

## Art Education and Students' Perception of Fine Art Teachers

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### Abstract

Art education plays a crucial role in fostering creativity, critical thinking, and cultural appreciation among students. Central to the effectiveness of art education is the role of fine art teachers who serve as mentors, guides, and facilitators in the learning process. This abstract explores the perceptions of art education and students' perceptions of their fine art teachers, shedding light on the impact of teacher-student dynamics on the overall educational experience. The study employs a mixed-methods approach, combining surveys and interviews to gather data from a diverse sample of students enrolled in various art education in fine art programs <sup>1</sup>(Smith et al., 2022; Brown & Jones, 2021) suggest that positive teacher-student relationships in art education contribute to increased student engagement, motivation, and a deeper understanding of artistic concepts. Furthermore, the research delves into the role of fine art teachers in nurturing students' individual artistic voices and fostering a sense of community within the classroom. Insights from interviews reveal students' perspectives on the qualities that make an art teacher effective, such as approachability, passion for the subject, and the ability to provide constructive feedback. This abstract concludes by highlighting the implications of the findings for both educators and policymakers in shaping art education curricula and professional development programs. By understanding the dynamics between art education and students' perceptions of fine art teachers, stakeholders

can work towards creating a more enriching and supportive learning environment for aspiring artists.

**Keywords:** Art Education, students' perceptions.

### **Introduction**

Arts education plays a crucial role in fostering creativity, critical thinking, and overall cognitive development in students<sup>2</sup>. Within the realm of arts education, the role of fine arts teachers is pivotal in shaping students' perceptions, skills, and appreciation for various art forms. This article explores the impact of arts education on students and how their perceptions of fine arts teachers influence their learning experiences. Arts education encompasses a wide range of disciplines, including visual arts, music, theater, and dance. Research consistently demonstrates that exposure to the arts contributes to enhanced academic performance, improved problem-solving skills, and increased cultural awareness among students<sup>3</sup>. Moreover, arts education is linked to positive socio-emotional development, promoting self-expression, empathy, and collaboration. Fine arts teachers play a central role in delivering arts education, shaping students' artistic abilities, and influencing their perceptions of various art forms. Effective fine arts educators go beyond imparting technical skills; they inspire creativity, encourage individuality, and cultivate a lifelong appreciation for the arts. The interpersonal dynamics between teachers and students are critical in determining the success of arts education programs.

### **Student Perception of Fine Arts Teachers**

Students' perceptions of their fine arts teachers can significantly impact their engagement and success in arts education<sup>4</sup>. Positive teacher-student relationships contribute to a supportive learning environment where students feel encouraged to express themselves creatively. Conversely, negative perceptions may hinder students' willingness to explore their artistic abilities.

### **Rationale of the study**

While numerous studies have investigated the general benefits of arts education, there is a noticeable gap in the literature regarding the specific relationship between students and their fine arts teachers. The dynamics of

this relationship can significantly influence students' attitudes toward the arts and their willingness to engage actively in artistic pursuits. By examining students' perceptions of fine arts teachers, researchers and educators can gain insights into the factors that contribute to effective arts education delivery. This research aims to address this gap by exploring the multifaceted aspects of the teacher-student relationship within the context of fine arts education. The focus on students' perceptions will provide a nuanced understanding of how fine arts teachers impact students' experiences and attitudes toward the arts.

### **Objectives of the Study**

1. To investigate students' perceptions of their fine arts teachers in the context of arts education.
2. To identify the factors that contribute to positive or negative perceptions of fine arts teachers among students.
3. To explore the potential impact of students' perceptions of fine arts teachers on their engagement in arts education.

### **Review of related Literature**

In this research focuses on the intersection of arts education and students' perceptions of fine arts teachers. A comprehensive exploration of existing literature is crucial to understanding the dynamics between arts education and the role of fine arts teachers in shaping students' perceptions. This literature review aims to provide a synthesized overview of key themes, methodologies, and findings from relevant studies.

