

**PROJECT BASED LEARNING AS AN INNOVATIVE METHOD OF MUSIC
INSTRUCTION AT HILLSIDE PRIMARY SCHOOL NAALYA- WAKISO
DISTRICT**

BY

**NYAMWIJA JANET KEITH
17/U/14862/GMVP/PE**

**A RESEARCH REPORT SUBMITTED TO KYAMBOGO UNIVERSITY
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REQUIREMENTS FOR THE AWARD OF MASTERS
DEGREE IN VOCATIONAL PEDAGOGY**

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DECLARATION

I, Nyamwija Janet Keith, hereby declare that this is my original piece of work and has never been presented to any institution of higher learning for the award of any degree.

Sign

.....

Date:

Name: NYAMWIJA JANET KEITH

Reg. No: 17/U/14862/GMVP/PE

APPROVAL

This is to acknowledge that this Research Report entitled “**PROJECT BASED LEARNING AS AN INNOVATIVE METHOD OF MUSIC INSTRUCTION AT HILLSIDE PRIMARY SCHOOL NAALYA- WAKISO DISTRICT**” is submitted with the approval of the undersigned research supervisors.

Signature.....

Dr. SENOGA Maureen Muwanga (PhD)

Principal Supervisor

School of Art and Industrial Design

Kyambogo University

Date.....

Signature.....

Dr. ISABIRYE James (PhD)

Second Supervisor

Faculty of Arts and Humanities

Department of Performing Arts

Kyambogo University

Date

DEDICATION

I dedicate this Thesis to my son Bill-Guest Mbidde Mark Mugenyi.

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LIST OF ACRONYMS

AR	=	Action Research
ATL	=	Active Teaching Learning
BAA:	=	Bachelors of Arts in Arts
BTVET:	=	Business, Technical, Vocational Education and Training
CAPE	=	Creative Arts and Performing Arts Education
CBO	=	Community Based Organization
DEP:	=	Diploma in Education Primary
ELT	=	Kolb's experiential learning theory (ELT).
FW	=	Future Workshop
HoD	=	Head of Department
HPSN	=	Hillside Primary School Naalya
MDD	=	Music Dance and Drama
MHRDDE	=	Ministry of Human Resource Development, Department of Education
MVP	=	Master in Vocational Pedagogy
NCDC:	=	National Curriculum Development Centre
NORHED	=	Norwegian Support for Higher Education
PAR	=	Participatory Action Research
PBL	=	Project Based Learning
PEDP	=	Primary Education Development Programme
PTC:	=	Primary Teachers' College
SDGs:	=	Sustainable Development Goals
TVET	=	Technical and Vocational Education and Training
UNEB:	=	Uganda National Examinations' Board
UNESCO:	=	United Nations Education Scientific Cultural Organization
VET:	=	Vocational Education and Training
VT	=	Vocational Training

ABSTRACT

This study was a collaborative engagement aimed at “improving practical experiences in music pedagogy through Project Based Learning (PBL) in primary schools. The study was conducted at Hillside Primary School- Naalya, Wakiso District. It was specifically conducted with the following stakeholders; teachers, learners and school administrators. The study was guided by the following specific objectives; i) To explore PBL as an ATL method for improving music teaching and learning ii) To implement PBL as an innovative method of teaching and learning of music and, (iii) To evaluate the impact of PBL method in teaching and learning of music at Hillside School- Naalya.

The study used Qualitative research design and the research approach used was Participatory Action Research (PAR) which involved the views of all stakeholders in assessing and improving the use of PBL in the music teaching and learning processes. This involved planning, observing, acting, and evaluating almost at every stage of the research process. In some cases, the original plan was changed to suit the prevailing conditions. Purposive sampling was used to get a sample size of 65 participants. The specific methods used include; future workshop, focus group discussion, interviews and observation.

The analysis of the process of Future Workshop usage, revealed the use of passive methods of teaching as the most pressing challenge in Music teaching and learning. As a result, the study recommended the establishment of Music Research and Pedagogy at Hillside Primary school-Naalya to monitor teachers’ and learners’ practices in improving practical experiences in music instruction.

This was done by conducting six practical lessons using PBL. The first project cycle was done and observations were made by learners and participant colleagues. Basing on their observations, a second project cycle was held to check whether there was any improvement in the organization and implementation of PBL made.

The results show that learners get enormous outcomes from PBL. They gained musical skills such as playing of music instruments, singing, acting, dancing and listening. They also gained additional generic soft skills such as communication, entrepreneurship skills, leadership skills, time management skills, skills of creativity and innovation. This is the contemporary direction which everybody needs in their workplace. The teacher of PBL needed to continue improving in the areas of scaffolding learning, teaching learners about group dynamics before projects start. The main challenges discovered with PBL is that it consumes a lot of time, controlling learners’ discipline is hard and it’s expensive in terms of materials used in the practical.

It has been suggested that learners can sell some of their products from the project to facilitate the learning.

CHAPTER ONE: INTRODUCTION

1.0 Overview of the Study

The study focuses on the use of Project Based Learning (PBL) as an innovative method in improving practical teaching and learning of music at Hillside Primary School - Naalya. Chapter one presents what prompted the researcher to take up a study on teaching and learning of music in primary schools. It focuses on: background to the study, statement of motivation, situation analysis, problem statement, purpose of the study, objectives of the study, justification of the study, significance of the study, scope of the study, and definition of operational terms.

1.1 Background to the study

In this section, the researcher explores the meaning and contexts of Vocational Education and Training (VET) as a pedagogical field of learning. The section presents practical teaching and learning through the use of Project Based Learning (PBL) method. This is echoed under; Vocational Education and Training, Vocational Pedagogy, personal background, and the profile of Hillside School Naalya.

1.1.1 Vocational Education and Training

The concept of Vocational Education and Training (VET) is defined by different researchers in different ways. UNESCO defines Vocational Education and Training (VET) as the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge, relating to occupations in various sectors of economic and social life (UNESCO, 2014). Vocational Education and Training can as well be defined as the education given to the learner to develop and improve their skills and talents for the purpose of acquiring jobs in specific industries (Rodriguez, 2010). It is an aspect of education which deals with business education, farming, book keeping and bricklaying with the aim of acquiring vocational skills in these fields (Iheanacho, 2016). Furthermore, (Wahab, 2015) posits that VET is the training of technically oriented personnel who are to be the initiators, facilitators, and implementers of technological development of a nation (Adebayo, 2015). VE is any form of education whose primary purpose is to prepare persons for employment in recognized occupations (Reco, 2016). According to (Jayalath, 2022), general and academic education is seen as that which builds analytical skills, knowledge, and critical

thinking, while VET develops craftsmanship, practical experiences, and practical problem-solving (as cited in Wamala, 2013). For this study, practical experiences in performance, practical problem-solving, critical thinking, and analytical skills, are needed in the case of a good musician who must routinely make judgments in order to solve challenges related to music as a trade and come out with an effective musical production. These definitions show us that VET applies differently in different contexts, which have similar meanings that inform this study. Some researchers look at VET as Technical Vocational Education and Training (TVET), others, as Vocational Education (VE), and Vocational Training (VT). Whereas all the contexts have their distinctive meanings depending on the scholar, in this study, the researcher focused on VET for purposes of grounding the study on teaching and learning of music as a VET subject.

Vocational Education and Training is organized and administered in different ways depending on a country's objectives. For example, according to the Ministry of Education of the People's Republic of China (Barabasch, 2009), Vocational Education and Training is aimed at training practical workers, peasants, and employees in various sectors with basic professional knowledge and certain professional skills. Relatedly, the Ministry of Human Resource Development, Department of Education (MHRDDE) in India, emphasizes that VET aims at preparation of technicians that work in various trades (Shah, 2019). Other developed countries like Germany, Norway, and Australia among others, have put emphasis on VET as a springboard for not only economic development but also individual and collective life transformation among people through innovation, skills development and creativity.

In developing countries, the VET sector is crucial as characterized by rapid and dramatic change in the world of work; the attainment of competence has become an integral component of individual, organizational, and national strategies (Nijhof & Streumer, 2012). The Bonn Resolution of African developing countries noted that VET is the "Master Key" for alleviation of poverty, promotion of peace, and conservation of the environment in order to get better results, the quality of human life, and promote sustainable development. For example in South Africa, VET focuses on instructional programs that prepare learners for specific careers and skills required for the particular trade (Paduka, 2017). Similarly, The Nigerian National Policy on education (NPE) interprets VET as those aspects of educational processes involved in skill acquisition in addition to general education (Kehinde, 2015).

East African countries approach VET in similar ways as many other countries in the global perspective, with mild differences brought about by cultural, political, and social diversities. For example, in Tanzania, VET is understood as the acquisition of relevant knowledge, practical skills, and attitudes for gainful employment in a particular trade or occupational area. The government of Tanzania emphasizes that VET is that training that leads to a skilled occupation (Tanzania, 2013). In relation to primary education which informs the researcher's study, Tanzania's Primary Education Development Programme (PEDP) targets to expand and improve comprehensive early childhood care, skills, talents of tender children of primary school ages (7-13). In Kenya, VET applies to all forms of technical and vocational education provided in educational institutions or through cooperative programs organized jointly by the educational institutions at one hand, and industrial, agricultural, commercial and any other undertaking related to the world of work (Woltjer, 2006). In relation to Kenya, Rwandan VET system is intended to provide young people and the unemployed with the skills to gain productive employment and those in employment, with an opportunity to upgrade their skills including entrepreneurs as well as self-employment. TVET had a bad reputation in Rwanda and was considered as second choice where higher learning institutions attracted more students. Today TVET has been taken up by government as a priority sector that will play a demonstrated role in Rwandan economic growth (Skilled Crafts and Trades Network for Africa, 2020).

In Uganda, VET is an historical aspect in education where learners learnt together with their teachers, who in most cases were their relatives or people of a close relation, to acquire the same skill. The main method of teaching and learning was apprenticeship, where a learner observed with keenness what an adult was doing and copied the skills, which skills were passed on from one generation to another. The Formal Technical and Vocational Education started with missionaries in 1877 (Itaaga, 2013), Alexander Mackay (a missionary) started a small technical workshop near the Kabaka's palace at Kyambogo where he taught a few Baganda boys in various skills mainly in building, carpentry and joinery, shoe making, boat building, tailoring, motor mechanics, printing and farming. With this form of apprenticeship, his learners started building western type of houses for chiefs' even storied ones. In this vein, William Peterson (Itaaga, Challenges to quality primary and secondary education in Uganda, 2013) assert that beginners learn better when they experience what they are learning, a learning process termed as hands-on-learning. Hands-on learning is focused on the principle that 'learn then try on your own'. As a training method, hands-on learning can have a

dramatic impact on the learner's mindset since it involves the concurrent use of the three domains of learning that is cognitive, psychomotor, and affective (Ruhl, 2021). Therefore, in an intervention to ensure that vocational learners achieve the intended skill packages, which qualify them meet the requirements for the world-of-work, teachers ought to ably apply aspects of Vocational Pedagogy during the teaching-learning process of vocational subjects.

VET is among the key sectors of education in which the government of Uganda has vested interests of equipping the youths with skills for employment (Tukundane, 2015). In 2010, the government of Uganda started focusing on providing skills to the youth through a 10-year strategic plan aimed at helping the Ugandan population to acquire practical skills for the job market. Through various bodies for instance The Directorate of Industrial Training (DIT), Uganda Business and Technical Examinations Board (UBTEB), Uganda Small Scale Industries Association (USSIA), among others, have helped in supporting skills development initiatives in the country through public and private partnerships across the country. Vocational skills transfer and acquisition in music teaching and learning process at Hillside Primary School is through formal settings. Challenges have been registered in teaching and learning processes which affects practical teaching and learning.

1.1.2 Vocational Pedagogy

It is difficult to meaningfully explain VET without understanding Vocational Pedagogy (VP) which in the researcher's perspective means the teaching of a vocational subject including organizing, transferring and assessing vocational content. Vocational Pedagogy means 'the science, art, and craft of teaching and learning Vocational Education (Lucas, 2014). Lucas (2014), further describes Vocational Pedagogy as the sum total of the many decisions which vocational teachers take as they teach, adjusting their approaches to meet the needs of learners and to match the context in which they find themselves in the world-of-work. Thus, Vocational Pedagogy in formal and informal Vocational Education emphasizes practical hands-on training in institutions of learning and aims at improving work and learning in workplaces of different trades and occupations. Vocational Pedagogy prepares an individual for the day-to-day duties that they perform in their specific trades, crafts, professions, and roles, after going through educational training systems (McAuliffe, 2009). Vocational Pedagogy enables us to develop ways and tools in a way to help VET facilitators more effectively to match teaching and learning approaches to the needs of their context. Through such approaches Vocational Pedagogy can impact on the quality of teaching and learning.

1.1.3 Music in school and community setting

In Uganda, music is categorized under the syllabus of Creative Arts and Performing arts Education (CAPE 1). Whereas music is in the Ugandan Primary curriculum and Ugandan Primary Education Syllabus, some schools teach music while others do not. The government through Ministry of Education and Sports (MoES) emphasizes the need for all primary schools whether private or public to teach music. This is reflected on the schools' timetables across the country where it is mandatory to allocate time for music on the classroom timetable. However, some primary schools do not teach music and it is common to find some schools replacing music with other subjects. The researcher's understanding of the reason as to why some schools do not emphasize music teaching and learning is that it is not examinable at the national level. Many studies have described aspects of teaching music which are related to hands-on-learning that involve effective classroom learning, outdoor learning and generally the effectiveness of learners' outcomes (Stronge, 2011).

In early days, Music was transferred from generation to generation through the activities done in daily life such as family gatherings at fire places where children would learn songs and other folk tales as a result, Music was regarded as a form of entertainment in traditional ceremonies like weddings, give away ceremonies and other family rituals. People would learn how to dance, dramatize and recite their folk traditions therefore; it was not formalized until the commencement of Namirembe festivals in 1928. In Uganda today, Music is looked at as a vocational subject in a way that it trains hands-on lessons such as drama lessons, dance and instrumentation lessons that convey aspects in real life. Most people, however, train and stop in the institution training, which also contributes to the music disregard in most primary schools. It is people with luck and talent that train their novices through apprenticeship for example Eddy Kenzo in Big Talent, Bobi Wine in Fire Base Crew, Bebe Cool in Gagarmel among others.

In the researcher's viewpoint in this study, music is looked at as part of skills given to learners, which skills make the learner survive into the world of work. The researcher therefore focused on music as a vocational skill, trade and a teaching tool that motivates the learners to create, rehearse and perform the art. Regeleski in 1981 (Kigozi, 2008) says music teaching is the invention and establishment of musical and pedagogical environments, situations, and events for the purpose of bringing fruitful products of musical actions that include; performing songs, playing musical instruments, producing drama pieces, reading and

writing music pieces (p.33). More so, in this context, knowledge is conveyed through active involvement as long as learners make real practice in the learning process. Regeleski (1981) (Kigozi, 2008) goes further to say that currently great music education is a partnership results of hands-on learning as conveyed by classroom teachers, specialist teachers or trainers, and professional performers, formal and non-formal performers (p.33). For this reason, the implementation of Project Based Learning (PBL) in music teaching and learning processes is necessary to help us to bring together all of this expertise in a focused way for the benefit of learners at Hillside primary school-Naalya as well as schools all over the country.

Hillside Primary School Naalya (HPSN) is located at Naalya hill in Kira-Wakiso district in Uganda. According to researcher's observation through discussions with stakeholders, music at HPSN was introduced with an intention to be taught and learnt like any other major subject not just for the purpose of entertaining learners. It was introduced as part of studies taught to give learners skills of individual's career so that when they graduate, they can survive on, in the world of work. Due to the current academic competition from the examinable subjects, the institution stakeholders (Parents and teachers) have shifted from their original aim, leading learners to abandon the subject as they think that it is just wastage of time. Learners look at music as a subject that kills boredom, then other teachers also think that learners should only learn Mathematics, Social studies, English and Science. HPSN is the most populated primary school in Uganda. Two schools (Nursery school and Primary school) make up HPSN with a population of more than 5000 learners. The school is like ten schools in one because among the seven classes of primary school, each class has 10 streams with class enrollment of about 50-60 learners. The school encourages music teaching and learning as an independent subject. We are five music teachers at HPSN with different musical skills and experiences to offer to the learners. As one of the staff members, the researcher who is a Master's student of Vocational Pedagogy at KYU, implements Action Research (AR) through Project Based Learning (PBL) method with the aim of improving practical music instruction.

1.1.4 Personal background and experience

The researcher is a professional, trained, and practicing teacher in the field of primary education. She acquired Grade III Certificate at Bishop Stuart Core Primary Teachers' College (PTC) Mbarara district. She holds a Diploma in Education Primary (DEP, 2005)

(English –Music) from National Teachers’ College (NTC) Kakoba (Kyambogo University). She is a graduate with a Bachelor’s Degree of Arts in Arts (BAA) Music and Gender studies at Makerere University. After her course at Makerere University, she acquired a Post Graduate Diploma in Child Protection. She has been in teaching service since 1998 and currently a finalist student of Masters’ Degree in Vocational Pedagogy (MVP), doing music as a vocational trade at Kyambogo University (KYU).The researcher has been involved in a significant amount of formal and informal music teaching and training in and outside the school system including community based music groups. The researcher’s involvement in teaching different learning schools and community groups has been in the following capacities; Music coordinator and teacher in charge of music programs at Mbarara Mixed school (1998- 2004) and City Parents Primary School-Kampala-Uganda (2005-2010); Music coordinator in charge of music programs at Ngoma Kids, a community based organization (CBO) in Gayaza, Wakiso-Uganda in (2011-2014); Music adjudicator for Western Uganda in primary schools’ music festivals in (2011-to date); Music teacher at Hillside Primary school in Naalya, Wakiso-Uganda (2018-to date). The researcher acquired valuable experience during her career journey and realized that more skills to extend the expected teaching experiences, were needed. This encouraged the researcher to enroll for a Master’s degree in Vocational Pedagogy. Reflecting on the experience of teaching and learning approaches learnt in MVP, the researcher has realized the value of hands-on learning to the learner. It is the basis upon which, together with the stakeholders, she decided to employ PBL as a method of improving the learner’s performance and motivation towards learning.

