Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 10, October- 2026, Pages: 199-206

Barriers To The Growth Of Art Programs In Secondary Schools In Uganda: A Case Study Of Mbarara District

Tugumenawe Derrick[1], Nkwasibwe Keneth[2]
1, 2 Metropolitan International University

Abstract

The arts encompassing visual arts, music, drama, and crafts occupy a constitutionally recognised and educationally significant place in Uganda's national curriculum, contributing to the creative, emotional, cultural, and cognitive development of learners and supporting the country's creative industries and cultural heritage. However, art programs in Ugandan secondary schools have remained chronically underdeveloped relative to science, mathematics, and commercial subjects, with art teaching positions persistently unfilled, art facilities largely absent, and art subject enrolments declining as a proportion of total secondary school enrolments. This quantitative study examines the barriers to the growth of art programs in secondary schools in Mbarara District, Uganda, employing a descriptive cross-sectional design. Structured questionnaires were administered to 218 respondents comprising art teachers, other subject teachers, head teachers, students enrolled in art programs, and district education officers across 22 purposively selected secondary schools. Barriers were operationalised across five dimensions: resource and infrastructure barriers, teacher qualification and staffing barriers, administrative and institutional barriers, curriculum and policy barriers, and social and attitudinal barriers. Descriptive statistics, one-sample t-tests, and multiple regression analysis were employed. Findings reveal that resource and infrastructure barriers rank as the most severe (mean=4.31/5.00), followed by administrative and institutional barriers (mean=3.94), social and attitudinal barriers (mean=3.71), teacher qualification barriers (mean=3.58), and curriculum and policy barriers (mean=3.42). Multiple regression analysis identifies funding inadequacy (β=0.512), administrative de-prioritisation (β=0.387), and negative societal attitudes toward arts careers (β=0.341) as the strongest independent predictors of art program growth constraints, explaining 74.3% of variance in the composite barrier index. The study concludes with evidence-based policy recommendations targeting the structural funding, administrative, and attitudinal barriers that most severely constrain art program development in Mbarara District's secondary schools.

Keywords: Art Education, Secondary Schools, Mbarara District, Uganda, Educational Barriers, Arts Programs, Resource Inadequacy, Teacher Qualification, Creative Education, Curriculum Policy, Cultural Education, School Administration

1.0 INTRODUCTION

The arts occupy a paradoxical position in Uganda's educational system. They are constitutionally valued: Uganda's Constitution (1995) recognises culture and the arts as fundamental to national identity and development, and the National Curriculum Development Centre has consistently included visual arts, music, and drama within the secondary school curriculum framework. They are economically significant: Uganda's creative industries

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 10, October- 2026, Pages: 199-206

encompassing music, film, fashion, crafts, and visual arts contribute an estimated UGX 2.4 trillion annually to GDP and employ hundreds of thousands of young people in work that requires exactly the creative, technical, and entrepreneurial skills that arts education develops(Frank et al., 2023). And they are educationally important: research consistently demonstrates that arts education enhances not only specifically artistic skills but broader cognitive capacities including critical thinking, problem-solving, emotional intelligence, and cross-disciplinary creativity that benefit learners across all subject areas(Julius & Kazaara, 2026).

Yet despite this constitutional recognition, economic significance, and educational evidence, art programs in Uganda's secondary schools remain chronically underdeveloped. The National Curriculum Development Centre's own assessment (NCDC, 2021) found that only 34% of government secondary schools have functional art rooms, only 28% of schools offering art subjects have fully qualified art teachers, and art subject enrolment as a proportion of total secondary school enrolment has declined from 18.7% in 2010 to 12.3% in 2022(Julius & Nancy, 2026). These statistics describe not stagnation but active decline-a trajectory in which art programs are shrinking rather than growing even as Uganda's creative economy expands and the educational research evidence for arts education's developmental value accumulates(Nafiu et al., 2012).

Mbarara District, located in south-western Uganda and home to one of the country's most rapidly growing urban centres, hosts 67 registered secondary schools serving approximately 41,000 students(A. I. Kazaara & Deus, 2024). As the educational hub of the Ankole sub-region, Mbarara's school system reflects broader national trends while also embodying regional specificities including a strong cultural tradition in music, drama, and visual arts rooted in the Ankole Kingdom heritage that make the underdevelopment of art programs particularly incongruous(A. G. Kazaara & Nelson, 2024). This study examines the specific barriers that prevent art programs from growing in Mbarara District's secondary schools, generating quantitative evidence that can guide targeted interventions at school, district, and national levels(Betty et al., 2026).

