

# The Culture of Taste and Appreciation and Its Relation to Aesthetic Sensation among the Students of Al-Hussein Bin Talal University

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## Abstract

The study aims at investigating the culture of taste and appreciation the students of Al-Hussein Bin Talal University have and its relation to their aesthetic sensation. To achieve the goals of the study, the researcher designed a special tool which included two domains, the domain of appreciation and the domain of aesthetic sensation. The tool consisted of 40 items for both domains. It was evaluated by ten experienced referees who approved it with more than 90%. The sample of the study consisted of 490 male and female students, chosen randomly from Al-Hussein Bin Talal University. To achieve the goals of the study, five questions were also answered through statistical analysis. The study found the following results: the culture of taste and appreciation was so high among students of Al-Hussein Bin Talal University when comparing the means of scores on the items. It was found to be ranging between 3.42-4.52, bearing in mind that the highest mean value is 5 and the least value is 1. The values of standard deviations showed that there was a kind of contingency and agreement among the respondents to the tool. The values ranged between 0.808-1.314. There are statistically significant differences in the level of the culture of taste and appreciation among the students of Al-Hussein Bin Talal University with regard to the gender and faculty. The difference was in favor of females over males, and in favor of humanitarian faculties over that of scientific faculties. The study showed that the aesthetic sensation among females is higher than that among males. The study also showed that there is a correlation between the level of taste and appreciation and the level of aesthetic sensation among the students of Al-Hussein Bin Talal University.

**Keywords:** aestheticism, anesthetic, appreciation, sensation culture, taste

## 1. Theoretical Background

The concept of the culture of appreciation has a great importance in the lives of students today; as for the symbols, meanings and significance that it holds. It has a spiritual value. It is a means of emotional building for students and it regulates their conduct. Rather, it is one of the important issues that must receive major attention by researchers, especially nowadays where we witness changes and challenges that face the generations as a result of massive knowledge explosion; and technological revolution along with its strange outcomes that are far from our ethics and our beliefs.

The culture of appreciation is a component of art, which is a reflection of peoples' lives and feelings. It is a manifestation of emotional life; a kind of behavior which acquired through learning and grows over time; a tool of urbanization that is sought by humans (Al-Hajari, 2006).

The concept of the culture of appreciation holds great meanings and connotations, the term culture means: the way of life in a community as inherited and learned by that same community. In other words, it is all what humans learn and act accordingly (Al-Hithi, 9881).

The term appreciation is defined in Art and Literature as an abstract sense, that generates good or bad feelings when considering an artistic or literary work (Academy of the Arabic Language, Brief Lexicon, 2003, p. 284).

Critics believe that appreciation in its origin is a readiness that is a must for humans; bearing in mind that this readiness needs a literary background in order to develop it (Almorssi, 1991).

As for taste, the word (taste) appears in dictionaries with the meaning “the sense with which we distinguish the taste of things by our tongues” (Academy of the Arabic Language, Brief Lexicon, 2003, p. 284).

In Art and Literature, taste has been denoting: “the ability to sense the aesthetics of the visual-perceived and its artistic value”. Artistic taste is a connection process that requires the presence of two parties, a transmitter and a receiver, with a channel between them and a message carried on this channel (Al-Shaheen, 2012).

Taste is the individual’s ability to respond to the aesthetic stimuli wherever it is found; in other words, it is the individual’s ability to be affected by beauty, live the experience, enjoy it, and make it part of his life (Abu al-Rub, 1996).

Aesthetic sense is one of the secrets of the “divine power”. It is realized by sense and heart and not easily defined or described. It is an innate feeling that may be manifested through utterances, signals, or gestures. Aesthetic sense means the presence of consensus between the human sense and the outer beauty through sensory perceptions that God has given to humans (Al-Asma’I, 2015a).

For an individual to be cultured and having aesthetic sense, there has to be a concern and care for students since their young age. This requires joint efforts by the family, school and community to elevate the character of students to the desired level. Hence, building a community based on the culture of taste and aesthetic sense.

Moreover, building the character of students includes enhancing their fine sense and their conduct within their community. The students’ conduct is determined according to the gains they acquire during the course of their lives, which in turn determine the levels of taste and criticism they have.