1.2 Statement of motivation

With more than twenty years’ experience of teaching music, the researcher has experienced and observed various challenges associated with learners’ ability to gain musical competences and motivation to actively and competently engage in Music Dance and Drama (MDD) in schools. The researcher was enthused to investigate teaching of music when she got engaged with teaching the subject as a curricular and co-curricular at Hillside Primary school-Naalya. Teaching MDD arouses the brain hence extrinsically motivating the intrinsic processes of learners. As an education practitioner, the researcher sees her dream not yet achieved. To teach a practical subject like Music, the teacher needs to use learner centered approach, and include practical methods of teaching and learning. This is why Project Based Learning (PBL) was employed in this research study. Masters in Vocational Pedagogy

(MVP) program has exposed the researcher to various didactical strategies in employing a learner centered approach to teaching and learning process, since it emphasizes action based research, and community based research. It employs a democratic and participatory approach. This exposure to MVP program has equipped the researcher with vast knowledge and skills in Action Research (AR) that is the foundation for this study. Together with the stake holders, the researcher implemented innovative and practical teaching strategies aimed at achieving effective teaching and learning of music at HPSN. All in all, the above involvement motivated the researcher in a way that she has become familiar with the challenges at HPSN, and developed the need for a comprehensive study to address and evaluate the challenges.

1.3 Situation Analysis

Situation analysis refers to a systematic collection and evaluation of past and present data aimed at identification of internal and external forces that may influence an institution's performance and choice of strategies and assessment of the organization's current and future strength, weakness, opportunities and threats (Business Directory, 2007). The reason why we carry out a situation analysis is because it is a key foundation for any intervention (United Nations Entity for Gender Equality and the Empowerment of Women UN women). For this study, the situation analysis was conducted at Hillside Primary school Naalya (HPSN), in the department of Music. Observations and discussions were done following processes in the pedagogical program. The researcher mainly observed the current situation at HPSN while investigating the challenges in teaching and learning of music using an observation checklist (Appendix 1). The researcher observed the status of teaching and learning of Music at HPSN, with the aim of identifying an area of concern that needed improvement. The observation checklist proved that music education produce incompetent and uncreative finalists in the field of Performing Arts at HPSN. This exercise was aimed at collecting data that would enable the stakeholders identify the area of concern that needed an improvement. To proceed with situation analysis, a Focus Group Discussion (FGD) was put in place using a work process analysis tool (Appendix 3) to collect data through a work process of analyzing the tasks and competences required for preparing learners who are talented in music at the end of their primary education. Stakeholders explored the process learners undergo and the challenges they face from the time of admission into the school, during orientation, through the teaching and learning process, assessment and final evaluation. A number of challenges faced by learners during teaching and learning process were identified and grouped according to short term, medium term and long term categories. Under short term challenges, the

following were analyzed; inadequate instructional materials, inactive teaching and learning methods, negative attitude of stakeholders, poor time management, inadequate music instruments and unfavorable learning environment. Under medium term challenges, few teachers of music, poor storage of instructional materials, and lack of refresher courses. Curriculum gap, school controversies and music is de-campaigned from the media are categorized under long-term challenges.

Table 1: Summary of the grouped challenges identified by stakeholders the participants in the critical phase of the FW

Short Term	Medium Term	Long Term
• Inadequate instructional materials • inactive teaching and learning methods • Negative attitude of stakeholders • Poor time management • Inadequate music instruments • unfavorable learning environment	• Few teachers of music • Poor storage of instructional materials • Lack of refresher courses	• Curriculum gap (music is not examinable) • School controversies • Music is de-campaigned from the media

Primary Source: FW –In the school Library at HPSN (26th, October, 2018)

Stakeholders consistently ranked inactive teaching and learning methods as the biggest concern. Therefore, inactive teaching and learning methods was identified as a gap and was subjected to the future workshop for further critique.

1.3.1 Future workshop

A Future Workshop (FW) according to Jungk and Müller (1987) is a tool with five phases used for problem identification in a given setting. It is used to develop the goals and objectives for the action plans whereby the area of concern is further subjected for a more in-

depth inquiry and for determining an appropriate intervention for improvement. The Future Workshop carried in this study was planned and conducted on the 26th Oct 2018 from 10:00 am to 2:00 pm in the school library at Hillside Primary School-Naalya (HPSN). The future workshop was organized to develop new ideas and solutions in a collaborative effort towards addressing a positive change in the teaching and learning. Stakeholders participated in four phases of FW, that is; preparation phase, critical phase, fantasy/utopia phase and reality phase; and these were critically followed in their logical sequence.

1.3.2 Preparation phase

During this phase, the researcher together with the stakeholders prepared the venue, the materials and tools to be used in the workshop. For the smooth running of the discussions, all this was set in advance before the meeting began. This phase also included informing or inviting participants on what they were expected to do, making of the rules of the discussion and informing participants about the theme for discussion. According to Skoglund-Öhman (Kwizera, 2018), the workshop theme must be challenging and distinct. This first phase contained practical tasks such as providing information to participants on the FW and how it was to be conducted, time allocated for various phases and facilitator's role.

1.3.3 The Critical Phase

In this phase, which is mostly referred to as the beginning or opening of the workshop, challenges or problems in relation to the workshop theme (Kwizera, 2018), were highlighted by participants. The researcher introduced a prompting question to the participants which brought about the situation : *“Why does music education produce incompetent and uncreative artistes in the world of work?”*. *Why are learners at HPSN experiencing challenges in acquiring practical skills in their learning?* The participants came up with various responses to this question, which resulted into a collection of points for the critique. The points collected for critique were grouped as shown above in (Table 1) .The related statements were grouped and condensed into single statements which were then prioritised.



Figure 1 & 2: Stakeholders engaged in highlighting the challenges affecting practical skills' acquisition in music teaching and learning at HPSN.

Primary Source: FW –In the school Library at HPSN (26th, October, 2018)

The discussion here and throughout the workshop was democratic, concrete and objective as participants drew from their experiences about the subject matter under study. Through brainstorming as a tool for generation of ideas, data was collected by structuring and grouping of ideas into main sub-themes. Participants' generated ideas store while observing the rule of thumb as the guiding principles – first idea generation, no criticism, and respect for every ones idea was considered, short responses and combination of ideas were permitted. The identified gaps or challenges were arranged starting from the most serious ones up to the least ones. Coding was done to show major challenges that can be easily solved without resources and they were classified into 1 (short term), 2 (medium term) and 3 (long term). Therefore, this action research focused on category 1 (short term). This was because, this category required short time and required no or minimum resources. The major challenges under short term were fantasied in order to generate solutions.

1.3.4 The Fantasy phase

In fantasy phase, the participants tried to imagine and draw out an exaggerated picture of the future possibility of the challenges identified in the critique phase. The ideas were gathered and put to an “ideal store” regardless of their practicability. This was the stage where the

participants fantasized that the negative ideas identified during the discussions and more specifically those chosen in the short term were turned to be positives in which every situation was assumed to be possible and resources were available to settle every challenge experienced during the teaching learning process. The clustered short term challenges were examined as follows:

- i. There should be enough teaching materials availed for teaching and learning processes.
- ii. Methods of teaching should be able to equip learners with relevant skills.
- iii. All the stakeholders should change their mind set towards the teaching subject
- iv. Teachers and learners should observe time according to the timetable.
- v. There should be enough music instruments and other equipment such as a conducive music room availed for teaching and learning processes.

In regards to the fantasy phase, the assumption was not realistic since the resources were scarce and all stakeholders had to prioritize the most pressing challenges that could be managed within their means. Accordingly, it prompted the participants to move to the reality phase which is an ideal situation so as to get the most pressing challenge the learners' experience in practical skill acquisition during teaching and learning of music.



Figure 3 & 4: Participants fantasizing the negative ideas turning them to be positives

Primary Source: FW –In the school Library at HPSN (26th, October, 2018)

1.3.5 Reality phase/ Utopia phase

Based on the above findings, all ideas were classified using pairwise matrix and the research participants agreed to rank the best ranked challenge credited. At this stage the participants used a pairwise matrix ranking tool and guided by the researcher on how to come up with the most pressing challenge out of the identified short term challenges Figure 3. Participants ranked inactive or passive methods in teaching and learning as the most pressing challenge and it needed to be addressed promptly by the stakeholders at HPSN.

The ranked challenge signified a gap within teaching and learning, showing how methods used in teaching and learning music are inactive such methods are: lecture method, take home assignments (homework), copying notes among others are employed in teaching music at HPSN. These challenges were ranked depending on what was most pressing and attainable in short term as shown in the table below:

Table 2: The negative and positive ideas in the utopia phase

Negative	Positive
i. Inadequate instructional materials	i. There should be enough teaching materials availed for teaching and learning processes.
ii. Inactive teaching and learning methods	ii. Methods of teaching should be able to equip learners with relevant skills.
iii. Negative attitude of stakeholders	iii. All the stakeholders should change their mind set towards the teaching subject
iv. Poor time management	iv. Teachers and learners should observe time according to the timetable.
v. Inadequate music instruments and other equipment	v. There should be enough music instruments and other equipment such as a conducive music room availed for teaching and learning processes.
vi. Unfavorable learning environment	vii. Stake holders should improvise to avail learners with conducive environment

Primary Source: FW –In the school Library at HPSN (2nd, November, 2018)

The positive ideas were discussed and the stakeholders decided to take a vote so as to rule out the most distressing concern using the pairwise matrix.

The image shows a handwritten pairwise matrix on a piece of paper. The title is 'PAIRWISE MATRIX' with a circled '3' in the top right corner. The matrix compares six items (A, B, C, D, E, F) in a 6x6 grid. The diagonal cells are shaded with blue diagonal lines. The cells above the diagonal contain the result of the comparison (e.g., 'B', 'C', 'D', 'A', 'A' for row A). The cells below the diagonal contain the number of votes for each item (e.g., '02', '03', '05', '01', '01' for row A).

ITEM	A	B	C	D	E	F
A		B	C	D	A	A
B			C	B	B	F
C				C	C	C
D					D	D
E						E
F						
A	02	02	05	01	01	
B	03	03	05	01	01	

Figure: 5 Pairwise Matrix

KEY

- A. Adequate instructional materials
- B. Positive attitude of stakeholders
- C. Active methods of teaching and learning**
- D. Good time management
- E. Adequate music instruments and other equipment
- F. Favorable learning environment

The participants ranked the challenges and inactive or passive methods of teaching and learning (C) scored the highest tally with 5 votes. This was ranked as the most pressing challenge responsible for inadequate practical experiences in teaching and learning of music at HPSN, which results into production of incompetent and uncreative performing artistes at the end of the learners' primary level of education. Therefore, the researcher and other stakeholders agreed on the Research Topic as: **Project Based Learning as an innovative method of music instruction at Hillside Primary School Naalya- Wakiso district.** The

participants agreed to draw up an implementation action work plan scheduling the activities to be carried out by all the stakeholders.

1.3.6 Implementation phase

The final phase in the FW was the implementation phase. Sometimes it is referred to as the action phase. This emphasized drawing a plan to follow in the implementation of activities agreed upon in the reality phase. During the workshop, a work plan was designed highlighting the activities, processes, responsible person(s), timeframe, and indicators that the activity was accomplished (See Appendix 4) for the work plan. In the implementation stage, participants acted with respect to the designed work plan. This was supported by psychologists like Walton who stated that, feeling that you are part of the team can encourage one to take on tasks (Carr and Walton, 2014). In this study, the roles of participants were clearly agreed upon and a researcher's role was to follow up the action implementation by responsible stakeholders and track what was being implemented and what was not working well.

1.4 Statement of the problem

Teaching and learning of music dance and drama requires a learner-centered approach, where active teaching and learning are employed. This helps in attraction of participation of learners in music teaching-learning process leading to the production of competent and creative performing artistes in the world of work. According to music teachers and from the researcher's observation, there is an alarming decrease in the active participation of learners and teachers during the music teaching-learning process, leading to the production of incompetent and uncreative performing artistes in the world of work. This can be also witnessed from the many meaningless performances that are all about fame and not the beauty of art (UG-Connect E-Concert, 2021). Currently, a teacher-based theoretical approach, is employed at HPSN and although there is reasonable allocation of study for the practical subject, there is very little interest in music performance exhibited by the learners, parents, teachers and other stake holders.

This therefore, calls for strategies that might stimulate the real life experiences that learners would experience once in the field of work. Activities like Real Life Projects and improved Assessment of Real Life Projects or Project Based Learning method of teaching could produce the desired difference. If this problem is not solved, the schools will continuously produce incompetent performing artistes. It is on this note that this research study seeks to

explore the potential significance of using Project Based Learning as a motivational and innovative strategy in teaching and learning of music at HPSN.

1.5 Purpose of the study

The purpose of the study was to explore and implement Project Based Learning method as an innovative strategy for improving the teaching and learning of music at Hillside Primary school-Naalya-Wakiso District.

1.6 Objectives of the Study

- i. To explore PBL as an Active Teaching Learning (ATL) method for improving music teaching and learning at Hillside school- Naalya
- ii. To implement PBL as an innovative method of teaching and learning of music at Hillside school- Naalya
- iii. To evaluate the impact of PBL method in teaching and learning of music at Hillside School- Naalya.

1.7 Research Questions

1. How can PBL as an Active Teaching Learning (ATL) method be used to improve practical teaching and learning of music at Hillside school- Naalya?
2. How can PBL as an innovative method be implemented in teaching and learning of music at Hillside school- Naalya?
3. What is the impact of using PBL method in teaching and learning of music at Hillside school- Naalya?

1.8 Justification of the Study

The Music industry and Uganda at large expect institutions to have trained and produced talented musicians for the world of work. Elliot as quoted in (Hine, 2013). asserts that the purpose of educational action research conducted by teachers is to develop knowledge for future reference, which is of importance to the individual teacher, participants in the project, and for the teaching profession. Learners in the 21st century need to be actively involved in the teaching-learning process. This means that the teacher should employ ATL methods such as Project Based Learning that make learners active participants in the learning process. On the contrary, teachers have not been creative in inventing better skills' acquisition methods for learners. This is due to the limited exposure to the innovative instructional methods during the hands-on- teaching and learning process in music. The identified challenge (inactive or passive methods of teaching) stimulated the researcher to engage the stakeholders

in the process of finding gaps in teaching and learning music and laying strategies for improving the existing situation.

1.9 Significance of the Study

The purpose of educational action research conducted by teachers is to develop knowledge of importance to the teacher him/herself, participants in the project or learners, and for the teaching profession (Hine, 2013). This action research was useful in the following ways: It significantly improved the researcher's competences in conducting research and facilitating the in-depth understanding of the process of teaching and learning of music at Hillside Primary School- Naalya. It further improved on the assessment and evaluation processes in music pedagogy at Hillside Primary school. Learners at HPSN benefited from the increased involvement in the discipline and improved learning outcomes through active learning. The study helped music teachers improve their practice and they were able to reflect on and evaluate their methods of instruction in their respective practices like songs, instrumental compositions among others. Knowledge and skills in these practices were incorporated in advertising music products. An interactive and democratic discussion between participants, greatly improved on the effective learning and performance of music education hence improving the general education at Hillside school Naalya and the country. The study also contributed to the knowledge in music practice and performance both nationally and internationally.

1.10 Scope of the study

The scope of this study explored the geographical location, content scope and the time frame for the study.

1.10.1 Geographical scope

The study was conducted at Hillside Primary School –Naalya (HPSN). HPSN is located at Naalya hill, along Naalya road, aside of Northern bypass, in Kira municipality, Wakiso District of Uganda. The area of the study was chosen because it is one of the few primary schools that teach music as a curricular subject in Uganda. The place is also the researcher's work place.

1.10.2 Content scope

The research is specifically addressing inactive or passive methods of teaching as the most pressing challenge responsible for inadequate practical experiences in learning of music at

HPSN, which results in production of incompetent and uncreative performing artistes at the end of learners' primary level of education. Through PBL method of instruction, this challenge will be addressed basing on three objectives that inform this study. Naalya is located in Wakiso district of Uganda. The place is generally urban, and most people engage in trading, fishing and farming as economic activities.

1.10.3 Time Scope

This research was conducted from January 2018 and has been completed in June, 2022

At Hillside primary school Naalya.

1.11 Definition of Key terms

Music:

These sounds that are temporally organized by a person for the purpose of enriching or intensifying experience through active engagement (listening, singing, dancing and performing) with the sounds regarded primarily, or insignificant measure as sounds.

Teaching:

This refers to a deliberate course of action that involves planning, implementation, assessment and evaluation of instructional activities and experiences to ensure learning outcomes.

Learning:

This is the actual acquisition of knowledge and skills through personal interaction with the environment so as to construct meaning out of it.

Project Based Learning method:

This is a teaching method which allows learners gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex task, problem or challenge in real life situation. PBL may be called Inquiry-Based- Learning or learning by doing. It can also mean Problem Based Learning

Action Research

A scientific study where societal members who actively participate in the study, together with the researcher, critically analyze the problem under study in order to establish and, give a concrete solution that is sustainable.

Pedagogy

This is a sustained process whereby somebody acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody's or something deemed to be an appropriate provider or evaluator.

Vocational pedagogy is a field of knowledge oriented towards trades, occupation and profession.

Future workshop

This is a method suitable to support oppressed groups that are struggling for a better living and a better Society. Future workshop also seeks to support group creativity and to create group collaboration (concerted effort) for individuals that are in the same oppressed situation.

Projects

Projects are complex tasks, based on challenging questions or problems that involve learners in design, problem-solving, decision making, or investigative activities.

Music teacher

A music teacher is a person who contributes towards the freedom, transmission and development of music education in formal, informal and non-formal circumstances.

Child- centered approach

This is a teaching approach where learning is centered to the child's interests. In a child-centered classroom, it is important to consider the learning style and particular interests of the child.

Musician

This is a person whose skills fall in the following categories: artist, instrumentalist, interpreter, entertainer, music maker, performer and player.

Primary schools' education

It is an education that consists of the foundational years of formal which occur during childhood. It is the part of school that caters for pupils aged between 5 to 11 years.

Competence

Ability to perform to the required standard.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter provides the theoretical models, perspectives, and related literature on improving practical teaching and learning in music subject through the use of Project Based Learning (PBL) as an Active Teaching and Learning (ATL) method. For this study, the researcher explored the theories of learning and reinforced a particular theory while relating the scholarly data that reflected on improving practical teaching and learning of music through the use of Project Based Learning method. The study further focused on the relevance of music teaching and learning in skilling young children as they grow to join the world of work. Employers need capable and creative people who are trained from their childhood and they learn how to solve problems in order to perform successfully (Wrenn, 2009).