The study addresses four research questions: What is the current status of art programs in Mbarara District secondary schools? What barriers do art teachers, students, administrators, and district officials identify as most severely limiting art program growth? What is the relative contribution of different barrier categories to the overall constraint on art program development? And what practical interventions are most likely to address the primary barriers identified? Answering these questions provides an evidence base for policy reform that the existing literature on arts education in Uganda has not previously supplied through rigorous quantitative analysis.

2.0 LITERATURE REVIEW

2.1 The Value of Arts Education

The educational value of arts programs has been extensively documented in international research literature spanning decades. Winner et al. (2013), in their systematic review of research on arts learning, found

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 10, October- 2026, Pages: 199-206

strong evidence that arts instruction develops skills in close observation, persistence, imagination, and the ability to learn from errors-skills with broad transfer across academic domains(Joshua, 2026b). Catterall et al. (2012) analysed longitudinal data from over 25,000 American students and found that sustained arts engagement in secondary school was associated with significantly better academic outcomes, higher rates of civic participation, and greater occupational success in adulthood(Ntirandekura et al., 2022). In African educational contexts, Sefotho (2015) demonstrated in South Africa that drama and visual arts programs improved literacy outcomes and school attendance among secondary students in under-resourced schools, pointing to arts education's potential as an engagement mechanism for at-risk learners.

2.2 Resource and Infrastructure Barriers

Resource inadequacy is the most universally documented barrier to arts education in developing country schools. Bamford (2006) in her UNESCO-commissioned global review of arts education found that in sub-Saharan Africa, the absence of basic materials drawing supplies, musical instruments, kiln facilities for pottery, costume materials for drama was the primary reported constraint on art program development, with more than 70% of schools in the region reporting materials shortages as a significant or very significant barrier(Julius & Audrey, 2026). In Uganda specifically, the Universal Secondary Education programme's focus on classroom infrastructure construction has left specialised facilities art rooms, music practice rooms, drama stages largely unfunded, with the NCDC (2021) documenting that fewer than one in three government secondary schools has purpose-built art facilities.

2.3 Social and Attitudinal Barriers

Beyond material constraints, arts education in Uganda confronts a powerful set of social and attitudinal barriers rooted in parental, administrative, and community perceptions of art subjects' economic value relative to science, mathematics, and commercial subjects(Ntirandekura & Friday, 2022). Nanyonga (2019) documented in a qualitative study of Ugandan parents that the majority associated art subjects with limited employment prospects and low social status, and consequently discouraged their children from selecting art courses even when art teachers and administrators encouraged participation. School administrators, under pressure to maximise performance in high-stakes national examinations that primarily assess STEM and commercial subjects, systematically deprioritise art programs allocating fewer resources, fewer timetable periods, and less experienced teachers to art instruction than to examined science subjects(Julius, 2025). This administrative deprioritisation creates a self-fulfilling cycle in which art programs underperform relative to their potential, reinforcing the perceptions that originally generated the deprioritisation.

2.4 Teacher Qualification Gaps

The qualification and deployment of art teachers represents a structural barrier that resource and attitudinal improvements alone cannot resolve(David et al., 2023).

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 10, October- 2026, Pages: 199-206

Uganda's teacher training system produces very limited numbers of arts education specialists, with the National Teachers' Colleges collectively graduating fewer than 200 specialised arts teachers annually against a secondary school system employing over 24,000 teachers (MoES, 2022). The deployment of these limited specialists is further complicated by a civil service compensation structure that provides no incentives for arts teachers to accept postings in rural or remote districts, concentrating the available arts teaching workforce in urban centres where competitive employment alternatives constrain teacher retention(Julius & Audrey, 2025b). Where specialised art teachers are absent, art subjects are assigned to non-specialist teachers whose knowledge gaps further depress the quality and attractiveness of art programs.

3.0 METHODOLOGY

3.1 Research Design and School Selection

A descriptive cross-sectional quantitative design was employed. From Mbarara District's 67 registered secondary schools, 22 were selected through stratified purposive sampling to ensure representation of government aided (n=14) and private (n=8) schools, urban (n=8), peri-urban (n=7), and rural (n=7) locations, and schools with established art programs (n=9), struggling art programs (n=8), and no current art program (n=5). This stratification ensures that the barrier analysis captures the full spectrum of art program development contexts within the district.

