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Teaching Visual Arts in Primary Schools: Teachers' Perceptions, Challenges, and Pedagogical Practices in Lahore, Pakistan

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Abstract
This study investigates the experiences, challenges, and perceptions of primary school visual arts teachers regarding the teaching of visual arts at the primary level in Lahore. Implemented as a descriptive qualitative study using purposive sampling of 11 primary school visual arts teachers, the study yielded rich, contextual insights into teachers' practices and beliefs. The research reveals that visual arts education plays a critical role in stimulating creativity, emotional intelligence, cognitive development, and promoting an integrated approach to learning among young children. Despite these benefits, systemic constraints such as underfunding, limited access to high-quality in-service training, and lack of institutional support, significantly inhibit the effectiveness of visual arts programs. Through qualitative analysis, the study uncovers how teachers adapt their practices by forming interdisciplinary connections, emphasizing practical, hands-on learning experiences, and creatively utilizing locally available resources to overcome these limitations. The results indicate that strengthening visual arts education will require comprehensive policy reforms, including enhanced teacher preparation programs, increased administrative support, and greater curricular focus. Overall, the research highlights the urgent need for structured professional development initiatives, increased resourcing, and broader recognition of visual arts as a fundamental area of the primary school curriculum.

Keywords: Visual Arts Education, Primary School Teachers.

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1. Introduction

Young children need a primary visual arts education to help shape their critical thinking skills, creativity, and ability to evoke emotions (Li & Qi, 2025). Early childhood critical thinking, creativity, and emotional expression all benefit greatly from a primary visual arts education (Osaigbovo, 2025; Trojanović, 2025) (Winner, Goldstein, & Vincent Lancrin, 2013). The integration of visual arts into primary school education is therefore a fundamental aspect of fostering creativity, enhancing critical thinking skills, and promoting emotional development in young learners.(de Kock et al., 2024; Tomljenović, 2020). Different forms incorporated in visual arts education include drawing, painting, sculpture, and computer graphics, among others (Bian et al., 2025). It is useful to form a foundation for children to develop their artistic skills and appreciation in primary school. Consequently, teachers are truly invaluable in aiding students in investigating this creative process, often with limited support from schools and minimal materials to work with(Herzog & Duh, 2020; Osaigbovo, 2025) (Eisner, 2002). Where educational resources and approaches differ from one region to another, as highlighted in the case of Pakistan, it becomes relevant to hear from the teachers who advocate for the teaching of visual arts (Leung et al., 2024; Akram et al., 2021). Leaning about the beliefs of teachers who advocate for visual arts education is important in Pakistan because of the differences in resources and approaches across regions(Leung et al., 2024; Maulana et al., 2023) (Rabkin & Redmond, 2004).

However, its importance is often overlooked, especially in Lahore primary schools' education landscape(Fazal et al., 2024) (Khanam, 2002). Sometimes, visual arts education receives less funding and consideration in Pakistan because educational priorities often focus on the sciences and technologies(Arslan & Vural, 2025) (Winner et al., 2013). This results from a weak understanding of

primary school arts teachers, along with a lack of awareness about the background practices surrounding arts-based pedagogies in the classroom(Fazal et al., 2023). However, many teachers see themselves as nurturers of their students' artistic talents (Denee et al., 2023)(Rabkin & Redmond, 2004).

It is also revealed that no appreciable work has been done to understand the knowledge base and pedagogy of primary school teachers in visual arts, their confidence in teaching art in primary schools, and the availability of teaching resources and institutional support structures (Leung et al., 2024; Merrick et al., 2025). Teachers' confidence and teaching resources to teach visual arts remain two relatively unexamined aspects. Thus, the gap in knowledge regarding the need for art in Pakistan is getting wider. However, there is not enough evidence regarding the present state of visual arts education in Lahore primary schools, which will help understand the breadth of this subject and inform effective strategies for enhancing the quality of arts education at all levels of primary schools so that young learners can enjoy a vivid and impactful learning experience according to Pakistan research on visual arts teaching (Jesima Banu & Sugumar, 2024; Qureshi & Malik, 2021).

The goal of this research is to review the challenges, observations, and perceptions of primary level visual arts teachers in Pakistan to gain insight into today's art education situation and identify any gaps(Ghazi, 2023). The purpose of this research is to capture what these teachers have to say and obtain information on their approaches, resources, and difficulties in delivering quality arts education instruction. This research aims to raise awareness of their programs and propose ideas for enhancing fundamental visual arts instruction. By listening to teachers, policymakers and educational administrators might develop better means for promoting and improving arts education and ensuring it gets the attention and support it needs.