2.1 Theoretical framework

The theoretical framework that informs this study hinges on David Kolb's Experiential Learning Theory (ELT). Learning theories are those theoretical frameworks which define the learners' ability to engage, process, and retain knowledge in the process of teaching and learning. It is reflected that foundational theories that drive teaching, including ideas about how students learn, what they should learn, and how teachers can enable student learning (Wilson, 2006)

Experiential learning is a particular form of learning from life experiences; often contrasted with lecture and classroom learning (Chery, 2020). Experiential learning theory can also be defined as the learning in which the learner is directly in touch with the realities being studied (Alice, 2017). Experiential learning therefore is provided for in Vocational Education and Training programs which are hands-on based trainings. Much of the learning is acquired through interactions with materials and tools while reflecting on the theoretical knowledge. In support of this, Kolb's model can be used as a description of the learning process in general, but his emphasis on reflection places it firmly in the experience-based learning camp (Healy, 2000).

Experiential learning theory bases on constructivist school of thought. Constructivists both cognitive and social, hold that knowledge processing as a result of mind and interaction with the subject matter. Cognitive constructivists look at what goes on in the mind of a learner thereby suggesting that learning depends on the level of cognitive ability to process ideas.

Social constructivists on the other hand emphasize that learning occurs through social interaction (McLeod, 2020). Experiential learning theory emphasizes the learning through experience and reflection. This makes experiential learning a vital theory to this study as it builds on a cyclic process which also translates into an action research process.

Figure 4 showing the cyclic nature of action research

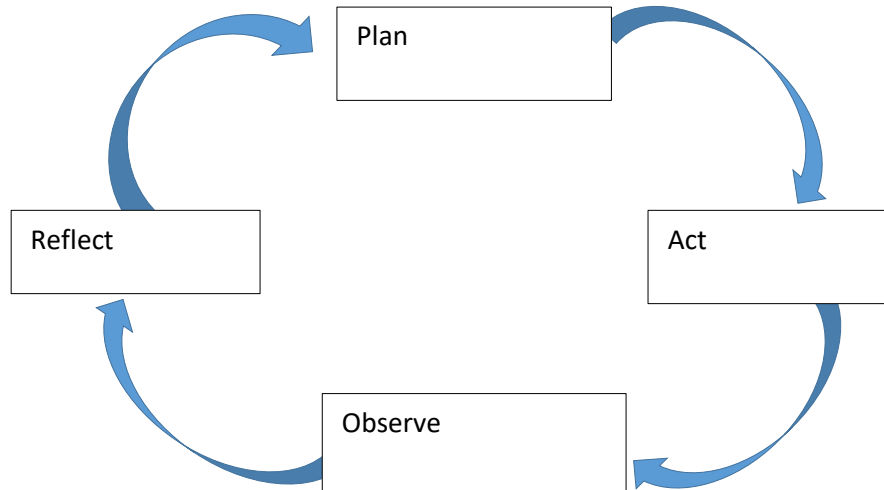


Figure 6: Showing action research cycle

Kolb's experiential learning theory explores four stages of learning; active experimentation, concrete experience, reflective observation and abstract conceptualization (Kolb, 2015). In the researcher's view, learning requires a systematic process that involves relating and constructing meaning out of situations. This makes experiential learning a vital theory to this study as it builds on a cyclic process which also translates into an action research process.

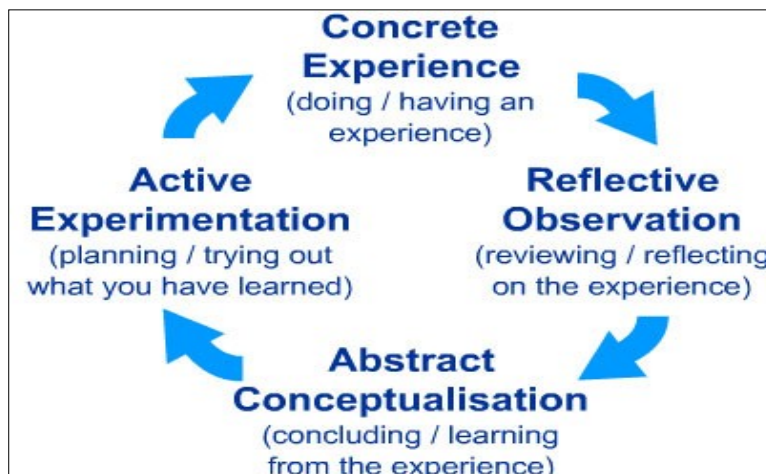


Figure 7: Showing Kolb's learning theory

Adopted from (McLeod, 2013)+

Figure 4 shows the cyclic nature of action research whereas Figure 5 shows Kolb's experiential learning theory indicating the four stages of learning. A learner can be engaged in any of the mentioned stages but the successive stages must follow systematically. Like experiential learning, action research follows a similar approach to learning. Both of them employ a common process which involves planning, implementing, reflecting, evaluating, and new experience or planning for new challenges and the cycle continues through learning. The theory above, facilitated the process of action research employed in this study. This research study focused on participatory learning that helped the learners to practically grasp what was discussed, understood, practiced and applied by the learners and not just what was delivered by the teacher.

According to UNICEF ESARO (Leach, 2015) the teaching methodologies which are participatory in nature do not differ from the methods normally used in classroom teaching. Through Participatory Action Research (PAR), the researcher focuses on the approaches or methods that are designed and implemented according to the needs of a learner (centered to the child). In this child centered approach, the learner takes the lead and the teacher serves as a guide to facilitate the growth of the learner's ambitions.

Both Kolb's (1984) learning stages and Action research cycle were reflected upon by the teachers to critically explore the learning provision typically available to learners, and to develop more appropriate learning opportunities. Individuals were helped to learn more effectively by the identification of their lesser preferred learning styles and the strengthening of the same learning styles through the application of the experiential learning cycle. Ideally, activities and materials should be developed in ways that draw on abilities from each stage of the experiential learning cycle and take the students through the whole process in sequence.

2.2 Use of PBL (Project Based Learning) as an ATL method

Under this section, the researcher focused on the first two objectives: Exploring PBL as an ATL method used in improving music teaching and learning at Hillside school- Naalya, and Implementing PBL as an innovative method to improve teaching and learning of music at Hillside school- Naalya.

2.2.1 Definition of PBL

Project Based Learning is defined as a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Markham, 2003). Project Based Learning works well with projects. The acronym of PBL sometimes used to mean problem based learning. However, in this thesis the researcher has chosen to use PBL as Project Based Learning. Projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities (Thomas, 2000). In the project-based approach, complex, real-world problems are used to motivate students to identify and research the concepts and principles they need to know to work through those problems (Hmelo-Silver, 2004).

Furthermore, when the problem is presented to the students, it is made clear that they need to gain new knowledge before they can solve the problem (Okumus, 2013). PBL allows learners to learn by constructing their own understandings in collaboration with peers (Boubouka, 2010). In the researcher's view, the difficult tasks given to learners help them to think. This can be a very good chance for learners to create knowledge in their small groups where such tasks are done. Besides, problems are the driving force behind students' learning in PBL and are used to engage learners actively in their own learning (Dolmas, 2005). During the researcher's teaching, she observed that whenever learners are faced with a problem, they are more catalyzed to think for a solution. As such, the learning process takes place when learners work on solving the problem in PBL (Erhan, 2017). In the projects, the researcher worked with the learners to handle real life problems which triggered their thinking towards appropriate solutions.

2.2.2 Characteristics of Project Based Learning

According to Thomas (Beier, 2019) there are five characteristics of projects that qualify to be used in PBL. These are: *PBL projects are central, not peripheral to the curriculum, PBL projects are focused on questions or problems that "drive" learners to encounter (and struggle with) the central concepts and principles of a discipline, Projects are learner-driven to some significant degree, Projects are realistic, not school-like.*

PBL projects are central, not peripheral to the curriculum. In PBL, the project is the central teaching strategy; learners encounter and learn the central concepts of the discipline via the

project. The researcher's view is that learners may achieve more than just the central concepts of the discipline. Skills such as communication, crisis management, decision making among others, may not be indicated on the curriculum and this implies that PBL may help the teacher and learner achieve much more than what the curriculum requires.

PBL projects are focused on questions or problems that "drive" learners to encounter (and struggle with) the central concepts and principles of a discipline. He has also indicated that a good project should be able to combine two or more subjects or topics. Projects should therefore be multidisciplinary so that the learner is able to integrate knowledge from different fields while handling one task or problem. This can help the learner to realize the importance of other subjects. Projects involve learners in a productive investigation. An investigation is a goal directed process that involves inquiry, knowledge building, and resolution. The project should stimulate the learner to be able to construct knowledge through their various group discussions. It is also important that projects should give learners some degree of difficulty.

Projects are learner-driven to some significant degree. The learners should be left ample time to consult their group members in order to discover more knowledge and negotiate their sides of view. The learner should be able to discover himself and his peers in the process of their inquiry and this must be with less teacher interference. The researcher thinks that the teacher should play his role as a facilitator and not as an authority of knowledge.

Projects are realistic, not school-like. The learners should feel the originality of the project. Projects represent characteristics that give them a feeling of authenticity to learners. The project should reflect the real world where the learner is aware of. The project should not be like the usual classes at school but rather a reflection of issues in society (Harmer, 2014). (Knight, 2004) and (Harmer, 2014) recommend that the teacher can encourage learning by giving learners new tools with which to work, creating new rules or codes, and making it easier for people to share problems, brainstorm answers and talk. (Hmelo-Silver, 2004) also noted that the teacher helps to guide the learning process through open-ended questioning designed to get learners to make their thinking visible and to keep all the learners involved in the group process.

(Goh, 2016) outlined the characteristic features of PBL as; an introduction to "set the stage" or anchor the activity; a task, guiding question or driving question; a process or investigation that results in the creation of one or more sharable artifacts; resources, such as subject-matter experts, textbooks; scaffolding, such as teacher meetings to help learners assess their

progress, the teacher needs to clear doubts of the learners during the project; collaborations, including teams, peer reviews and external content specialists; opportunities for reflection and transfer, such as classroom debriefing sessions, journal entries. Learners reflect on their activities and document the knowledge gained.

In the researcher's understanding, Grant has identified the most significant issues that constitute PBL. In his view, the planning stage and the task can be merged to comprise one stage. So that the problem is generated at the planning stage, ready to be solved by the learners. He shows the need for resources to be availed and the teacher's role of supporting learning. These would facilitate the investigation process of the learners. Therefore, in the researcher's view, resources such as a xylophone should be availed well in time. In our case at HPSN, our resources that we used in teaching MDD were music instruments and other equipment, costumes and props.

2.2.3 Why use Project Based Learning

Projects can build bridges between what is learnt in the classroom and real-life experiences (Blumenfeld, 2011). They further explain that questions and answers that arise in their daily enterprise are given value and are shown to be open to systematic inquiry. The researcher agrees with this statement because the gap between the classroom and real life can seem to be massive during traditional teaching yet in PBL, learners go into the music room, music studio to experience the real world and later during the performance, the public comments about their work. Such interaction can be a source of inspiration and contributes to greater creativity.

In music performance, authenticity of the performed work is very significant. (Beier, 2019) commented that the first reason is that authenticity matters. The importance of authentic learning is emphasized by a number of educational researchers who advocate for authentic learning as an effective way to increase learner engagement and achievement. "Authentic" refers to learners being able to connect what happens in school to their experiences outside of school. When tasks are authentic to learners, they are more than just the means to earn a grade. According to Beier (Beier, 2019), there should be originality in the problem being handled by the learners. There should be realism so that learners can link the school project to the daily activities they experience in society. Okumus and Woltjer (Woltjer, 2006) mentioned that learners may find PBL interesting and stimulating because they will be working on real business problems and scenarios. He adds that this method can help learners

use their previous knowledge as well as to gain new knowledge in new areas and, finally, to put this knowledge into practice. In the researcher's view, the learners constructed new knowledge and are able to integrate various concepts from the other subjects as they work on one project. (Skoglind-Ohman, 2015) asserts that project-based learning lays the foundation for communities of reflective practitioners.

According to the researcher, learners do a lot of reflections either knowingly or unknowingly. This acts as a starting point for a reflective musician. Therefore, creativity and innovation that is involved in PBL, cannot take place without reflections. Dominant teachers in the group hinder the learning process (Dolman's, 2005). Therefore it is a good idea to encourage our learners to take personal reflections serious so that there is continued improvement in their practice on a daily basis. (Zhang, 2009) noted that projects may serve as the ideal setting for developing inquiry skills that enable us better understand our assumptions and the consequences of our actions. This brings in the aspect of responsibility during PBL activities. Each learner is responsible for the other. This sometimes encourages learners to come up with group leaders so that they can help to command others. Therefore, a certain sense of responsibility is attached to the duties that learners execute during PBL. As well, learners comprehend better and own their learning as they grow into independent creative thinkers.

Summary of chapter two

In this chapter, the researcher describes the theories that inform her research. Outstanding among them is the experiential learning theory related to Project Based Learning; where the learning in which the learner is directly in touch with the realities being studied. Much of the learning is acquired through interactions with materials and tools while reflecting on the theoretical knowledge. Learners are given time to generate their own knowledge in groups and the theory of a reflective practitioner, which encourages all professionals to continuously reflect on their professional practice every day, is realized and effecting change for sustainable growth and development.

CHAPTER THREE: METHODOLOGY

3.0 Overview

This chapter describes the methodology that was used by the researcher in the course of conducting research. It highlights the research design, study population, sampling method, data collection methods, tools and instruments used in the action research study. It also comprises validation tools, data analysis, data processing (coding, editing and tabulation), and ethical considerations of the study.

3.1 Research design and approach

The study employed Participatory Action Research (PAR) design and a qualitative research approach.

3.1.1 Participatory Action Research design (PAR).

Participatory Action Research (PAR) is a type of research design that emphasizes a community based investigation, where members of the community with the researcher come together in all steps of the research to; determine social concerns in their community, develop a research method used to solve the challenge(s), analyze data and evaluate the results.

In this whole process, both researcher and research participants become co-researchers. The co-researchers come together to have a dialogue aimed at finding a solution to an apparent challenge. PAR combines two different approaches: participatory research and action research (Kindon, 2007). Participatory research reassures equal involvement from researchers and participants in the research process. Each participant in the research is physically involved in the whole process. PAR is democratic because all decisions made are based on the decisions of the majority participants in the whole process. The approach helps in creating harmony and coherence hence resulting into social change within communities, School community for our case.

- | |
|---|
| 1. Reflect ----- 2. Raise the question-----3. Plan and seek answers.
4. Engage in field work-----5. Reflect and analyze-----6. Think of new actions.
7. Act and implement |
|---|

Table 3: Showing the steps for participatory action research

Using PAR in this study is appropriate because the method is collaborative, participatory and democratic (Kendon, 2007). It is collaborative because participants depend on each other to draw from experiences. It is participatory because each participant in the research is physically involved in the whole process and it is democratic because all decisions made are based on the decisions of the majority participants in the whole process. This helps in creating harmony and coherence hence resulting into social change. When participants and researchers are equal partners, the research focus and results can be more relevant to specific community.

3.1.2 Qualitative approach

This research followed a qualitative approach where observation, informal interviews, focus group discussions and document analysis were employed to generate information. The focus group discussion and interviews were used because according to Margaret, Harrell and (Barabasch, 2009), Focus group discussion and interviews are also the best methods to solve the seemingly conflicting information, because the researcher has the direct opportunity to ask about the apparent conflict (Hallell, 2009). These methods enabled the researcher and the stakeholders to evaluate the information that was obtained for the success of our research.

3.2 Study population

Hillside Primary school-Naalya is one of the most populated primary schools in Uganda with a population of more than 5000 learners. The school has both Nursery and primary sections. Each class has 10 streams with class enrollment of about 50-65 learners. The researcher and the stake holders sampled Primary six Orange from this population area. The study involved 65 participants and out of 65 people, 05 were MDD teachers, 51 learners of P6 Orange (one of Primary six streams), 01 Head of Co-curricular Department, and 01 Principal, 01 Head teacher, 01 Deputy Head teacher and other 05 members of the teaching staff. The views from all participants were subjected to a critical analysis in the whole process of research.

3.2.1 Sampling method

In selecting participants, sampling was used to find volunteers from the teaching staff and learners. Fifty-one learners were selected from one of the ten streams of Primary Six class. The researcher worked together with the 04 music teachers and other 5 teachers who were randomly selected from those who voluntarily accepted to participate. Administrators were the Principal, the Head teacher, the Deputy Head teacher and head of co-curricular department.

3.2.2 Sampling technique

Every member was considered important in this study, therefore all members had equal opportunities to participate, as such, and random sampling technique was preferred.

3.2.3 Sample size

CATEGORY OF GROUPS	NUMBER
Teachers	10
Learners	51
Administrators	04
TOTAL	65

Table 3: *Showing the sample size and composition*

Source: *Primary data*

3.3 Data collection sources

The study used primary and secondary data sources to obtain reliable information that earned credibility. Primary source involved data that was obtained from participants' responses. Secondary source included the information collected from the already processed data such as textbooks, newspapers (press) internet, handbooks, reports, journals, and periodicals.

3.4 Data collection methods

This study employed a number of methods to critically generate data. These methods sought to explore situations in depth in order to understand complex social conditions. The methods were focused and used as explained below:

3.4.1 Observation

The researcher used observation to critically observe and look into the number of issues that are affecting the school in relation to teaching-learning process of music. Observations enabled the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study. According to (MacDonald, 2012), Marshal & Rossman defined observation as the systematic description of events, behaviors, and artifacts in the social setting chosen for study (as cited in Kawulich, 2005)

3.4.2 Focus Group Discussion (FGD).

Focus Group Discussion (FGD) is one way of gathering a group of people with common background or experience to discuss a common idea or ideas. Focus group is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures (O-Nyumba, Wilson, Derrick, & Mukherjee, 2018). FGD is a qualitative method of data collection where members of the group are encouraged to express views pertaining to issues being studied. It is usually facilitated by a moderator and sometimes assisted by someone who clerks the minutes. Focus group was convenient and affordable to both the respondents and the researcher in terms of time and money. A group of some relevant stakeholders (5 Music teachers and head of co-curricular) was selected to internalize challenges face music teaching and learning at HPSN. The use of passive methods was identified as one of challenges.

