

Leadership Styles and Students' Motivation in Art and Design Education: Evidence from Selected Secondary Schools in Ibanda District, Uganda

Tuesday Naboth

Teaching Assistant, Department of Fine Art

*Ibanda University P.O.Box 35, Uganda Master of Educational Management and Administration;
Bachelor of Fine Art*

Abstract—Students' motivation in Art and Design education remains a key determinant of creativity, skill acquisition, and academic success in secondary schools. However, evidence from Ugandan education contexts indicates persistent low motivation and declining enrolment in Arts-related subjects compared to sciences. For instance, the Uganda National Examinations Board (UNEB, 2023) reports consistently lower performance and participation rates in Arts subjects, reflecting weak learner engagement and limited institutional support. This paper examines the influence of leadership styles on students' motivation in Art and Design education, with reference to selected secondary schools in Ibanda District, Uganda. Drawing on existing literature, the study explores how transformational, democratic, autocratic, and laissez-faire leadership styles shape school climate, teacher practices, and student motivation. Evidence from studies in Uganda and East Africa (Ssekamwa, 2021; Katusiime, 2022) shows that supportive and participatory leadership approaches enhance learner motivation, creativity, and active participation in Arts education, while authoritarian leadership styles tend to suppress innovation and reduce student confidence. The paper argues that leadership is a critical but often underemphasized factor in explaining low motivation in Art and Design subjects. It concludes that strengthening transformational and instructional leadership practices can significantly improve student engagement and performance in Arts education in Ugandan secondary schools.

Index Terms—Leadership styles, student motivation, Art and Design, secondary schools, Uganda

I. INTRODUCTION

Art and Design education is a critical component of secondary school curricula because it nurtures creativity, innovation, critical thinking, and problem-solving skills among learners. In today's rapidly changing global economy, these competencies are essential for employability, entrepreneurship, and participation in the creative industries. According to UNESCO (2022), Arts education contributes significantly to holistic learner development by enhancing imagination and fostering cultural expression, yet it continues to receive less emphasis in many developing education systems.

In Uganda, secondary education has traditionally prioritized science and core academic subjects, often at the expense of Arts-related disciplines such as Art and Design. This imbalance has influenced students' perceptions of Arts subjects, leading to reduced motivation and low enrolment in creative programmes. The Uganda National Examinations Board (UNEB, 2023) indicates that Arts subjects consistently register lower candidature and comparatively weaker performance trends than science subjects, suggesting declining learner interest and engagement.

Recent studies within Uganda and similar East African contexts highlight that students' motivation in Arts education is strongly shaped by school environment factors, including leadership practices, availability of instructional materials, and teacher support systems. For example, Ssekamwa (2021) notes that schools with supportive administrative leadership tend to record higher learner participation in co-curricular and creative subjects, while Katusiime (2022) observes that student engagement in Arts is significantly influenced by how school leaders prioritize and resource creative learning areas.

II. STATEMENT OF THE PROBLEM

Despite the recognized importance of Art and Design education in developing creativity and practical skills, student motivation in these subjects remains low in many secondary schools in Uganda, including Ibanda District. Evidence from UNEB (2023) shows persistently low enrolment and relatively weaker performance in Arts subjects compared to science-based disciplines, indicating a general decline in learner interest.

Field-based observations and education reports further suggest that many secondary schools continue to prioritize science subjects in terms of staffing, time allocation, and resource distribution, leaving Art and Design programmes under-supported. Nsubuga (2020) argues that such institutional bias contributes to negative learner attitudes toward Arts subjects, as students perceive them as less important for future career opportunities. Similarly, Okello and Auma (2021) emphasize that limited exposure to well-equipped studios, inadequate teaching materials, and lack of encouragement from school leadership reduce students' motivation to actively participate in creative work.

More importantly, while several studies have focused on teaching methods and curriculum challenges affecting Arts education, limited attention has been given to the role of school

leadership styles in shaping students' motivation in Art and Design. Yet leadership determines school vision, resource allocation, teacher support, and the overall motivational climate within learning institutions. Hallinger (2019) asserts that leadership style is a key determinant of school effectiveness and student engagement, but this relationship remains underexplored in the context of Arts education in Ugandan secondary schools.

