

The Impact Of Art Education On Students' Critical Thinking And Creativity: A Case Of Selected Secondary Schools In Gulu District, Northern Uganda

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Abstract

This study examined the influence of education art on students' cognitive development, creative expression, and academic performance in selected secondary schools in Gulu District. A mixed-methods approach was employed, where data were collected from 150 students and 15 teachers using questionnaires and interviews. The study specifically assessed how different forms of education art such as visual arts, music, drama, and curriculum-based creative activities contributed to problem-solving skills, academic performance, and creativity development. The regression analysis results revealed that education art had a strong and statistically significant positive effect on students' problem-solving and critical thinking skills ($R^2 = 0.62$, $p < 0.001$). Among the predictors, drama and role play ($\beta = 0.35$), visual arts engagement ($\beta = 0.31$), and music and rhythm activities ($\beta = 0.28$) were the most influential contributors. Similarly, creative expression significantly influenced academic performance ($R^2 = 0.58$, $p < 0.001$), with classroom creativity support ($\beta = 0.38$) and creative writing ($\beta = 0.33$) emerging as key determinants. Furthermore, institutional and teacher-related factors significantly shaped educators' perceptions of creativity development ($R^2 = 0.66$, $p < 0.001$), with teacher training in art methods ($\beta = 0.34$) and availability of art resources ($\beta = 0.30$) showing strong effects. The study concluded that education art plays a crucial role in enhancing students' cognitive abilities, academic achievement, and creativity development. It further established that both instructional practices and institutional support systems are essential in maximizing the benefits of art education. Therefore, the study recommended increased investment in art education programs, improved availability of learning resources, and enhanced teacher training in creative and artistic instructional methods to strengthen learners' critical thinking and creativity skills.

Keywords: Education art, critical thinking, creativity, academic performance, secondary schools, Gulu District, problem-solving skills.

Background of the Study

Historically, art has been a cornerstone of human civilization, serving as a tool for communication, cultural expression, and community identity (Julius & Kazaara, 2026). In pre-colonial Uganda, education was informal and incorporated art through storytelling, music, crafts, and dance as a way of imparting knowledge, values, and skills (Nabirye, 2015). These artistic forms were deeply embedded in daily life and were used to teach problem-solving, critical analysis, and moral reasoning (Brian et al., 2024).

With the advent of colonial rule, the education system became formalized, and emphasis shifted toward Western academic subjects. Art and indigenous knowledge systems were marginalized and often dismissed

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as non-essential (Ssenkaaba, 2018). Post-independence reforms sought to reintegrate arts into the curriculum, but the focus on academic achievement and national exams meant that art education remained peripheral in most Ugandan schools (Julius, 2024). In recent years, policymakers and educators have started to recognize the value of creative disciplines, particularly as Uganda seeks to nurture innovation and entrepreneurship in its youth (Winyi et al., 2023). However, challenges such as limited funding, lack of trained teachers, and inadequate infrastructure have hindered progress.

Art education refers to the structured teaching and learning of visual and creative arts such as drawing, painting, sculpture, design, and digital media. It is a vital component of holistic education as it fosters the development of technical skills, imagination, self-expression, and higher-order thinking abilities (Julius et al., 2024). According to Eisner (2002), art education provides learners with opportunities to explore alternative solutions, reflect on their choices, and think independently skills that are essential in the 21st century.

Critical thinking involves purposeful, self-regulated judgment that results in interpretation, analysis, evaluation, and inference (Facione, 1990). It enables students to question assumptions, assess arguments, and make informed decisions. Similarly, creativity is defined as the ability to generate original, effective, and valuable ideas or artifacts (Runco & Jaeger, 2012). It is closely linked to innovation, adaptability, and personal growth. In educational contexts, art education is widely acknowledged to stimulate both critical thinking and creativity through open-ended tasks, problem-solving activities, and expressive challenges (Julius, 2025a).

Despite their importance, these competencies are often underdeveloped in traditional school systems that prioritize rote learning and standardized testing (Suzan & Gracious Kazaara, 2023). This study seeks to examine how the integration of art education influences these cognitive abilities, particularly within the context of Gulu District, Uganda.

Gulu District, located in Northern Uganda, has faced significant challenges due to decades of armed conflict, which disrupted educational systems and traumatized communities (Julius & Desire, 2025). Although the region is now in recovery, many schools still suffer from poor infrastructure, inadequate staffing, and limited access to learning materials (Opoka, 2021).

