# Family-Led Method in Art Education and Learning, Case: Tehran, Iran

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**Abstract:** The paper considers two important concepts via using an institution. The first important concept is Education. This concept is an important tool in socialization, acculturation and enculturation of every community. The over mentioned processes are fulfilled by using important tools in education process. The second required research is called Art. Common art or modern art are important tolls in the formation of education process. In this paper by qualitative- quantitative methods and by using social time and social space theory of [1] the mentioned process is studied. The studied sample of this research is students of Tehran who are busy with learning art in Farhangsara of Tehran Municipality. The education of these learners is studied both in family and individual case. The results of this research show that there is significant difference between individual-centered and family-centered education in art and this difference is inclined more to the success of family-centered artistic education. Other concepts are presented in the body of the paper.

**Key words:** Education of Art · Family · Education · Individualism · Collectivism · Social space

## INTRODUCTION

**Statement of the Problem:** Education is considered as an important process in formation of socialization, acculturation and enculturation, art is a phenomenon that helps education to reach its goals. The common method of art education in Iran is individualism method. Although students get together in studio and take a class, education is done based on individualism capability, style and adventures. This research attempts to show the role of social space from the aspect of Sorokini in establishment of artistic learning. The family is consisting of various social-cultural functions. One of its functions is its changing process in the life of members. It seems that behavior and relations- and in this paper artistic behavior- of family members on the condition of its establishment can have significant effect on human being behavior in different dimensions. However, this effect can be dependent upon different elements but this paper is looking for the investigation of family bonds and the environment created in the house regarding the art and its influence on artistic learning of the members. In fact, the writers of this paper believe that family system has the ability to create social-cultural space in art field and via it have the required influence on its members. Indeed, the main question of this research is that what is the role of family in creating and improvement of interest and aesthetic feeling in its members? How is the success of individualism learners in comparison with family-centered learners? Some concepts are applied in this paper and its better to be familiar with these concepts before starting the discussion.

**The Concept and Definition of Family:** Although most of the sociologists, psychologists and artists emphasize on the importance of family in social life of human being, this concept is still one of the most ambiguous concepts of this science. From one aspect, the family is consisting of: Legal bond between two opposite sex based on permanent relations, religious sacredness, deep emotional relations along with a kind of social contract and important cultural influences" [2]. In this aspect, the main meaning of family is always with a legal-social contract and emotional bond. Some people define the family in its restricted concept and believe that the family is formed of a social unit resulting from the marriage of a man and woman and their children.

Anthony Giddens believes that family is a group of people bonded directly with kinship relations and its adult members are responsible to look after children. Kinship bonds are the relations between people being formed by marriage or via ancestry uniting blood relatives (e.g. mother, father, other children, grandfather, etc.) [3].

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Burgess and Locke in their book "The Family" (1953) gave the following definition of a family.

"The family is a group of persons united by the ties of marriage, blood, or adoption (as a child); constituting a single household, interacting and intercommunicating with each other in their respective social role of husband and wife, mother and father, brother and sister; creating a common culture" [4]. Mac Iver writes: "The family is a group with permanent sexual relations resulting into children bearing and education" [5]. Lowie writes: "The family is a social unit marriage is formed based on it" [6]. In another work, this writer defines family as:

"The family is a bond related to marriage foundation- a form of sexual relationship approved by the society" [7].

From system attitude, the family as a social system is consisting of a group of people living together with each other via marriage, bearing and educating children. This system and social organization in history have vital role in progress and socialization of human being. Undoubtedly, the family is the most important organization providing physical, mental and social growth of child and the factor that he attains balance (Physical, mental and social) [8].

**The Family and Educational Performances:** Among effective institutions in human being social life, the family is the first place being formed in group life background of human being and it plays crucial role in his development in history; the importance of this role is as we know culture consisting of the collection of sciences, thoughts, philosophy, tradition, custom, rituals, art, values and other social findings of human being, the family has two main functions of transmission and usefulness. In other words, family is a sacred institution and its permanence makes the community more stable, develop values and transmit an important part of human being culture.

Despite different definitions and difference in meaning and concept of family, it seems that there is less difference in one quote and that is the fact that social morality, norms and social behaviors that are threatened have reciprocal bond with family and family education. Socialization and being familiar with rules, cultural roles and values are occurred naturally in the family [9] and the child with its initial interactions with his family is turned into a social person. Due to this, the performance of family had always attracted the attention of psychologist [10]. Anthropology writings are full of scientists' beliefs that considered the family not only permanent but also consider deep effects from family on children. Kardiner who raised the issue of "Human being personality"

believes that there are common traits among people of the society and these traits can form their main personality and it is the result of the first social institutions in which they began their life [11].

