used. The results of the study revealed that the cluster teacher training program: has a good mix of theory and practice; has relevant medium of instruction (Amharic). On the other hand the cluster teacher training program is not appropriate to prepare teachers for integrated subjects in primary 1st cycle schools, because of the following reasons: the program does not contain prerequisite knowledge and skills of subject matter to implement Aesthetics and Physical Education in the primary 1st cycle school; lacks appropriate methodology; is not integrated in the manner of the primary 1st cycle school curriculum; the presence of under qualified teachers in Art and Music; lack of trainees balanced background (ability) and interest in the training; low interest of trainees to their learning; lack of trainees background knowledge; inadequate time allotment; lack of modules and reference materials prepared in Amharic; teachers negative attitude towards the program and clustering of these (Art, Music and Physical Education) unrelated subjects. To over come these problems the following recommendations have been forwarded. These are: the necessary facilities and equipments should be available; during placement of trainees to the department not only interest but also practical skill tests should be considered (applied); course modules and reference materials should be adequate in quality and quantity. Art, Music and Physical Education should be given to students separately in the primary 1st cycle schools and teachers for primary 1st cycle school should be trained as a generalist.

Background of the Study

Quality education is a fundamental base to the development of any society. Quality education mainly depends on the quality of teacher. This is particularly true of primary education, when children are not yet at the stage of learning on their own (ICDR, 1999).

Teachers are one of the major inputs in overhauling the educational system and improving the quality and standard of education. Reilly (1996) states teachers are the most important personnel in elementary school. For Reilly, it is the teacher who is responsible for socializing the youngest student to the world of education. Teaching them how to learn and providing them the self-confidence they need to continue to learn effectively.

Effective teaching requires individuals who are academically able, have commands of the subjects they are required to teach, and care about the well-being of children and youth. It also requires individuals who can produce results, mainly those of students' academic achievement and social learning (Arends,1994).To have these pre-requisite characteristics of teaching, the training of teachers especially for primary school teaching has become an area of concern. This is due to the very nature of the learning process which demands the learner to unfold himself/herself through the guidance of the teacher (ICDR, 1999).

According to Tirussew (2006), different modes of teacher training programs were designed and implemented during the imperial period and the military regime in the absence of systematic need assessment and research out comes. As to him, these modes of Teacher Training programs are: community teacher training (Grade 8+1), primary school teacher preparation (Grade 8+1, 8+4, 10+2, 12+1), secondary school teacher education (Grade 12+4) and technical and vocational teacher education (Grade 10+3, 12+3).

Based on the 1994 Education and Training Policy (ETP), a new primary school teacher training program is replacing the old one. In the previous education system, Ethiopia has 6 years of primary education; and the respective teachers were trained in the teacher training institutes (TTI's) for one year on a certificate level as a generalist teacher with 13 linearly developed subjects including a 6 week teaching practice. The new primary education, on the other hand, has two cycles of 8 years primary education (1st cycle/Grade 1-4/ and 2nd cycle /Grade 5-8/) and two levels of primary school teacher training program. Thus the 1st cycle primary school teachers get trained in the teacher training institutes (TTI's) on certificate levels(12+1) for one year as the previous primary teachers training system, and the 2nd cycle primary school teachers get trained in the teacher training colleges (TTCs) on diploma level (12+2) for 2 years as a specialist teacher (Wartenberg & Mayrhofer, 2001).

Following this, the Ethiopian Government has called for a complete teacher education system overhaul (TESO)that was prepared to address the series problems identified in the study "the quality and effectiveness of the teacher education system in Ethiopia" (MOE, 2002). Based on this paradigm shift, the 1st cycle primary teacher education certificate program (10+1) was a 1 year program and admits students who successfully complete grade 10. Graduates teach an integrated curriculum in self-contained classes. Students trained in 9 linearly developed subjects including a 6 week teaching practice. The 2nd cycle primary teacher education diploma program (10+3) was a 3 year program. It admits students who have successfully completed grade 10. They take courses in three components: the practicum, academic subject streams and shared professional courses. Academic subject streams are: Aesthetics and physical education (APE), Natural science, social science, language and mathematics. APE

is one of the streams that contain physical education, art and music. In this case, graduates teach all the subjects in their chosen stream (MOE, 2003).