3.4.3 Documentary analysis

According to (Fischer, 2010), documentary analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material (as cited in Armstrong, 2006). Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to produce meaning, gain understanding, and develop empirical knowledge. Analysis of documents related to the study, was one way of obtaining relevant information to support findings and theories.

3.5 Data collection tools

A situation analysis was carried in the school, employing the following research tools; interview guide, focus group discussion; and later a future workshop was held with video recording camera and photography.

3.5.1 Interview guide

Under the interview method the researcher developed an interview guide as the tools that assisted in conducting suitable face to face interviews in a timely and orderly manner. The interviews were reserved for the key people in the school. These included; the Principal, Head teachers, Head of co-curricular department and teachers. Interviews were held on appointment with the same respondents with an aim of obtaining more information about the recognition of prior knowledge through teaching and learning of music. The interview guide was used because it is more efficient and reliable since the researcher would meet the participants personally and with this the researcher was able to get clear, defined as well as relevant and reliable information.

3.5.2 Future Workshop (FW)

Future Workshop is a method that aims to support participants in identifying common problems, develop visions and ideas, and make an action plan (Skoglund-Ohman, 2015). It is a great tool in research because in the researcher's opinion, it helps research participants in generating common problems and laying strategies for possible solutions. The researcher used the FW as a tool to generate information from research participants. Initially, and in line with Action research procedures, the researcher together with stakeholders conducted a Future workshop on 26th of October, 2018, and democratically prioritized inactive or passive methods used in teaching and learning of music at HPSN, as the area of concern on which this study is focused. The researcher further engaged in informal discussions and focus group discussions, with various stakeholders. This was aimed at determining the status of music teaching in the school. It is the future workshop method in relation to the concern that the researcher and the stakeholders advanced to establish how PBL can be presented to aid in the process of teaching music to the learners at Hillside Primary school-Naalya. The suggestions from the future workshop findings are that music educators and other stakeholders need to foster critical problem solving methodologies to improve teaching of music and the nominated method was Project Based Learning (PBL).

3.5.3 Video and photography

Video and audio recordings were used to help in cross-examining the data generated through discussions. Similarly, photographs of different activities were captured and recorded for purposes of evidence of participation in the action research process. The use of audio-visual data in qualitative research as written data could be difficult to justify the emotional aspects of human nature. “Visuals give the essence of reality” in this study, learners were recorded during their performance (Pawar, 2013).

3.6 Procedure of data collection

An introductory letter was obtained from MVP Administration and delivered to the Principal of Hillside Primary school-Naalya. A schedule for future workshop was developed and agreed upon by all stakeholders. The future workshop was conducted basing on the situation analysis as a starting point. As a follow up of the strategies that were agreed upon during the future workshop, meeting more schedules and appointments were agreed upon with relevant stakeholders for various dates. Focus group discussions and Interview guide were used to generate data from different stakeholders including learners, teachers and administrators who were assured of confidentiality.

3.7 Ethical considerations

Permission was granted by Kyambogo University Graduate School to conduct research. And this research was guided by technical supervisors from Kyambogo University and the administration of Hillside Primary School-Naalya. Democratic participation of all stakeholders without force was observed by the researcher. Parents of the children involved in research were informed and they gave permission for their children to participate. The researcher assured that the information got from participants is confidential since most participants were minors.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter, the researcher presented the findings got from participants in the field. The purpose of the study was to use Project Based Learning (PBL) as a method of Active Teaching and Learning (ATL) of music at Hillside Primary school Naalya (HPSN). The Key participants during data collection were; Primary six Orange learners (one of the 10 streams of Primary six class), administrators, music teachers and other five teachers of other subjects. The data collected was interpreted and described based on the researcher's reflection. Learners', teachers' and administrators' responses as well as observations carried out during the course of the research project. The problem for the study was; how can the researcher and other stakeholders improve music teaching and learning by using PBL as a teaching method at HPSN? The researcher chose to present the collected findings in themes. These themes were directly generated from the objectives including; exploring PBL as an ATL method for improving music teaching and learning at HPSN, to implement PBL as an innovative method in teaching and learning music at HPSN. The themes therefore are;

- i. Exploring PBL as an ATL method for improving music teaching and learning at HPSN.
- ii. Conducting lessons to implement PBL as an innovative method of teaching and learning of music at HPSN.
- iii. Evaluating the impact of PBL method in teaching and learning music at HPSN

4.1 Theme one; Exploring PBL as an ATL method for improving music teaching and learning at HPSN.

In this theme, the researcher presents and interprets data that she considered relevant to PBL as an innovative method of teaching and learning of music at HPSN. The following subthemes are presented in this theme: Discovering the teaching- learning methods and techniques used at HPSN, the teachers' and learners' role in PBL, and the challenges of PBL. The researcher employed focus group discussion, observation checklist that sought to find out the learners', teachers' and administrators' experiences regarding the theme at hand.

4.1.1 Sub theme one: Discovering the teaching- learning methods and techniques used at HPSN.

In a focus group discussion, the researcher asked music teachers to write down methods and techniques they use to teach music. Teachers identified discussion, demonstration, brainstorming, storytelling, question and answer and lecturing as methods of instruction. The researcher realized that teachers could not differentiate ATL methods from lecture methods. This encouraged the researcher to organize a training workshop for music teachers in order to sensitize them on PBL method and how it could be employed in the teaching of music as well as other subjects. Stakeholders noted that PBL method was unknown to them and because of the previous meetings held at school, music teachers sought to employ it during teaching and learning. Findings from individual interviews revealed that music teachers use most of lecture, group learning, demonstration, discussion methods because they are dependable and make teaching easy. A respondent from music teachers expressed that,

Lecture, discussion, and demonstration methods are easy to handle teaching-learning process. The teacher comes in class, talks about the particular topic in combination if another method; for instance demonstration which simplifies the teacher's lesson easily delivered and well managed.” (20th June, 2021).

Another respondent revealed that PBL method is not known to him as a teaching method. He mostly uses demonstration method as a practical method since he demonstrates to learners what he wants them to do. *“I make sure every learner is attentive and standing or sitting in a noticeable position where he or she can see clearly. Learners are given ample time to ask questions if they have not understood.” (20th June, 2021)*

The researcher observed that the reviewed MDD curricular, which stresses music teachers and learners' syllabus, should be revised. In a discussion with Head of Co-curricular department on the methods documented in the syllabus, he revealed that music is a practical subject that needs the teacher to employ the above mentioned methods for effective skill acquisition. He added that as a teacher who teaches practical subjects, makes conversations with learners and he discovers their thinking. However, with the PBL method, learning goes beyond lecturing, debating and learners attempting tasks given to them. For example, Learning in dancing skill using PBL method involves designing, planning, and conducting an extended project that produces a publicly exhibited output such as a performance or

presentation of a dance. It is related to inquiry based learning and problem based learning. The unique feature of Project Based learning is the publicly exhibited final product.

Finding from a focus group discussion with music learners, they also revealed that music teachers come to class and give a topic for example a Traditional dance, discuss a bit, demonstrate how to dance, and later give homework. This approach used by music teachers could be good because it involves learners in the learning process. However, in music lessons while using PBL method of instruction, learners use their past experiences and work with others in groups to create innovations which lead to competence acquisition. Competences such as creative thinking, appreciation, love and care assist learners at primary level to prepare for the world of work, more especially as job creators.

4.1.2 The teachers' and learners' roles in PBL

In exploring PBL method, the researcher with stakeholders found out that teachers are motivators who stimulate learners towards self-directed learning. The researcher, discovered that facilitation in this sense means less teacher's interference into the learners' learning activities. This is supported by one of the music teachers who also commented that; *"These learners prefer attempting the given tasks themselves from the beginning of the lesson"*. The researcher realized that a teacher should be careful not to intervene too much in the problem solving processes of the learners. The teacher's task is to keep the learning process going, to probe the learners' knowledge deeply, to ensure that all learners are involved in the process, to monitor educational progress of each learner in the group and to modulate the challenge of the problem. The role of the teacher is to scaffold (support) pupil learning, which implies that the teacher stimulates elaboration, integration of knowledge and interaction between learners by means of asking for questions, asking for clarifications and application of knowledge. In the researcher's understanding, scaffolding is a process that enables the child or novice to solve the problem, carry out a task, or achieve a goal which would be beyond his or her unassisted efforts. This implies that learners still need some assistance from the teachers as they work on their projects.

Dominant teachers in the group hinder the learning process, but the quiet or passive teacher who is probably trying not to teach also hinders the learning process (Dolman's, 2005). In the researcher's view, the teacher must find a middle ground, so that he or she does not hinder learning or try not to avoid teaching. In supplement, parents play a big role in a way that they are home coaches by guiding and reminding their children, support children's

desires/interests, skills and talents when learning new things in and out of school, organize children's time, demonstrate involvement at home by helping their children in the given tasks, discuss school events and how they went through their school life.

4.1.3 The challenges of Project Based Learning

Findings from a focus group discussion with music teachers revealed that PBL method plays a very significant role in preparing a learner into real life world of work, however, it has its challenges.

4.2 Theme two: Conducting MDD lessons using PBL to implement and improve practical music teaching and learning at Hillside Primary school- Naalya.

Under this theme, the researcher presents the following subthemes: Planning for the PBL lessons, the implementation of projects, the project work in the various learner groups, the second cycle of the project, observations made by participant colleagues about PBL implementation in teaching and learning music, and conclusion of theme two (data presentation)

Since this research study was about using PBL as an innovative method to improve practical teaching and learning of music, the researcher and her colleagues (music teachers) conducted some lessons basing on the projects such as creating and performing drama, dances and instrumental compositions so that participating learners would improve in their practice. In this regard, the researcher with the four music teachers and learners carried out three projects in MDD. These projects were important for the teachers to observe learning activities that engaged learners during the project processes.

4.2.1 Planning for the PBL lessons

Lessons were planned according to the two groups. The researcher together with four music teachers were able to carry out six practical lessons in music teaching. Each group was set to create and present three musical items; these include:

The researcher informed the academics office and the Principal about research activities in writing. This means that they were fully aware of all our project activities. The researcher consulted the learners about what projects they would find interesting to carry out. They had amazing ideas but we (learners and I) agreed on the project of three items for the three aspect of music Dance and Drama. The researcher led the learners' grouping exercise and came up with two groups. These groups were to work together on every project that was selected for

research study. This implied that the learners were to have enough time together and continue to learn from one another. The learners had rarely had those musical activities before

4.2.2 The implementation of projects

The learners made budgets, tracked the progress and later evaluated the projects by themselves. The learners made budget estimates of how much money they thought it would cost to have the project completed. These budgets were handed over to the researcher. She read through the budgets and later called the learners for a meeting to give them some challenging questions. After the meeting, all groups realized that they had to repeat the budgeting process. They also made some adjustments regarding music instruments, costumes and props. The researcher later made a general requisition to ask for money from the administration since they were already aware of the project.

The project was carried out from the school's music room with little equipment to music sound and stage setting. Therefore, the researcher encouraged learners to improvise where possible. The projects took place as scheduled on the school's time table, during the time for MDD lessons. But sometimes time would not allow, the projects would go into time meant for other subjects. To sort out that challenge, we sometimes worked at night when the scheduled activities of the day were all finished.

The teachers and the researcher set out the goals and objectives of the project with the learners (Kindon, 2007) These included: to have learners fully involved in the teaching learning process. Among other objectives agreed upon were; to make learners more responsible for their learning, to be more creative, to engage in critical thinking and discussions, to complete the project on time, to choose group leaders especially the group chairperson, secretary and treasurer, to learn collaboratively and cooperatively among others.

The researcher and participant colleagues had a meeting and decided that they would play the role of facilitators. The learners had to construct their own knowledge as teachers would ensure maximum learner involvement in the activities of teaching and learning. Therefore, working in their groups, learners helped each other through discussions, and came up with results. As teachers, we tried to offer our opinion whenever it was sought by the learners.

4.2.3 The project work in the learners' groups

The learners worked in their groups, helping each other through discussions, creative thinking, trial and error, self- directed learning among other methods. It will be remembered that their task was to perform the three musical pieces (Drama, instrumental composition and

traditional folk dance). Each group had to create/ compose (in case of Drama and instrumental), rehearse, costume the three items and perform them on the prepared exhibition day (Concert day). The pictures below show how the process of teaching and learning of different MDD items took place in the two groups of the learners.

Item 1: Instrumental composition

Learners were set to learn how to play music instruments and they were given the notes of a simple tune entitled “Swiii Kan’akanyonyi”. They used the same experience to create their own tunes. For instance group one managed to play a tune entitled “Bundurura”.



Figure 8: *Project work for group one: Learners rehearsing instrumental composition.*

Primary Source: *Music room at HPSN (26th, October, 2019)*



Figure 9: *Project work for group two: Learners rehearsing instrumental composition.*

Learners learning how to play music instruments in the music room at HPSN (26th, October, 2019)

Item 2: Traditional folk Dance

For this piece of music, learners were asked brainstorming questions whereby each individual was asked to tell a brief story about their tribe and the traditional dance they have.

Later on, each group was tasked to create any of the traditional dances in Uganda and perform it.



Figure 10: *Group one members preparing accompanying songs for their traditional dance.*

Primary source: 20th October, 2019.

In the school compound rehearsing a song to accompany their traditional dance.

Group Two: Learners in their dance costumes ready for their maiden dress rehearsal for their Kizino dance from Kigezi Uganda.



Figure 11: *Group Two Learners in their traditional dance costumes ready for dress rehearsals 25th October, 2019.*

In the above picture, learners were rehearsing their composed pieces of music, getting ready to perform them on the school assembly as organized by the researcher and other stakeholders. Therefore, they laboured to modify the items by adding all requirements into quality pieces of music as they could get ready to perform them to the audience (their fellow learners and teachers). They however, faced challenges of mastering the authentic motifs, authentic accompaniment like drumming, authentic costumes of the selected cultural dances. Playing and mastering the traditional music instruments was also a big challenge but with the researcher's guidance, they managed to present their music pieces.

Item 3: Drama.

In this musical item, learners worked hard in their respective groups and performed it on the scheduled school assembly. However, many challenges were revealed by both the researcher and her participant colleagues. Group one's drama composition was off theme whereas group two did not apply most of dramatic techniques. Production of raw or half-baked music pieces actually happens in the world of work in music industry.

4.2.4 Observations made by participant colleagues about PBL implementation in teaching and learning music.

The implementation of PBL involved learners, some members of teaching staff, administrators and the lead researcher. The four colleagues the researcher collaborated with (Music teachers) made the following observations about PBL projects and it was found very important because they helped learners to improve. The participants were all concerned about the nature of the projects done by the learners. They claimed that the problem was not complex enough to motivate the learners. In their view, the project was too simplistic. However, Participant E, was more concerned about the amount of time we had injected into the project and he noted;

"The project missed some teacher'. This affected the learners' motivation and the general organisation of the project wasn't so successful. Some of learners really needed the teachers' personal presence all the time, for such things as necessary music instruments, costumes and props that they continuously asked for."

As already noted, all the tasks done in the various projects were agreed between the teachers and the learners.

4.2.5 The second cycle of the project

Since the study was an action research, the process was cyclic. The purpose was to improve the teaching and learning of music from theory into practical. Improvement is brought about by a series of cycles, each incorporating lessons from previous cycles. Therefore, there was need to conduct a second cycle of the projects. This would help us to incorporate lessons from the first projects in order to measure the learners' improvement.

After conducting the first projects and realizing the various observations not only about learners but also about teachers; there was a need to organize a few other projects for some reasons. This was to see if the learners were getting used to the new method of teaching by using PBL. It was not easy because it was not in the original plan and budget submitted to the administrators. The original plan had to be changed meaning that there was no money

allocated for it yet we needed it so soon. We approached the Principal and he positively responded and told us to write a simple budget. The budget was fully facilitated. This time round, they worked in three groups and each of them worked on drama, folk singing project, traditional dance and instrumental composition. The researcher tried to put the problem at high order thinking and considered comments given by colleague participants who observed all activities in the earlier projects. They had noted that the tasks in the first projects were not complex enough.

The project was to take two weeks and the project plan was to make a model of what we expected the learners to do and produce (perform) on the concert day. This was not possible because groups were already limited by the available resources. However, the learners were able to make sketches of what their projects were to look like and they were assessed basing on that. The groups made the following different projects whereby each group did drama, folk song on theme, a traditional dance of their choice, and an instrumental composition.

In this second cycle, groups became so creative while doing activities through trial and error. These included; creating most of dramatic techniques, improvising the costumes, setting the stage. They therefore tried out all possible ways until they found the most appropriate. The researcher with her participant colleagues worked hard where they demonstrated their project work with an intention of exposing their learners to a bigger audience.

4.2.6 Conclusion of theme two data presentation

In theme two above, the researcher presented data which answers research question two; *‘How can PBL as an innovative method be implemented in teaching and learning of music at Hillside school- Naalya?’* The theme was started by planning and conducting project based lessons of Music Dance and Drama. The stages of how these projects were planned up to presentation have been explained. This information concerning improvement in teaching and learning process was generated from colleagues and learners during the project cycles that were conducted. The learners revealed improvement in all activities in their projects. This was enabled by the way the researcher responded to their learning problems in PBL, how she motivated them in PBL, less teacher interference, provision of learning materials and equipment. They also realized the way discipline cases are handled. Participant colleagues observed the following areas to be improved; the type of problems to be handled in PBL, the time put in PBL, how the teacher should scaffold learning, the teacher’s preparation before PBL lessons, classroom control and discipline.

4.3 Theme Three: Evaluating the impact of PBL (the projects) in teaching and learning of music and the way forward

The final stage of the project was evaluation and this was achieved by organizing an exhibition or performance in form of a concert for the rest of the school and the community to view and appreciate. The procedure we went through was: planning, performance, learning outcomes and evaluation of the projects.