In Holy Infallibles words, it is said that: Knowledge in childhood is like inscription on stone [12] and some philosophers believe that: Everything that is learned by child until 7 years old is fixed and its results are permanent to the end of that person life. Also Imam Khomeini said:" Women are the main reason of men success. Some wise words such this show the importance of this era and that its teacher is the family.

Thus, the family is the first educational unit having various educational roles including personality growth of its members, planning of a coherent plan in this regard, developing creativity and innovation morale and emotional growth of children. On the other hand, as the family is considered as a dynamic institution, the definition of family these days is different from the attitudes of half century ago. Thus, generalization of the past studies to current families and generalizing the current results to tomorrow is wrong and lead into wrong interpretation of family condition and wrong planning. Thus, studies about family should be changed as the families are changed over time to present more efficient and evident results.

**Research Purpose:** Any research is carried out to achieve special objectives; these objectives emerge in the form of research problem and are revealed via its statement. The research objectives can be raised as general and partial [13].

**General Goal:** Being familiar with family-centered approach in artistic educations.

**Partial Goals:**

- Investigation of educational-artistic factors involved in family-centered approach process in artistic educations.
- Being familiar with performance of family -centered artistic education in social time and space.
- Being familiar with family-centered approach difference in comparison with individual-centered approach.

**Research Questions:** The paper raises some questions regarding artistic study to achieve the mentioned objectives in order to answer them. These questions are as the followings:

- What influences have family relations on the performance of family-centered classes?
- The difference of family-centered artistic education with non-family centered education is in technique or behavior?
- Is social time and social space influensive in changing the quality of Effectiveness of artistic educations?

**Research Method:** On one hand, humanistic and social phenomena are very complex and on the other hand, research methods about these phenomena are very various, so the researcher should apply a good method to achieve social-cultural reality and reach the acceptable results by good methods. Research method in the current paper is action research in artistic educations carried out in Tehran city. In this research, qualitative and quantitative approach is considered. In order to collect the required information, library study method with field studies is used. In library research we searched for theoretical and mental evidences in this field and for field activities production of artistic works of studied people are considered by doing regular tests in three different time periods for investigation of learning and then establishment of learning.

**Research Approach:** Artistic anthropology is the approach of current research. One of the common methods in artistic criticism is the criticism based on creator of the artistic work that is called "Expressionism". It means that perception of artistic work is dependent upon knowing the real intention of artist from creating the artistic work and in order to recognize the intention of artist, his social life and his spiritual life is taken into attention. It can be said that artistic and creative experience of an artist causes the development of his "self" and fix his permanent traits or his social identity.

On the other hand, artistic work from creation moment gets communicative characteristics. The artist creates his work to present it to the audience and before its presentation to the audience; an idea is in the mind of artist not an aesthetic reality. Sarter believes that there is not artistic work, unless it is being observed [14]. Art system is evolved completely when the audience as the coordinator element participates in art communicative interaction and upgrades the system by perception of the work.

From anthropological aspect, artistic work is an explanation of forming an artistic personality; so it is like a mirror on which we can see the image of soul of the artist. On the other hand, audience completes the third angle of a triangle, two angles of which are dedicated to the artist and artistic work. Identification of the personality of an artist and audience of artistic work is in the field of artistic anthropologists rather than being produced via recognition of the conversation between the artist and audience for purposeful presentation of the artistic work.

In addition, artistic work creates an attribute for an artist that is called individual identity and social identity [15]. Recognition of identity by two individual and social attributes is of great importance for artistic anthropologists. Because these two attributes remind us of the concepts that Sorokin calls them social time. Different elements of identity and identity formation at the same time cause the formation of artistic personality and this artistic personality provides the background of their life personality. This case, processing the personality in both art and life is the fact being pursued by education system and the results of our study indicates good news of artistic-educational working field in our studied society.

**Research Instrument:** In this study our research instrument is including questionnaire and researcher-built tests. Thus the researcher by making the researcher-built questionnaire collects the required demographic data. In addition researcher-built tests are used for analysis of quality and quantity of artistic education considered two characteristics of family centrality and non-family centrality were used. In this paper, in order to analyze the successful status of family-centered artistic education with non-family centered one, three tests as the end of course, three months after finishing the course and 1 year after finishing the course are held and then the collected data are analyzed in three researcher-built tests by SPSS software in descriptive and inference level.