### **Theories on Arts Education and Teacher-Student Perception**

#### **1. Social Cognitive Theory (Bandura, 1986):<sup>5</sup>**

Social Cognitive Theory posits that learning occurs through observation, imitation, and modeling. In the context of arts education, students' perceptions of their fine arts teachers may be influenced by observing the teachers' passion for the subject, teaching methods, and interpersonal skills.

#### **2. Self-Determination Theory (Deci & Ryan, 1985):<sup>6</sup>**

This theory emphasizes the role of autonomy, competence, and relatedness in fostering motivation and engagement. In arts education, students are more

likely to have positive perceptions of their fine arts teachers if they feel a sense of autonomy in their creative expression, perceive competence in their artistic abilities, and experience a positive relationship with their teacher.

### **3. Transactional Model of Stress and Coping (Lazarus & Folkman, 1984):<sup>7</sup>**

The transactional model suggests that stress is a result of the interaction between an individual and their environment. In the context of arts education, students' perceptions of their fine arts teachers may be influenced by the teacher's ability to create a positive and supportive learning environment, minimizing stress and fostering a conducive atmosphere for artistic expression.

#### **Arts Education: A Foundation for Cognitive and Emotional Development**

Arts education plays a pivotal role in fostering cognitive and emotional development among students <sup>8</sup>. Researchers have consistently demonstrated that participation in arts programs enhances critical thinking, problem-solving skills, and creativity <sup>9</sup>. Additionally, arts education has been linked to improved academic performance, social skills, and overall well-being <sup>10</sup>. The foundational importance of arts education sets the stage for examining the specific influence of fine arts teachers on students' experiences.

#### **The Significance of Fine Arts Teachers**

Fine arts teachers are central figures in the delivery of arts education, serving as mentors, guides, and facilitators of creative expression <sup>11</sup>. Their instructional methods, communication styles, and interpersonal skills contribute significantly to students' perceptions of the learning environment and, by extension, their engagement with the arts <sup>12</sup>. Understanding the factors that shape students' perceptions of fine arts teachers is crucial for optimizing the impact of arts education.

#### **Factors Influencing Students' Perceptions of Fine Arts Teachers**

##### **I. Teacher-Student Relationship**

The quality of the teacher-student relationship is a key determinant of students' perceptions of their fine arts teachers <sup>13</sup>. Studies suggest that positive interactions, effective communication, and supportive teacher-student

relationships contribute to a more favorable view of the teacher and the subject matter<sup>14</sup>. Conversely, negative interactions can hinder students' engagement and overall perception of the arts teacher.

## **2. Teaching Methods and Pedagogical Approaches**

The instructional methods employed by fine arts teachers significantly impact students' experiences in arts education<sup>15</sup>. Research has explored the effectiveness of various pedagogical approaches, including project-based learning, experiential learning, and differentiated instruction, in enhancing students' engagement and perception of fine arts teachers (Hetland et al., 2013; Seidel et al., 2015).

## **3. Personal Background and Characteristics of Fine Arts Teachers**

The personal background and characteristics of fine arts teachers, including their artistic expertise, passion for the subject, and cultural competence, influence students' perceptions<sup>16</sup>. Studies have shown that students often respond positively to teachers who share their enthusiasm for the arts and exhibit a genuine interest in students' creative development<sup>17</sup>.

### **Gaps in the Current Literature**

While existing research provides valuable insights into the relationship between arts education and students' perceptions of fine arts teachers, there is a need for more nuanced investigations. Few studies have explored the specific mechanisms through which fine arts teacher's impact students' perceptions, and there is limited research on the role of cultural and contextual factors in shaping these perceptions.

### **Methodology**

This study adopts a mixed-methods research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of the relationship between arts education and students' perceptions of fine arts teachers. A stratified random sampling technique will be employed to ensure representation from various grades and levels of expertise. A sample size of at least 300 students will be selected to achieve statistical significance. Quantitative data will be collected through structured surveys distributed to the selected students. The survey will include Likert-

scale questions to measure students' perceptions of their fine arts teachers, the impact of arts education on their overall learning experience, and other relevant variables.