Acquiring an aesthetic sense and applying its values through the students’ conduct when dealing with others has a religious value. Prophet Mohammad-peace be upon him-said: “God is beautiful and He loves beauty”. Thus, we can say that the aesthetic education can play an essential role in establishing aesthetic values. John Dewey’s argues that the aesthetic educational has a role in developing the ability of artistic taste; innovation; sensory and mental perception; ethical behavior; and enjoying leisure time (Gedora, 2010).

Accordingly, it is clear that the culture of taste and appreciation is being built within the development stages of the students while being taken care of by the family, the school and the community until they have reached an advanced stage of education. The undergraduate stage is considered the window through which students view the community in which they live. Universities are the optimal environment for consolidating the culture of taste and appreciation in the student’s personality. Hence, the students of Al-Hussein Bin Talal University were chosen for this study in order to determine the level of taste, appreciation and aesthetic sense they have gained before joining the university; and their ability to employ it while dealing with others inside or outside the university.

## **2. Research Problem**

As a faculty member for more than fourteen years, the researcher has a feeling that university students have insubstantial culture of taste and appreciation which does not reflect positively on their conduct with each other or with administrative and faculty members. Hence, came the study title: “The Culture of Taste and Appreciation and its Relation to Aesthetic Sensation among the Students of Al-Hussein Bin Talal University”.

Consequently, five questions were put forward:

- 1) What is the level of the culture of appreciation that the students of Al-Hussein Bin Talal University have?
- 2) Does the level of the culture of appreciation that the students of Al-Hussein Bin Talal University have vary with the variation of gender, major, or educational level?
- 3) What is the level of the aesthetic sensation that the students of Al-Hussein Bin Talal University have?
- 4) Does the level of the aesthetic sensation that the students of Al-Hussein Bin Talal University have vary with the variation of gender, major, or educational level?
- 5) Is there a relationship between the level of appreciation and the level of aesthetic sensation among the students of Al-Hussein Bin Talal University?

## **3. Study Objectives**

- Knowing the level of the culture of taste that Al-Hussein Bin Talal University students have.
- Knowing whether the level of the culture of appreciation that the students of Al-Hussein Bin Talal University have vary with the variation of gender, major, or educational level.
- Determining the level of the aesthetic sensation that the students of Al-Hussein Bin Talal University have.

- Knowing whether the level of the aesthetic sensation that the students of Al-Hussein Bin Talal University have vary with the variation of gender, major, or educational level.
- Finding out whether there is a relationship between the level of appreciation and the level of aesthetic sensation among the students of Al-Hussein Bin Talal University.

#### 4. The Importance of the Study

The study seeks to reveal the culture of taste and appreciation among Al-Hussein Bin Talal University students.

The study sheds light on the relationship between the culture of taste and the aesthetic sensation among the students.

The study draws its importance from the extent of the influence of the environment and its effective role in the refinement of the individual's personality.

The importance of this study stems from the importance of the culture of taste and appreciation, which determines the culture of the community and brings it up to positive behavior for the benefit of future generations.

#### 5. The Study Area

This study was conducted in Al-Hussein Bin Talal University on a sample of its students during the second term 2013/2014.

#### 6. The Study Terms

**Culture** is conventionally defined as: the set of values, customs, traditions, trends, arts, regulations, laws and ways of thinking produced by the human mind; and what man produced in his community such as clothing, housing, places of worship, industrial and agricultural machines, and the means of transportation and communication (Abu al-Rub, 2008).

**Culture** is procedurally defined for the purposes of this study as: Al-Hussein Bin Talal University students' possession of the values, customs, traditions, trends, arts, regulations, laws and ways of thinking that constitute the culture of taste and aesthetic sensation.

**Taste** is conventionally defined in dictionaries as: the sense with which we distinguish the taste of things by our tongues (Academy of the Arabic Language, Brief Lexicon, 2003, p. 284).

**Appreciation:** critics believe that appreciation in its origin is a readiness that is a must for humans. This readiness needs a literary background in order to develop it. This background is enhanced by practicing literature, whether prose or poetry. It is by readiness and practicing literature that literary appreciation is developed (Mahjoub, 1991).