The study investigated primary school art teachers regarding visual arts education and its role, as well as assessed the resources and support provided to them. Some primary school visual arts teachers are trained, but there is a range of confidence and understanding in how to teach visual arts effectively. Moreover, teachers face many challenges and barriers when it comes to providing effective visual arts education, such as lack of proper resources, insufficient support, and limited professional development opportunities. Furthermore, challenges and barriers encountered by visual arts teachers and the role of professional development in improving learning have been discussed. This study focused on the following questions:

1) What are the perspectives of primary school teachers of Lahore regarding the value and importance of visual art education in the primary school curriculum?
2) What knowledge and teaching practices do primary school teachers of Lahore possess about visual art education?
3) How confident do primary school visual arts teachers of Lahore feel in teaching art and design, and what different factors influence their confidence levels?
4) What are the different resources and support available to visual arts teachers to deliver the content?
5) What challenges and barriers do visual arts teachers experience when providing quality arts education?
6) How do training and professional development opportunities for visual art education impact the teaching practices of primary school teachers of Lahore?

2. Research Methodology

This research employed a qualitative research method to gather data from visual arts teachers teaching in different private schools of Lahore, Pakistan. Teachers from various educational institutions and backgrounds were selected so that the study could capture a diverse range of perspectives. Purposive sampling technique was used to select visual arts teachers who had at least one year of teaching visual arts teaching experience at primary level. This technique made sure that the data collected was relevant to the research questions. The sample size for the study comprised of 11 visual art teachers who were employed in primary schools of Lahore.

Table 1: Distribution of Participants Based on Gender and Grade

S/R	Participants	Gender	Class / Grade
1	A	Female	1-3
2	B	Female	1-3
3	C	Female	Mont-KG
4	D	Female	1-3
5	E	Female	1-3
6	F	Female	Mont-KG
7	G	Female	1-3
8	H	Female	1-3
9	I	Female	Mont-KG
10	J	Female	1-3
11	K	Female	1-3

Research Tool

A semi structured interview guide was developed to gather in-depth information from the respondents. After conducting the 10th and 11th interviews, saturation of responses among the interviewees was observed, therefore, data collection was

concluded with a final sample size of 11.

Table 2: Mapping of Research Questions to Corresponding Interview Questions

S/R	Research Question	Interview Guide
1	What are the perspectives of Pakistani primary school teachers regarding the value and importance of visual art education in the primary school curriculum?	1. In your opinion how important is art and design are for primary school students? 2. How do you think visual arts education impacts students' overall development? 3. In your opinion, what are the long-term benefits of visual arts education for children? 4. Do you believe that visual arts education is as important as other subjects in the curriculum? Why or why not
2	What knowledge and teaching practices do Pakistani primary school teachers possess about visual art education?	5. What kind of training or education have you received related to teaching visual arts? 6. Can you describe your typical approach to teaching visual arts in your classroom? 7. How do you incorporate different forms of visual arts, such as drawing, painting, and into your lessons?

S/R	Research Question	Interview Guide
		8. What assessment methods do you use to evaluate students' progress in visual arts?
3.	How confident do Pakistani primary school visual arts teachers feel in teaching art and design, and what different factors influence their confidence levels?	9. How would you rate your confidence in teaching art and design to students of primary classes? Please rate it on a scale of 1 to 10. 10. Can you explain why did you choose that rating?
4.	What are the different resources and support available to visual arts teachers to deliver the content?	11. What resources (materials, space, technology) are available to you for teaching visual arts? 12. Do you feel that these resources are sufficient enough to deliver effective visual arts education? Why or why not? 13. How does the availability of resources impact your teaching practices and the students' learning experiences? 14. What kind of support do you receive from your school administration regarding visual arts education?

S/R	Research Question	Interview Guide
5.	What challenges and barriers do visual arts teachers experience when providing quality arts education?	15. What are the biggest challenges you face in teaching visual arts at the primary level? 16. How do you address these challenges in your classroom? 17. Can you describe any specific barriers (e.g., lack of funding, insufficient training) that hinder your ability to teach visual arts effectively? 18. How do you think these barriers can be overcome to improve visual arts education?
6.	How do training and professional development opportunities for visual art education impact the teaching practices of Pakistani primary school teachers?	19. Have you participated in any professional development programs or training specifically focused on visual arts education? 20. How have these programs influenced your teaching practices and effectiveness in the classroom? 21.What additional training or professional development do you think is necessary to improve your skills as a visual arts teacher?

S/R	Research Question	Interview Guide
		22. In what ways can professional learning opportunities be enhanced to better support visual arts teachers?

Thematic Analysis

Qualitative data collected from interviews underwent a thematic analysis process through which codes and themes were generated. Thematic analysis made it easier to find recurring themes and patterns in the data.