In this post-conflict context, art education can serve as both a therapeutic tool and a vehicle for rebuilding cognitive and emotional competencies. Otieno (2019) notes that art-based interventions have been used in Gulu to promote healing, self-expression, and resilience among youth. Despite this, little empirical research has been conducted to evaluate how art education is currently being implemented in Gulu schools or how it impacts students' cognitive development (Julius, 2025a). The present study, therefore, seeks to fill this gap by

examining the specific ways in which art education influences students' critical thinking and creativity in selected secondary schools in the district(Seth, 2019).

This study is grounded in John Dewey's Experiential Learning Theory (1938), which emphasizes learning through experience, reflection, and interaction with the environment(Nicholas & Nancy, 2024). Dewey argued that education should not merely involve passive absorption of information but should actively engage learners in meaningful tasks that develop their reasoning and creativity(Audrey & Nancy, 2025). Art education aligns with this theory because it involves hands-on, learner-centered activities that require students to make choices, solve problems, and reflect on their outcomes(Julius & Kaazara, 2025). The theory suggests that students who engage in artistic experiences are more likely to develop higher-order thinking skills and innovative capacities, both of which are critical in today's rapidly changing world.

Statement of the Problem

While the benefits of art education are well-documented across the world particularly in fostering innovation, critical reasoning, emotional expression, and holistic development its integration into Uganda's formal secondary school curriculum remains minimal(Audrey & Nancy, 2025). This is especially true in under-resourced and post-conflict regions such as Gulu District, where the educational system is still grappling with infrastructural challenges, teacher shortages, and low funding for non-examinable subjects(Kazaara & Desire, 2025).

The current structure of Uganda's secondary education system heavily emphasizes subjects like Mathematics, Sciences, and Languages because they are prioritized in national assessments and university admissions(Anthony, Kazaara, & Kazaara, 2023). Consequently, art education is often sidelined, treated merely as a co-curricular or leisure activity rather than a core contributor to intellectual development(Nancy, 2025). This prioritization has created an environment where students receive little to no structured engagement in visual or performing arts, depriving them of the opportunity to cultivate essential 21st-century skills such as critical thinking, creative problem-solving, visual literacy, and emotional intelligence(Julius & Nancy, 2026).

This marginalization is even more detrimental in Gulu District a region that has undergone significant trauma and disruption due to decades of armed conflict and social instability(Julius & Desire, 2025). Many learners in this area continue to face psychosocial challenges, limited educational stimulation, and a lack of creative outlets for emotional healing and cognitive development. Art education, if properly implemented, could serve as both a therapeutic tool and a medium for enhancing mental flexibility, innovation, and resilience among learners(Kaazara & Audrey, 2025).

Moreover, while global research has increasingly validated the link between art-based instruction and academic performance, there is a lack of empirical studies within Uganda's context that explore how art

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education can shape cognitive skills such as reasoning, analysis, and original thought (Julius & Kazaara, 2025a). Gulu District, in particular, lacks sufficient data on the cognitive and developmental outcomes of students exposed to art programs versus those who are not (Mark et al., 2023).

Therefore, this study seeks to bridge this critical knowledge gap by examining the impact of art education on students' critical thinking and creativity in selected secondary schools in Gulu District. It aims to determine the extent to which art education influences learners' ability to solve problems, think independently, and express themselves creatively. The findings of this study are expected to inform policy decisions, curriculum development, and resource allocation in support of a more balanced, inclusive, and creativity-oriented education system in Uganda.

Objectives of the Study

Major Objective

To investigate the impact of art education on students' critical thinking and creativity in secondary schools in Gulu District.

Specific Objectives

1. To assess how education art influences students' problem-solving and critical thinking skills.
2. To explore the relationship between creative expression and academic performance.
3. To examine educators' perceptions of creativity development through art education.

Literature Review

Introduction

This chapter presents a comprehensive review of existing scholarly literature related to the impact of art education on critical thinking and creativity. It explores the theoretical and empirical foundations that highlight the role of art in cognitive development, academic achievement, and socio-emotional well-being. The chapter also examines educators' perceptions and their influence on how art is taught and valued in schools. Finally, the chapter identifies research gaps, especially within the Ugandan and Gulu District contexts, that this study seeks to address.