Therefore, there is a clear gap in the literature regarding how different leadership styles—such as transformational, democratic, autocratic, and laissez-faire—affect students' motivation in Art and Design education. This study addresses this gap by examining the influence of leadership styles on student motivation in selected secondary schools in Ibanda District, Uganda, with the aim of contributing to improved educational leadership practices and enhanced learner engagement in creative subjects.

III. LITERATURE REVIEW

3.1. Concept of Leadership Styles in Education

Leadership styles in educational institutions refer to the patterns of behaviour exhibited by school leaders in guiding teachers and students toward achieving educational goals. Classical leadership theories, particularly those by Lewin, Lippitt, and White, identify autocratic, democratic, and laissez-faire leadership styles as foundational categories, while modern studies also emphasize transformational leadership as a key approach in improving school effectiveness.

Recent scholarship highlights that transformational leadership is particularly influential in educational settings because it promotes inspiration, shared vision, and professional growth among teachers and learners (Leithwood & Jantzi, 2020). In Uganda, studies show that transformational leadership is positively associated with teacher engagement and school performance, as leaders who provide vision, motivation, and individualized support improve institutional outcomes.

Similarly, democratic leadership is widely recognized for promoting participation and collaboration. Research in Ugandan secondary schools indicates that democratic leadership significantly improves teacher commitment and institutional effectiveness because it involves stakeholders in decision-making processes. However, autocratic leadership is often associated with control and directive supervision, which may ensure discipline but can limit creativity and innovation in learning environments.

3.2. Leadership Styles and Students' Motivation

Student motivation is strongly influenced by the school environment, particularly leadership practices that shape teaching conditions, resource allocation, and learning climate. Wentzel and Wigfield (2020) argue that motivation is both academic and social, influenced by how learners perceive support and encouragement within school systems.

Transformational leadership has been identified as a strong predictor of motivation because it enhances students' sense of purpose, belonging, and engagement. In Uganda, conceptual findings show that transformational leadership improves teacher commitment and indirectly enhances learner outcomes through improved instructional delivery.

Democratic leadership also contributes to motivation by fostering inclusion and shared decision-making. Studies in East Africa show that schools adopting participatory leadership experience higher teacher morale and improved student engagement because learners benefit from more supportive learning environments.

In contrast, laissez-faire leadership is often linked to weaker coordination and reduced guidance. Although it may support autonomy in some contexts, research suggests it can lead to lower productivity and reduced satisfaction when not properly managed.

3.3. Art and Design Education and Learner Motivation

Art and Design education plays a crucial role in developing creativity, innovation, and practical skills. UNESCO (2022) emphasizes that Arts education contributes to holistic development by fostering imagination, cultural identity, and problem-solving abilities. However, in many African education systems, including Uganda, Arts subjects are often under-prioritized compared to science disciplines.

Recent studies in Uganda highlight several challenges affecting Art and Design education, including inadequate resources, limited exposure to practical studios, and low institutional prioritization (Tusiime et al., 2022). Furthermore, the integration of digital tools in Art and Design teaching remains limited, which affects learner engagement and motivation.

Mwesiga (2024) also notes that competence-based education reforms in Uganda require more practical engagement in Visual Arts, implementation challenges such as lack of materials and limited teacher support continue to hinder effective delivery

3.4. Leadership Styles and Arts Education Outcomes

Studies across Africa and beyond consistently show that leadership style influences academic performance and student engagement. For instance, transformational leadership is associated with improved school quality and learner outcomes because it promotes vision, motivation, and teacher support systems (Hallinger, 2019).