Table 3: Description of Themes

Themes	Description
1. The Vital Importance of visual Arts in Primary Education	Visual arts play an important role developing emotional intelligence, creativity and critical thinking skills.
2. Art as an Essential Component of a Holistic Education	Visual arts support well rounded education.
3. The Role of Formal Education in visual Art Teaching	Visual arts training impacts teaching practices, confidence and student engagement.
4. Teaching Approaches and Methodologies in Visual Arts Education	Variety of methods are employed such as experiential activities.
5. Flexible and Inclusive Assessment Strategies in Visual Arts	Formative product and process focused assessments are used.
6. Challenges in Teaching Visual Arts at the Primary Level	Limited resources and lack of administrative support.
7. Confidence in Teaching Visual Arts to Primary School Students	Different levels of confidence depending on training, experience and professional development opportunities.
8. Enhancing Professional Development for Visual Arts Educators	Participation in professional development programs, like workshops and training sessions and use of modern methods.

3. Results

3.1. The Vital Importance of Visual Arts in Primary Education

Visual arts is an integral part of primary education, it not only influences how students engage with their lessons, but also how they engage with the world around them emotionally, creatively, and practically. This theme shows how art contributes to attendance, emotional and creative development, and offers practical and therapeutic outcomes, thus having a balanced impact on young learners.

3.1.1. Art as a Tool for Engagement, Enjoyment, and Emotional Development in Learning

To make the studying process enjoyable and meaningful for young students, many respondents said that art was important. Respondent A, "*art education is vital in primary schools*" because it made the process of learning more interesting and helped those students who failed to understand the conventional ways of teaching. This view was further supported by Respondent E, "*it allows students to explore their imagination and think beyond academic constraints*,". This subtheme shows how art made classrooms into lively student-centered places where learning was not only effective but also fun. Teachers believed that art could be useful in capturing the students' attention, particularly in topics that might have been deemed boring or complex. Art encouraged creativity and emotional intelligence, according to the respondents. While Respondent H thought that "*art is crucial for young learners as it helps them to be creative, and innovative. It helps them in improving their critical skills as well as helps them develop aesthetic sense and appreciate the beauty around them*," Respondent C observed that art "*enables the child to become more imaginative and think out of the box.*" This sub theme depicts how educators saw art as a vital means of creative discovery and self-expression

that promoted uniqueness, self-assurance, and an appreciation of beauty and originality. Some responders emphasized the therapeutic benefits of art as well as its role in promoting emotional stability and attention. According to Respondent G, pupils frequently showed greater interest in art than in ancient civilizations like the Persian and Roman ones quoting "*I believe it is more important than studying useless subjects like history and all because a lot of students now a days have more interest in arts as compare to PERSIAN AND ROMAN CIVILISATIONS*", whereas Respondent B defined art as "*image learning and therapy to change moods and stability*." Responses revealed that teachers believed that art had a calming effect that helped pupils focus better and stabilize their emotions.

3.1.2. Art as a Tool for Development of Cognitive, Critical Thinking Skills, and Emotional Intelligence

In this subtheme, teachers emphasized how art education fosters critical thinking and cognitive development in this subtheme. Respondent A claims that through practical learning, art helps students "*visualize complex concepts*" and develops their "*critical thinking and problem-solving skills*". According to Respondent H, art helps to improve "*essential problem-solving skills*." These viewpoints show how the visual arts help students to develop their creativity and to become more flexible in their thinking. This subtheme identifies how visual arts can assist in the development of emotional intelligence and provide students with a means of expression. Respondent J stated that "*Visual arts help in emotional development, enabling children to express their thoughts and feelings through colors and forms, which builds confidence*" It was mentioned by respondent E that art " *also allows students to express themselves in ways that might not be possible through words alone.*" Teachers viewed art as a safe and nonverbal way of expressing oneself.

3.1.3. Art as a Tool for Development of Lifelong Creativity and Appreciation for Aesthetics

In this subtheme, respondents underlined the value of visual arts in developing ability to critically think and bring creativity outside of the classroom. Respondent E asserts that art "*encourages lifelong skills such as critical thinking and creative problem-solving*". This depicts that bringing art in the classroom can unlock surprising thoughts in a student's mind. "Long *term benefits of visual Art education are self-expression and confidence extend beyond childhood shaping well rounded, creative and critical thinking individuals*." emphasized by Respondent K. These viewpoints prove that art gives students the tools they need to succeed in a variety of personal and professional settings.

Respondents also talked about how art fosters perseverance, concentration, and triggers lifelong appreciation of beauty and culture. According to Respondent H, "*art education helps students understand basic skills like reading and writing which are crucial fundamental skills for daily life. It also helps with better communicating with others; whether it be learning another language, higher quality speech, and even better body language*," and Respondent E emphasized how "*It helps children develop patience, focus, and a unique perspective.*" These responses demonstrate that teachers firmly believe that art fosters character development and personal progress by imparting traits like perseverance and a deeper appreciation for aesthetics. Students start to notice the world around them in a unique manner, trying to understand it in their own way.