**Statistical Population:** Considering the research goals, the studied statistical population are composed of all learners of artistic education classes of cultural-artistic organization of Tehran Municipality.

**Statistical Sample:** Statistical samples of this paper are 10 classes among visual arts (drawing) classes in which learners were given artistic lessons plus 10 classes in which learners participated with their families (Young couples or parents with their children). After the completion of educational period, they are analyzed by holding researcher-built tests in three short-term period (Exactly after the completion of the course), mid-term

(Three months after the completion of the course) and long-term (one year after the completion of course). The required times for different tests are determined in accordance with educational program of the required classes.

**Review of Subject**

**Theoretical Framework of the Research:** As it was said, the recent research considers more the concept of learning art with the focus of family. It is natural that in the past, art work- artistic education, artistic production, creation and using artistic feeling and its belonginings were done in special domain such as institutions, studios, schools and finally universities as some parts of public sphere. In these domains collective action is done, but in changing its concepts and meanings, individualism approach is dominant. As we said, in this paper we consider the role of family system in using and operating art, we attempt to go to private sphere gradually in art education and find the fact that how family space can improve firstly cultural action and secondly how it can put it in the group value system. Indeed, the space inside the house plays crucial role in the generality of education system. So, the subjective and objective meaning of sphere is important. Objective sphere is structural limit of house and housing with defining limits. But an experimental and emotional educational system is also related to it being understood as subjective sphere. This subjective space creates a champ that Bordio calls it situational champ and inside this physical sphere, values and some rule [16] are dominant being agreed by all its members and play role in education system. Indeed, this space is considered as a kind of social capital and this capital by interfering with education and transmitting artistic feeling is turned into cultural capital [17].

In this research by using Pitirim Sorokin theory (Pitirim Sorokin 1889-1968), we deal with these concepts. Indeed, Sorokin invites us to cultural system and post-cultural system champ. Sorokin emphasize on a basis to criticize cultural and post-cultural systems and cultural collection in the form of two very important concepts, social space and social time and believes that these collections are motivated by applying culture elements [18]. In this paper, we pursue this view of Sorokin by applying art in its general meaning. In fact, our research is done to find the main images of reciprocal relations of social-cultural phenomena with each other and these concepts are with cultural texture and namely artistic texture. As it was said, the meaning of art is along with

participation [19]. In accordance with some concepts such as social space, social time, public sphere, private sphere and participation, we search for the role of family in this educational-instructional process.

So, the current research attempts that by Sorokin social theory, study the effectiveness quality of individualism artistic educations in comparison with family-centered educations as a modern model in the education field. It seems that family -centered education namely in the communities enjoying family-centered culture, can be a wide and effective field.

**Structuralism:** As it was said two important points of social time and social space are theoretical approach of this paper to studied phenomena. In the way these theoretical concepts are formed, we consider theoretical approach of family for formation of this social time and social space.

In structuralism approach deep structure versus surface structure. Structuralists instead of considering experimental and observed behavior (surface structure), investigate infrastructural principles (deep structure) that were assumed as constituents of behavior. This research considers artistic education process of family with emphasis on deep structure (Stanley, 2008: 184). Thus, moves the art from individualism phenomenon and considers it at collective relations level. Indeed, in this paper, according to Edmund leach we don't use structuralism neither as theory nor as method, it is used as a kind of perspective in quality and quantity of using art education [20]. In fact, structuralism is used in this research due to the fact that this perspective is an approach in the study of humanistic culture that investigates the structures or required models.

**Review of Literature:** In the research related to the subject of art education [21], the writer after introduction of three major factors in a method-based and goal-based education including knowledge, attitude and practice called as KAP rate defines the differences between education in art and science field. He also deals with different responsibilities of three main principles of education (learner, teacher and educational space) in artistic education process.

He believes that as education of art is based on experience, discovering and creation, it means that the learner should face art and artistic works continuously and gradually obtain experience or follow the others. Thus, the role of main principles of education (learner, lecturers and space) can be in this stage, more interest

and motivation, true guidance and providing facilities. Thus, a good learner of art is a person who is interested in a special artistic field. Talent is also the basis of interest and its result and product and a good teacher is a person who is a committed director in education process. As recognition and finally discovering beauty secret is not being educated, so the teacher can attract the attention of the learner toward internal layers and topics of artistic knowledge and direct his view in a good angle that is realty angle to guide him in the shortest and best route of obtaining attitude and artistic recognition. It is obvious that educational space by providing conditions is a kind of facilitator, as increasing the output of learner attempt in the long road of education. The above mentioned paper from sphere concept is related to our research. In addition, this case that two etical and emical dimensions are considered for space, can be related to the manner of formation of private and public sphere that are very important in this study.