4.3.1 Planning for the PBL final exhibition (Concert day)

The entire school was influenced by our project activities, whereby all upper section classes joined, trained a variety of creative arts that resulted into a grand concert. The performance had to be displayed outside in the parking ground for the rest of the school community and parents to watch, judge and make their various comments. Adjudicators were invited; it was a form of competitions. We had several roles to play because we needed costumes, more traditional music instruments, making invitations for people to come for our concert, among others. The researcher used the school WhatsApp platform to communicate to colleagues about the concert; however, we could not invite the administrators and other stakeholders such as parents via this media. The learners used their IT (Information Technology) skills to design out simple invitation cards for the administrators. (Lucas, 2014) emphasizes that self-assessment is more natural and favorable system in evaluating active learning. She recommends that 50% self-assessment, 30% assessment by colleagues, 20% assessment by the teacher. In line with this, the researcher had to ensure that this mode of assessment was tried. The learners, the participant colleagues and the lead researcher, evaluated the projects. B. Barron and Darling-Hammond (2008, p.4) also noted the following about assessment of learners in inquiry based learning.

‘There are many ways in which performance assessments contribute to learning. For example, rehearsals for all musical items provide multiple occasions for review and revision towards a polished performance. These opportunities help learners examine both how they learn and how to improve their performance. Learners are often expected to present their work to an audience such as assemblies to ensure that their mastery is authentic. This presentation is a gesture to learners that their work is valued and reign force the implication of their tasks in a real world context.’

Therefore, we found it important to organize a concert for the learners to show their work to a bigger audience. The researcher aimed at making learners to improve their learning by giving them an opportunity to interact with other community about issues of real life music performance. The audience included parents, teachers, administrators and learners from the

entire school of 5000 population. In line with the above quotation, participant colleagues and the researcher also wanted the learners to feel that their work was valued after all efforts they had put in. the learners had to explain to parents, staff members of HPSN how they managed to make the music presentations. This was real life learning because questions were raised by none technical people who came from the viewers.

4.3.2 The Final Performance (The Concert)

Learners in their respective groups performed their project items to a big audience on the concert day.



Figures 12 & 13 *Group one Performing Imbalu / Akadodi of Bamasaba people*

Primary source: *Performing on stage on concert day (7th December 2019).*



Figure 14: *Group Two Performing Ekitaguriro-Njogyera from Banyankole people*

Primary source: *Performing on stage on concert day (7th December 2019).*



Figure 15: *Group One Performing Ding Ding of Acholi people*

Primary source: *Performing on stage on concert day (7th December 2019).*



Figure 16: *Other participating group performing Bakisimba dance from Buganda.*

Primary source: *Performing on stage on concert day (7th December 2019).*



Figure 17: *Group one performing an instrumental composition piece.*

Primary source: *Performing on stage on concert day (7th December 2019).*

Due to the influence of PBL method, many other classes benefited and they ended up creating and performing on the concert day. Classes such as Primary Violet, Emerald, Jasmine and Blue are shown below:



Figure 18: *Primary Six Violet performing a folk song*

Primary source: *Performing on stage on concert day (7th December 2019).*



Figure 19 *Group one performing Drama on theme*

Primary source: *Performing on stage on concert day (7th December 2019).*



Figure 20: *Primary Six Emerald Performing folk songs*

Primary source: *On stage on concert day (7th December 2019)*



Figure 21: *Primary Six Jasmine performing a folk song*
Primary source: *On stage on concert day (7th December 2019).*



Figure 22: *Primary Six Blue performing a folk song*
Primary source: *On stage on concert day (7th December 2019).*

4.3.3 Learning outcomes from PBL

After the projects were delivered, information from learners' focus group discussions and interviews, from all the stakeholders reached the researcher's table.

4.3.3.1 Pupils learning outcomes from PBL (*Information from learner focus groups during implementation of PBL*)

The learners in their various focus groups commented about the learning outcomes they had achieved after their projects successfully carried out. The learners' suggestions were many but the researcher gave them most general views, including those that seemed to differ from the general thinking.

Most learners confirmed that they gained creative and innovative skills from the projects they engaged in. They also added that they enjoyed the critical thinking sessions within their groups and the various discussions they held. This was common in all groups. In one of the researcher's observations, a certain learner noted that;

'We have really tried our best to work on our dance footwork but it has remained unstable. I think we have done our best. Our greatest challenge remains how to perform this dance with confidence.' Learner No. 12 (7th December 2019). In the researcher's understanding, the above statement from learner No.12 illustrates how they engaged each other to see that they completed the task.

The quotation also demonstrates how the learners and his group members applied their creative and innovative skills to work on the footwork of the dance. This must have happened in the second cycle of the project in which learners worked again on the three items. However, another learner seemed to suggest that she had gained negotiation skills. When asked about the learning outcomes gained, she commented that: *In the first project, I was more silent about my opinion because I felt that others knew better than me. However, during the second project, I was in a better position to defend my point of view during group discussions.'* Learner No.16 (7th December 2019)

Another learner stated that she had gained leadership skills, and this is how she responded to the question of what learning outcomes she had gained from PBL:

Personally, I had never been a leader before in all my schooling years. I was so shocked that my group members appointed me to lead them. I first refused but they all insisted.

Surprisingly, I have gained listening skills, organization and coordination skills because I had put stuff for the group together.’ Learner No.14 (7th December 2019)

It is clear that learner No. 16 and 14 had similar learning outcomes. Negotiation is one of the modern leadership skills that most managers must possess. In addition to coordination and organization skills that learner 14 got the researcher can assert that she also became more confident after the project activities since she was doing it for the first time. Her group mates were able to identify her qualities and talent that she had discovered before. It may therefore not be surprising to argue that in PBL, there can be talent identification which traditional methods of teaching may not be able to discover. Duch et al. (2001, p.6) noted that learners who engage in PBL demonstrate flexible and effective communication skills. In the researcher’s opinion, leadership skills also include communication skills which also involve listening.

It may therefore not be surprising to argue that in PBL, there can be talent identification which traditional methods of teaching may not be able to discover. Duch et al. (2001, p. 6) noted that students who engage in PBL demonstrate versatile and effective communication skills. In the researcher’s opinion, leadership skills also include communication skills which also involve listening.

The researcher is also meant to believe that a good leader should be versatile, in which case they should be able to do a number of things without getting tired easily.

When learner No. 20 and No. 5 were asked to comment about the tasks they underwent during PBL activities, this is what they had to say:

‘The task was so challenging but interesting. I have learnt that the answers to most of our questions may not always lie with the teacher; we have been able to include locally available costumes in our project without the teacher telling us. We were driven by the need to solve the problems in the project and we feel more independent and good about ourselves.’ Learner No.20 (7th December 2019). In the researcher’s view, learners were able to create and present their own projects without the control of their teachers as stated by Freire, P. (1993) in *Pedagogy of the Oppressed*.

‘Personally, I recall the time I had to visit the banana plantation near our school looking for local costumes and props for our group’s items. After one hour, there was nothing yet. My

tempers were rising but I still had to talk persist until I got some. When I recall that I am a more patient person than before. 'Learner No.5 (7th December 2019).

Learner No. 20 was able to improvise costumes when the need arose while learner No.5 had to rush to the banana plantation. In both cases, I think that there was something learnt by both learners. The former gained more independence and took initiative while the latter also learnt that sometimes there is a reason to be patient in life. Personally, I believe that improvisation goes hand in hand with creativity. It therefore follows that it may be difficult for learners to improvise without being creative.

4.3.3.2 Information from other stakeholders' oral interviews.

PBL projects involved all the stakeholders especially on the last day of the concert. When participant B, was asked about the possible learning outcomes that learners could have gained from PBL activities, this is what he had to say;

'I have seen them work in groups as a team. I believe that they have shared each other's talents for advancement of their group tasks. They have also been able to interact with different people other than their usual teacher and I credit this collaboration,' Participant B (7th December 2019).

Participant B seems to suggest that learners gained skills of cooperative learning. He is emphasizing sharing of talents and sound to support the idea of teacher collaboration.

In researcher's opinion, learners collaborated more after witnessing the collaboration between their teachers and during the projects. Asked about the learning outcomes gained by the learners, participant B said that:

'The learners seem to be more confident and responsible than ever before, especially after the concert they held.' (7th December 2019). In the researcher's understanding, the learners displayed a mature sense of responsibility because they were left to manage their teaching and learning activities through PBL.

During the project sessions, the teachers (participant colleagues) noted the following observations about learning outcomes for learners in the PBL activities:

Most of the responses about learning outcomes seem to be the same. For example, all participating colleagues and the researcher observed that learners worked co-operatively and collaboratively. In the various groups where they were attached, they shared roles and also

tried to support each other. On several occasions, they held group discussions to agree on a position or take a decision. This was the general observation. However, the following observations seemed to suggest new ideas;

Participant C, had something to say about the learners learning outcomes;

‘Despite the fact that misunderstandings came up in the various groups, I liked the manner in which some groups overcome this by negotiating and listening to each other with little input from our side. And the world obviously needs these skills too.’ Participant C (7th December 2019).

This approved the fact that group misunderstandings happen and resolved. He was however amused by the manner in which some groups handled such misunderstandings. The learners employed negotiation and listening skills in most of the dynamics faced in the groups. Participant D, commented that:

‘If we embrace PBL in our daily teaching methods, am confident that our learners will have less tasks to undermine their sense of autonomy at work especially the execution of routine work tasks in music such as budgeting, rehearsing and performing.’ Participant D (7th December 2019).

Participant D, noted that the learners gained more self-support at work. Learners made their own compositions, guided themselves during practice, and made their group budgets and even had time to adjust their budgets basing on the researcher’s advice.

Participant E noted that:

‘It was clearly evident that the idea of presenting created music items to the rest of the school and community (especially their parents) made learners to become more confident especially during the explanations that delivered to the people who came to view their works.’ Participant E (7th December 2019). In most cases, the more times a person explains something to another person, the more he/she tends to understand it also. Therefore, it can be argued that learners concretize the already gained knowledge as they exhibited the work during their concert performances. Learners should engage in PBL knowing that their productions will face public opinions. This may even help them to become more creative and make more attractive presentations so that they fly high in the eyes of the audience.

4.3.3.3 Information from the researcher's oral interview with administration

The researcher carried out interviews with the administrators. The original plan was to interview the participant 'A' and 'B' but this was not possible. Participant 'A' delegated to participant 'B' because he was not in the school.

Participant 'B' confirmed being aware of the activities of PBL. Concerning the main challenges as per his observations, this is what he had to say;

'I have observed that the activities of PBL go deep into the time of other elective subjects. I am tempted to think that learners may not find enough time to reflect on other subject materials if we embraced PBL throughout our programs, but it is a wonderful method for engaging learners' Participant B. (7th December 2019).

Some teachers of other subjects complained to the academics' office about the long time MDD practical lessons took. Among them was the teacher for computer studies who said that learners always arrived into his lesson ten minutes late.

Participant 'B' was also asked to comment about the quality of the teachers at HPSN. The below response was given:

'We have always tried to hire music trainers to train our children for concerts. The biggest problem has remained getting that person who is more practical has remained a problem.' Participant B (7th December 2019).

This is the lack of double quality teachers which has been elaborated in chapter one and three. Teachers lack of experience in the trades they teach coupled with lack of pedagogy training. This impacts on the pupils' learning outcomes due to the teacher's poor choice of the teaching methods. Asked about the way forward for HPSN, participant B had the following to say:

'The idea is very good especially for the active involvement of our learners but from the reports I have, the three projects they did were costly for the school. I think that you as their teacher, you might need to find ways of making it cost friendly so that we can sustain it.' Participant B. (7th December 2019).

This issue of PBL being expensive was also noted by the teachers and now it is being repeated by participant B. In the researcher's view, the teachers need to find the most

appropriate ways of controlling materials during PBL. Teachers involved in PBL have commented that they need extra motivation, what is your take on that? This was the reply;

'I have really seen that they put in extra efforts into this way of teaching. However, our current budget does not provide for extra motivation. Also, we as administrators cannot give extra motivation to only a section of our teachers because we believe that all our teachers deserve the same treatment. Recently I bought one of their projects, if learners sell more projects, this can be a good starting point to facilitate not only the teacher but also more projects.' Participant B(7th December 2019).

4.3.3.4 Evaluation of project works

Project evaluation was carried out by the learners in two phases: peer evaluation and group evaluation. In peer evaluation, the group leaders had reports about the performance of each individual member in relation to the group's task. In group evaluation, each group assessed the other basing on the quality of the product displayed especially the appearance. In these evaluations, each group had something to appreciate about the other, but there was also group critic. This involved mentioning what they felt the other group could have done better in their project. Individual groups also had time to evaluate themselves and then the whole class did the same. The evaluation of the learners by their peers or in groups was taken to be of utmost importance because most of their learning happened with very minimal teacher influence. The self-evaluation revealed that learners were better assessors of themselves. The assessment of learners was done by the four adjudicators who were involved in the music project. Each of us asked the learners some questions while noting down the main points. Most of the questions required the learners to know the process of creating the performed items rather than the final presentations on the concert day. Also teachers wanted to know whether the learners were able to link the music projects to other subject areas.

4.3.4 The challenges of PBL and the way forward

The data about challenges of PBL and the way forward was got from interviews focus group discussions with learners, participant colleagues and some other stakeholders. Participating colleagues were particularly concerned about how tedious the project work was for the learners. They also mentioned that; PBL takes up a lot of teachers' time. However, one of the teachers also looked at the time put into PBL from the learners' perspective, and he had this to say;

'In some groups, learners had to work long hours, even sometimes at night. I feel that PBL consumes a lot of precious time especially for the learners.' Participant D (7th December 2019).

In researcher's findings, the issue of time used in PBL activities affects both the teacher and the learner. The researcher hoped that all project activities had to be conducted within the official time allocated on the time table for MDD lessons. This was not the case because some activities could just not be rushed at, for example instrumental work.

Also, generally, participating colleagues noted that getting a challenging task to give the learners is not an easy job. Additionally there was the issue of difficulty in managing classroom discipline was identified by all colleagues as a problem of PBL. However, participant C noted the following:

'The fact that assessment is done by several people in PBL means that evaluation of pupils' learning is not effective. For example, when do we tell whether learner evaluation of themselves or their peers was objective enough?' Asked participant C (7th December 2019).

Since teaching in PBL is more learner centered, than teacher centered, this means that learners have a lot of time without the teacher's interference and this makes classroom control hard. Evaluation remains a problem in PBL because different people have different points of view and learners' objectivity in judgment of their peers may not be trusted. In addition, colleagues also believed that PBL is expensive method of teaching. They asserted that whenever learners are alone in groups, they tend to waste resources such as spoiling stringed music instruments. In other words, learners take advantage of the groups. Not only that, but also, colleagues mentioned that adjusting from the old methods of teaching to PBL is in itself a problem because some people are deep rooted into their practice of using lecture methods while teaching MDD. Alternatively, participant D was concerned about the motivation of the learners;

'Personally, I found it difficult to motivate learners in their project groups' Participant D (7th December 2019).

Since learners are involved in trial and error, then music instruments, costumes and props may be spoilt. In Uganda, we have a saying that; if you try to shape somebody in old age, you are likely to break their bones.' Implying that in most cases people do not want to change things they have been doing for a long time. Therefore, adjusting from old methods of teaching to such as demonstration to PBL is also a common task.

There were also concerns of the increasing numbers of learners. Most colleagues felt that they had more work to do with large numbers if they implemented PBL. They were also concerned about pupils learning, claiming that some learners may end up being just ‘escorting’ others. Also colleagues hinted on the available resources in relation to using PBL with such large numbers of learners. For example, as already noted, the instrumental class the researcher worked with, was of 50 learners. However, the music room used for the project, was originally meant for only 15b learners. This is the room used to keep most co-curricular related practical equipment.

4.3.4.1 Way forward to the outcomes of the first cycle.

About the way forward for HPSN teachers noted that the school should embrace PBL whereby all the subject teachers use PBL in their teaching and learning activities. They emphasized that teachers should be trained in PBL so that they can implement PBL activities with ease. This will also help them deal with challenges of PBL in a more effective way. Funding for practical lessons should be increased so that things like extra music equipment can be bought, enough music instruments, costumes and props for learners’ experiments in their projects and for teachers to do enough trials before the project is given to the learners. Also, this could cater for the teacher’s extra allowance. Projects should portray the school motto which is “WE STRIVE FOR EXCELLENCE” in order to promote corporate image of HPSN.

4.3.4.2 Conclusion of theme three data presentation

In theme three, the researcher has presented the data answering the research question three. It was about evaluating the impact of PBL (the projects) in teaching music at HPSN and the way forward. Some of the challenges identified include difficulty in choosing the task for PBL, projects being time consuming, assessment of learners being hard, PBL being expensive, people not easily adjusting to PBL, difficulty in motivating learners, learners having less time for other subjects. About way forward for PBL at HPSN, participants suggested increased funding for practical subjects, selling of project projects (CDs) to raise money, embracing of PBL by all teachers who teach practical subjects and training of teachers in implementation of PBL activities.

4.4 Summary of Chapter Four

In this chapter, the researcher has presented the findings in themes got from the research objectives. Learners did three projects, and their process provided ground for data to be generated using data collections methods. The learners liked the idea of independence at work and they gained negotiation and leadership skills. The researcher and her participant colleagues (music teachers) were to improve in how they scaffold learning during PBL as an innovative method of instruction. Also improvement was needed in the way the teachers prepared for project work. The researcher and stakeholders in this chapter found out that PBL has challenges such as time consuming and also controlling pupils' discipline is not easy. In chapter five, the researcher discusses these findings and the bearing they have on the existing literature.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of findings based on the themes adopted by the stakeholders to guide the augmentation of practical teaching and learning of music subject through the use of PBL method at HPSN. It also presents a summary of the key findings, draws conclusions from the findings and the recommendations that will lead to further improvement in the teaching and learning of music at HPSN as well as primary schools in Uganda. The problem for this study was: *how can the researcher and other stakeholders eliminate inadequate practical experiences in music teaching and learning by using PBL as a teaching method at HPSN*. The data collected to answer the main problem was based on three research objectives including: To explore PBL as an ATL method for enhancing music teaching and learning at Hillside school- Naalya,

To implement PBL as an innovative method of teaching and learning of music at Hillside school- Naalya, To evaluate the impact of PBL method in teaching and learning of music at Hillside School- Naalya. Themes were generated from these objectives and most of the categories of data gathered are discussed as subthemes. The discussion has been based on some theories (Kolb as already given in chapter two) and similar findings got from different sources have been discussed.