3.1.4. Art as a Tool for Development of Enhanced Self-Expression and Communication Skills

This sub theme emphasizes how art helps in developing effective communication and self-expression. According to respondent C, "*Child becomes what they see*

and observe when you add value to their environment by simply use the visual art it opens up their soul towards adding value to simply almost everything they produce,", encouraging an attitude of purposeful expression. Students start to get fascinated by little things around them and every student sees it in a different way. Such activities can change their dull and boring personalities into unique and appreciative personalities. Art "*builds a strong foundation of self-confidence and creativity skills*," according to respondent J, which helps students throughout their life. The answers reveal that consistent exposure to art enhances self-expression, confidence, and effective communication skills, they learn to truly discover and identify themselves.

3.2. Art as an Essential Component of a Holistic Education

This theme explores teachers' perspectives on the role of visual arts within the broader school curriculum. The sub themes highlight the integrative role of art as a complement to other subjects, its recognition as a core element of holistic education, and the viewpoint of how it is perceived as low as compared to traditional academic subjects. The respondents emphasized the importance of art in improving learning in a variety of subject areas. According to Respondent E, "*art should be given equal importance as it complements other subjects by stimulating the imagination, enhancing motor skills, and allowing interdisciplinary learning*", while Respondent A stated that art "*enhances focus and concentration*" in ways that help learning in other areas. These responses show how teachers saw art as a means of bridging disciplines and enhancing students' overall education by fostering greater participation and engagement in the classroom. Teaching other subjects using visual arts makes it interesting for students, they learn using all of their senses. Similarly, art also works as a break from all those tough studies.

This theme also highlights the importance of art in promoting a well-rounded education, just as important as traditional core courses. Respondent J claims that art is " *as crucial as language or math especially in a child's young years*", whereas Respondent H highlights that art "*should be given equal importance as the other subjects are given. Art is equally important for learners*." These opinions tell us how educators understand the social, emotional, and cognitive advantages that art adds to a well-rounded education. However, a small number of respondents said they thought art was less important than subjects that were more career focused. Respondent F, for example, said that "*math and science are way more useful in the real world*." This perspective, which emphasizes more conventional academic topics above creative fields, draws attention to possible difficulty in giving art a higher priority in the curriculum.

3.3. The Role of Formal Education in visual Art Teaching

This theme looks at the diverse training experiences and educational backgrounds of teachers of the visual arts. In this theme, numerous responders highlighted how their solid academic training in the visual arts influenced their instructional strategies. According to respondent A, a BFA graduate of National College of Art, "*My education equipped me with comprehensive training, which I now apply in teaching and educating students at schools."* In a similar vein, Respondent B, who had an MFA in painting and an MA in Art and Education, emphasized how her formal education had given her useful teaching abilities. Respondent K highlighted the impact of higher education on teaching techniques by stating, "*my credentials include M.Phil. in Fine Arts (Painting) Diplomas in Drawing and Painting Workshop expertise: Miniature, Calligraphy, Sculpture Art Exhibition experience CAT 1 Certified*." Respondent K said that she holds an M.Phil. degree in Fine Arts and certifications in painting and drawing. These statements tell us how important higher education is for becoming an efficient

art teacher. This sub theme focuses on how teachers supplement their official education and teaching styles using available opportunities that benefit them somehow. "*I regularly update my knowledge through workshops and online resources to keep pace with modern teaching methods*," said respondent E, a graduate of Fine Arts. This portrays the necessity of keeping up with changing teaching methodologies in this proactive approach. Respondent J also mentioned that "*I attended workshops on primary art education and learnt through experience*," suggesting that the workshops offered important information about age-appropriate teaching methods, especially for younger students, and through such workshop's teachers get learning experience for their own artistic growth.

3.4. Teaching Approaches and Methodologies in Visual Arts Education

This theme shows the diverse teaching approaches and methodologies used by participants in their classrooms regarding visual arts. Teachers' emphasis on student-centered and adaptive methods, integrative and interdisciplinary strategies, hands-on experiential learning, and also discusses the impact of practical restrictions on their teaching methodology.

3.4.1. Student-Centered and Flexible Approaches

Under this subtheme, teachers focused on a flexible, student-centered teaching style that promoted creativity and self-expression. Such as Respondent A emphasized on "*flexibility and student-centered learning*," which gave students the opportunity to voice their thoughts on to their canvas. According to their description, "*My art room is a haven where students eagerly gather to express themselves, explore ideas, and bring imagination to life, making our class a space where creativity and learning thrive*" Similar to this, Respondent E used *"hands-on activities that connect art with everyday learning*," encouraging students' creativity and assisting them in realizing how important art is to their everyday

lives, helping them to relate the art to their daily routine of life. This is how students learn to have fun in every activity of their day-to-day routine.

3.4.2. Integrative and Interdisciplinary Teaching Methods

In this subtheme, teachers explained how the visual arts may be integrated with other academic subjects to foster a more comprehensive understanding. Respondent C said that "*approach majorly depends upon the level of education as if we talks about primary so the classes are made bit colourful to bring the child in pleasant mood for learning but they need not to be too attractive or else the child will remain distracted by them and had little focus on task at hand. Secondly the learning must involve visual representation of the necessary objects and ideas as it will pave a path to better understanding and memory*" resulting in a vibrant and captivating setting that boosted involvement. In order to help students understand art as a component of a holistic learning process, Respondent H integrated "*STEAM, project-based learning, and design thinking*" into their technique.