Art Education and the Development of Critical Thinking

Critical thinking refers to the ability to engage in reflective and independent thinking by analyzing, synthesizing, and evaluating information. Scholars argue that art education plays a vital role in fostering this skill. Eisner (2002) asserts that art provides a platform for learners to interpret, make judgments, and solve problems through visual and symbolic means. The process of creating art demands a level of decision-making and critical evaluation that enhances a learner's intellectual agility (Julius & Audrey, 2026).

Hetland et al. (2007), in their influential study *Studio Thinking*, identify key "habits of mind" developed through art education such as observing, reflecting, envisioning, and engaging with complexity. These habits

are foundational to critical thinking and transferable to other academic domains, including science and mathematics(Jallow et al., 2022).

In the Ugandan context, Nabirye (2015) observes that while students in art programs exhibit higher levels of analytical reasoning and visual interpretation, art remains underutilized as a tool for cognitive development. Traditional education in Uganda still leans toward rote memorization and exam-centered instruction, which hinders the cultivation of independent thought. Art education, if systematically integrated, can reverse this trend by promoting inquiry, exploration, and mental flexibility among students.

Creative Expression and Academic Performance

Creativity is defined as the ability to produce original and valuable ideas or products. The relationship between creativity and academic success has long intrigued educators and researchers. Torrance (1974), through the *Torrance Tests of Creative Thinking*, established a strong association between creative thinking and improved performance across various subjects. He emphasized that creativity is not confined to the arts but enhances problem-solving in mathematics, writing, and sciences as well(Julius, 2025b).

Catterall et al. (1999), in their longitudinal study, found that students with sustained engagement in the arts perform better academically and display stronger self-esteem, communication skills, and motivation—especially those from marginalized or disadvantaged backgrounds. These findings are particularly relevant for post-conflict areas like Gulu District, where learners may struggle with confidence and identity reconstruction. Art education can serve as both a learning tool and a psychosocial intervention(Julius & Kaazara, 2025).

Moreover, creative expression allows learners to approach academic challenges from multiple angles, think outside the box, and develop a sense of autonomy in learning(Julius & Kaazara, 2025). These benefits are often overlooked in Uganda’s rigid and examination-driven curriculum. Otim (2020) notes that students exposed to project-based art tasks tend to demonstrate improved performance in writing, problem-solving, and interdisciplinary projects.

Educators’ Perceptions of Art and Creativity

The attitudes and perceptions of teachers significantly influence how art is taught and valued in schools. Runco and Acar (2012) argue that teachers’ openness to student creativity directly impacts learners' creative output and risk-taking. When teachers perceive art as merely recreational or non-academic, they may fail to implement instructional methods that nurture higher-order thinking skills(Kaazara & Audrey, 2025).

Hall and Thomson (2007) suggest that teacher training plays a crucial role in shaping attitudes toward creative teaching. Educators who receive professional development in arts-based pedagogy are more likely to foster a learning environment that encourages experimentation, originality, and critical dialogue(Audrey & Nancy, 2025).

In the specific case of Gulu District, Opoka (2021) highlights the complex role of educators in a post-conflict educational system. Many teachers in the district operate in under-resourced schools and have limited access to training in creative arts methodologies(Christopher et al., 2022). Moreover, the psychological toll of past conflict often leads to a prioritization of "practical" and examinable subjects. Teachers may recognize the value of art education but lack the support, materials, and institutional encouragement to fully implement it. The perceptions held by educators whether supportive or indifferent affect how students experience art education and how likely they are to develop critical and creative thinking skills through it.

Research Gaps

Despite a growing body of international literature affirming the value of art education, there remains a lack of localized research in Uganda exploring its impact on cognitive and academic outcomes. Existing studies largely focus on literacy, numeracy, and examination performance, with minimal attention given to arts-based learning.

In Gulu District, the situation is further complicated by its post-conflict history, where education systems have focused on rebuilding infrastructure and basic literacy rather than nurturing creativity or critical reasoning. There is limited empirical data on how art education can support learners in such contexts by enhancing cognitive resilience, problem-solving capacity, and emotional expression.

Additionally, the voices of teachers and students regarding their experiences with art education remain underrepresented in academic discourse. Few studies have sought to understand how classroom practices, teacher beliefs, and cultural factors intersect to either facilitate or hinder creativity in Ugandan secondary schools.