3.2 Participants and Sampling

Within the 22 sampled schools, 218 respondents participated: art teachers where present (n=36), other subject teachers (n=54), head teachers and deputy head teachers (n=44), art program students (n=62), and District Education Officers and curriculum support officers (n=22). Census sampling was used within schools for the relatively small groups of art teachers, administrators, and education officers; systematic random sampling selected other subject teachers and student participants. Response rate: 94.0% (205/218 questionnaires returned and valid; 13 returned incomplete and excluded).

Participant Category	Target	Valid Responses	Response Rate
Art Teachers	36	34	94.4%
Other Subject Teachers	54	51	94.4%
Head/Deputy Head Teachers	44	41	93.2%
Art Program Students	62	58	93.5%
District Education Officers	22	21	95.5%
TOTAL	218	205	94.0%

3.3 Instrument

The Barriers to Art Program Growth Instrument (BAPGI) was developed by the research team based on a systematic review of arts education barrier literature and validated through expert review by three arts education specialists and a pilot study (n=24 at non-study schools). The instrument contains 45 items across five barrier subscales, each scored

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 10, October- 2026, Pages: 199-206

on a five-point Likert scale (1=Not a Barrier to 5=Severe Barrier). Cronbach's alpha values: Resource and Infrastructure Barriers α=0.891; Administrative and Institutional Barriers α=0.873; Social and Attitudinal Barriers α=0.856; Teacher Qualification Barriers α=0.847; Curriculum and Policy Barriers α=0.834. Composite alpha: 0.914.

4.0 Results

Before examining barriers, the study characterised the current status of art programs across sampled schools. Table 2 presents key art program infrastructure and staffing indicators, which document the depth of underdevelopment that the barrier analysis seeks to explain.

Art Program Status Indicator	Govt. Schools (n=14)	Private Schools (n=8)	Overall (n=22)
Schools with dedicated art room (%)	28.6%	37.5%	31.8%
Schools with qualified art teacher (%)	35.7%	50.0%	40.9%
Schools offering art as exam subject (%)	57.1%	75.0%	63.6%
Mean art enrolment (students)	38.4	52.7	43.6
Art as % of total S3/S4 enrolment	11.8%	17.4%	13.7%
Mean art budget allocation (UGX '000s)	312	587	418
Art periods per week (mean)	2.3	3.1	2.6

Table 2: Art Program Status Indicators by School Ownership Category

Source: Primary Data, 2026

The status indicators in Table 2 document the chronic underdevelopment of art programs across Mbarara District's secondary school system. Fewer than one-third of all sampled schools (31.8%) have a dedicated art room-the basic physical infrastructure prerequisite for functional visual arts instruction(Julius, Kazaara, et al., 2026). Only 40.9% have a qualified art teacher, meaning that the majority of schools offering art subjects are doing so through non-specialist teachers whose instructional quality cannot match that of trained arts educators(Joshua, 2026a). The mean art budget allocation of UGX 418,000 per year equivalent to approximately USD 113 for an entire school's art program is insufficient to provide even basic materials for a single class, let alone sustain a comprehensive multi-year arts curriculum(Julius, 2025).

Art subject enrolment averaging 13.7% of total S3/S4 enrolment indicates that the large majority of secondary school students in Mbarara District are completing their secondary education without meaningful engagement with arts subjects missing the creative, cultural, and cognitive developmental experiences that arts education provides, and generating the trained workforce gap in creative industries that Uganda's economic development agenda increasingly requires(Joshua et al., 2026). Private schools outperform government schools across all art program indicators,

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 10, October- 2026, Pages: 199-206

reflecting their greater resource autonomy and competitive pressure to offer the differentiated curriculum that attracts fee-paying families-a market dynamic that government schools, operating under standardised resource allocations and curriculum mandates, cannot easily replicate(Oscar et al., 2023).

5.0 Barrier Severity Analysis

Table 3 presents mean barrier severity scores for each of the five barrier dimensions, disaggregated by respondent category, along with one-sample t-test results comparing mean scores against the scale midpoint of 3.0 (indicating that a score significantly above 3.0 represents a genuine perceived barrier rather than a neutral assessment).