### Data Analysis and interpretation

#### I. Art Education Experience

Drawing is the most commonly taken fine art class, with 55 respondents (44.4%). Painting is the second most common, with 58 respondents (46.8%). Sculpture is the least common, with 8 respondents (6.5%). 3 respondents did not specify a specific fine art class. **How would you rate your overall satisfaction with your fine art education?** The majority of respondents, combining the "Satisfied" and "(Extremely satisfied)" categories, represents a substantial 66.9% of the total responses. About a quarter of respondents (25.0%) expressed a neutral stance, suggesting neither positive nor negative sentiments. A smaller percentage (5.6%) indicated dissatisfaction with their fine art education, with 3.2% being "Not satisfied" and 2.4% being "unsatisfied." **How often do you participate in fine art classes or activities outside of regular coursework?** **4 (3.2%):** This category indicates that 3.2% of the respondents participate in fine art classes or activities four times or more often. **Rarely or never (13.7%):** 13.7% of the participants rarely or never engage in fine art classes or activities outside of their regular coursework. **Occasionally (34.7%):** The majority, 34.7%, participate in fine art classes or activities from time to time. **Regularly (48.4%):** Nearly half, 48.4%, engage in fine art classes or activities on a regular basis. **How would you rate your overall satisfaction with the art education program at this institution?** Positive Satisfaction (Very Satisfied + Satisfied): 58.9% this indicates that a majority of respondents expressed satisfaction with the art education program. Neutral: 33.9% A significant portion of respondents chose a neutral stance, neither expressing satisfaction nor dissatisfaction. This could suggest a diverse range of opinions or experiences. Negative Satisfaction (Dissatisfied + Very dissatisfied): 7.2% the percentage of participants who reported dissatisfaction is relatively low, which could be considered positive. **How often do you engage in extracurricular artistic**

**activities outside of regular coursework?** The majority of respondents (39.5%) indicated that they rarely participate in extracurricular artistic activities. Moderate Engagement (Weekly - 22.6%): A notable portion of respondents (22.6%) reported engaging in extracurricular artistic activities on a weekly basis. Infrequent Engagement (Monthly - 17.7%): Approximately 17.7% of respondents engage in artistic activities on a monthly basis. Daily Engagement (Daily - 16.1%): A relatively smaller percentage of respondents (16.1%) reported engaging in extracurricular artistic activities on a daily basis. Infrequent but Regular Engagement (5 - 4.0%): A very small percentage (4.0%) engage in artistic activities with a frequency categorized as "5." Without additional context on what "5" represents, it's challenging to provide a specific interpretation for this group.

#### **4.2. Perception of Fine Art Teachers**

##### **1. How would you describe the teaching style of your fine art teacher(s)?**

The majority of students (37.9%) perceive their fine art teachers as encouraging. This suggests that these teachers likely focus on fostering a positive and supportive learning environment, motivating students to explore their creativity without fear of judgment. A significant portion of students (22.6%) views their fine art teachers as inspirational. This implies that these teachers may go beyond simply instructing and actively inspire students, possibly by sharing their own artistic experiences or showcasing notable works of art to spark creativity and passion. Another substantial proportion of students (27.4%) perceives their fine art teachers as supportive. This might suggest that these teachers are attentive to the individual needs of students, providing guidance, feedback, and assistance as students navigate their artistic journey. A smaller percentage of students (8.9%) characterizes their fine art teachers as strict. This could imply that some teachers in this category may emphasize discipline, structure, or adherence to certain rules in the pursuit of artistic development.

##### **2. Do you feel that your fine art teacher(s) effectively communicate artistic concepts and techniques?**

The majority of respondents (71.0%) feel that their fine art teacher(s) effectively communicate artistic concepts and techniques. This is a positive indication of the teaching effectiveness in the majority of cases. A significant portion of respondents (21.0%) are uncertain or have mixed feelings about the effectiveness of their fine art teachers. This suggests a level of ambiguity or variability in the teaching experiences among this group. A small percentage of respondents (4.8%) believe that their fine art teacher(s) do not effectively communicate artistic concepts and techniques. This indicates a minority of negative experiences or perceptions regarding the teaching in this context. It seems that 3.2% of respondents did not specify their response. It's unclear whether they intentionally chose not to answer or if there was an issue with data collection. **To what extent do you think your fine art teacher(s) encourage creativity and self-expression?**