The TESO program was developed as part of the implementation strategies of the New Education and Training Policies of Ethiopia. The MOE (2003) argues that TESO is intended to bring about paradigm shift in the Ethiopian Teacher education system. But, like the previous teachers training programs of Ethiopia, TESO had its own drawbacks to fulfill its promises. Regarding this, O-skai (2003) assessed the status of Ethiopian Teacher education institutions before the implementation of TESO program. In his study he found that, science laboratories, language study rooms, play grounds, gymnasias and facilities, specially for APE were poorly equipped or non-existent. However, the program was implemented. The challenge of implementing the practicum (Kedir, 2007),(Dawit, 2006); the inadequate weight given for academic subjects/contents/ (Woube, 2006);the imbalance among program components, its inability to prepare students and the contradiction between program effectiveness and strategy and reform process(Dawit,2006) were some of the limitations of TESO in producing qualified teachers.

At the moment, teacher development program (TDP) is functioning. As MOE (2006), its chief priority is the enhancement of the quality and effectiveness of teacher education in Ethiopia at large by improving teachers' education system overhaul (TESO). Based on this program the 1st cycle primary teacher education is a 3 year diploma (10+3) cluster program. Trainees select to learn one of the clustered subjects (Aesthetics and physical education, social science, natural science, language or mathematics) and graduate to teach all the subjects in their choice of stream in a self-contained classroom management. The 2nd cycle primary teacher education is a 3 year diploma (10+3) linear program. Trainees in this cycle graduate with one major and one minor subject. The challenges and efforts being made in the new program is the focus of the study with special emphasis on Aesthetics and physical education.

Statement of the Problem

The poor quality of education is mostly associated with the quality of teachers. To improve the teachers' teaching performance, several changes have been made in the Ethiopian teacher training system. Despite all of the efforts made, the concern for quality teacher training is still prevailing in the country (Mulu, 2008).

One of the changes suggested by the TESO was the 10+3 diploma program for primary 2nd cycle teacher education. In this program students were trained to teach 3 different subjects in grades 5-8. The reason for the implementation of this teacher training program as stated in TESO (2003) document was that: there is shortage of teachers in many subject areas. Then the existing teachers were trained as specialist of a given area only. Such education limited teachers' school work and make them reluctant to accept assignments other than the subjects they attended in colleges. There fore, to strive for teachers who could teach more than two subjects the only way that could prove successful was the 3 years teacher education model, i.e. the 10+3 model (MoE,2003).

However, the program was not effective as expected because the TESO program is still over shadowed with severe criticism for being unresponsive to the emerging challenges of the present education and training system (Mulu, 2008). One of the criticisms of TESO's strategy as to Ministry of Education (2008) was the training of students to teach three different subjects in 2nd cycle primary schools that was not successful. In addition to this, the principle of training primary teachers to teach on the basis of the self contained clusters was rated minimally acceptable (Ibid). In both the above cases, the programs have problems in regard to the preparation of teacher for primary school.

Recently, within the framework of school improvement package the ministry of education has introduced Teacher Development Program (TDP) to strengthen the strong points and to improve the weakness of primary teacher education stated in TESO (2003) document (MOE, 2006). One of the changes in this program as Ministry of Education (2006) is, the primary 1st cycle teacher training, from a one year certificate program to a 3 year diploma cluster program. This program seems similar to the previous primary 2nd cycle teacher training that was found in TESO Document. In the previous primary 2nd cycle teacher training, trainees specialize 3 subjects to teach all the subjects in grade 5-8. Where as, in the new primary 1st cycle cluster teachers training program, trainees learn 3 clustered subjects to teach in an integrated self contained classroom (Grade 1-4).

To address the above issues, the Amhara Regional Education Bureau has been implementing the cluster teacher training (CTT) program in five cluster subject streams (APE, Natural Science, Social Science, Mathematics, Language) since 2000 E.C. one of the departments where the new CTT program is being implemented is the APE department. But, this teacher training program seems similar in the training materials and systems of the pervious primary 2nd cycle teachers' training that was not effective. This implies that there might be a gap between what has been intended and what is going on in actuality of the training program. How the new program does actually differ from the previous one? How should be the curriculum changed? Why it was changed? Or was it changed based on concrete felt need? This and other related issues have been addressed in my study.

Thus, the purpose of this study is to investigate the efforts in implementing cluster program teacher training in APE department and the challenges it faces in teachers training.