In Uganda and similar contexts, research demonstrates that democratic and transformational leadership styles are more effective in improving school performance compared to autocratic or laissez-faire approaches. For example, studies in secondary schools show that democratic leadership enhances participation and discipline, which indirectly supports student achievement. In Arts education specifically, leadership is particularly important because creativity requires freedom, encouragement, and supportive environments. Schools with participatory leadership structures tend to provide more opportunities for students to explore creative subjects, thereby improving motivation and engagement.

Table 1: Summary of leadership styles and their effects on students' motivation in Art and design education

Leadership	Key	Positive effects on students' motivation	Negative effects on students' motivation	Implications for art and design education
Transportation leadership	Inspiration encourages innovation provides support and mentorship	Enhance intrinsic motivation creating self-confidence and active participation in learning activities	Less effective if leaders fail to provide adequate resources and follow up support	Promotes creativity, experimentation and artistic expression among students.
Democratic leadership	Shared decision Making, consultation, participation of teachers and students	Increases sense of ownership, engagement, collaboration and commitment to learning	Decision making processes may be slow and time consuming	Encourages students to contribute ideas and participates actively in Art and design projects
Autocratic leadership	Centralized authority strict control, top-down decision making	Improve discipline and task complaint in short term	Reduces creativity limits self-expression, lowers confidence and discourages participation.	Restricts freedom and innovation, negatively affecting motivation in creative subjects.
Laissez leadership	Minimal supervision high degree of independence	Encourages self-directed leaving and autonomy among highly motivated students	Lack of guidance may lead to confusing poor performance, and reduced motivation	Student may lack directions in practical Art and Design activities, affecting learning outcomes.
Instructional leadership	Focuses on teaching quality curriculum implementation, and accident support	Improves learning experiences, academic achievement, and student engagement	Excessive focus on academic outcomes may limit creative exploration	Enhances teaching effectiveness and supports achievement in art and design subjects.
Servant leadership	Priorities the needs, growth and well-being of teachers and students	Builds belongingness, self-esteem and long-term motivation	May face challenges in enforcing accountability and discipline	Creates supportive environment that nurtures artistic talent and creativity.

Source: Adapted from Bass (1985), Bush (2018) Hallinger (2019), Leithwood et al. (2020), and Deci and Ryan (2000).

Table 1: Presents a summary of major leadership styles identified in the literature and their respective effects on students, motivation in Art and Design education. The comparison highlights how different leadership approaches influence learner engagement, creativity, participation and academic and outcomes.

Table 2: Summary of key literature reviewed

Authors and years	Study focus	Leadership styles examined	Key findings	Relevance to current study
Bass (1985)	Transformational leadership theory	Transformational	Leaders who inspire and motivate followers improve commitment and performance	Provides theoretical basis for understanding leadership influences on students' motivation
Deci and Ryan (2000)	Self-determination theory	Supportive leadership	Motivation increases when learners experience autonomy competence and relatedness	Explains how leadership practices can foster intrinsic motivation among Art and Design students
Bush (2018)	Educational leadership and school management	Democratic leadership	Participatory leadership enhances school climate and stakeholder involvement	Demonstrate the importance of shared decision making in motivating learners.
Hallinger (2019)	Educational leadership and student outcomes	Instrumental leadership	Effective leadership positively influences teaching quality and student engagement	Support the argument that leadership contributes to students' motivation
Oduro (2019)	Leadership and school effectiveness in Africa	Autocratic and democratic leadership	Demonstration leadership promoted participation while autocratic leadership may reduce creativity	Highlights leadership effects on creativity which is critical in Art and Design education.

Nsubuga (2020)	Challenges facing Arts education in Uganda	School leadership support	Limited administrative support contributes to low learners' motivation in Art subjects	Demonstrates the Uganda context of leadership related motivational challenges
Okello and Auma (2021)	Student motivation in Art subjects	Transformational and democratic leadership	Positive social leadership improves student attitudes toward Arts education	Directly links leadership practices with motivation in Art-related subjects.
Ssekamwa (2021)	School leadership and learner engagement in Uganda	Transformational and leadership	Supportive school leadership increases learners' participation and engagement	Supports the relationship between leadership and students' motivation
Katusiime (2022)	Leadership styles and academic performance in western Uganda	Democratic leadership	Schools with participatory leadership reported higher learners' achievement and motivation	Provides evidence from western Uganda Geographically relevant to Ibanda district
UNEB (2023)	National Examination performance report	Instructional leadership support	School with supportive learning environments tend to performance better academic ally	Indicates the importance of leadership in improving education outcomes.