This study seeks to address these gaps by:

Investigating the role of art education in shaping critical thinking and creativity among secondary school students.

Documenting educator perspectives on the relevance and challenges of implementing art education in Gulu District.

Exploring the connection between sustained creative engagement and academic achievement in a uniquely post-conflict setting.

Methodology

Research Design

This study employed a mixed-methods research design, which combines both quantitative and qualitative approaches. The quantitative component involved the use of structured questionnaires to gather measurable data from students, while the qualitative aspect included semi-structured interviews with art educators and classroom observations(Sarah et al., 2024).

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The mixed-methods approach was chosen to provide a comprehensive understanding of the phenomena under study. Quantitative data allowed for statistical analysis of trends and correlations between art education and cognitive development, while qualitative data offered in-depth insights into the perceptions and experiences of teachers and learners. According to Creswell and Plano Clark (2011), mixed methods enhance the reliability and richness of research findings by triangulating data from multiple sources.

Area of Study

The study was conducted in selected secondary schools within Gulu District, located in Northern Uganda. This district was selected due to its unique post-conflict context, where art education could serve both educational and therapeutic purposes. Gulu has a mix of urban and rural schools, many of which face resource constraints but also demonstrate resilience and innovative pedagogical practices (Julius & Kazaara, 2025b). The district's background makes it a valuable case for examining how art education can support student development in marginalized educational settings.

Study Population

The target population for this study included:

Students in Senior One to Senior Four who are engaged in formal art education classes.

Art educators (teachers) who are currently teaching visual arts subjects in the selected schools. These groups were chosen because they are directly involved in art education and can provide both experiential and perceptual data relevant to the study objectives (Anthony, Kazaara, Kazaara, et al., 2023). According to Uganda's National Curriculum Development Centre (NCDC), lower secondary students are typically introduced to structured creative arts education, making them suitable respondents for this research.

Sampling Procedures

Sample Size

The sample comprised: 150 students and 15 art teachers

This sample size was determined based on the schools' student population sizes and the feasibility of conducting in-depth interviews within the research timeframe.

Sampling Techniques

Stratified Random Sampling was used for student selection. Schools were categorized by type (government and private), and students were randomly selected from each stratum to ensure balanced representation across different school settings and demographics.

Purposive Sampling was employed to select art educators. Teachers were chosen based on their experience, role in delivering art education, and willingness to participate. This method ensured that those with relevant knowledge and perspectives were included.

Data Collection Methods and Instruments

To ensure a robust data set, the following instruments were utilized:

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Questionnaires: These were distributed to students and included closed and open-ended questions on their experiences with art education, and its perceived impact on their thinking and creativity. The questionnaire was validated through a pilot study.

Semi-Structured Interviews: Conducted with art educators to explore their perceptions of art education's cognitive and creative benefits, challenges they face, and their teaching strategies. Interviews allowed for flexibility, enabling the researcher to probe for deeper responses.

Classroom Observations: Observational checklists were used to document how art lessons were conducted, how students interacted with materials, and the instructional methods employed by teachers. This method helped to corroborate the information gathered through other tools.

Quality Control Methods

To ensure reliability and validity of the data:

Pilot Testing was conducted in two schools that were not part of the main study. Feedback from this process informed the refinement of research tools.

Triangulation was applied by comparing data from questionnaires, interviews, and observations to enhance the credibility of findings.

Reliability Checks involved re-administering parts of the questionnaire to a subset of respondents to assess consistency in responses.

Peer Review: The research instruments and analysis methods were reviewed by academic peers and the research supervisor to minimize bias and improve rigor.

Data Management and Processing

The data collection and processing steps included:

Data Coding: Responses from open-ended questions and interview transcripts were coded thematically for pattern identification.

Data Entry: Quantitative data from the questionnaires were entered into SPSS (Statistical Package for the Social Sciences) version 25 for analysis. Qualitative data were entered and analyzed using NVivo software to manage and organize themes and narratives.

Data Storage: All data were securely stored, with digital files protected by passwords and physical records kept in locked storage to maintain confidentiality.

Data Analysis

Quantitative Analysis: Descriptive statistics such as means, frequencies, and percentages were calculated to summarize the students' responses. Pearson correlation analysis was conducted to explore relationships between variables, such as the frequency of art education and levels of self-reported creativity or critical thinking using SPSS & STATA (Nelson et al., 2022).