Objectives of the Study

- ✚ The general objective of this study is to assess the efforts being made in implementing the Cluster Teacher Training program in APE department and the challenges faced in some selected colleges of Amhara Region.
- ✚ The specific objectives of the study are:
 - To investigate the efforts being made to implement the CTT program in APE department of the selected colleges.
 - To identify the major problems of the CTT program in APE department.
 - To examine the views of teachers and trainees about the training program.
 - To compare and contrast the new program with the previous one.
 - To check the relevance of the training program to the primary 1st cycle school (PFCS) curriculums of APE.
 - To provide suggestions for the effective implementation of the program.

Methods Procedures of the Study

Descriptive survey method was chosen for checking the prevalence of the challenges and efforts on the new cluster program. Questionnaire, interviews, and document analysis seemed to be appropriate instruments to collect data for the study. A triangular approach was used to collect data from a total of 4 college teachers, department heads, and from MoE TDP expert (details are given below).

Subjects

The target populations of this research are 4 department heads, 36 teachers, 324 regular trainees of Cluster Teacher Training program in APE department and 1 TDP expert. Teachers, trainees and department heads are of 4 colleges of Amhara region and TDP expert from MoE were taken for the study. Among the 10 Teacher Colleges found in the region, 4 were included in this study purposefully.

Sample Size and Sampling Procedures

At the present time, there are 10 colleges of Teacher education in Amhara region. From this, the researcher selected only the old 4 colleges (40%) namely Gonder, Dbremarkos, Debrbirhan and Dessie purposefully because they have the TESO (2003) Teacher training experience. The other 6 colleges are totally new. Hence; the researcher believed that it is difficult to get sufficient information about the issue from these colleges.

According to the sample colleges 2002 1st semester report there were about 324 1st and 2nd year cluster program trainees. Among these 162 (50%) trainees were selected using simple random sampling technique from the roster through the lottery method. More over according to same report, there were 36 teachers, who were teaching in APE department, 4 department heads in the selected colleges of the same department and 1 TDP expert from MoE was also participants of the study.

36 (100%) teachers and 4(100%) department heads were taken as a sample because their number is manageable. In addition to this, 1 TDP expert is selected from MoE purposefully because he is directly responsible for the organization and management of the new TDP program. The sample size is proportionally taken according to the size of the population in the sample colleges.

Instruments for Data Collection

In this study questionnaire, interview and document analysis were employed for collecting the data pertinent to this research.

Questionnaire

In developing the questionnaire, in the case of closed ended item the most popular scale item which is likert scale were widely used. Questionnaires were delivered to trainees and teachers.

Interview

In order to validate the information gathered through the questionnaire, the researcher used interview for department heads and TDP expert.

Document Analysis

Course breakdowns, course outlines and modules of the new cluster diploma program and the previous diploma program for 2nd cycle primary school teachers training was analyzed. In addition to this the previous TTIs APE course sample lesson plan; syllabus, textbooks and lesson plans of APE 1st cycle primary education (1-4) were analyzed to check the relationship between the teachers training and the 1st cycle primary education.

Data Gathering Procedure

The study involved of a pilot study. The researcher carried out a pilot study among 10 senior teachers who are teaching at Dessie College of Teacher Education. A 56 item questionnaire for teachers in the form of rating scale with in 5 themes was developed for the pilot study. For the main study, however, one of the themes with 5 items was rejected as they lacked clarity, specificity and representativeness. Two additional items were also included. Trainees' item questionnaires prepared in the form of rating scale for pilot test, for the main study, additional 6 item questions were included. More over, the numbers of open ended items were reduced and the language clarity was reconsidered.

Method of Data Analysis

In this study, quantitative data analysis technique for the closed ended questions data and qualitative data analysis for interview, document analysis and open ended questions were employed. The interpretation for the mean score was then: 4 and above strongly agree, 3.5-3.99 agree, 3.0-3.49 moderate, 2.0-2.99 disagree and 1.0-1.99 strongly disagree.

Characteristics of the Respondents

Totally 198 copies of questionnaires (36 for Teachers and 162 for Trainees) were distributed. From the distributed questionnaires 32 (88.9%) of the teachers, 162 (100%) of the trainees were filled in and returned. It was this figure that would be considered as total respondents in the analysis part of the study. On top of this, to raise the quality of the data and information interview was conducted with 4 Department heads and 1 TDP expert.