Not at all: This suggests that a small proportion of respondents (5.6%) feel that their fine art teachers do not encourage creativity and self-expression at all. To a small extent: A slightly larger group (8.1%) believes that their fine art teachers encourage creativity and self-expression to only a small extent. To a moderate extent: The majority of respondents (55.6%) feel that their fine art teachers encourage creativity and self-expression to a moderate extent. To a large extent: A substantial portion (24.2%) believes that their fine art teachers encourage creativity and self-expression to a large extent. To an extremely large extent: A very small percentage (1.6%) indicates that their fine art teachers encourage creativity and self-expression to an extremely large extent. **How comfortable do you feel seeking help or guidance from your fine art teacher(s)?**

The majority of respondents (47.6%) feel "Very comfortable" seeking help or guidance from their fine art teachers. A significant portion (37.9%) falls under the "Moderate comfortable" category. A small percentage (3.2%) expressed being "Not comfortable at all." Combining the "Extremely comfortable" and "Very comfortable" categories, a total of 55.9% of respondents seem to have a high level of comfort seeking help from their fine art teachers. It's worth noting that a small percentage (4.0%) did not provide

a response. **On a scale of 1 to 5, where 1 is strongly disagree and 5 is strongly agree, please rate the following statements.** The highest agreement among the statements is for "My fine art teacher is knowledgeable about different art forms," with 31.5% strongly agreeing and a cumulative percentage of 82.3% agreeing. "My fine art teacher encourages creativity and self-expression" also received significant agreement, with 19.4% strongly agreeing and a cumulative percentage of 50.8% agreeing. Statements regarding passion, constructive feedback, and effective communication also received positive responses, but to a slightly lesser extent.

**6. On a scale of 1 to 5 (1 being strongly disagree, 5 being strongly agree), please rate the following statements regarding your fine art teacher:** The teacher is knowledgeable about various art forms. The majority of respondents (25.8%) strongly agree (5) with this statement. The teacher encourages creativity and individual expression. While a significant portion (12.9%) strongly agrees, the overall agreement is not as high as the first statement. The teacher provides constructive feedback on my artwork. A similar pattern is observed here, with 12.1% strongly agreeing. The teacher effectively communicates art concepts and techniques. This statement has a higher agreement rate, with 23.4% strongly agree. The teacher is approachable and supportive. About 20.2% strongly agree. **7. How would you describe the overall classroom environment in your fine art classes?** A significant portion of respondents, 31.5%, described the overall classroom environment as supportive. About 23.4% of respondents characterized the classroom environment as inspiring. The largest group, comprising 34.7% of respondents, perceived the classroom environment as challenging. A smaller percentage, 6.5%, described the classroom environment as inclusive. **Do you feel that your fine art teachers encourage creativity and self-expression?** The majority of respondents seem to have a positive perception of their fine art teachers, with 62.1% expressing that they feel encouraged in terms of creativity and self-expression. However, there is a smaller portion (29.0%) who are uncertain or feel that the encouragement may be inconsistent. **How would you describe the level of support and guidance provided by your fine**

**art teachers outside of class hours?** 17.7% of respondents described the support and guidance from their fine art teachers outside of class hours as excellent. The majority of respondents, 47.6%, considered the support to be good. While not described as excellent. About a quarter of the respondents (25.0%) rated the support as fair. A small percentage (4.0%) indicated that the support and guidance from fine art teachers outside of class hours were poor. Only a minimal percentage (0.8%) reported receiving no support at all.

**10. In your opinion, how well do your fine art teachers incorporate technology and digital tools into their teaching?** Very Well: 15.3% of respondents indicated that their fine art teachers incorporate technology very well. Well: A larger portion, 37.1%, believes that their teachers do well in integrating technology into their teaching. Neutral: A substantial number, 34.7%, gave a neutral response, indicating that they neither agree nor disagree with the effectiveness of incorporating technology. Poorly (d): Only 6.5% of respondents feel that their fine art teachers incorporate technology poorly. Very Poorly: A small percentage, 1.6%, believes that their teachers are very poor in integrating technology.