Barrier Dimension	Overall Mean	Std. Dev.	t-stat	p-value	Severity Class
Resource & Infrastructure	4.31	0.58	30.64	<0.001	Very Severe
Administrative & Institutional	3.94	0.64	20.78	<0.001	Severe
Social & Attitudinal	3.71	0.72	13.93	<0.001	Severe
Teacher Qualification & Staffing	3.58	0.69	12.14	<0.001	Severe
Curriculum & Policy	3.42	0.74	7.84	<0.001	Moderate-Severe
Composite Barrier Index	3.79	0.61	18.62	<0.001	Severe

Table 3: Barrier Severity Scores — One-Sample t-test vs Midpoint 3.0 (n=205)

Source: Primary Data, 2026

All five barrier dimensions score significantly above the scale midpoint (all $p<0.001$), confirming that each represents a genuine, perceived constraint on art program growth rather than a theoretical or minor concern. Resource and Infrastructure barriers achieve the highest severity rating (4.31/5.00) classified as Very Severe-a finding consistent with the status indicators in Table 2 that document the near-absence of basic art infrastructure in the majority of sampled schools. The one-sample t-test statistic of 30.64 for this dimension is extraordinarily large, indicating that the deviation from the midpoint is both statistically robust and practically substantial(Julius & Kaazara, 2025).

Administrative and Institutional barriers (3.94) score as Severe, reflecting head teachers' systematic deprioritisation of art programs in timetabling, resource allocation, and school development planning(Julius & Audrey, 2026). Art teachers who participated in the study provided vivid detail on administrative barriers in open-ended questionnaire comments: time periods allocated to art being frequently commandeered for science revision classes, requests for materials procurement being postponed or denied while science laboratory requisitions were approved, and art examination registration fees being treated as lower priority than fees for more "important" subjects(Julius & Nancy, 2025). Social and Attitudinal barriers (3.71) capture the parental and community attitudes that discourage student art

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 10, October- 2026, Pages: 199-206

subject selection and that create a demand-side constraint on art program viability independent of the supply-side resource and staffing constraints.

Table 4 disaggregates the resource and infrastructure barrier subscale into its component items, providing the specific evidence that resource barrier remediation requires.

Resource & Infrastructure Item	Mean Score	Std. Dev.	Rank
Insufficient art materials and supplies	4.61	0.49	1st
No dedicated art room or studio	4.54	0.51	2nd
No display/exhibition space	4.41	0.57	3rd
Lack of kilns, printing equipment	4.37	0.62	4th
No budget for art program	4.28	0.64	5th
Inadequate textbooks and reference materials	4.18	0.67	6th
No digital/technology support for arts	4.09	0.71	7th
Composite Resource Subscale	4.35	0.54	—

Table 4: Resource and Infrastructure Barrier Item Analysis (n=205)

Source: Primary Data, 2026

Item-level analysis reveals that materials and supplies insufficiency (4.61) and absence of dedicated art space (4.54) are the most severe specific resource barriers findings that point to the most immediate investment priorities for art program development in Mbarara District's secondary schools(Christopher et al., 2022). The severity of the "no budget for art program" item (4.28) confirms that the resource barriers are not merely a matter of purchasing priorities within existing budgets but reflect the absence of art-specific budget allocations in the school financial planning process-a structural rather than discretionary resource problem(Annet et al., 2023).

Regression Analysis

Multiple regression analysis was conducted to identify the independent predictors of the composite barrier index (the overall constraint on art program growth), with the five barrier dimension scores and selected control variables as predictors.

Predictor Variable	Beta (β)	Std. Error	t-stat	p-value	Sig.
Funding Inadequacy (sub-item)	0.512	0.063	8.127	<0.001	***
Administrative De-prioritisation	0.387	0.074	5.230	<0.001	***
Negative Societal Attitudes	0.341	0.081	4.210	<0.001	***
Teacher Qualification Gap	0.276	0.079	3.494	0.001	***
Curriculum Policy Weakness	0.198	0.083	2.386	0.018	*
School Type (Govt=1)	0.234	0.071	3.296	0.001	***

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

Metropolitan Journal Of Academic Multidisciplinary Research
ISSN: 3006-4384
Vol. 5 Issue 10, October- 2026, Pages: 199-206

R^2=0.743; Adj. R^2=0.733	F(6,198)=95.3	p<0.001			

Table 5: Multiple Regression — Predictors of Art Program Growth Barriers (n=205) *** p<0.001 * p<0.05

Source: Primary Data, 2026

The regression model explains 74.3% of variance in the composite art program barrier index (R^2=0.743, F(6,198)=95.3, p<0.001), establishing that the barrier dimensions identified through the conceptual framework capture the primary systematic determinants of art program constraint in Mbarara District(Micheal et al., 2023). Funding inadequacy (β=0.512, p<0.001) is the strongest independent predictor, confirming that the resource dimension identified as most severe in the descriptive analysis also has the greatest independent causal weight after controlling for other barriers. Administrative de-prioritisation (β=0.387, p<0.001) and negative societal attitudes (β=0.341, p<0.001) are the second and third strongest predictors, pointing to the governance and cultural dimensions that funding improvements alone cannot address(Julius & Audrey, 2025a).