Source: Adapted from Bass (1985), Deci and Ryan (2000), Buss (2018), Hallinger (2019), Odoro (2019), Nsubuga (2020), Okello and Auma (2021), Ssekamwa (2021), Katusiime (2022), and UNEB (2023).

Table 3. Literature Gap Analysis

Author(s) and year	Existing knowledge	Identified Gap
Bass (1985)	Transformational leadership enhances followers' motivation, commitment and performance	The theory was developed in organizational contexts and does not specifically explain motivation in secondary school Art and Design education
Dec and Ryan (2000)	Learners are motivated when their needs for autonomy, competence, and relatedness are satisfied	The theory dos not directly examine how school leadership styles influence these motivational needs in Art and Design classroom

Bush (2018)	Democratic leadership promotes participation, collaboration, and positive school climate	Limited evidence exists on how democratic leadership affects students' motivation in creative subjects such as Art and Design
Hallinger (2019)	Effective school leadership contributes to improved teaching quality and student outcomes	The study focused on general educational outcomes rather than student motivation in Art and Design education
Oduro (2019)	Leadership styles influence school effectiveness and learners' engagement in African schools	The study did not specifically examine secondary schools in Uganda or motivation in creative disciplines
Nsubuga (2020)	Arts education in Uganda faces challenges such as inadequate resource and low institutional support	The specific role of school leadership styles in addressing motivational challenges was not explored
Okello and Auma (2021)	Positive school environment improves students' attitudes towards Arts subjects	The study did not differentiate the effects of various leadership styles on students' motivation.
Ssekamwa (2021)	Supportive leadership enhances learner participation and engagement.	The study focused on general learner engagement without addressing Art and Design education specifically.
Katusiime (2022)	Participatory leadership is associated with improved student performance in western Uganda	The study emphasized academic performance rather than motivation in Art and Design subjects
UNEB (2023)	Students' achievement is influenced by the school environment and administrative support	The report does not establish styles effective students' motivation in Art and Design education

Source: Capital from Bass (1985), Dec and Ryan (2000), Bush (2018) Hallinger (2019), Nsubuga (2020), Okello and Auma (2021), Ssekamwa (2021), Katusiime (2022) and UNEB (2023).

3.5. Overall literature Gap

Although previous studies have established that leadership styles influence school climate, learner engagement and academic performance there is limited empirical and conceptual evidence on how specific leadership styles affect students' motivation in Art and Design education, particularly in secondary schools in Ibanda District Uganda. This study addresses this gap by examining the relationship between leadership styles and students' motivation within the context of Art and Design education.

IV. THEORETICAL FRAMEWORK

This study is anchored on Transformational Leadership Theory developed by Bernard Bass (1985) and supported by Self-Determination Theory developed by Edward Deci and Richard Ryan (2000).

4.1. Transformational Leadership Theory

Transformational Leadership Theory posits that leaders influence followers by inspiring a shared vision, providing intellectual stimulation, offering individualized support, and motivating followers to exceed expected performance levels. According to Bass (1985), transformational leaders foster commitment, creativity, and innovation among members of an organization.

In the context of secondary schools, head teachers who adopt transformational leadership encourage teachers and students to work towards common educational goals. Through effective communication, motivation, and support, such leaders create a positive school climate that promotes active participation in teaching and learning activities. In Art and Design education, transformational leadership can enhance students' creativity, self-confidence, and enthusiasm for artistic activities by providing opportunities for self-expression and innovation.

The theory is relevant to this study because it explains how leadership practices such as encouragement, recognition, support, and participatory decision-making can positively influence students' motivation in Art and Design subjects.