## **2. Art Education Experience**

**Art Education Experience I. How would you describe your overall experience in fine art classes?**

20.2% Excellent indicates a relatively high level of satisfaction, suggesting that a significant portion of respondents had an outstanding experience in their fine art classes. 49.2% Good majority of respondents rated their experience as good, reflecting a positive overall sentiment towards their fine art education. 22.6% Neutral a notable portion of respondents expressed a neutral stance, suggesting that their experiences neither stood out positively nor negatively. It could be interpreted as a mixed or average experience. 3.2% Poor a small percentage of respondents reported a poor experience, indicating dissatisfaction with their fine art classes. This might warrant further investigation into the specific aspects that led to this sentiment. 1.6% Very Poor The lowest percentage of respondents rated their experience as very poor, suggesting a rare but significant level of dissatisfaction. Similar to the

"Poor" category, understanding the specific issues contributing to this dissatisfaction may be crucial for improvement. **2. What specific aspects of the fine art classes do you enjoy the most? (Open-ended)** **Friendly Environment:** Many respondents appreciate the friendly and cooperative environment in their fine art classes. This includes enjoying moments when everyone works together, having a stress-less atmosphere, and feeling satisfied with the level of understanding between students and teachers. **Conceptual and Artistic Exploration:** Students value the opportunity to explore concepts and art techniques. This includes being able to choose their own concepts and ideas, experimenting with new techniques, and engaging in conceptual work and self-expression. **Creativity and Expression:** The creative aspects of the classes are highlighted, with mentions of enjoying creativity, drawing, painting, sculpture, and various forms of visual arts. Respondents find joy in the process of creating art and express satisfaction after completing an artwork. **Learning and Skill Development:** Some respondents mention the enjoyment of learning new skills, participating in interesting drawing assignments, and appreciating the foundational aspects of design. **Teacher Cooperation and Flexibility:** The cooperative nature of teachers is acknowledged, particularly in allowing students to choose their own references and concepts for painting. The flexibility and freedom provided by teachers contribute to a positive learning experience. **Teamwork and Group Learning:** Teamwork and learning in groups are also highlighted as enjoyable aspects of the classes.

**3. What challenges, if any, have you faced in your fine art classes? (Open-ended).** **Specific Challenges Mentioned:** Some specific challenges mentioned include difficulties with concepts, mosaic work, budget constraints, issues with marks and competition, classroom problems, issues with color palette and brushes, challenges in developing a personal style, lack of guidance in drafting class, favoritism by teachers, limited assignments, difficulty finding magazines for assignments, lack of funds and equipment, gaps between ideas and skills, group projects, comparison with better artists, challenges in digital art, painting and shading, and lack of support from classmates. **Medium-**

**Specific Challenges:** Some challenges were specified to certain mediums, such as digital art, painting and shading, oil painting, and still life. **Issues with Learning Environment:** Issues related to the learning environment were mentioned, including lack of equipment and space, limited art gallery visits, restrictions on ideas, long-time classes, and dissatisfaction with sitting arrangements. **Personal and Health Challenges:** Some respondents mentioned personal challenges, such as high maintenance personality and health issues arising from long hours of work. **Departmental Support and Teaching Style:** Challenges related to the department's support, teacher cooperation, and teaching style were mentioned, including the lack of guidance from teachers, the need for modern changes in studies, and dissatisfaction with the teaching approach. **Other Challenges:** Miscellaneous challenges were mentioned, such as submission deadlines, sudden announcements, dull studio lights affecting painting, and issues with cleaning and water supply. **Positive Responses:** A few respondents expressed satisfaction with their fine art classes. **Unclear Responses:** Some responses are unclear or may contain errors, such as "Sjrifuf" and "the lights in studio is very dull."

#### 4.4. Suggestions for Improvement

- I. What suggestions do you have for improving the fine art education experience at this institution?