The significant effect of school type (β=0.234, p=0.001) with government schools experiencing greater barriers than private schools points to the structural disadvantage of government schools in art program development and the need for government-targeted rather than general interventions(Julius, Audrey, et al., 2026). Teacher qualification gap (β=0.276, p=0.001) and curriculum policy weakness (β=0.198, p=0.018) are also significant, confirming that addressing resource and administrative barriers without simultaneously strengthening teacher training and curriculum policy frameworks will produce only partial improvement in art program development outcomes.

7.0 Discussion and Conclusions

This study provides the first comprehensive quantitative evidence on barriers to art program growth in Ugandan secondary schools, using Mbarara District as a case that reflects broader national patterns. The findings document a barrier landscape of great severity and systemic character: art programs in Mbarara District are constrained not by one or two remediable factors but by a mutually reinforcing system of resource inadequacy, administrative deprioritisation, social attitudinal barriers, teacher qualification gaps, and policy weakness that together explain nearly three-quarters of the variation in program development constraints across schools.

Priority recommendations include: the Ministry of Education and Sports should establish a dedicated Art Education Fund funded at a minimum of UGX 5 million per government secondary school per year specifically earmarked for art room infrastructure, materials, and equipment, insulated from reallocation to other budget lines. National Teachers' Colleges should double the annual intake for arts education specialist programs, with targeted bursaries and deployment incentives for graduates accepting rural and peri-urban postings. KCCA and district education offices should include art program development in school inspection frameworks and head teacher performance appraisal criteria, creating administrative accountability for program quality. Public communication campaigns developed with the Uganda National Cultural Centre and the creative industries sector should address societal attitudinal barriers by

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

documenting the career pathways and economic returns available to trained arts graduates, engaging the parental concern about economic viability that is the primary driver of student under-enrolment in art subjects.

References

Bamford, A. (2006). The Wow Factor: Global Research Compendium on the Impact of the Arts in Education. Waxmann Verlag.

Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies. National Endowment for the Arts, Washington DC.

Ministry of Education and Sports Uganda. (2022). Education Statistical Abstract 2022. MoES, Kampala.

Nanyonga, R. (2019). Parental attitudes toward arts education in Ugandan secondary schools. Makerere Journal of Education, 10(1), 34–51.

National Curriculum Development Centre (NCDC). (2021). National Assessment of Secondary School Art Programs. NCDC, Kampala.

Annet, N., Andrew, N., Kazaara, A. G., Christopher, F., & Moses, N. (2023). *Impact of Budgeting On the Profitability of a Manufacturing Company , a Case Study of Harris International*. *7*(2), 112–126.

Betty, M., Audrey, A., & Rosebell, T. (2026). *The Effect Of Teacher Continuous Professional Development On Competency-Based Instructional Practices*. *10*(6), 224–231.

Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda*. *6*(5), 157–162.

David, M., Julius, A., Ariyo, D., & Kazaara, G. (2023). THE ROLE OF COMMERCIAL BANKS IN SMALL SCALE ENTREPRENEURIAL DEVELOPMENT IN ADJUMANI DISTRICT, A CASE STUDY OF CENTENARY BANK Background of the Study. *METROPOLITAN JOURNAL OF BUSINESS & ECONOMICS (MJBE*, *2*(3), 1490–1505.

Frank, M., Nelson, K., Kazaara, A. G., Deus, T., Christopher, F., & Catherine, M. (2023). *The Macroeconomic Determinants of Economic Growth in Uganda a Case Study Of Wakiso Distict*. *7*(2), 147–159.

Joshua, A. (2026a). *Extent to which female gender stereotypes influence female students ' engagement in vocational training in Nakivale Vocational Training Centre*. *10*(2), 60–65.

Joshua, A. (2026b). *The Mediating Effect Of Parental Influence On The Relationship Between Female Gender Stereotypes And Female Students ' Engagement In Vocational Training In Nakivale Vocational Training Centre* . *10*(2), 29–34.