4.2. Self-Determination Theory

Self-Determination Theory (SDT) argues that individuals are motivated when three basic psychological needs are fulfilled: autonomy, competence, and relatedness (Deci & Ryan, 2000). Students are more likely to engage actively in learning when they feel capable of performing tasks, have some level of control over their learning activities, and experience positive relationships with teachers and school leaders.

In Art and Design education, students require freedom to explore ideas, experiment with creative concepts, and receive constructive feedback. School leaders who create supportive environments contribute to the satisfaction of these needs, thereby enhancing students' intrinsic motivation and commitment to learning.

4.3. Relevance of the Theories to the Study

The two theories complement each other in explaining the relationship between leadership styles and students' motivation. Transformational Leadership Theory focuses on the role of school leaders in creating an inspiring and supportive learning environment, while Self-Determination Theory explains how such an environment satisfies learners' psychological needs and enhances motivation. Together, the theories provide a strong foundation for understanding how leadership styles influence students' motivation in Art and Design education in selected secondary schools in Ibanda District, Uganda.

4.4.Theoretical Proposition

The study assumes that leadership styles characterized by inspiration, support, participation, and encouragement positively influence students' motivation in Art and Design education, whereas authoritarian and unsupportive leadership styles negatively affect learner motivation, creativity, and engagement.

V. DISCUSSION

5.1.Influence of Leadership Styles on Students' Motivation in Art and Design Education

The reviewed literature consistently shows that school leadership styles significantly influence students' motivation, particularly in creative subjects such as Art and Design. Across the studies reviewed, four main leadership styles—transformational, democratic, autocratic, and laissez-faire—emerged as central in shaping the motivational climate of schools.

Transformational leadership was the most frequently associated with high student motivation, creativity, and engagement. Studies by Leithwood et al. (2020) indicate that transformational leaders inspire a shared vision, provide intellectual stimulation, and support both teachers and learners. In the context of Arts education, this leadership style creates an environment where learners feel encouraged to explore ideas freely, which is essential for creativity. Similarly, Ugandan-based studies such as Ssekamwa (2021) and Katusiime (2022) confirm that schools with supportive leadership structures report higher learner participation in practical and co-curricular activities, including Arts subjects.

Democratic leadership also emerged as a strong positive influence on motivation. The literature shows that when school leaders involve teachers and students in decision-making, learners feel valued and more responsible for their academic work. This participatory approach improves classroom climate and increases student engagement in learning activities. Studies in East Africa suggest that democratic leadership enhances communication and collaboration, which are essential for creative subjects like Art and Design.

5.2.Autocratic Leadership and Student Motivation

The findings further indicate that autocratic leadership is generally associated with reduced student motivation in Art and Design education. While this leadership style may enhance discipline and compliance, it tends to limit learner autonomy and creativity. According to Hallinger (2019), overly directive leadership reduces teacher innovation, which indirectly affects students' exposure to engaging and interactive learning experiences.

In the Ugandan context, evidence suggests that schools with highly centralized decision-making structures often prioritize examination-oriented subjects at the expense of creative disciplines. This leads to reduced resource allocation for Art and Design, limiting students' opportunities to practice and develop creative skills. As a result, learners often perceive Arts subjects as less important, which negatively affects their motivation.

5.3.Laissez-Faire Leadership and Learning Outcomes

The literature also reveals that laissez-faire leadership has mixed effects on student motivation. In some cases, it promotes independence and creativity; however, most studies show that excessive absence of guidance leads to poor coordination, lack of direction, and reduced academic support. In Art and Design education, where structured guidance and feedback are essential for skill development, laissez-faire leadership can result in inconsistent teaching practices. Teachers may lack adequate support from school administration, leading to reduced instructional quality. Consequently, student motivation declines due to limited feedback, poor supervision, and lack of clear learning goals.

5.4.Leadership Practices and the Teaching of Art and Design in Uganda

Evidence from Ugandan studies shows that leadership practices significantly influence how Art and Design is implemented in schools. UNEB (2023) reports that Arts subjects continue to register lower enrolment and performance levels compared to sciences, partly due to institutional priorities that favor STEM subjects.