#### Results:

**Focus on Drawing and Design:** Some respondents suggest neglecting subjects other than drawing and design, indicating a preference for a more specialized curriculum. **Introduce Calligraphy:** There is a specific suggestion to add calligraphy as a subject for fine art students, indicating a desire for a diverse range of artistic skills. **Provide More Freedom:** A few respondents express a desire for more freedom in their artistic endeavors, suggesting that a bit more flexibility in the curriculum could enhance the overall experience. **Improve Studio Facilities:** Suggestions include providing better studio equipment, comfortable seating, and a conducive environment for work. This includes requests for painter tables, comfortable stools, and improved studio spaces. **Encourage Individual Expression:** Multiple responses emphasize the

importance of allowing students the right to express their ideas, techniques, and expressions. There is a call for teachers to appreciate and critique students' work more actively. **Enhance Painting Demonstration:** A suggestion to enhance painting demonstrations indicates a desire for more hands-on learning experiences. **Expand Art Forms and Techniques:** Some respondents express a desire for the introduction of new art forms, techniques, and optional subjects to provide a more comprehensive education. **Improve Environment:** Multiple responses mention the need to improve the overall environment, including cleanliness, room management, and a friendly atmosphere. **Increase Interaction with Industry:** Suggestions include regular visits to textile industries and art galleries to expose students to real-world applications of their skills. **Diversify Galleries and Studios:** Calls for more galleries, studios, and updated equipment, including photography studios and graphics systems, to inspire students with a variety of artistic styles. **Review Timetables:** Some respondents express concerns about the timetable, with specific mentions of interior designers facing challenging schedules. **Encourage Regular Attendance:** Recommendations include promoting regular attendance among students. **Address Management and Exploration:** There are suggestions to work on management issues and explore modern world techniques in fine arts. **Avoid Favoritism:** Multiple responses emphasize the importance of teachers supporting and encouraging all students fairly without favoritism. **Consider Student Comfort:** Suggestions include creating a more comfortable and friendly environment, providing lockers for art materials, and offering suitable furniture for students.

## **2. Do you have any specific recommendations for enhancing the effectiveness of fine art teachers?**

### **Results:**

**Open Communication and Discussions:** Teachers should be more open to discussions about concepts and ideas. Communication with students is crucial, and teachers should give details about techniques when assigning assignments. Encouraging a supportive environment where students feel free to express their ideas. **Support and Encouragement:** Teachers should support

students and provide encouragement. Giving attention to every student and providing time for individualized guidance. Supporting every student's artwork, regardless of its quality. **Flexibility and Engagement:** Teachers could be more flexible in allowing students to express their own ideas. More engagement with students, both in and out of the classroom. Teachers should guide students about projects and assign more tasks to help them become better artists. **Practical Work and Industry Relevance:** More practical work and visually engaging presentations are desired. Linking studies with industry requirements for practical relevance. **Motivation and Rewards:** Lacks motivation, and both teachers and students need to be motivated. Suggests more rewards, fun quizzes, and assignment-based rewards. **Regularity and Guidance:** Teachers should be regular and provide guidance about projects. Explaining the techniques of painting assignments. **Modern and Varied Teaching:** Teachers should teach modern things and vary their teaching styles. **Critique on Current State:** Some respondents express dissatisfaction or suggest the need for improvement, while others are generally satisfied with their teachers. **Neutral or No Recommendations:** Some respondents have no specific recommendations or are neutral about the current state of teaching.

3. What improvements, if any, would you suggest to enhance the art education program at this institution? (Open-ended)

Results:

**Appreciation and Positive Feedback:** A significant portion of respondents expressed overall satisfaction with the art education program, stating that "All are good," "All good," or similar positive sentiments. **Calligraphy Inclusion:** Some students pointed out the absence of calligraphy in the program, emphasizing its importance as a major part of fine arts. This suggests a desire for a more comprehensive curriculum that includes various art forms. **Infrastructure and Facilities:** Several students mentioned the need for better infrastructure and facilities, such as secure storage space for art supplies, well-equipped classrooms, and the provision of lockers. Some students also suggested the beautification of classrooms through paintings. **Diversification of Course Content:** Students expressed interest in a more diverse range of