Relevance of APE CTT Curriculum to the PFCS APE Education

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, X= mean

No	Items	Responses in rating scale					X
		Teachers (n=32)					
		5	4	3	2	1	
1.	The cluster teachers training program in Aesthetics and physical education (APE) is appropriate to teach integrated subjects in primary 1 st cycle schools	4	8	2	12	6	2.75
2.	The curriculum of APE cluster teachers training program contain prerequisite knowledge & skills of subject matter for implementing the primary 1 st cycle school curriculum of APE.	3	1	4	18	6	2.28
3.	The curriculum of APE cluster teachers training program contains appropriate teaching methods and skills for implementing an integrated subjects (APE) in the primary 1 st cycle school curriculum.	3	7	2	12	8	2.53
4.	The cluster teachers training curriculum in APE is not integrated in the manner of the primary 1 st cycle curriculum.	13	19	-	-	-	4.41
5.	Teaching Art, Music & PE separately in the college is appropriate to prepare APE teachers for primary 1 st cycle schools.	2	10	-	11	9	2.53
6.	The previous TTI generalist curriculum is better than the cluster curriculum of APE to teach integrated subjects in a self contained class room.	12	10	4	3	3	3.87
7.	The training focused on relevant knowledge & skills of Art, Music and PE to the primary 1 st cycle of APE subjects and students	-	2	2	15	13	1.78

Attitude of Teachers and Trainees towards CTT Program

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, X= mean

No	Items	Responses in rating scale					X
		Teachers (n=32)					
		5	4	3	2	1	
1.	I believe teaching in cluster program is preferable than teaching in linear program.	-	-	-	15	17	1.47
2.	I believe the training had a good mix of theory and practice.	13	17	-	1	1	4.25
3.	Trainees in APE have sufficient background knowledge about Music, Art and PE.	-	2	4	21	5	2.09
4.	The period allotment for each course is sufficient to prepare trainees with the necessary skills	1	3	-	24	4	2.16
5.	The medium of instruction (Amharic) for the cluster program is relevant to the	8	21	-	3	-	4.06

	students to understand the concepts of the course offered.						
6.	I believe the skills of Art, Music and PE are interrelated naturally.	2	5	5	10	10	2.34
	Grand mean						2.73

Table 3 Trainees' attitude cluster teacher training program

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree, X= mean

No	Item	Responses in rating scale					X
		Trainees					
		5	4	3	2	1	
1.	I have sufficient back ground knowledge about Music, Art and Physical Education (PE)	11	21	-	89	41	2.21
2.	I am equally good enough in all the skills of Art, Music and PE	9	9	4	62	78	1.82
3.	Up to now I developed the skills of Art, Music and PE expected of me from this training.	22	40	10	55	35	2.75
4.	The training is at the right level of difficulty for me.	26	111	8	10	7	3.86
5.	The training focused on relevant knowledge and skills to the PFCS APE subject.	18	16	30	60	38	2.48
6.	I have sufficient time to practice the practical skills of Art, Music and PE.	9	17	25	101	10	2.47
7.	I believe it is difficult to become a three subject (Art, Music & PE) specialist.	29	42	41	30	20	3.19
8.	I believe this training help me to teach Art, Music and PE in an integrated way.	1	4	6	86	65	1.7
9.	I have a clear understanding how I integrate Art, Music and PE in one period.	13	21	-	72	56	2.15
10.	I get the necessary help from teachers during my practice time.	27	34	-	74	27	2.75
	Grand mean						2.54

Comparison of the new cluster diploma program with the previous TESO's diploma program

The document analysis of the previous TESO's diploma program and the new CTT program implies that, the difference between them is insignificant. The previous TESO's APE diploma program was the training of students to teach three different subjects (art, music and PE) in the second cycle primary education. However, it was not served more than three years and changed to the linear program (MoE, 2008). According to the document, the two programs seem different in their structure but the contents they contain are similar. Therefore the CTT program to train teachers for the PFCS especially in APE seems inappropriate like the previous TESO's diploma program.