5.1 Theme one: Exploring PBL as an ATL method for enhancing music teaching and learning at Hillside school- Naalya.

In this theme, we (the researcher and stakeholders) explored the ways and results of teaching and learning through PBL as we investigated the study participants (both learners and colleagues or music teachers) in this case, we came up with the following subthemes for theme one in this chapter including: Discovering the teaching-learning methods and techniques used at HPSN, learning outcomes from learners, teachers and stakeholders with their benefits.

5.1.1 Sub-theme one: Discovering the teaching-learning methods and techniques used at HPSN.

In this sub-theme the researcher organized data that she considered relevant to PBL as a method of instruction. The researcher employed focus group discussion, informal conversations interviews, interview guides as well as accompanied observation checklist that

sought to find out the music learners, music teachers, and administrators' experiences regarding the theme at hand.

In a focus group discussion, the researcher noted that music teachers do not employ methods which call for active participation in teaching and learning process. According to (Null, 2004), teachers should reject 'traditional' modes of teaching and learning and, instead, embrace 'new' ideas that are based on current and modern teaching. There was no differentiation between methods and techniques of teaching used by teachers. (Norton, 2009) suggests that methods are aimed at facilitating and enhancing pupil's learning whereas techniques such as demonstration, presentation, role play and storytelling enable teachers and learners to put the chosen method of teaching into practice. In this regard the stakeholders and the researcher considered reducing teaching methods such as lecture, discussion among others so that they can adopt experiential methods of teaching. These methods put the learner at the center and they include but not limited to PBL (Danyew, 2020).

Changing from such kind of teaching to PBL could take long because usually people do not want to leave their old ways of doing things. It's also noted that enhancing the collective capacity to reflect, to unlearn and to 'learn to learn', over time is a big challenge in PBL. They advised that we must unlearn what we originally thought was right.

(Irukaku, 2018) suggests of teaching methods in schools as those which can motivate learners and sustain their interest in the course of instruction. (Danyew, 2020) states that methods like PBL allow learners to engage in their previous knowledge, experience and work through the project in their own way. This consequently supports learners' knowledge, construction and expertise development process.

The researcher observed that the current music syllabus at HPSN stresses that a music teacher during teaching should employ lecture, critiques, discussion as teaching methods. (Knight, 2004) comment that the syllabus should be designed to encourage learning by giving people new tools with which to work, creating new rules or codes and making it easier for people to share problems, brainstorm answers, and talk. He adds that emerges from the construction of the meanings in the flux of using tools and rules and the contributions of other people when tackling tasks. (Solomon, 2003) adds that in PBL, the teacher's role no longer includes just delivering instruction or expecting learners to repeat facts on tests. Instead it is to offer the resources that help learners to investigate and develop content purposefully and creatively.

(Okumus, 2013) suggest that the institution should provide good information, technology and the library for learners.

Findings from a focus group with learners also reveal that music teachers give learners assignments to submit with a deadline submission. However, it's not about attempting and to do the task but rather in PBL learners perform tasks to learn by constructing their own understandings in collaboration with peers which takes a process. In the way, Dowling (1995) adds that PBL method gives learners the freedom to experiment with different music aspects and express decisions they wish to take in the learning process.

5.1.2 Sub-theme two: Learning outcomes from learners, teachers and stakeholders with their benefits.

Generally, the pupil participants' learning outcomes gave us light as we explored PBL. (Thomas, 2000) in (B.Barron & Darling-Hammond, 2008, p.3) mentioned that learners who engage in PBL benefit from gains in factual learning that are equivalent or superior to those of learners who engage in traditional forms of instruction. Dutch et al. (2001, p.6) noted that; *PBL learners work in small learning teams, bringing together collective skill at acquiring, communicating, and integrating information. They add that PBL addresses the following outcomes in a learner who will be able to; think critically and be able to analyze and solve complex, real world problems; work cooperatively in teams and small group; demonstrate versatile and effective communication skills, both verbal and written; use content knowledge and intellectual skills acquired from school to become continual learners.*

The discussion given below is a combination of contributions from participating colleagues and the learners themselves about learning benefits from PBL and there are also contributions from administrators.

5.1.2.1 Cooperative learning

During the projects in theme two chapter four, learners worked in groups. This is a fundamental principle of constructivism as suggested by (Downling, 1995, p.2). The researcher did not tell them how to go about their project. On the whole, learners shared roles after realizing the load of work they had to do in the specified time limit. And cooperatively, we observed that they used to consult one another within the same group. It became clear to us that each of the learners was working for the good of the other one. (Land & Greene, 2000) in Grant (2002,p.10) noted that PBL attempt to capitalize on the successes of cooperative or collaborative learning in some manner. From the researcher's point of view,

PBL builds on cooperative learning. This may imply that a cooperative group is most likely to benefit from PBL activities. It therefore follows that teachers who engage in PBL should try their best to see that all learners in their groups learn cooperatively. In the researcher's understanding, there should be collaboration than competition in a group that learns cooperatively. This means they will be more prepared to share their successes and failures as a group but not individuals Isabirye, J. (2021). Most learners seemed to have achieved this.

5.1.2.2 Creativity and Innovation

Most groups engaged in creative and innovative activities throughout the projects. They were able to construct their own knowledge without any fear of making mistakes. This has also been supported by (Dreyfus, 2004). For example, group one and two faced challenges in drama composition. This is because they failed to apply dramatic elements and techniques appropriately. The learners could not differentiate terms like volume, tone, stress, pace, and gestures among elements of drama. They could not also apply dramatic techniques like chorus epic, freeze and flash back (Esther 2013). The learners discussed and failed to agree and called the researcher for the correct way of applying dramatic elements and techniques. The researcher provided them with procedures of identifying different element and techniques and advised them to experiment individually in their group. This was supported by Strand, Naden, and Slettebo (2009, p.19) who noted that possibilities for trial and error without the risk of negative sanctions increase the will to accept challenges and to enhance development. Their creativity was very hectic because time was seriously wasted. In our usual practical lessons, the researcher would 'shout' at learners whenever she realizes that they are wasting time. This time she used another approach and they indeed discovered the correct way of applying dramatic techniques. Strand et al. (2009, p.18) also noted that the ability to think critically, reflect, repeat performance and solve problems can aid learners in becoming more skilful and allow them to increase understanding and awareness. As you see here, learners were able to find a solution innovatively because they were given a second chance. However, teachers need to monitor the management of time by learners because in the world of work, no one would like to hire a time wasting musician. Creativity should therefore be in line with the operating budgets.

5.1.2.3 Collaboration

Dolmans et al. (2005) mentioned about collaboration in a constructivist class. Dolmans et al. (2005, p.733) commented that;

“It is not a matter of division of tasks among learners, but involves mutual interaction and a shared understanding of a problem. Collaborative learning takes place when the following conditions are met: participants have a common goal, share responsibilities, are mutually dependent, and need to reach agreement through open interaction.”

In line with this, group members agreed on the group goals. Members in the three groups shared responsibilities in order to finish their tasks in the set deadline. For example some pupils composed the play, others trained their colleagues and others looked for costumes. They actively interacted with each other through consultations and discussions. It was evident that each member of the group was there for the good of the other. ‘One for all’ ‘All for one’ the NOMA slogan. In their music industry, the knowledge of collaboration will be useful because they have to liaise with music promoters in the world of work. in the researcher’s view, collaboration made even more sense to the learners because they witnessed their teachers working all together for the good of the project.

5.1.2.4 Negotiation skills

Like any other grouping, some groups in this project developed misunderstandings. But in the researcher’s judgment, these were not personal. They were about the different methods of work exhibited. In group two, there was an argument about how they could perfect the playing of stringed traditional instruments. This is because there was a few categories of music instruments and this group could not wait for the others to finish because they both had the same targets to meet within the same time.

Whenever people’s ideas were dropped in favor of others in a group, some people did not feel good at first. (Johnson & Johnson, 1989) in Grant (2002, p.10) commented that learners who are inexperienced with working in groups may have difficulties in negotiating compromise. If these methods have not been used before, then it may be necessary to teach learners how to interact within groups and manage conflicts. During the second cycle of the project, group one members raised arguments during the traditional dance practice. Some of them went as shown in the quote below: Learner No. 2 had this to say during their project:

'Teacher, I am telling the girls that we must accompany the dance with the drum, I spent the whole night practicing how to drum, but they are refusing my idea and they just want to only clap their hands and make ululations.' Learners No. 2 17th May, 2019

When the researcher called one of the girls, participant No.6 had this to say;

'Teacher, this boy does not listen to us because we are girls. Since we are practicing a traditional dance, we need to follow procedures of learning all dance elements. He has been drumming in a prominent cultural group before, he thinks that he has to dominate the whole group.' Learner No 6. 17th May, 2019

After some discussions with this group, they all realized that they had to respect the views of others. In addition, we as teachers made it clear to them that they had many ways of making their point clear without offending others. Later on, the boy's idea was taken the day after they came to a consensus about accompanying their dance using a drum.

5.1.2.5 Time management and leadership skills

In every group there were about two members who always came late and missed out on the learning done in their absence. This was because most of learning in groups was irreversible. The three groups however became more time conscious and it was evident that they were chasing time to meet a certain target. Time management skills are vital in everyday life especially where production is involved such as in a traditional dance production.

In the researcher's view, learners started to realize that the common saying of '*African time*' which is usually used to justify late coming in most African countries, was no longer valued. The group leaders made it a point to arrive early enough before their members. Once in a while, you would hear a group leader trying to question why some members had come late.

The leaders in learner groups showed skills of organizing, coordinating and communicating. The group leaders made several communications calling their group members for work, making inquiries from friends, asking for clarifications from the teachers. One day, the researcher found members of group one in a briefing chaired by their group leader. Learners demonstrated skills for both verbal and non-verbal communication as was also suggested by (Duch et al., 2001, p.6).

In the researcher's opinion, during PBL, learners are exposed to various centers in their fields which require them to communicate. For example, communicate to each other within a group, or to the teacher. During the live performance, learners explained to the audience what their

project was all about and this also increased their confidence. On many occasions, learners had to organize and coordinate their own activities. Such activities included budgeting and requisitioning for costumes and props, and emceeing. These activities increased the learners' leadership skills.

5.1.2.6 Improvisation skills

Hillside Primary school Naalya teaches music as a subject unlike most Ugandan primary schools which abandon Music and put priority to (UNEB) examinable subjects. In this study, the learners had previous experiences from their former classes such as primary five and four, as well, from accessing the social media since they are from elite families so they seemed to have more autonomy at creating performing song, dance and drama. Such learners were able to think fast and locate possible local resources even without the teacher. Duch et al. (2001, p.6) commented that learners in PBL can be able to find, evaluate and use appropriate learning resources. Learners were able to improvise things such as costumes and props for dances and plays.

Null (2004,p.181) adds that knowledge construction occurs in the process of teaching and learning, and that teachers should strive to understand learners' points of view. Sometimes it was hard to tell their destination when they just start their project journey. The learners were able to make use of indigenous knowledge to have their project completed. (Dei, 2000, p.114) emphasized that indigenous knowledge includes cultural knowledge of local people concerning the everyday realities of living. In the researcher's opinion, by yearning to use the local materials for costumes, props and music instruments depicts that the learners did not only display awareness of local knowledge but also showed competence in applying it. Dei (2000, p.121) emphasized that indigenous knowledge can be a basis for contributing to a universal knowledge system. The researcher established that these students helped to demonstrate to others that these resources could be used thus contributing to local knowledge.

5.1.2.7 Learning through reflection

Learners kept on rehearsing their created music items throughout the project, later they sat in their groups and shared their personal experiences with peers, and how it felt rehearsing their own compositions. The small note books where learners wrote their notes during composition were used as tools for self-reflection. In this study, the learners carried out daily reflection so that they could have an account of their activities; what they did, what they learnt and how they learnt it.

As a reflective teacher, the researcher was also interested in making her learners reflective practitioner musicians. (Schon, 1983) in (Ayas & Zeniuk, 2001) also emphasized that PBL lays a foundation for reflective practitioner. The researcher's point of view is that through reflection, dancers, actors in drama and instrumentalists can make better musicians. Mausley (1999,p.658) mentioned that one of the goals of PBL is to reflect and evaluate by discussing the group process and learning, and personal contributions and achievements. I think that by engaging in group discussion and later personal reflection, each group member would evaluate his personal contribution to the group, and see how to better it the next time.

5.1.2.8 Integration of multiple subject areas

The three projects done by the learners revealed to the researcher how learners made use of the various knowledge they had acquired in other domains of the curriculum. As already noted, they made budgets for their individual projects in groups which the researcher later on merged into one. This activity made the learners able to link knowledge gained from their homes and other environments to the core study of MDD. This was mentioned by Blumenfeld et al. (1991, p.372) when he commented that PBL also promotes links among subject matter disciplines and presents an expanded rather than narrow, view of subject matter.

In addition, learners had a great opportunity of integrating knowledge of singing to learn in a routine studying situation. Our observations focused on the general MDD rehearsals of our learners as they linked the six aspects of music (singing, movement, listening, reading and writing, drama and instrumental work) to other subjects because it is of utmost importance to the music industry as well as the world of work. The researcher and her participant colleagues noted that our learners were not so much sensitive in singing to learn. They mainly aimed at producing the currently circulating music genres such as reggae while paying little attention to singing to learn as stated by National Curriculum Development Centre in Thematic curriculum (2012). Some learners wanted to extend their improvisational skills to learn singing. Learners were discouraged from ignoring music subject because this could risk the music industry. It is therefore clear; classes conducted on the theory of constructivism involve tasks that are often multidisciplinary (Dowling, 1995, p.2). In the researcher's understanding, this means that they relate to various subject disciplines and the learner may hit two birds using one stone. That is to say during music lessons, learners entertain themselves as they are learning and that is termed as edutainment.

5.2 Conducting MDD lessons to implement and improve teacher's and learners' practice through PBL at HPSN.

Under this theme, the researcher discussed the implementation of the teacher's and learners' practice. This includes what the research participants felt that the teacher and learners had to improve upon after conducting the three music projects. It also includes the student's learning outcomes from PBL, the challenges and way forward of PBL at HPSN.

Three music practical lessons were conducted using PBL. All of them were meant to enhance the teacher's and learners' improvement in the use of PBL. In the first project, learners created simple tunes of instrumental work and played them on African traditional music instruments while in the second project, each group created drama pieces of 15 minutes. The third project was creating and performing a traditional dance. From the data presented, the opinion of both learners and participating stake holders was that as a reflective practitioner, the researcher must reflect on the teaching and learning process and make a follow up, for improvement of both the learners' and teacher's practical experiences in music pedagogy. The subthemes that exhibit the implementation of this theme include: Teacher's time in PBL activities, scaffolded learning, classroom organization in PBL use, Group dynamics, the 'problem' in PBL, teacher ground work before PBL, teacher's conduct and behavior, communication during PBL Wiggins, J. (2011).

5.2.1 Teacher's time in PBL activities.

All participants felt that we needed to put in more time during PBL. This is because such type of learner centered learning can become chaotic without the teacher's presence. However, for this study, student leaders were trained to take charge of practical sessions to acquire leadership skills. Dahlgren and Castensson (1998, p.442) noted that PBL activities are very time consuming, and demand a large effort from the teachers. And they added that teachers may not have that time. From the researcher's observation, learners sometimes had to work at night in order to complete their tasks at the deadline set to have the projects completed and performed. Practically, most of the night sessions were observed by participant colleagues. The researcher agrees with (Dahlgren et al., 1998) that teachers may not have that much time to be with learners for the long hours of PBL. This is important in the researcher's own setting where the efforts for extra work done during practical sessions with learners may not be duly rewarded. However, the researcher cannot underestimate the importance of the teacher's presence during PBL. Outstanding among them is ensuring that safety rules are adhered to during practical lessons.

5.2.2 Scaffolded learning

According to (Wood, Bruner, & Ross, 1976) in B.J Barron et al. (1998, p.2.276) assert scaffolding as process that helps a child or a novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts. Scaffolded learning in the researcher's understanding means the ability to attend to learner's queries during PBL or during any other learner centered method of teaching. Learners are able to better refine their ideas with the teachers' guidance. (Dreyfus, 1991) in (Hiim, 2011, p.24) noted that teachers in practical performance do what the situation needs, which is expressed through showing, rather than explaining. The researcher therefore agrees that it is important for practical teachers to demonstrate to learners even in PBL, where the need arises. Savery and Duffy (1995, p.13) also commented that in PBL, a facilitator models higher order thinking by asking questions which probe learners' knowledge deeply. In line with this, Maudsley (1999, p.658) noted that teachers should challenge learners' assumptions, to ensure that they reflect on and justify their assertions. As already noted, the learners did the reflections in their groups by rehearsing their compositions competitively. It also follows that the teacher's questioning skills may help in challenging the learners' thinking thereby helping them to achieve high order thinking. Scaffolding

From the researcher's point of view, the teacher needs to judge when to intervene in the learners' project. Maudsley (1999, p.658) noted that most new tutors in PBL are challenged by the 'where necessary' (deciding when and how) part of their intervention into learners' projects. As already observed in data presentation in chapter four, some learners indicated that one teacher over dominated their groups and they seemed not to be comfortable with her presence. In the researcher's opinion, teachers need to leave enough time for learners to construct their own knowledge. Dolmans et al. (2005, p.732) noted that in constructive learning, learners actively construct or reconstruct their knowledge networks. In the researcher's understanding, this process could be more meaningful with less teacher input. The learners ought to invite the teacher to their group when they realize that they need help or when they need to share discoveries. The researcher considers this to be a very important matter for teachers and learners to improve upon in the process of teaching and learning of music.

5.2.3 Classroom management PBL

A participant colleague shared with the researcher that on one day some learner created some obscene comedy during drama composition. It is a common phenomenon for learners to lose

direction and take advantage of the PBL activities in the classroom, music room or performing arts' arena. This is practiced by naughty learners who engage in personal works instead of working with the group. Usually, learners are left to discover knowledge by themselves and write notes in their books. Learning in PBL is self-directed and that the learners themselves take responsibility for their learning. In the researcher's opinion, whenever learners take responsibility for their learning, this may come along with other learning outcomes that might not have been intended (Dahlgren, 2002). Such periods when the researcher or participant colleagues were away, some groups in the class might have become chaotic. This chaos might have disrupted the learning of others. According to Doyle (1986) teachers will have to assert more control and direct management of classroom transactions (cited in Mergendoller, 2000). This is especially important in PBL where learners are left to take care of their learning process (Oliver, 2007). The researcher strongly believe that if teachers and learners agree on the rules of their project before it kicks off, this may be of help to the teacher in modifying indiscipline case, and become relevant to learners' improvement in music pedagogy processes.