3.4.3. Hands-On, Experiential Learning

Many educators talked about how they emphasize experiential and experimental learning to encourage creativity and excitement. "*I emphasize exploratory and playful activities, encouraging students to use different materials and express themselves freely,*" said respondent J, encouraging younger students to participate artistically. "My *teaching philosophy emphasize Detailed explanations of the topic. Showcasing relevant examples and reference images. Empowering students with agency to explore and express their own unique styles*," Respondent K gave students the chance to try out a variety of artistic mediums and styles.

3.4.4. Flexible and Inclusive Assessment Strategies in Visual Arts

Teachers' approaches to assessment of visual arts varied significantly, with a focus

on practicality, innovation, and engagement. This theme examines how educators assessed students' development using a combination of formative and simplified techniques, as well as process-oriented and outcome-based criteria.

In this theme, respondents highlighted that they used formative and peer evaluations to promote group learning and ongoing feedback. Through "*formative assessment and peer assessment,*" respondent K explained, they create an interactive learning environment that encourages cooperation and helpful criticism. Students have a chance to improve their talents and learn from one another because of this approach. They find it more convenient, being assessed by their fellow classmates. To assess students' cognitive and expressive skills or to just assess their thought process, Respondent C asked them to draw a picture of a *"happy place." "I assess based on participation, effort, and creativity, focusing less on the end product,"* Respondent J added, describing their methodology. This shows how art isn't just about the end result but the whole journey and thought behind the end product, which makes it more valuable and unique. Students were able to express themselves freely without worrying about criticism because of these techniques.

Same thought expressed by Respondent E, "*Effort, improvement, and the ability to express an idea are more important in my evaluations than technical perfection*." However, due to practical limitations and not being trained enough some teachers use simpler methods of assessment. According to respondent F, "*I just look at their work. If it's good enough, they pass.".* This simplified method highlighted the necessity of effective assessments, especially in situations where time and resources are limited. It also highlighted the importance of appointing trained visual art teachers or getting them trained. This theme shows how visual art teachers used a variety of flexible techniques to evaluate students' visual arts work while balancing between creativity, teamwork, and pragmatism.

3.5. Challenges in Teaching Visual Arts at the Primary Level

This theme covers time limits, a lack of enthusiasm and support, resource limitations, and examines the main challenges that teachers face during delivering visual arts instruction at the primary level.

3.5.1. Limited Class Time and Lack of Enthusiasm for Art Education

In this subtheme teachers emphasized the problem of inadequate time allotted for visual arts instruction. Respondent A said, "*Biggest problem is the time period, lesson time is 40 mint this time is not enough for art and designing lesson,*" Respondent E also noted that it was challenging to finish artwork due to the time limit. The overall quality and efficacy of art instruction and student's work were eventually affected by this limitation, which frequently hindered students' capacity to completely connect with their artistic abilities. Students couldn't explore deep into their thoughts because of the rush of time and so draws or paints whatever typically their teacher has shown or told them. This sub theme focuses on the social challenges that teachers face, like student's lack of interest and parents who don't bother to put in any effort or interest regarding their child's artwork. There was "*a lack of student interest,*" according to Respondent H, while many parents saw art as "*a side business*" rather than an essential part of school, mentioned by Respondent C. Parents viewpoints are also a reason why students show less interest and engagement in classroom.

A major roadblock was lack of administrative support that hindered visual arts instruction side by side as insufficient time and resources. "*They don't care about art as much as other subjects*," said respondent F, expressing displeasure and illustrating the institution's disregard for art education. In a similar context, Respondent D stated challenges in getting supplies and scheduling enough time for painting lessons. These difficulties show how inadequate assistance could

compromise art education's effectiveness, and because of such practical limitations teachers adopted more straightforward techniques. Due to a lack of time and resources, for instance, Respondent F stated that they chose to concentrate on drawing since *"it is less messy*," illustrating how the curriculum was impacted by practical difficulties. Administration's lack of interest also influences teacher's attitude towards visual arts which leads them to perceive it as a mere pastime rather than a valuable subject. As a result their artistic exploration gets limited and lacks meaningful engagement.