Efforts made to enhance the CCT program

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1=strongly disagree, x=mean

No	Items	Responses in Rating Scale											
		Teachers (n=32)						Trainees (n=162)					
		5	4	3	2	1	X	5	4	3	2	1	X
1	The program of APE used up-to-date equipment, facilities and materials.	2	3	2	20	5	2.28	5	30	-	11	15	2.37
2	Competent Teachers are employed	9	15	4	3	1	3.89	54	75	-	30	3	3.91
3	Sufficient time is allotted for each course.	-	5	1	19	7	2.13	19	24	9	10	9	2.65
4	Modules for each course are well prepared in Amharic.	-	6	2	16	8	2.19	20	50	-	17	75	2.52
5	Reference materials for each course are well prepared in Amharic	1	4	-	16	11	2	-	8	-	90	64	1.7
6	Placement of students were by their own interest to department	18	14	-	-	-	1.44	68	45	3	36	10	2.23
7	Sufficient time is allotted to practice the skills of Art, Music and PE.	2	3	1	16	10	2.09	-	44	27	72	19	2.59
8	Curriculum materials of APE are prepared to increase the subject content knowledge of trainees to teach in the PFCS.	3	6	4	13	6	2.59	-	30	7	82	43	2.15

9	Curriculum materials of Art, Music & PE mainly focus on how to teach APE in PFCS.	-	6	2	10	14	2	-	18	22	69	53	2.54
10	Curriculum materials of Art, Music and PE are well organized	-	4	-	21	7	2.03	-	20	75	39	28	2.54

Major Hindering Factors that Affect the Implementation of Cluster Teacher Training Program

Teachers and Trainees related hindering factors

5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1=strongly disagree, x=mean

No	Items	Responses in Rating Scale											
		Teachers (n=32)						Trainees (n=162)					
		5	4	3	2	1	X	5	4	3	2	1	X
1.	Unequal interest of students for Art, Music and PE.	10	17	3	2	-	4.09	24	72	22	31	13	3.39
2.	The low interest of trainees to learn in cluster program.	7	21	-	4	-	3.97	-	35	-	68	59	2.07
3.	The lack of trainees back ground knowledge about Art, Music and PE.	7	24	1	-	-	4.19	26	102	-	27	7	3.69
4.	The lack of competent teachers.	-	6	5	18	3	2.44	-	30	7	122	3	2.39
5.	The negative attitude of teachers towards cluster program.	2	19	6	5	-	3.56	-	112	21	29	-	3.51

Facilities and equipments related factors

5= strongly, agree 4= agree, 3= undecided, 2= disagree, 1=strongly disagree, x= mean

No	Items	Responses in Rating Scale												
		Teachers (n=32)						Trainees (n=162)						
		5	4	3	2	1	X	5	4	3	2	1	X	
6	Inadequate facilities and equipments to teach and practice Art skills.	5	2 1	2	3	1	3.8 1	4	75 1	1	5	2	9	3.7 2
7	Insufficient facilities and equipments to teach and practice Music skills.	8	2 0	2	2	-	4.0 6	1	10 8	5	9	2 2	8	3.6 3
8	Inadequate facilities and equipments to teach and practice PE.	-	2 5	3	4	-	3.6 6	3	74 2	2	74	2 8	7	3.5 9
9	Unable to prepare sufficient and comfortable classroom for the practical part of Music courses.	3	2 3	2	4	-	3.7 8	4	88 2	5	2	0	7	3.8 5
10	Unable to prepare sufficient and comfortable classroom for the practical part of Art courses.	2	2 6	1	3	-	3.8 4	1	10 6	3	-	4 3	-	3.5 6
11	Unable to prepare sufficient and comfortable fields for all the practical part of PE courses.	7	2 0	1	3	1	3.9 1	5	10 1	1	1	3 5	-	3.0 9

Curriculum related factors

5= strongly, agree 4= agree, 3= undecided, 2= disagree, 1=strongly disagree, x= mean

No	Items	Responses in Rating Scale											
		Teachers (n=32)						Trainees (n=162)					
		5	4	3	2	1	X	5	4	3	2	1	X
12	Insufficient time allotment for each course.	10	18	-	4		4.06	28	88	2	25	1 9	3.5
13	Un able to fix time for practice	-	18	-	14	-	3.13	49	113	-	-	-	4.30
14	The shortage of modules and	27	4	-	1	-	4.78	99	2	-	39	2	3.72

	reference materials in Amharic											2	
15	Modules of each course are not prepared well in Amharic.	7	25	-	-	-	4.22	15	100	47	-	-	3.80
16	Lack of training how to teach Art, Music and PE in an integrated manner in the college.	9	21	-	2	-	4.16	16	91	30	25	-	3.60
17	Unable to integrate Art, Music and PE courses at the college.	7	16	7	2	-	3.88	32	78	5	41	6	3.55
18	The clustering of unrelated subjects (Art, Music & PE).	18	6	2	6	-	4.13	-	76	34	50	2	3.13

Conclusion

Based on the major findings presented above the following conclusions were made.