**Culture of taste and appreciation** is procedurally defined for the purposes of this study as: Al-Hussein Bin Talal University students' possession of the ability to sense the aesthetics of the audiovisual-perceived and its artistic value; such as sensing the cleanliness of the study seats, the walls of the classrooms, the public squares, and other facilities. Moreover, it is the ability to sense the quietness, politeness in what they say or do. The students' possession of the culture of taste and appreciation is measured by a scale consists of 40 items, prepared according to the Likert five-level classification scale.

**Aesthetics:** the term aesthetics is derived from the Greek word Aisthanesthai which refers to the act of perceiving and also the word Aistheta, which means perceptible things in contrast with abstract things. It is the awareness of the pleasant relationships to which humans respond in various elements whether they are available in the nature and created by God or formulated by the human artist in different formats of fine arts, architecture, music, poetry, dance, song, story and theatrical arts (Al-Asma'I, 2015b).

**Aesthetic sensation** is procedurally defined as: Al-Hussein Bin Talal University students' interpretation of their internal feelings in words, signals or gestures such as feeling relieved when entering public utilities; bitterness when there is chaos during the lectures and discomfort of students who do not turn up for lectures.

#### 7. Previous Studies

Al-Dweihi (2006) conducted a study entitled: "The role of art and art education in shaping the culture of the Arab child". The study aimed at tracking studies in this field and discussing them and proposing better ways and methods of teaching to shape the child's culture. The researcher chose a sample of children in the Kingdom of Saudi Arabia and the Arab world. The study found insufficiency in the role of art and art education to give

children a culture of artistic taste in the Arab world. The study also found that the creativity of the child has a great role in his development in various fields. The study recommended that more attention should be given to the means, methods and ways of teaching art education, for the following reasons:

- Art is not only a visual process but it also includes other emotional and intellectual elements.
- Art includes aesthetic, emotional and intellectual elements.

Khalaf (2006) conducted a study entitled: “Aesthetic Sensation and the Grace of Taste”. The study aimed at determining the components of the grace of taste. The study found that the appreciation of beauty needs an active and mature mind. An inactive mind dominated by instincts and impulses does not have the ability to find beauty nor has the ability to sense, recognize or determine beauty features. The study showed that loving illuminates the road to aesthetic sensation. It also showed that the active eye; the delicate and sensitive feelings have a role in the aesthetic sensation. Moreover, a good, sober and tolerant entity sees the whole existence beautiful.

Kamil (2008) conducted a study entitled: “Aesthetic Awareness of Kindergarten Teachers and Its Relationship with the Formation of the Aesthetic Sensation of the Kindergarten Child”. The aim of this study was to clarify the nature of the educational role of the kindergarten teacher in the formation of the aesthetic sensation of the kindergarten child, and to clarify the concept and dimensions of aesthetic education as a key input in the field of kindergarten education. The study also identifies the educational theories that explains the aspects of aesthetic education, and clarifies the extent to which the kindergarten children can benefit from it. The study sample consisted of 100 kindergarten teachers in the Dakahlia Governorate, in addition to 60 kindergarten children. The study found the following results:

- The aesthetic education has a role in child-rearing in terms of behavior and social relations.
- Beauty and aesthetic awareness are ways to God, and the proof of His greatness. The universe with all its symmetry, splendor and beauty is an artistic painting.
- It is very important to train the child at early age on elegance and urge him to be neat and tidy at his kindergarten.
- It is important to educate our children that beauty is embodied in the values; in politeness in talk and dialogue; in sociability with friends; in doing good deeds and in respect for the right.

A study by Winters and Edward (1998) entitled: “On Aesthetic Appreciation”. The study focused on the importance of developing taste for aesthetics through the visual arts. The study revealed the misconception that art and knowledge are going aimlessly. The study stated that both fields: taste and aesthetic sensation are on the same path towards the achievement of one purpose, namely to find aesthetic sensitivity of art that cannot be replaced by accumulated knowledge. At the end of the study, the researcher revealed the importance of art and artistic taste.