In another paper titled an attitude toward art education in the society [22, 23], the writer after pointing to the necessity of art education, referred to the problems of art education methods, art teachers, art education in education field, family and society and finally the issues related to learners and art universities. It is worth to mention that the writer after comprehensive explanation of the existing problems doesn't present any solutions and only attempts to describe the existing conditions but considers the family as an effective institution from this aspect in art learning process and it can be taken into attention by authors of the existing paper.

**Research Findings**
**Describing Data:** The results of the three tests being held in short-term time period (Exactly after the completion of education course), mid-term (3 months after the completion of course) and long-term (1 year after the completion of the course) among two groups of learners participating in individualism and family centered artistic education classes are presented in Tables 1 and 2. It is worth to mention that 10 individualism artistic education classes and 10 family-centered artistic education classes are considered. The maximum scores of the tests are considered as 100; 50 score is dedicated to theoretical multiple choices and 50 scores to practical tests.

Table 1 is dedicated to the results of the tests related to individualism educations and Table 2 deals with the results of family-centered tests. In each table, the average of obtained scores of each of 10 artistic education classes is presented during three separate stages of test

in the form of three rows. The final figure of each row is dedicated to the average of the obtained scores of the sun of 10 classes.

The average of obtained scores of 10 participating in individualism educational courses in the first test (Exactly after the completion of the course) is 77.4, in the second test (Three months after the completion of the course) are 35.6 and in the third test (one year after the completion of the course) are 16.3. The investigation of the existing figures indicates the reduction or drop in the scores obtained by testees. In other words, in short-term they are able to respond 77.4%, midterm 35.6% and in long-term 16.3% of receiving information were in these periods. Thus, we are faced with the reduction of learning level of learners.

Regarding the results of family-centered education courses, the average of the scores of participants in the first test (After the completion of the course) is 56.4%, in the second test (Three months after the completion of the course) is 33.7% and in the third test (1 year after the completion of the course) is 19 %. According to the obtained figures, the learning level of the learners is dropped during the mentioned tests (Tables 1&2).

In order for qualitative-quantitative comparison of learners educations in two studied groups, the drop in average of scores of each of 10 classes is computed in comparison with the average of the scores in the first test and is shown in Tables 3 and 4.

Thus, the average of scores of each of 10 classes in the second test minus the average of the scores in the first test gives the failure percent of the scores of each of 10 classes after three months. Also, the average of scores of each of 10 classes in the third test minus the average of the scores in the first test gives the failure percent of the scores of each of 10 classes after 1 year. The values related to individual-centered educations are shown in Table 3 and the values of family-centered educations are shown in Table 4.

In the next stage, the average of the scores of the first tests in individualistic artistic education classes equal to the average of the scores of all the ten classes are calculated as separately and is shown in the first row of Table 5. The average of scores drop in these classes after three months is calculated by subtracting the average of second test scores from the average of the first test scores and is shown in the second row of Table 5. The average of scores drop after one year is obtained by subtracting the average of third test scores from the average of first test scores existing in the third row of Table 5.

Table 1: Individual -centered educations

| Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First test | 57 | 81 | 93 | 84 | 87 | 75 | 81 | 94 | 48 | 74 | 77.4 |
| Second test | 25 | 47 | 47 | 28 | 42 | 31 | 34 | 52 | 21 | 29 | 35.6 |
| Third test | 18 | 32 | 18 | 13 | 14 | 11 | 16 | 23 | 5 | 13 | 16.3 |

Table 2: Family -centered educations

| Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Mean |
|---|---|---|---|---|---|---|---|---|---|---|---|
| First test | 45 | 51 | 55 | 63 | 51 | 61 | 46 | 56 | 65 | 71 | 56.4 |
| Second test | 21 | 25 | 38 | 44 | 29 | 49 | 23 | 37 | 48 | 23 | 33.7 |
| Third test | 9 | 18 | 19 | 36 | 15 | 24 | 19 | 12 | 31 | 7 | 19 |