Qualitative Analysis: Interview transcripts and observation notes were analyzed using thematic content analysis. Recurring themes were identified, coded, and interpreted to understand the contextual and perceptual dimensions of art education delivery and outcomes.

This dual analysis approach provided both measurable trends and deep contextual understanding, strengthening the overall findings of the study.

Ethical Considerations

Ethical integrity was maintained throughout the research process:

Informed Consent: Participants were informed about the purpose of the study and their right to decline or withdraw at any time. Written consent was obtained from teachers and verbal consent from students, with approvals from school heads.

Confidentiality: Participant identities were anonymized using codes, and data was kept confidential throughout and after the study.

Voluntary Participation: No participant was coerced into participating. All respondents willingly took part in the study.

Approval: Ethical clearance was obtained from the researcher’s academic institution and relevant district education authorities.

Limitations of the Study

Despite the rigor applied, the study had the following limitations:

Limited Sample Size: The study covered only 150 students and 15 teachers from selected schools, which may limit generalizability to all schools in Gulu or Uganda as a whole.

Response Bias: Some students and teachers may have responded based on perceived expectations rather than their true experiences, which could affect the accuracy of the findings.

Time Constraints: The study was conducted within a specific academic calendar, which limited the duration for observation and follow-up interviews.

Resource Limitations: Budgetary and logistical limitations restricted the number of schools and respondents included.

Despite these constraints, the researcher employed mitigation strategies to ensure the credibility and reliability of the study findings.

Results

Table 1: Effect of Education Art on Problem-Solving and Critical Thinking Skills

Predictor Variable	Beta (β)	Std. Error	t-value	p-value
Visual Arts Engagement	0.31	0.07	4.43	< 0.001
Music and Rhythm Activities	0.28	0.06	4.67	< 0.001

Drama and Role Play	0.35	0.08	4.38	< 0.001
Art Integration in Curriculum	0.22	0.07	3.14	0.002

Dependent Variable: Problem-Solving & Critical Thinking Skills

R² = 0.62, F = 39.85, p < 0.001

Source: Primary Data, 2025

The regression results indicated that education art significantly influenced students’ problem-solving and critical thinking skills. The model showed that all predictors had positive and statistically significant effects, suggesting that multiple forms of artistic engagement contributed to cognitive development.

Drama and role play had the strongest effect ($\beta = 0.35$), indicating that learners who frequently engaged in role-playing activities developed higher analytical and decision-making abilities. Visual arts engagement ($\beta = 0.31$) also significantly improved learners’ ability to interpret and analyze problems visually and conceptually. Music and rhythm activities ($\beta = 0.28$) contributed to cognitive coordination and pattern recognition, while art integration in the curriculum ($\beta = 0.22$) showed that structured inclusion of arts in teaching enhanced overall thinking skills(Nelson et al., 2023).

The model explained 62% of the variation in problem-solving and critical thinking skills ($R^2 = 0.62$), indicating a strong explanatory power. This suggested that education art components collectively played a major role in shaping students’ cognitive abilities.

Table 2: Relationship between Creative Expression and Academic Performance

Predictor Variable	Beta (β)	Std. Error	t-value	p-value
Drawing & Painting Activities	0.29	0.06	4.83	< 0.001
Creative Writing	0.33	0.07	4.71	< 0.001
Performing Arts Participation	0.26	0.07	3.71	< 0.001
Classroom Creativity Support	0.38	0.08	4.75	< 0.001

Dependent Variable: Academic Performance

R² = 0.58, F = 41.92, p < 0.001

Source: Primary Data, 2025

The results revealed that creative expression significantly influenced students’ academic performance. All variables showed positive and statistically significant effects, indicating that creativity-related activities enhanced academic achievement.

Classroom creativity support had the strongest influence ($\beta = 0.38$), suggesting that supportive learning environments that encouraged creativity significantly improved student performance. Creative writing ($\beta = 0.33$) also played a major role, as it enhanced language skills, comprehension, and expression. Drawing and



painting activities ($\beta = 0.29$) contributed to visual learning and memory retention, while performing arts participation ($\beta = 0.26$) improved confidence, communication, and engagement in learning.

The model explained 58% of the variation in academic performance ($R^2 = 0.58$), indicating a strong relationship between creative expression and academic outcomes. These findings suggested that students who were actively engaged in creative activities consistently performed better academically than those with limited creative exposure.