5.2.4 Group dynamics

Participant colleagues felt that it was important to explain group dynamics to the learners before they embarked to group work. So that learners were better prepared to handle the tension that came with working in groups for the first time. There were misunderstandings in group two especially concerning varying innovative opinions where some learners seemed to have less negotiating power while others dominated. Hendry, Ryan, and Harris (2003, p.609) mentioned that the tutor's role in PBL includes creating a supportive group climate, encouraging the involvement of all learners and addressing group problems where they arise. This is something the researcher finds important to improve upon so that learners get the feel of PBL before they become involved. In the researcher's opinion, learners can be informed of what to expect in the group, how to schedule work, how to handle emergencies, among other aspects of music (Koschmann et al., 1994) in Hmelo-Silver (2004, p.245) also noted that teachers in PBL should monitor the group process so that all learners are involved and encouraged to externalize their own thinking and comment on each other's thinking.

5.2.5 The 'problem' in Project Based Learning

It is important to note that the word 'problem' in this context is used to mean the main question that learners undertake to achieve or solve during PBL. (Domans et al., 2005, p.734) noted that; *'Designing effective problems is not an easy task. In some PBL curricula, learners*

are confronted with problems that are well structured, too close ended and too simple, due to which learners are not challenged to construct knowledge actively.'

The four colleagues the researcher collaborated with, felt that the first project problem the researcher gave to the learners did not give them enough challenge to think creatively. The researcher thought of the project and imposed it to the learners. The researcher, however, thought it was challenging enough for learners to critically think. Savery and Duffy (1995, p.12) noted that if the learners are to engage in authentic problem solving, then they must own the problem. In the second project, the researcher tried to engage learners in problem identification and they all agreed. The researcher realized more learning and cohesiveness in the various groups. (Dahlgren et al., 1998, p.438) also noted that in PBL, problem solving is integrated with the learning process to enhance self-directed learning and problem-solving skills. In other words, teachers of PBL must choose the task with the learners. This is likely to increase learners' morale and ownership of the project. This being one of the cores of PBL, we found it fitting for teachers and learners to consider improvement in this area.

5.2.6 Teacher preparation before PBL

The learners and the participant colleagues observed that the teacher has to prepare well before rolling down the project. This preparation may include some MDD composed items for learners to learn, and general rehearsal of the set projects. This preparation in the researcher's view, should also include making budget estimates based on the composed items. The teacher must think through the project and find out which accompaniment (music instruments), costumes and props might be needed and is not available at moment, which skill might need a guest trainer to come and work with the learners like for a day. Some questions like: what are the learners likely to feed on? Will the learners be able to catch up with the meals time set by the school? And more related to the teacher's lesson plan need to be answered. During such periods, the teacher thinks through his/her lesson and prepares the teaching equipment and materials. In case it is practical lesson, it would also be a good idea to do the practical first with colleagues before the learners embark on it. This would help the teacher to gain greater insight into the lesson before it begins. The teachers would also identify the difficult areas of the practical lesson so that if learners encounter the same problem, the teacher will be better prepared to scaffold it for the learners.

5.2.7 Teacher's conduct and behavior

Adalsteinsdottir (2004, p.106) noted that: *'Empathetic teachers created harmony in their classrooms and they organized their teaching methods according to the diverse needs of each learner. They demonstrated continuous awareness of learners' conditions and they were attentive to their verbal and non-verbal behavior.'* In the researcher's understanding, empathy in this sense refers to the teacher who puts himself/herself in the position of the learner. This can help him/her to understand the learners' point of view and this will lead to harmony. In turn, this can create a feeling of togetherness especially in PBL activities which tend to stretch for a long time. One of the participant colleagues seemed to be very strict with learners especially when they became chaotic. Yet it is important to empathize with our learners. Maudsley (1999, p.658) also commented that the relationship between the teacher and learners should develop as one between colleagues. The learners should feel that they have a parent figure in their teacher so that they are more encouraged to consult him/her whenever the need arises. The participant colleagues and the researcher find this useful information for their improvement because they had never known that sometimes learners perceive teachers as bad people due to their strictness.

5.2.8 Communication during PBL

This came up because some participants felt that we had not done enough to inform all parties concerned about our PBL activities. Learner No.8 had something to lament about; *'The security of the school has continuously questioned our prolonged stay in the school premises rehearsing; claiming that they were not informed. One day they arrested our two colleagues and confiscated our improvised materials for costumes and props.'* Learner No. 8. (26th November, 2019). *'I was chased away from a science lesson because I delayed in the music room storing the music instruments. The science teacher said she was not aware of the project.'* Learner No. 11 (26th November, 2019)

This was an oversight. We concentrated on informing only our participants and ignored the rest of the school. As a lead researcher, my participants included learners, music teachers, and administrators. And all those were fully informed. The researcher's assumption was that the administrators would inform all other departments in the school. This may have contradicted Bovill, Jordan, and Watters (2015,p.15) who noted that in project based work, mere informal

negotiation with a wider range of staff and learners about how to work together and to discuss the content and processes of planned joint work can be extremely beneficial. In the researcher's opinion, all parties directly and indirectly affected by the project should be informed. The researcher finds this important for the improvement of teachers' and learners' practice in music instruction.

5.2.9 Conclusion of theme two discussions

In the above theme, the researcher discussed the subthemes related to implement and improvement of teachers' and learners' teaching and learning to enhance practical experiences in music instruction. These have been; the teacher's time in PBL activities, scaffolded learning, classroom management in PBL, management of group dynamics, the problem in PBL, teacher preparation and conduct, and communication during PBL. The sub themes were generalized basing on the data presented under theme one in chapter four.

5.3 Evaluating the impact of PBL in enhancing practical music teaching and learning at HPSN.

One of the goals of PBL is to reflect and evaluate. He adds that this can be done by discussing the group processes of learning, teacher's contributions and achievements Maudsley (1999, p.658). In this sub-theme, the researcher gives the evaluation process and the way PBL activities have influenced and enhanced practical experiences in music instruction. In this case, we assess the impact of PBL by looking at the process of evaluation, the challenges and way forward.

5.3.1 Evaluation of the process

To teach using PBL was not a common method at HPSN. Therefore, an evaluation is important for checks and balances; and for laying a foundation for future projects of this nature. PBL is basically one of the learner centered approaches to teaching where learners work in small groups while the teacher becomes more of a facilitator. Learners are responsible for their learning through collaboration, cooperative learning, discussions, among others. Most of the learning is self-directed.

Kyriacou (2007,p.129) noted that one interesting development in schools has been an increase in the sharing of ideas and data about one's own teaching with colleagues, as part of a collaborative scheme in which teachers try to explore aspects of their own practice and learners' practice. It was so energizing to collaborate with colleagues because we shared ideas and assisted each other in all possible ways hence improving learners' practical

experiences. The administration and staff at HPSN was so responsive to our activities. They provided the research site and all other resources to facilitate the project. On the concert day, parents and other members of the community honored our invitations and learners were excited about the audience given to their work. They became more confident when they explained to audience what they did and how they did it. Our invitations should have included musicians from the world of work to show how music could be one's career.

The project was implemented successfully, however, some challenges were experienced include: Time consuming and tedious, wasteful in terms of materials, adjusting from old methods to PBL, structuring the problem in PBL, classroom order and learner discipline, motivation of learners, evaluation of learners is not easy, Large learner numbers at HPSN; and here learners were able to improvise in order to fix their tasks in their groups. This ended up becoming a learning achievement for the learners. Some music instruments particularly related to instrumental composition item were missing. This could have probably caused some delays during project implementation. Some learners were able to improvise props, costumes and some simple music instruments and successfully used them in their projects.

Despite the fact that we chose to move away from the old methods of teaching, PBL is not sufficient enough on its own. In the researcher's view, PBL should be combined with some teacher centered approaches in order for it to be fully beneficial to the learners. For example, if a problem is identified, the teacher could give an introductory lecture to the problem before the learners embark on their group research about the problem. Such a lecture can help to provide a general overview of the problem. This approach can be very important in our settings where some of the learning facilities are limited.

The teacher needs to put a mechanism of roll call to monitor learners' presence in group activities and to ensure that learners achieve from their learning. There are learners who tend to take advantage of the whole process of group work by moving under the shoulders of the more experienced learners. They therefore tend to absent themselves. If the government task is not so challenging, even the experienced learners feel bored and may miss consecutive lessons where he or she expects less achievements. In the same vein, it is vital for the teacher to ensure that in every PBL activity, roles and responsibilities of group members are clearly defined. Learners achieve more when they are left to work alone. However, there are those that tend to dominate the group activity while others remain inactive. PBL teachers need to check on this.

At the start of PBL activities, it would be a good idea to give learners your expectations as their teacher and they also give you their expectations as learners. The shared ideas can be of help because at the end of the project there will be a parameter for measuring output. Stronge (2007, p.47) noted that effective teachers create warm and cooperative classroom climates by developing rules. During such meeting, the rules for that particular project can be agreed upon by both the learners and the teachers. This strategy can help a great deal in controlling discipline because learners will be pleased to follow the rules they set. In case of any indiscipline the teacher will use the same rules to take corrective measures.

In PBL it is very possible for the teacher to consider the group and ignore learners' individual differences. This is because of the emphasis given to group learning and yet as seen in the theory chapter, some learners tend to dominate over the others. This implies that teachers may not also consider the individual needs of learners. If they do, they are most likely to be tempted to refer such cases to other learners who seem to dominate the groups due to their previous learning experiences.

It is important for the teacher to always question the learners why they do what they do. This helps the learners to gain more insight into what they are doing and reflect all the possible available outcomes. Questioning help to challenge learners in PBL so that they become more innovative in solving the problem at hand. (Good and Brophy, 2003) in Kyriacou 1997, p.12) emphasized the need for teachers to make good use of questioning techniques, arguing that this helps to enrich the teachers' knowledge and also challenge the learner to do more self-discovery.

5.3.2 The challenge of Project Based Learning

The information was generated from group discussions conducted by learners, participating colleagues and the interviews conducted with different stakeholders. The identified challenges include: Time consuming and tedious, wasteful in terms of materials, adjusting from old methods to PBL, structuring the problem in PBL, classroom order and learner discipline, motivation of learners, evaluation of learners is not easy, Large learner numbers at HPSN.

5.3.2.1 Time consuming and tedious

The learners and participating teachers both commented that the project took much time than it was expected. The researcher felt that the project was lagging on for a long time yet she was used to the depositing of knowledge into learners as it was suggested by (Freire, 1993,

p.72). Despite its disadvantages on the side of killing the learners' creativity, this mode of teaching helped the researcher to save time. As a reflective teacher, the researcher was trying to change from her old methods to the new method of PBL. This would help in making her learners more creative through the investigations carried out during PBL. Grant (2002, p.10) noted that the in-depth investigations in PBL require more time, so less time may be spent on other content in the curriculum. One of the teachers comment thus;

'PBL is too tiring on the part of the teacher, from planning up to evaluation. Even if you claim that it is learner centered, learners always need guidance from the teacher who must be around all the time throughout the project activities. 'Participant 2. (26th November, 2019)

In the researcher's opinion, this particular teacher was not only concerned about the time PBL activities took but also the degree of how tiring PBL was on the part of the teacher. This is more pronounced in the situation at HPSN where teachers have persistently complained about time as was reported by (Kaweesi et al., 2015). As you can see participant 2, was more concerned about time teachers spend in PBL activities. However, even learners took a lot of time executing PBL activities. They even encroached on time meant for other subjects. The researcher reports that both learners and teachers were therefore affected by the problem of time.

5.3.2.2 Wasteful in terms of materials

In the researcher's old method of teaching which concentrated more on demonstrating to the learners, it was slightly easy for her to control the poor treating of music instruments such as stringed (Adungus). However, during PBL where the researcher had to leave the learners alone most of the time, the situation was different. Strand et al. (2009, p.21) noted that spending one day practicing none particular skill should be considered only as a starting point for developing adequate competence. They added that further personal participation and involvement is required. This personal involvement was done by members in the groups on the basis of shared roles. During such times there was severe spoiling of instruments, costumes and props which in the end needed expensive repairs.

On many occasions, the researcher had to cover up from her personal resources to push the project. In one of her interactions with teachers, she collaborated with, one of them noted the following:

'I arrested two learners removing two strings from the harp when I bumped into the music room without their knowledge. 'Participant 1. 27th November, 2019

This means that much as it is a learner centered method of teaching, it may be helpful for the teacher to continuously check on learners in order to control resources. However, the researcher also noted such kind of behavior has a bearing to discipline of learners and classroom management during PBL activities.

5.3.2.3 Adjusting from old methods to PBL

Having been through a teacher authoritative system, the researcher was not to be an exception. The system that mentored the researcher impacted heavily on the way she also taught. And having been through such a teacher dominated style which she considered right at that time, it would not be easy to have a quick transition from old to new. In other words, we simply teach as we were taught (Danyew, 2020). On the researcher's side, this effect of teacher centeredness was huge because the researcher got it her primary to university.

It should be noted that teachers should reject "traditional" modes of teaching and learning and, instead, embrace "new" ideas that are based on current constructivist principles (Null, 2004). In this regard, participant colleagues and the researcher considered dropping teaching methods such as lecture chalk and talk, among others and adopt experiential methods of teaching. Experiential methods put the learner at the center and they include but not limited to PBL.

5.3.2.4 Structuring the problem in PBL

The core of PBL is the problem to be handled by the learners. Duch et al. (2001, p.6) mentioned that real world problems should be used to motivate learners in PBL. In the researcher's first project, she chose the project for the learners which she thought represented the real world. Her colleagues however had a different view; that it was too simple to break creativity for the learners. When learners were involved in problem identification during the second project, they chose the projects the researcher least expected them to choose. They were really interested in challenging themselves. What may mean real world to the teacher may not be the case for the learners.

According to Dolmans et al. (2005, p. 734) designing effective problems is not an easy task. They add that in some PBL curricula, learners are confronted with problems that are too well structured, too close ended and too simple, due to which learners are not challenged to construct knowledge actively. As you can see here, the problem handled by learners in PBL

should not be too well structured or too simple, and must be in position to challenge the learners' thinking. From the researcher's experience, the best project in PBL can best be reached at, if learners are fully involved in the processes of deciding and agreeing on the project to do.

5.3.2.5 Classroom order and learner discipline.

[(Doyle, 1986) in Thomas and Mergendoller (2000, p. 2) commented that] the most problematic issue in PBL is the maintenance of classroom order especially for activities that allow learner mobility and choice. The problem of indiscipline arise and this is something that is really challenging because in the old methods, enforcing discipline was by the teacher exerting her authority over the learners which cannot be the case in PBL because it is more learner centered (cited in Margendoller, 2000).

Also, there is some degree of democracy and choice in constructivist classes. Consequently, there were so many movements in which learners were involved in; looking for one thing or the other. The researcher used the example of the learner who was at night stealing props and costumes made by the other group. Okumus and Wong (2004, p. 25) also commented about the problem of dealing with learners in PBL activities.

According to Kyricou (2007, p.90) careful monitoring of pupils' behavior and progress during a lesson can ensure that most misbehavior is grasped in the bud. In the researcher's opinion, we as PBL teachers need to try our best and monitor the learners in their various groups. This can be beneficial in preventing indiscipline cases.

5.3.2.6 Motivation of learners

During PBL, the problem is the main motivator of the learners. It therefore becomes hard for the teacher to use any reinforcement mechanisms of motivation because usually learners might ignore it and concentrate on their work. From the researcher's experience, it would be a good idea to motivate learners in PBL by continuous encouragement from the teacher, and by showing interest in whatever milestone is reached by the learners in the project. Knight and Yorke (2003,p.10) comments that the teacher can encourage learning by giving learners new tools with which to work. During the first cycle of the project, we made very attractive head and wrist gears for the dancers and choristers, and they somehow became more excited. We also bought them sweets, giving to those who would excel, we ended the tasks having all learners excelling.

According to Strand et al. (2009, p.18) humor and creativity increase the motivation for learning, strengthen relationships and improve memorizing. In the researcher's opinion, PBL teachers may consider using their humor during projects.

5.3.2.7 Evaluation of learners is not easy

During the whole project, there was continuous evaluation. Participant colleagues, researcher and the learners were all engaged in the evaluation process. It was a big challenge because in the old method the researcher was using, she managed the evaluation process alone and it was only at the end of the project. And as noted by Duch et al. (2001), the assessment techniques focused on recalling of information and facts (cited in Seger, 2001). Unfortunately, the case was to be different in PBL. Burbank (2003, p.31) emphasizes that when teaching is reflective, judgments become skilled and thoughtful. In the researcher's understanding, teachers had to judge the whole process of PBL that learners had undergone in more reflective, thoughtful and skillful way. It was not easy.

Similar to other stages, we considered making the evaluation process democratic, just like all the other stages of the project. The learners evaluated themselves and their peers; we evaluated them and also considered the comments from the audience during the concert. There, we generated an average of all the evaluations done. The results got agreed with (Darling-Hammod, 2008). Who observed that learners who may struggle in traditional instructional settings have often been found to excel when they have the opportunity to work on a PBL context (Darling-Hammod, 2008).

5.3.2.8 Large learner numbers at HPSN

Teachers also suggested that the large learner numbers at HPSN may not favor PBL at the moment. They argued that compared to the current resources at school, it may be difficult to achieve the learner involvement needed in practical lessons. One of the participant colleagues noted that;

‘With the ever increasing number of pupils in this school, available resources may not support PBL activities. Our learners worked in three groups of between 25 to 30s, but I thought to myself that probably they need to have worked in groups of few numbers. This could have come with extra work on our part.’ Participant 1.

In the researcher's understanding, the large numbers of the learners hinder their active participation in the process of knowledge construction already talked about. This may imply that some learners may end up just following the group without taking part. In a much small

group, activities and roles for each member will be definite and it will be that each one must play their part.

In conclusion, the challenges of PBL at HPSWN have been explained as were suggested by several participants. These include; the method being time consuming, PBL is wasteful in terms of material, adjusting to it from old methods, difficulty in structuring the tasks of PBL, classroom order and management, motivation of learners, evaluation of learners and the problem of having large classes.