3.5.2. Resource and Funding Constraints

Teachers mentioned insufficient funds and resources as major challenges in providing students with effective art instruction in this subtheme. This frustration was expressed by Respondent F as *"No funding, no supplies, and no time*." Respondent J further highlighted how difficult it is to strike balance between academic obligations and scarce resources. Teachers were frequently forced to work with fewer resources, which limited their capacity to assist students in creating innovative and creative art pieces. Students couldn't explore different mediums of art due to unavailability of them. They highlighted the necessity of structural adjustments to remove these obstacles. A lack of opportunities for teachers to get professional development was another significant problem. Respondent E highlighted the significance of *"insufficient training opportunities, particularly in integrating modern digital tools with traditional art forms*," whereas Respondent H pointed to "*lack of training*" as a significant issue that becomes a reason for ineffective art instruction. These responses revealed the necessity of providing teachers with the tools and resources they need, to adapt effectively to evolving approaches in visual arts education. The incorporation of visual arts in the curriculum was also hindered by institutional and structural obstacles. The "*lack of purpose-built campus*" to facilitate art education

was highlighted by Respondent C, while Respondent E noted that "*the school's emphasis on core subjects often sidelines art education, reducing both time and resources dedicated to it*." This reveals how school's lack for vast spaces or grounds where students could easily work on their art pieces. The responses revealed the institution's priorities and limitations of infrastructure, which limited their potential to contribute to holistic education.

3.6. Confidence in Teaching Visual Arts to Primary School Students

This theme shows how teachers' confidence in their ability to teach visual arts differs, highlighting the factors that cause such differences that includes classroom experience, professional development, educational background, and the difficulties caused by inadequate and insufficient training.

Teachers with high confidence (ratings of 8–10) mostly credited their own enthusiasm and love for the art, solid educational credentials, and real-world experience for their self-assurance. For example, Respondent K and P, who gave themselves a confidence score of 10/10, listed their M.Phil. in Fine Arts, a wealth of teaching experience, and the capacity to involve elementary school students in interactive art classes as important components. Respondent E, who gave their approaches an 8 for confidence, similarly acknowledged that they could develop and grow, saying, "*I feel quite confident in my ability to engage students in art, though I believe there's always room for improvement and growth*." These illustrations show how high levels of confidence were reinforced by formal education, past experience, and a growth mentality.

Teachers with moderate confidence levels (ratings of 6–7) acknowledged their strengths while pointing out areas in which they needed improvement. With a confidence rating of 7, respondent C highlighted the importance of ongoing development, saying, "*I find it better as there is always a great room for*

improvement even for a facilitator. Every year new students come in and we learn new instructional techniques to help them and guide them in finding their self-express and likelihood of art." Respondent J also mentioned the importance of professional development, stating, "*While I feel confident, there's always room for growth, especially in integrating new techniques.*" These answers demonstrated a dedication to lifelong learning and adaptability in art instruction.

Teachers with poor confidence (ratings between 1 and 4) mostly attributed their hesitation to a lack of formal art training or expertise. For example, Respondent I, who gave themselves a confidence score of 2, said, "*Because I am not art teacher*," but Respondent F wrote, "*I'm not trained in art, so I don't feel super confident*." These responses demonstrated how insufficient training causes a bad influence on confidence and effectiveness in art instruction.

Several key factors have a role in influencing teachers' confidence levels. As told by Respondent K, a strong educational foundation and pertinent training does influence confidence greatly in an effective manner. Respondents C and J emphasized the significance of incorporating new methods and adjusting to evolving teaching techniques, further demonstrating the importance of ongoing professional growth. Learning new ways to incorporate in your teaching style can never have any bad influence. The positive results and satisfaction of teaching art were cited by Respondents A and G as the main reasons for their confidence, with one of them stating, "*Because the result is front of my eyes art is really impact in studen*t." On the other hand, responders like F and I pointed out that more professional development opportunities are necessary to fill in their knowledge gaps, as their lack of formal training is a main reason that lowers their confidence.

3.7. Enhancing Professional Development for Visual Arts Educators

This theme investigates the key aspects of teacher participation in

professional development programs, the effect of such training, and the necessity of future focused learning opportunities in visual arts education. It emphasizes how important it is to get structured, inclusive, and accessible training to strengthen teachers' pedagogical and technical expertise.

3.7.1. Participation and Impact of Professional Development Programs

Most of the teachers participated in diverse professional development activities, including workshops, seminars, and online courses, to refine their teaching strategies and approach to artistic skills. Respondents shared their participation in "*many professional development programs*," to get better on their skills, while Respondent C noted that "*online courses had made it easier than ever before.*" However, participation was not universal, as Respondents D and F reported that they had not taken part in any programs, underscoring disparities in access to professional training and lack of interest in getting a formal training.

An important factor that creates an effective visual arts education is the fusion of classroom instruction with technical expertise. Respondent C highlighted the importance of "*Two type of training are required one to uplift your skill of art and second the pedagogical skills*." Additionally, being professionally developed was seen as a confidence booster, with Respondent E stating that "*The training programs have enhanced my confidence in introducing new techniques and concepts to my students*," while Respondent H emphasized its role saying "*They have help me be more creative, appreciate the beauty around, be a critical thinker and be innovative.*" Structured training also improved lesson delivery, as Respondent E shared that it helped them, "*I've also learned how to better structure my lessons to make them more engaging, allowing students to explore their creativity in a more structured yet flexible environment.*" These responses prove that formal training in visual arts can not only enhance your technical skills but boost your confidence. Teachers can have new experiences and learn innovative

methods to keep students engaged.