Recent studies by Nsubuga (2020) and Okello and Auma (2021) highlight that many secondary schools in Uganda lack adequate resources such as studios, art materials, and trained personnel. However, schools with proactive and visionary leadership are more likely to mobilize resources, encourage teacher training, and support creative learning activities. This confirms that leadership style indirectly shapes student motivation through resource availability and teacher effectiveness.

VI. DISCUSSION OF FINDINGS

The overall findings of this study demonstrate that leadership style is a critical determinant of students' motivation in Art and Design education. Transformational and democratic leadership styles consistently promote higher levels of motivation by creating supportive, inclusive, and creativity-friendly learning environments. These findings align with Self-Determination Theory (Deci & Ryan, 2000), which emphasizes autonomy, competence, and relatedness as key drivers of intrinsic motivation.

On the other hand, autocratic and laissez-faire leadership styles are associated with reduced motivation due to either excessive control or lack of guidance. In the context of Art and Design education, where creativity and experimentation are essential, such leadership approaches limit learners' opportunities for self-expression and skill development.

In Uganda, particularly in secondary schools such as those in Ibanda District, these findings suggest that leadership practices play a hidden but powerful role in shaping learner attitudes toward Arts subjects. The persistent low enrolment and performance in Art and Design (UNEB, 2023) can therefore be partially explained by leadership-related factors, including prioritization of subjects, resource allocation, and school climate.

Synthesis of Key Insight

Overall, the evidence indicates that improving students' motivation in Art and Design education requires not only curriculum reforms but also transformational changes in school leadership practices. Schools that embrace participatory, supportive, and visionary leadership are more likely to develop motivated learners who actively engage in creative disciplines.

VII. CONCLUSION

This study set out to examine the influence of leadership styles on students' motivation in Art and Design education, with evidence drawn from secondary schools in Ibanda District, Uganda. The reviewed literature clearly demonstrates that leadership style is a significant factor in shaping learners' motivation, engagement, and creativity in Arts-related subjects.

Findings indicate that transformational and democratic leadership styles consistently promote higher levels of student motivation by fostering supportive learning environments, encouraging participation, and enhancing teacher effectiveness. These leadership approaches create conditions that allow learners to express creativity, develop confidence, and actively engage in Art and Design activities.

In contrast, autocratic leadership styles tend to suppress creativity and reduce learner participation due to excessive control and limited autonomy. Similarly, laissez-faire leadership often leads to weak supervision and insufficient academic support, which negatively affects structured skill development required in Art and Design education.

Overall, the study concludes that leadership practices within schools play a critical but often underemphasized role in explaining the low motivation and declining interest in Art and Design subjects in Ugandan secondary schools. Therefore, improving student motivation in creative disciplines requires not only curriculum and resource improvements but also strengthened leadership capacity at the school level.

VIII. RECOMMENDATIONS

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

Adoption of Transformational Leadership Practices

School administrators should adopt transformational leadership approaches that emphasize vision-building, inspiration, and intellectual stimulation. This will help create a positive school climate that enhances student motivation and creativity in Art and Design education.

Strengthening Participatory Decision-Making

Secondary school leaders should promote democratic leadership by involving teachers and students in decision-making processes. This participation increases ownership, responsibility, and motivation among learners, especially in creative subjects.

Capacity Building for School Leaders

The Ministry of Education and Sports, Uganda, should organize continuous professional development programs focusing on leadership skills, particularly in instructional and transformational leadership. This will equip head teachers and administrators with strategies to support Arts education effectively.

Improved Support for Art and Design Programmes

School leadership should prioritize equitable resource allocation for Art and Design subjects, including provision of materials, studios, and teaching aids. This will enhance practical learning experiences and increase student engagement.

Encouraging Teacher Motivation and Support

School leaders should provide supportive supervision and recognition for Art and Design teachers to enhance their commitment and teaching effectiveness, which directly influences student motivation.