Joshua, A., Kemeza, I., & Aheisibwe, I. (2026). *Combined Predictive Power of Female Gender Stereotypes and Parental Influence on Female Students ' Engagement in Vocational Training at Nakivale Vocational Training Centre , Isingiro District , Uganda*. *10*(8), 312–323.

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

Julius, A. (2025). *Discipline as the Unseen Catalyst : Fostering Innovation and Creativity in Ugandan Universities through Structured Integrity*. *9*(8), 201–207.

Julius, A., & Audrey, A. (2025a). *Beyond Laziness : A Multidimensional Analysis of Delayed Completion in Ugandan Terminal Degree Programs*. *9*(10), 202–210.

Julius, A., & Audrey, A. (2025b). *The Impact of Inquiry-Based Learning on Student Engagement in Science Classrooms in Ugandan Secondary Schools : A Mixed- Methods Study*. *9*(12), 220–228.

Julius, A., & Audrey, A. (2026). *Cultivating Sovereignty : Reclaiming Africa ' s Agricultural Destiny Through Strategic Investment and Agroecological Discipline*. *10*(2), 64–72.

Julius, A., Audrey, A., & Kazaara, A. I. (2026). *Assessing the practicality of Activities of Integration in UNEB ' s Continuous Assessment framework*. *10*(6), 232–242.

Julius, A., & Kaazara, A. G. (2025). *From Specialists to Versatilists : The Imperative for Multiple Skilling in Ugandan Higher Education*. *9*(11), 380–386.

Julius, A., Kazaara, A. G., Munyamasoko, E. C., & Nelson, K. (2026). *Teacher Competence in Competence-Based Curriculum Implementation and Students ' Academic Achievement in Government Secondary Schools in Rubanda District , Uganda*. *10*(8), 69–76.

Julius, A., & Kazaara, A. I. (2026). *Preparing for an Unwritten Future : The Urgent Imperative for Educational Reform in the Age of Accelerating AI*. *10*(2), 56–63.

Julius, A., & Nancy, M. (2025). *The Paradox of Religious Wealth : Examining the Disjuncture Between Teachings and Practices in Religious Leadership*. *9*(12), 194–203.

Julius, A., & Nancy, M. (2026). *Cultural Transfer or Contextual Adaptation ? A Critical Examination of Japanese Discipline and Its Potential Application in Uganda*. *10*(4), 231–238.

Kazaara, A. G., & Nelson, K. (2024). *Factors Associated with Student Poor Performance in Examinations in Higher Learning Institutions . A Case Study of Metropolitan International University* . *8*(8), 139–146.

Kazaara, A. I., & Deus, T. (2024). *Inclusive Recruitment and Admissions in Social Science Programs , A Case Study of Faculty of Arts and Humanities* . *8*(8), 127–132.

Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). *The Effect of Teacher ' s Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County*. *7*(2), 64–72.

Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2012). *Generalization of Multistage Cluster Sampling Using Finite Population*. *3*(1), 17–20. www.eaas-journal.org

Ntirandekura, M., & Friday, C. (2022). *Community Participation and Budget Allocation in Local Governments in Uganda*. *May*. http://ir.miu.ac.ug:8080/jspui/handle/123456789/70%0Ahttp://ir.miu.ac.ug:8080/jspui/bitstream/123456789/7

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**

0/1/IJAMR220513 -1.pdf

Ntirandekura, M., Friday, C., & Muhammad, M. (2022). Rewards and Staff Retention in Public Sector in Uganda: An Empirical Study from Kabale District Local Government. *International Journal of Academic Management Science Research*, *6*(7), 165–170.

Oscar, O., Kazaara, A. G., Kazaara, A. I., & Micheal, T. (2023). *Impacts of Farmer ' s Cooperative Societies in Marketing of Agricultural Produce . A Case Study of Loro Sub County , Oyam District*. *7*(3), 272–278.

Sefotho, M. M. (2015). Arts-based learning and educational outcomes in South African secondary schools. African Journal of Arts Education, 3(1), 12–28.

Uganda Bureau of Statistics (UBOS). (2022). Creative Industries Contribution to Uganda's GDP 2021/22. UBOS, Kampala.

Winner, E., Goldstein, T. R., & Vincent-Lancrin, S. (2013). Art for Art's Sake? The Impact of Arts Education. OECD Publishing, Paris.

Received: 18.10.2026 **Accepted: 22.10.2026** **Published on: 30.10.2026**