3.8. Future Training Needs and Learning Opportunities

The evolving landscape of visual arts education puts emphasis on the importance of additional training in digital art, technology integration, and inclusive, multidisciplinary approaches. Respondent E advocated for "*training in digital art, animation, and the use of technology in art education would be beneficial. Moreover, workshops on integrating art with other subjects, such as science and history, could provide new ways to enrich the learning experience for students*," it stresses the need for modern digital skills to keep up with contemporary educational trends. Respondent K emphasized the importance of "*inclusive teaching methodologies*," and Respondent E suggested incorporating art into other subjects, such as "*physics and history*," to create a more comprehensive learning experience. Interdisciplinary approach to visual arts not only benefits visual arts itself but also other core subjects as students get more engaged in them. Other subjects become more interesting by incorporating innovative strategies.

Structured professional development opportunities that must be easy to access were also said to be necessary. Respondent C stated that " *there must be some certified courses must be compulsory for teachers in each subject for smooth upgradation of skills by the passing time,*" while Respondents E and J highlighted the importance of "*local workshops*" to reduce logistical barriers and encourage participation. This shows awareness regarding the importance of training in visual arts instruction among teachers. Another key focus was to balance traditional and modern teaching methods, with Respondent E suggesting that "*Professional learning opportunities can be enhanced by offering more frequent, affordable, and accessible programs that focus on both traditional and modern art techniques. Creating a platform for teachers to collaborate and share their experiences would*

also foster a supportive community of art educators."

Teachers emphasized the need for mentorship and collaboration. Respondent K called for "*collaborative workshops, mentorship programs, tech-integrated training, cross-disciplinary coaching, and access to contemporary art exhibitions and conferences*," while Respondent E stressed the importance of "*platforms for teachers to share insights and experiences*." These responses heavily suggest platforms or workshops where teachers could collaborate and get new learning experiences from one another.

4. Discussion

The findings of this research emphasize the effects of visual art education in primary schools in Lahore. Studies by Arévalo-Vásquez et al., (2024); Concha-Huarcaya et al., (2024); Lukaka, (2023) and Yatsky (2020) reinforce the idea that visual arts impact positively on students' creativity, emotional intelligence and cognitive skills development. Art, according to the majority of teachers of the present study, develops the skills needed for children to express themselves, adapt to find solutions and gain confidence; it helps students, not just their minds.

Furthermore, it is consistent with the research findings in the works by (Hinchcliff & Newberry, (2021); Jaya et al., (2025) and Karahan (2021) that the therapeutic effects of art such as improving concentration and regulating the emotions. These benefits, as several educators noted, not only have emotional benefits but also yield greater focus and engagement in other learning tasks. This trend reflects the increasing awareness of the need for hours to have an important place in the development of students' emotional and mental health.

Besides these emotional and cognitive advantages, the crossing boundaries of visual arts were also emphasized within the current study. According to the findings of this research, art education is a great approach for developing the

education of the rest of subjects, for example the reading and numeracy. The finding is consistent with an earlier work conducted by (Deer et al., 2023; Drljača et al., 2020). Qualitatively shows the positive impacts of art integration on the other areas of the students in the curriculum. This connection between art and core subjects proves the significance of visual arts in a well-rounded education (Egaña-delSol, 2023) Despite these recognized benefits, many generalist educators feel underqualified and unskilled to teach creative art, citing a significant deficiency in their own command of art knowledge and pedagogical methods (de Kock et al., 2024; Özsoy et al., 2020). The study's results have several differences compared to earlier studies, especially when comparing with western academic settings full stop art is often seen as a key element of the curriculum in the academic environment (Yatsky, 2020) and visual arts education is seen so fundamental to an effective school curriculum (Wittber, 2017; (Tadesse et al., 2022)

According to Chen et al. (2021) there is an increasing role of digital technology in art education, however the results of the present study reported that the use of such technology is largely hindered in primary classes because of the limitation of finding and inadequate teacher training opportunities this parity reflects a largest systematic problem of resource allocation with an education that can be reminded with focus policy change. One of the biggest obstacles in digital technology integration has been shown to be inadequate training of teachers (Gayyur, 2021; Osmani & Tartari, 2024)

This challenge has also been attributed to the limited availability of digital technology resources or the use of outdated technology resources, poor infrastructure and findings and lack of teachers' motivation to apply digital technology (Gayyur, 2021). The use of computer-based technology at universities' teaching and learning in Pakistan have been personally documented with the associated challenges (Afridi, 2021).

Additionally, the study presents valuable viewpoints on the difficulties faced specifically in Pakistan. It addresses more basic problems that include financial constraints, declining administrative support and the general perception of the visual arts as having less value in society. (Sadik, 2021), which can lead to the arts being completely replaced in education altogether. In response to these constraints teachers have shown remarkable flexibility and adaptation, frequently turning back to tangible teaching techniques and experimenting with their available resources and relying heavily on recycled supplies. This flexibility not only demonstrates the dedication of teachers but also the areas that require structure reform in order to get the most benefits out of art education.