Table 3: Educators' Perceptions of Creativity Development through Art Education

Predictor Variable	Beta (β)	Std. Error	t-value	p-value
Teacher Training in Art Methods	0.34	0.07	4.86	< 0.001
Availability of Art Resources	0.30	0.06	4.72	< 0.001
School Leadership Support	0.28	0.08	3.50	0.001
Curriculum Flexibility	0.25	0.07	3.57	0.001
Teaching Experience in Arts	0.22	0.08	2.75	0.006

Dependent Variable: Perceived Creativity Development

$R^2 = 0.66$, $F = 45.37$, $p < 0.001$

Source: Primary Data, 2025

The regression results indicated that multiple institutional and teacher-related factors significantly influenced educators' perceptions of creativity development through art education. The model showed that all predictors were positive and statistically significant, confirming their importance in shaping perceptions.

Teacher training in art methods had the strongest effect ($\beta = 0.34$), suggesting that well-trained teachers were more likely to recognize and support creativity development in learners. Availability of art resources ($\beta = 0.30$) also played a key role, indicating that adequate materials enhanced effective teaching of art-based activities.

School leadership support ($\beta = 0.28$) significantly influenced creativity development by promoting policies and environments that encouraged innovation. Curriculum flexibility ($\beta = 0.25$) allowed teachers to incorporate creative approaches into lessons, while teaching experience in arts ($\beta = 0.22$) contributed to improved understanding and delivery of creative instruction. The model explained 66% of the variation in perceived creativity development ($R^2 = 0.66$), indicating a strong explanatory power.

Summary of Findings

The study revealed that art education significantly enhances critical thinking and creative expression among students. Learners who were actively involved in art activities such as drawing, painting, sculpture, and design demonstrated improved problem-solving skills, originality, imaginative thinking, and independent



reasoning. These skills were not only confined to the art classroom but were also evident in other academic areas. Art assignments often required students to analyze concepts, evaluate visual information, and create innovative solutions, thus strengthening their cognitive development.

The findings showed that teachers' attitudes and perceptions play a critical role in shaping the success of art education. Teachers who acknowledged the academic and developmental value of art were more committed to planning effective lessons, using creative teaching methods, and encouraging student participation. However, in some schools, art education was marginalized due to negative perceptions, where it was viewed as non-essential or as a subject for students with limited academic potential. Such attitudes contributed to poor implementation and low student motivation.

The study found that most secondary schools in Gulu District faced significant challenges related to resource availability. Many schools lacked basic materials such as drawing paper, paints, brushes, and easels. In addition, very few had dedicated art rooms or studios. This lack of infrastructure hindered effective teaching and learning of art. In schools where materials were available, both teachers and students exhibited greater enthusiasm and learning outcomes were more positive. Resource scarcity not only affected the practical component of art education but also limited the extent to which students could explore their full creative potential.

Conclusions

Teachers' perceptions significantly influence the implementation and effectiveness of art education. When teachers value art as a serious academic discipline, they are more likely to engage students and improve learning outcomes.

The availability of teaching and learning resources, including physical materials and infrastructure, is fundamental to the successful delivery of art education in secondary schools.

Therefore, the integration of well-supported and well-resourced art programs into secondary school curricula in Gulu District has the potential to contribute meaningfully to the holistic development of learners.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

The Ministry of Education and Sports should integrate art education more prominently into the national curriculum, emphasizing its role in cognitive development.

Schools should adopt student-centered teaching methods that allow learners to engage in inquiry-based and experimental art projects that challenge their thinking and stimulate creativity.

Educational institutions should organize art exhibitions, competitions, and festivals to showcase student talent and promote creative expression.

Professional development programs should be organized to train art teachers on contemporary methods of teaching that promote critical thinking and innovation.

Sensitization workshops should be held to address negative stereotypes and misconceptions about art education among both teachers and school administrators.

Art education should be promoted through mentorship and peer-learning networks that encourage teachers to share experiences and strategies.

The government, in collaboration with local authorities and private sector partners, should allocate specific funds to support the purchase of art supplies and construction of dedicated art rooms.

Partnerships with NGOs, cultural institutions, and artists' associations should be explored to support schools with equipment, guest lectures, and art-based projects.

Schools should establish art clubs and creative spaces where students can engage in artistic activities outside the formal classroom setting.

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