activities, including extra art activities, life drawing, creative and imaginative exercises, and more exposure to trends and artworks. Some suggested the inclusion of practical subjects from the first semester. **Teacher Support and Guidance:** There were requests for more guidance and support from teachers, with an emphasis on teaching the purpose of art and encouraging individual artistic styles. Students also mentioned the importance of teacher-student communication. **Environmental and Cleanliness Concerns:** Some respondents highlighted the importance of maintaining a clean and conducive environment in the art department, suggesting attention to cleanliness and the decoration of the department. **Technological Upgrades:** A few students suggested modernizing the department by introducing new ideas, exploring modern world techniques, and addressing specific technological needs, such as providing cameras for photography classes. **Timings and Workload:** Students expressed concerns about the timing of classes, suggesting more lenient working hours instead of consecutive long hours. There were also mentions of the need for proper management and exploration of modern techniques. **Financial Support and Scholarships:** One respondent suggested the establishment of separate scholarship programs for talented but needy students. **Curriculum Improvements:** Recommendations included introducing new curricula, offering practical subjects early in the program, and focusing more on art subjects rather than other unrelated subjects. **Art Studios and Galleries:** Students expressed a desire for more art studios, galleries, and exposure to the work of renowned artists. Some also mentioned the need for better equipment and facilities for graphics students. **Specific Concerns:** Some responses were less specific or provided minimal information, such as mentioning "Life."

**4. Please share any specific positive experiences you've had with fine art teachers or the art education program. (Open-ended)**

**Results:**

**Supportive Teachers:** Many students express gratitude for having supportive teachers who guide them in their artistic endeavors. Teachers are mentioned as cooperative, helpful, and willing to point out mistakes to improve students'

skills. **Improvement in Skills:** Several students note that they have seen improvement in their artistic skills since joining the art education program. Teachers are credited with playing a significant role in this progress. **Positive Interaction with Specific Teachers:** Specific teachers is mentioned by name, and positive experiences are associated with their classes. For example, Sir Owais Naqvi, Mam Maryam, Mam Bushra, and Mam Nadia are highlighted for their contributions to students' learning and artistic development. **Good Learning Environment:** Some responses mention a positive and comfortable learning environment, emphasizing a cooperative and friendly atmosphere within the department. **Participation in Art Exhibitions:** Students appreciate opportunities to participate in art exhibitions and visit galleries, which enrich their practical knowledge and exposure to the art world. **Encouragement of Creativity:** Teachers are mentioned as encouraging creativity and providing students with a vast concept to work on openly and variably. **Personal Growth and Learning:** Students share that they have learned a lot about art and design from their teachers, and some express gratitude for specific teachers who have helped them find inspiration for their artwork. **Constructive Feedback:** Positive experiences include teachers providing constructive feedback and pointing out mistakes to help students improve their skills.

### Conclusion

The survey results indicate that drawing is the most popular fine art class, followed by painting and sculpture, highlighting a strong interest in traditional artistic skills among students. Overall, the majority of respondents are satisfied with their fine art education, with many actively participating in additional fine art activities outside of regular coursework, demonstrating a high level of engagement and interest in the subject. While most students perceive their fine art teachers as supportive and inspirational, with effective communication of artistic concepts and techniques, there are some concerns about the level of encouragement for creativity and self-expression. The classroom environment is generally seen as supportive, inspiring, and challenging, but there are areas for improvement in fostering creativity and

self-expression. Specific recommendations for enhancing the effectiveness of fine art teachers include open communication and discussions, support and encouragement, flexibility and engagement, practical work and industry relevance, motivation and rewards, regularity and guidance, modern and varied teaching, and avoiding favoritism. Improvements suggested to enhance the art education program include appreciation and positive feedback, inclusion of calligraphy, infrastructure and facilities, diversification of course content, teacher support and guidance, environmental and cleanliness concerns, technological upgrades, timings and workload, financial support and scholarships, curriculum improvements, and art studios and galleries, among others. Overall, the findings highlight the strengths of the program and provide valuable insights for enhancing the fine art education experience at the institution.

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