- With respect to the relevance of APE CTT curriculum to the PFCS APE the curriculum of APE CTT program: does not contain prerequisite knowledge and skills of subject matter to implement APE in the PFCS; lacks appropriate methodology on how to teach integrated subjects; is not integrated in the manner of the PFCS curriculum and does not take any consideration of the PFCS curriculum. Hence, the CTT program is not appropriate to teach integrated subjects in PFCS. Moreover, respondents agreed that generalist teacher training curriculum is better than the CTT curriculum of APE to teach integrated subjects in self contained class room.
- Both teachers and trainees believe that the medium of instruction (Amharic) is appropriate to the program. On the other hand teachers do not show interest to be assigned to teach in CTT program. However, trainees connoted it positively. This is due to the fact that trainees enjoyed learning in Amharic and they will also teach in Amharic in PFCS. More over, teachers believe that the program has a good mix of theory and practice.
- The previous TESO's APE diploma program was the training of students with the cluster of three different subjects (art, music and PE) for the 2nd cycle primary education (grade 5-8). However, it was not served more than three years and changed to the linear program but the difference between the previous TESO's diploma program and the new CTT program is insignificant. The two programs seem different in their structure but the contents they contain are similar.
- Regarding the efforts done for the effective implementation of CTT program, it was tried to employ competent teachers but some teachers of art and music in the sample colleges of teacher education were under qualified to the required standard. This might be due to the fact that no training and further education was offered for teachers in these subjects. The placement of students to department is not by their own interest. Preparation of Amharic modules and reference materials; allotment of sufficient time for teaching learning and practice; preparing the necessary facilities and materials and organizing the curriculum materials in line with the PFCS were found to be inadequate.
- Although a number of factors affect the implementation of CTT program at the colleges, lack of trainees the same interest and balanced ability and interest in the study subjects; low interest of

trainees to their learning; lack of back ground knowledge; inadequate time allotment; unable to prepare Amharic modules and reference materials; lack of training how to teach these three subjects in an integrated manner in the college; teachers negative attitude towards the program and clustering of these unrelated subjects were found as major challenges in implementing the CTT program of APE at large.

Recommendations

Depending on the findings obtained and the conclusions drawn from the study, the following suggestions are forwarded:

- Teaching and learning with out appropriate and relevant equipment and facilities especially for practical courses can not be effective even in the hands of highly trained teachers. In order to support the training and to prepare an effective and skilled teacher the necessary facilities and equipments should be available.
- Lack of back ground knowledge about the skills of art, music and PE has its own negative impact on the training program. Therefore, in addition to interest for the placement of trainees to the department, practical skill test before entering to the department should be applied.
- Since the medium of instruction for CTT program is Amharic, course modules and reference materials should be adequately prepared in quality and quantity in Amharic.
- In order to make the CTT curriculum of APE relevant to the PFCS of APE these three subjects should be integrated at the college in the manner of the PFCS APE curriculum, and trainees should have training on 'how to teach' art, music and PE in an integrated way. However, from the previous TTI curriculum and other countries experience it is difficult to integrate art, music and PE at the PFCS and college level. It may be possible to integrate other subjects. It may be also possible to integrate some contents of art and music but not all the contents of the three subjects because the skills of these subjects are not related. Therefore, art, music and PE at PFCS should be given to students separately.
- From the previous TESO's diploma teacher training experience, training of teachers with a three subject specialist for the linearly developed curriculum of primary 2nd cycle school (grade 5-8) was not accepted. To the worst of this, training of teachers to make a three subject specialist to teach integrated subjects especially in APE at the PFCS is not appropriate. Moreover, in the current self-contained classroom practice, teachers are assigned to teach all subjects irrespective of their major areas of training. Therefore, teachers for PFCS should be trained as a generalist.

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