5.3.3 The way forward of PBL at HPSN

This study brings about some of the suggestions about how HPSN should treat PBL if it is to be successfully implemented and embraced by everyone. These suggestions were mainly generated from interview with participant B, and from focus groups of the participant colleagues.

5.3.3.1 Embracing PBL in all practical subjects

PBL was basically introduced to enhance and improve practical teaching and learning of music subject. However, other teachers of other subjects also showed interest of improving their individual practices in their specific subjects. The view of the respondents was that all practical subjects at HPSN should be taught in the style of PBL method and not only music. In the researcher's view, this is good and can help to improve on teaching and learning processes.

5.3.3.2 Sale of project products.

Learners created and recorded their own plays, songs and they also made some local music instruments for sale. As he responded to how to motivate teachers and learners involved in PBL, participant B mentioned that;

Recently I went on and made an audio recording of one of their projects (songs) if the learners with their teachers sell more projects, this can be a good starting point to facilitate themselves and facilitate more projects.' Participant B 7th December, 2019.

The idea is that learners' projects should be attractive so that the people in the community can be interested to buy them. During the concert, the chief guest bought 20 CDs. In his view, he thought that if more people could buy more other CDs, this can be a financial relief on the side of the school because this money can be used to facilitate the teachers' extra time and also to buy costumes and props for the next projects. In the researcher's view, this requires

that we emphasize to our learners to integrate the knowledge they get from marketing music. The researcher's interaction with participant 1, the ordinary practical lessons before the introduction of PBL, she has always encouraged learners to create or compose MDD items, suggesting that they should be sold to the parents so that the school could generate out some money.

5.3.3.3 Teachers need training about PBL

If all practical subjects are taught through PBL, then, all teachers need CPD or extra in-service training about how to implement PBL. In the researcher's view, the training should cover specific areas adapted for HPSN. Such areas can include but not limited to the historic challenges of PBL, benefits of PBL, the teacher's role in PBL and characteristics of PBL.

5.3.3.4 Projects done should reflect HPSN

Participant 'B' was of the view that all the projects to be conducted should reflect the corporate identity of HPSN. Such things could include the logo, the buildings, the vehicles, among others.

5.4 CONCLUSION

The fact that the researcher employed action research methodology meant that the process of practical teaching and learning of music in schools has to continue, even after this thesis. Action research is cyclic as seen conducted in this study. The intention of this study is to make sure that cyclic continues in teaching and learning process. Action research enables us to reflect on our teaching in a systematic way (Norton, 2009). Therefore, these reflections will help not to repeat any mistakes done in the previous cycles (Leitch, 2000). The truly successful teachers are those who constantly and systematically reflect on their actions and the consequences of those actions (Courtney, 2018).

The action research project in music instruction at HPSN, was successfully conducted. The three projects carried out helped the learners and the teacher to improve on practical experiences by reflecting and evaluating on the areas that needed to be enhanced, as they were identified by the learners, teachers and other stake holders. Most interesting, the research questions were answered and discussed. These questions include; How can PBL as an Active Teaching Learning (ATL) method be used to improve practical teaching and learning of music at Hillside school- Naalya? How can PBL as an innovative method be implemented in teaching and learning of music at Hillside school- Naalya? What is the impact of using PBL method in teaching and learning of music at Hillside school- Naalya?

It is true that learners work in groups but it is also true that they never cease to need help from their teachers. Therefore, learners need teachers' help before, during and after the music lessons. This is what the researcher has described as scaffolded learning. In addition, the enhancement of practice by using PBL in music instruction will continue to involve communicating to all concerned, organizing all necessary resources, putting more time in PBL activities, managing classroom discipline, communicating group dynamics and making thorough preparations before the projects, including rehearsing and staging or performing the created music dance and drama.

Learners gain several learning outcomes from PBL such as confidence, self-esteem, self-expression, more negotiating power in addition to leadership and communication skills. Learners also confirmed acquisition of patience and life skills through PBL activities. Other learning outcomes gained include time management skills, skills of cooperative learning and collaboration, creativity and innovation, improvisation skills and skills of reflection. Also, through PBL, learners are better placed to link the different knowledge gained from other curriculum areas by using one project. The challenges of PBL were discovered and these included; PBL being time consuming and wasteful. The researcher and music teachers confirmed difficulty in transiting from their old methods of teaching to PBL. Deciding on the task to be done in PBL was found to be difficult and it has been suggested that learners out to be included in this process. In addition, maintaining classroom order and motivating learners in PBL was found to be a great challenge. Evaluation and assessment of learners in PBL was so challenging on the part of the teachers.

5.5 RECOMMENDATIONS

5.5.1 The Recommendations to HPSN and other schools in Uganda

Establishment of music research and pedagogy at HPSN is highly recommended to monitor the instruction of music subject by examining teachers' and learners' practices through the use of PBL. Such practice would push several skills aimed at improving learners' performances in the future world of work. The learners would also benefit from the teachers' continuous improvement. In this, there should be deliberate efforts from the school's administration to encourage all teachers and learners to consider improving their various practices. This can be done through Action Research. The use of action research has proved

to be an attractive option for teacher's and learner's development because it can occur over a period of time, with in a school context and can be driven by the teachers and learners themselves (Aldridge, 2014) This improvement may first consider teaching using learner centered methods. This could make learners to own their learning process and be responsible for it. One of such methods includes but not limited to PBL.

The school should increase funding for the practical subjects. This funding can be used partly to facilitate the teachers, who work extra hours during supervision of learners' projects, buying music equipment, so that learners may reduce on the challenges faced during improvisation to produce more attractive products and may be to construct a decent MDD room or studio where more practice can occur without any interference. Such funding can be sourced from collaborating with similar willing partners around the world.

HPSN should therefore lobby for partnerships and collaborations to encourage learners' and teachers' practice in music instruction. This is protected within the mandate of the school; to consult and cooperate with anybody or organization in or outside Uganda having similar functions. According to Kyriacou (2007, p.17) schools should create a positive climate which facilitates staff developing their teaching skills. The policy of lesson observations can be adopted by the school through the department of MDD. In this arrangement, teachers would observe the lessons of other teachers in a bid to correct them and also learn from them hence enhancing learners' practical experiences. According to Kyriacou (2007, p.2), increasing numbers of experienced teachers now spend some time observing colleagues as part of their own or their colleague's program of professional development. Such observation can be immensely valuable; seeing how another teacher performs can stimulate ones ideas about their teaching.

In order to solve the issue of double quality teachers, HPSN should consider starting CPD programs aimed at training teachers of music. Such programs should be in-service, targeting people who have proof of being in the industry for at least three years. Also, the teachers at HPSN should continuously be engaged in music research so that they keep engulfed with the recent innovations in their areas of specialization. Such kind of research would include but not limited to a compulsory annual three months' experience in the world of work for every teacher teaching a practical subject. Zhang (2009, p.77) noted that teachers should be sent to relevant production units for short term and mid-term practice. Those lacking practical experiences and skills should be regularly sent to corresponding music production and

performances for specialized practice and skill practice. In the researcher's understanding, this can help to increase their effectiveness in implementation of practical teaching, and learning of content relevant to the industry.

In addition, the industry experts such as the professional musicians, famous musicians, music trainers, producers and promoters in practice should continuously be invited to the school as guest music trainers and they talk to the learners and also do some performances. This can help to increase the confidence of our learners because they will confirm that the industry is interested in what they are studying. As such, schools can invite these authoritative persons as guest performers, and invite them to give more talks to teachers and learners (Zhang, 2009). In such way, their industrial experiences and advantages can be brought to fully enhance the teaching and learning of music in schools.

Recommendation to the researchers and other teachers can be as follow: As teachers who have gone through traditional system of teaching and also got the experienced in learner centered teaching, the researcher feels that there is a need for more research in the area of experiential methods of teaching in general education. As for PBL, the researcher hopes to continue doing further research in this area in order to investigate some unanswered questions that arose during the process of the study. Such question included; what is the best way to manage discipline during PBL? What criteria of assessment is best suited for PBL? How should assessors for PBL be selected? Such questions remain unclear and can be pursued at higher levels such as doctoral studies. These questions can also be taken up by other researchers who will be interested in PBL activities especially in the area of Music Dance and Drama.

5.5.2 Summary of chapter five

In this chapter, the researcher discussed the findings she presented in chapter four. The discussion was mainly descriptive and narrative. It was done majorly with the already cited literature in chapter two. The themes indicated were generated from the objectives. Most of the existing literature seems to suggest that learners gain creative and innovative skills from PBL, and other things like communication skills, life skills, performing skills, leadership skills and negotiation skills. Discipline of learners is a big problem in PBL, and despite the fact that it is a learner centered approach to teaching, it would be a good idea for the teacher's presence during PBL to be felt in regards to classroom control and management.

The way forward includes embracing PBL in all practical lessons at HPSN, increasing training of teachers and more funding for practical skills in music instruction.

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APPENDIX 1: Observation Checklist for Teachers and Learners during Situational Analysis.

Part I: Teaching and Learning Strategies

1. The teaching / learning methods used at Hillside Primary school-Naalya.

1.1. What instructional methods do you use in your school?

.....

1.2. How do these instructional methods enhance the learning and teaching in your school?

.....

1.3. What method is most appropriate for the learners in this school and why?

.....

.....

Part II : Teaching and Learning Resources

2. The availability of the teaching and learning resources (tools and materials) Hillside Primary School Naalya

2.1. What are the available teaching and learning resources in this school?

.....

2.2. (a) Which music instruments do you use in this school?

.....

(c) What is the ratio of available instruments to the learners' number?

.....

2.3. How many periods of practical instrumentation do you have on the time table?

.....

2.4. What challenges do you face in using a few music instruments in this school?

.....

2.5. What could be the possible solutions to the challenges that you just mentioned above?

.....

2.6. What are other challenges that affect the teaching and learning process at Hillside school Naalya?

Part III: Learning Environment

3 Influence of environmental setting on teaching and learning of music at Hillside school-Naalya.

3.1. What structures are available for music teaching and learning in this school?

.....

3.2. What Security measures are available in this school to ensure effective music teaching and learning?

.....

3.3. What safety measures are in place to ensure effective music teaching and learning?

.....

3.4. Which forms of pollution & destructions do you experience during music teaching & learning?

.....

Explain how the administrative system influence the teaching and learning of music in your school?

.....

4. The mode of assessment of Music teaching and learning at Hillside Primary school Naalya.

4.1. How are the learners assessed in music subject in this school?

.....

Who participates in the assessment of learners in this school?

.....

How does the mode(s) of assessment influence the music teaching and learning process in this school?

.....

How is the learner's performance records tracked in music subject?

.....

How are the learners given feedbacks of their performance in music?

.....

APPENDIX 2: Permission Seeking Letter to Conduct the Study

The Head teacher Hillside Primary School,

P.O. Box 29679

Kampala.

18th August, 2018

Dear Sir,

RE: RESEARCH STUDY AT HILLSIDE PRIMARY SCHOOL-NAALYA

I am a student of Kyambogo University pursuing a Master's degree in Vocational Pedagogy.

I am tasked to carry out a study about the challenges in the teaching and learning process of music subject. The purpose of this communication is to seek for permission to conduct my research study in this school.

Through situational analysis and future workshop activities, this research will result into effective teaching and learning of music in this institution if given an opportunity.

I will be grateful for your consideration of my request.

Yours sincerely,

.....

Nyamwija Janet Keith

Student

Masters of Vocational Pedagogy

17/U/14862/GMVP/PE

APPENDIX 3: Work process Analysis/ Situational Analysis

Work Process	Tasks Involved	Competences Required
Admission of learners	• Announcement of interviews • Learners do interviews • Marking and shortlisting of the successful learners • Names published • Issue out of the admission letters • Registration of new learners	• Communication skills • Records management skills • Administrative skills
Orientation of learners	• Interpretation of school rules and regulations by class teachers • Recognition of new learners on assembly ground • Briefing and introduction of staff to the new learners • Touring the school	• Communication skills • Interpersonal skills • Administrative skills • Career guidance skills
Teaching and learning process	• Preparing schemes of work • Preparing learning materials • Prepare lesson notes and lesson plans • Prepare attendance lists • Actual teaching and learning	• Knowledge of subject matter • Time management skills • Communication skills • Practical application • Material identification • ICT skills • Accountability skills
Assessment and evaluation of learners	• Class work/ continuous assessment • Present feedback to learners • Give project work • Set and moderate examinations	• Knowledge of subject content • Writing and reading skills • Time management skills • Communication skills • Practical application

	• Conduct termly assessment • Give termly progress report	• ICT skills • Accountability skills
Award and certification	• Registration of candidates for Primary Leaving Examination (PLE) • Learners clearance with administration • End of the course prayers/party • Sitting for PLE • Awarding certificates to individuals	• Self-esteem and confidence • Communication skills • Decision making • Willing to learn • Responsibility • Good public speech

APPENDIX 4: Work plan for implementation

ACTIVITY	PROCESS	RESPONSIBLE PERSON(S)	TIME FRAME	INDICATORS
Strategy	Exploring possible strategies that can be employed in the use of PBL method of instruction.	Learners Teachers Administrators Researcher.	Two weeks	Plans acquired
Activities to be done implementin g the use of PBL method:				
<u>Drama</u>	- Forming groups - Create drama pieces - Rehearse/practic e - Evaluate the process	Researcher Other music teachers Learners	Three weeks 1 st March to 21 st March	- Groups in place - Drama pieces are composed - Rehearsals are conducted - Evaluation process observed
<u>Dance</u>	- Formation of groups - Looking for information about the dance - Discussing the dance structure	Researcher Music teachers Learners	Three weeks 1 st April to 21 st April	- Groups in place - Research about the traditional dance - Discussions

<u>Instrumental</u>	- Learning the dance - Rehearsing the dance components - Evaluating the process			are conducted - Mastering the dance - Rehearsals are done - Evaluation process observed
	- Formation of groups - Identification of the music instruments both local and western instruments - Looking at the parts of a Piano - Discussing the key burtons - Learning how to play a piano - Rehearsing - Evaluating the process	Researcher Music teachers Learners	Three weeks 1st May to 21st May	- Formation of groups - Identification of the music instruments both local and western instruments - Looking at the parts of a Piano - Discussing the key burtons - Learning how to play a piano - Rehearsing - Evaluating the process
Time table	Create extra time	Researcher Music teachers Learners		Time was created outside the time-table

Hillside Primary School

P.O.BOX 29679, Kampala

.....

The Teaching Staff,

Hillside Primary School

P.O.BOX 29679, Kampala

Dear Staff,

RE INVITATION TO ATTEND A FUTURE WORKSHOP

I hereby write to invite you to attend a future workshop scheduled for at Hillside Primary School Library.

The purpose of this workshop is to satisfy the requirements for carrying out an Action Research in improving the methodologies in Music instruction. This is to be subjected to an in-depth inquiry for establishing gaps and collaboratively determine appropriate intervention for the improvement in the teaching and learning music.

I will be grateful for your full participation in this workshop since you are key stakeholders at Hillside Primary School Naalya.

Yours faithfully,

.....

NYAMWIJA JANET KEITH

17/U/14862/GMVP/PE

STUDENT MASTERS OF VOCATIONAL PEDAGOGY

OF KYAMBOGO UNIVERSITY

APPENDIX 4: A Future Workshop Guide

Future Workshop carried out at Hillside Primary school Naalya on

A Future Workshop is a problem identification tool in any given setting aimed at collaboratively generate workable solutions within the work place. The future workshop has procedures to be followed, thus involves four phases in which a critical question is posed to the participants for discussion during the critical phase.

The four phases of the future workshop include Preparation phase, Critical phase, Fantasy phase and Reality phase. The specific activities undertaken in each of the future workshop phases are explained in the following sections:

1. Preparation phase:

- i. Setting date, venue and informing participants
- ii. Organizing refreshments, scholastic materials and setting the Agenda to guide the process.

Agenda

- i. Opening prayer
- ii. Self-introduction by the participants
- iii. Communication by researcher on: brief explanation on Action Research, Future Workshop method and set ground rules or guiding principles for the discussion.
- iv. Future workshop procedures carried out
- v. Closure

2. Critical phase:

Set a critical question for in depth discussion.

What brings about poor skills acquisition by learners in music subject at HPSN

3. Fantasy phase

Turning all the negative ideas identified into positive, every situation assumed to be possible, resources available to fix every problem,

4. Reality phase

- i. The ideal situation to take on short term challenges which have to be subjected to pairwise matrix ranking or through voting to get the most pressing challenge responsible for
- ii. The challenges identified with highest tally takes to be the research problem.
- iii. Participants agree on research topic out of the identified most pressing challenge
- iv. Participants agree on action implementation strategies

APPENDIX 5: Focus Group Discussion Guide

1. Are your expectations being met during the course of your study? If not, what do you think should be done?
2. What problems do you encounter in the delivery of practical? Do you think the skills being taught are relevant to the world of work?
3. What comments do you have on the resources used in teaching-learning process?
(Materials, tools, etc?)
4. What do you think should be done to improve the teaching/learning process?
5. How do you assess competence of learners?
6. What are the challenges faced during assessment?
7. What are your comments on the methods used in the assessment?
8. What do you think should be done to improve on the methods used in the assessment?
9. What do you think can be done in order to produce competent musician?

THANK YOU

APENDIX 6: A LETTER FROM KYAMBOGO UNIVERSITY

KYAMBOGO UNIVERSITY



P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464

www.kyambogo.ac.ug

FACULTY OF VOCATIONAL STUDIES

DEPARTMENT OF ART & INDUSTRIAL DESIGN

MASTERS IN VOCATIONAL PEDAGOGY PROGRAMME

14th February, 2019

THE PRINCIPAL
HILLSIDE PRIMARY SCHOOL - NAALYA
P.O BOX 29679, KAMPALA

RE: INTRODUCTION OF NYAMWIJA JANET KEITH

This comes to introduce to you NYAMWIJA JANET KEITH as student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University. This student bears registration number 17/U/14862/GMVP/PE and in her final year. As a requirement for graduation, this student is expected to carry out Action Research through a collaborative process with the World of Work.

Any support rendered to her is highly appreciated.

Yours Sincerely,

Christopher Serwaniko
Project Coordinator, NORHED MVP Project
Masters in Vocational Pedagogy Programme

This student has been allowed to carry out Action Research in the school.