Table 3: Individual artistic educations

| Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Scores of first test | 57 | 81 | 93 | 84 | 87 | 75 | 81 | 94 | 48 | 74 |
| Scores drop after 3 months | 32 | 34 | 46 | 56 | 45 | 44 | 47 | 42 | 27 | 45 |
| Scores drop after 1 year | 39 | 49 | 75 | 71 | 73 | 64 | 65 | 71 | 43 | 61 |

Table 4: Family artistic educations

| Group | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Scores of first test | 45 | 51 | 55 | 63 | 51 | 61 | 46 | 56 | 65 | 71 |
| Scores drop after 3 months | 24 | 26 | 17 | 19 | 22 | 12 | 23 | 19 | 17 | 48 |
| Scores drop after 1 year | 36 | 33 | 36 | 27 | 36 | 37 | 27 | 44 | 34 | 64 |

Table 5: Individual artistic educations

| Individual artistic educations | Drop percent | Test |
|---|---|---|
| Average of first test scores | 22.6 | First stage |
| Average of scores drop after 3 months | 41.8 | Second stage |
| Average of scores drop after 1 year | 61.1 | Third stage |

Table 6: Family -centered artistic educations

| Family artistic educations | Drop percent | Test |
|---|---|---|
| Average of first test scores | 43.6 | First stage |
| Average of scores drop after 3 months | 22.7 | Second stage |
| Average of scores drop after 1 year | 37.4 | Third stage |

Thus, the average of scores of family-centered artistic education classes based on the average of ten classes' scores is shown in the first row of Table 6. The average of scores drop in this group is the result of subtracting the average of second test scores from the first test that is shown in the second row of Table 6. The average of scores drop is calculated after subtracting the average of third test scores from the first test and the result is shown in the third row of Table 6.

**Results of the Research:** The analyses show that the drop in the scores of individual-centered educations is more than family-centered educations (Chart 1). As it is shown in the change of scores drop percent during 1 year after the completion of educational course (Chart 2),

although at first the success percent of individual educations are higher, in the middle of the process, the failure of individual educations is considerable. The change of scores average in both groups shows that during analysis process, the chart of assessment of individual educations crosses with the chart of family-centered educations assessment. This point shows that at first individual educations were more successful but in a period of time, the permanency of artistic education learning is the same in both methods and finally family-centered educations showed more successes (Chart 2). The resulting achievements are analyzed in the following form:

- Family -centered artistic education at first, in comparison with individualistic educations was less successful; as the average of individual classes' scores was considerably higher than the average scores of family-centered classes.
- The dropping scores speed of learners in individual educations is higher than family-centered educations.
- Family-centered educations are more permanent than artistic individual educations; as the average of learners' scores and the learners in the family-centered educations was higher than the average of the existing learners in individual educations.
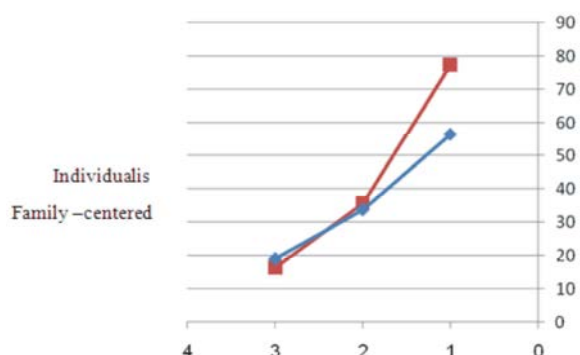
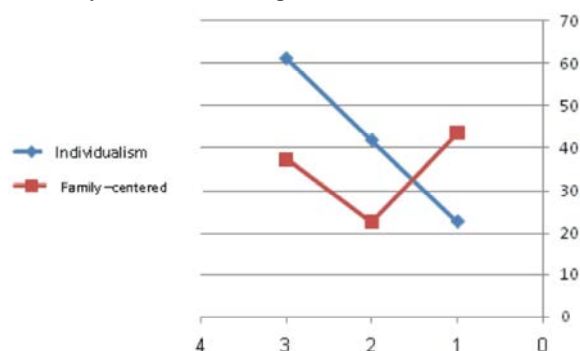Chart 1: Average of scores drop percent chart during 1 year after the completion of education



Chart 2: Average of scores drop chart during 1 year after the completion of education

- Scores dropping speed in considerable in both educational methods. It seems that it is necessary to use more up-to-date and advanced methods in artistic education as its educational output and its permanency is higher.
- It seems that the presence of families as young couples or parents with their children has other educational goals plus the increasing permanency of learning.

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