The findings of this research are in line with earlier research by Buhl et al., (2024); Egaña-delSol, (2023) who considered visual arts education as an important method for fasting creativity, emotional intelligence and cognitive growth. Teachers who participated in this study reformed the critical role that visual arts play in fasting critical abilities including confidence, self-expression, and problem solving. Furthermore, formal qualifications help to improve the quality of teaching which in turn increases students' creativity and originality (Li & Yu, 2025). The results of the present study are also similar to the findings of (Bîzoi & Bîzoi, 2024; Chen et al., 2022) about the integration of the visual art with other academic subjects which encourages interdisciplinary learning and boost student engagement. A good school curriculum and should include instruction in the visual arts (Wittber, 2017; Deer et al., 2023; Mat et al., 2023).

Additionally, the study identifies clear differences from earlier research. Many teachers in this study had little to no formal training in visual arts, whereas in more industrialized nations arts instruction is usually supported by structured professional preparation. The fact that many of these teachers relied on workshops and self-directed learning highlights the limited funding and restricted access to

professional development opportunities. This contrasts with studies conducted in well-resourced educational contexts, where teachers are consistently expected to receive formal training.

Moreover, the arts have not been strongly promoted within Pakistani education, either at institutional or policy levels (Sadik, 2021). As a result, teachers in this study compensated for these limitations by prioritizing practical activities such as drawing over other creative forms, demonstrating the adaptive and resourceful strategies they employ in low-resource environments.

The findings also highlight how important teacher confidence is to a strong arts education. More confident teachers with advanced degrees, such as M.Phil. or MFAs, were better able to organize and carry out interesting, student-centred art classes. Teachers who have experience, plan ahead for their careers, and show progress in their careers are generally more positive about their jobs than teachers who have low self-efficacy and patched development in their careers (Bibi & Kalim 2021). Due to the lack of professional art training, the majority of Lahore's teachers like confidence and are unable to instruct effectively. This disparity in training signals the need for more organized, easily available professional development programmes, particularly in environments with limited resources.

To address these gaps, formal education and specialized training in instructional procedures and artistic skills are essential. Last but not least, policy makers and academic institutions must fund easily available, useful professional learning opportunities that take into account the difficulties that teachers face in the real world. Teachers' confidence and effectiveness in giving their children an excellent high quality art education will also be fostered by a supportive, school wide atmosphere that encourages collaboration. Improving the quality of the teaching and the learning process is the role of continuous professional

development in Pakistan (Saleem et al.,2021). These findings highlight the necessity to maximize advantages of visual arts education by providing teachers with tools and professional development. This may be achieved in large part by cultivating a culture of growth and providing resources to support high quality instruction. However, more thorough research will be required to determine the long-term application, best practices and deployment of such tactics in diverse educational environments.

5. Conclusion

This study on visual arts education validates the importance of visual arts education at the primary school level by highlighting its role in fostering creativity, emotional intelligence, cognitive development, and interdisciplinary learning. Teachers consistently emphasized these points, stressing the significance of visual arts as a platform for self-expression, problems solving, and confidence building. However, despite these well documented benefits, systematic barriers such as low funding, lack of professional development, and the complete realization of visual arts in primary school is still hampered by the perceived low value of the arts.

It was also reported that there is a positive impact of visual art on student engagement and emotional wellbeing. Teachers observed that are provided students with a fun and open environment where they could freely express creativity and emotions unlike many traditional subjects. Additionally therapeutic value of visual arts was widely recognized, with teachers noting that artistic activities help the students manage stress, improve focus and stabilize their emotions. Just finding is especially significant in modern educational settings where students face increasing pressures related to academic achievement and social status. Art education not only enhances the learning process but also plays a crucial role in developing students' emotional and mental residence.

Another noteworthy finding was the interdisciplinary value of visual arts as

teachers frequently highlighted how art supports other academic subjects by improving comprehension and retention. Educated reported that visual arts help students make connections across diverse fields of study including mathematics history and science. However, a small percentage of teachers considered art as less relevant than course subjects such as mathematics and science reflecting a large systematic and social basis that ties conventional disciplines over creative fields. This ongoing marginalization of arts education emphasizes the need for a fundamental shift in policy and public perception of art as a necessary component of a well-rounded curriculum rather than a supplementary subject.

6. Further Research

Research can be conducted on how visual arts are integrated with other disciplines to get better insights into cross-curricular pedagogical strategies and their effectiveness. For holistic understanding in future studies students' perceptions and experiences of visual arts education should be explored. Not only this rather novice teacher's perceptions and challenges should be explored to gather valuable information about early-career development. Moreover, public schools and private institutions from other cities or rural areas can be investigated to enhance the generalizability of findings across diverse educational settings.

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