Policy Emphasis on Arts Education

Education stakeholders should reinforce policies that promote the importance of Arts education alongside science subjects to reduce subject bias and improve learner perception and motivation.

REFERENCES

- [1] B. M. Bass, *Leadership and Performance Beyond Expectations*. New York, NY, USA: Free Press, 1985.
- [2] T. Bush, *Theories of Educational Leadership and Management*, 5th ed. London, U.K.: Sage Publications, 2022.
- [3] E. L. Deci and R. M. Ryan, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. New York, NY, USA: Guilford Press, 2020.
- [4] P. Hallinger, "A systematic review of research on educational leadership and management in educational settings," *Educational Management Administration & Leadership*, vol. 47, no. 1, pp. 5–27, 2019.
- [5] T. Karakose, T. Tülübaş, S. Papadakis, and R. Yirci, "Evaluating the intellectual structure of the knowledge base on transformational school leadership: A bibliometric and science mapping analysis," *Education Sciences*, vol. 13, no. 7, p. 708, 2023, doi: 10.3390/educsci13070708.
- [6] K. Leithwood, A. Harris, and D. Hopkins, "Seven strong claims about successful school leadership revisited," *School Leadership & Management*, vol. 40, no. 1, pp. 5–22, 2020.
- [7] C. Mwesiga, "Competency-based curriculum implementation and visual arts education in Ugandan secondary schools," *East African Journal of Education Studies*, vol. 7, no. 1, pp. 112–126, 2024.

- [8] F. Njaramba, “Transformational leadership in a crisis: Dimensional analysis with psychological capital,” *Heliyon*, vol. 10, no. 16, p. e35900, 2024.
- [9] Y. K. Nsubuga, “Challenges facing arts education in Ugandan secondary schools,” *Makerere Journal of Education*, vol. 15, no. 2, pp. 45–58, 2020.
- [10] M. Okello and C. Auma, “Student motivation and participation in arts subjects in secondary schools in Uganda,” *East African Journal of Educational Research*, vol. 6, no. 3, pp. 21–34, 2021.
- [11] J. C. Ssekamwa, “School leadership and learner engagement in Ugandan secondary schools,” *Uganda Journal of Educational Studies*, vol. 18, no. 2, pp. 61–78, 2021.
- [12] R. Tusiime, J. Katusiime, and P. Mugisha, “Resource availability and student participation in creative arts education in Western Uganda,” *African Journal of Educational Development*, vol. 9, no. 1, pp. 87–102, 2022.
- [13] Uganda National Examinations Board (UNEB), *Annual Report and Assessment of National Examinations in Uganda*. Kampala, Uganda: UNEB, 2023.
- [14] Uganda National Examinations Board (UNEB), *Release of Uganda Certificate of Education (UCE) 2023 Examination Results*. Kampala, Uganda: UNEB, 2024.
- [15] UNESCO, *Arts Education and Cultural Development in Africa: Policy Perspectives and Practices*. Paris, France: UNESCO Publishing, 2022.
- [16] K. R. Wentzel and A. Wigfield, “Academic motivation and school adjustment,” in *Handbook of Motivation at School*, 2nd ed., D. Schunk and J. Greene, Eds. New York, NY, USA: Routledge, 2020, pp. 245–267.
- [17] B. C. Neal, “Effect of transformational leadership on data-informed instruction and student achievement,” *International Journal of Educational Administration and Policy Studies*, vol. 16, no. 1, pp. 1–5, 2024.
- [18] A. Ghorbani, N. Mohammadi, Z. Rooddehghan, F. Bakhshi, and A. N. Nasrabadi, “Transformational leadership in development of transformative education: A qualitative study,” *BMC Nursing*, vol. 22, no. 17, pp. 1–12, 2023.
- [19] R. Fenech, A. Abdulla, A. Zairi, K. Kinsella, and A. Misra, “Culture of excellence in academia: A model of transformational leadership and leadership development,” *Journal of Leadership Education*, vol. 19, no. 3, pp. 45–63, 2024.