Jedori (2010) carried out a study entitled: “Aesthetic Experience and Its Dimensions in the Philosophy of John Dewey”. The study aimed at identifying the concept of aesthetic experience and its educational dimensions in John Dewey’s philosophy. To achieve this goal, the researcher used content analysis method to highlight the most important philosophical ideas upon which the (Dewey pragmatism) was founded, namely: growth process, democracy, social competence, and values. This has shaped the educational dimensions of the concept of aesthetic experience which became apparent through the role of aesthetic education in the development of artistic taste, innovation, mental and cognitive perception. The study concluded to develop a proposal for the establishment of aesthetic practice in Arab education based on the following:

- Drafting a new educational philosophy which fits with the social philosophy that the society chose in which the optimal goal of the Arab thought is building the Arab individual within the context of his society’s aesthetic experiences.
- The liberation of values. Teaching students the essence of cooperation; the acceptance of others; to believe that knowledge and values are relative; and that the plurality of ideas and opinions is needed and necessary to sustain life.

A study by Belke, Benno; Leder, Helmut and Strobach (2010) entitled: “Cognitive Fluency: High-level Processing Dynamics in Art Appreciation”. The study aimed to investigate the effects of fluency on aesthetic taste. The fluency of high-level mental processes at the level of meaning transfer was also investigated. The results were compatible with the hypothesis of cognitive fluency. They showed that the aesthetic taste was partly

founded in the practical dynamics of the viewer and the virtual experience of cognitive fluency is an essential source for the value of artistic leisure.

Al-Bayati (2014) conducted a study entitled: "The role of art in aesthetic education and aesthetic taste". The study aimed to show the extent to which the developed countries are interested in art and using it as a means of education for instilling moral ideals in their citizens. The study also aimed at revealing the failure of art education in the Arab world to give individuals a culture of taste for values and aesthetics in their lives. The study found the following:

- Neglecting aesthetic education at home or school may lead to a false use of life which in turn leads to a non-aesthete generation unable to deal with beauty in everyday life; a generation that does not follow hygiene and good behavior rules in eating and drinking.
- Neglecting aesthetic education leads to the emergence of selfish motives among individuals. Those individuals lack good manners when speaking or talking to others; they are usually mentally and psychologically unbalanced.
- Aesthetic sensation is that kind of behavior that people have which grows and develops through learning.

Faraj (2014) conducted a study entitled: "The Role of Art Education in Aesthetic Taste among Children". The goal of the study was to raise the issue of (the child culture) and the role of art education in the development of taste in children. The study also aimed to follow and discuss the studies in this field, and propose better ways and methods of child culture formation. The researcher found the following:

- There is a relationship between changes in the child's personality during the stages of his life and the acquired cultures inherited from parents and grandparents.
- There is a relationship between art education and the building of a child's personality capable of artistic taste.

Al-Asma'i (2015) conducted a study entitled: "A Proposed Strategy for Aesthetic Education". The study addressed the challenges, circumstances and problems that face the community and hinder its progress and the solutions to these problems. The study found that the strong and cohesive community is able to cope with challenges and problems that hinder its progress. The study recommended the following:

- Activating the educational role of official and non-official educational institutions as well as community organizations.
- Adopting a well-defined educational philosophy for educational development strategies in those communities.
- Giving attention to educational institutions; as the school, the educational institutions, and community organizations provide community with righteous individuals after a long time of preparation.
- Preparation of community individuals for aesthetic education through mutual cooperation between the various educational institutions.

### *7.1 Comments on Previous Studies*

By examining the previous studies, they can be distributed into four categories:

Category 1: addressed the importance of artistic taste in education and the role of education in its development. These studies agreed on the importance of the learners' culture and the development of their artistic taste. The studies also emphasized: searching for better ways to formulate the culture of taste; the importance of the family and the school roles in building the learner's character and culture; and the need to activate the educational role of the educational institutions in Arab and Islamic societies to build a clear strategy for educational development.

Category 2: addressed the importance of the learners' aesthetic sensation, aesthetic awareness and aesthetic experience. These studies agreed on the necessity of activating the educational role of educational institutions, and showed that Arab and Islamic educational institutions suffer from the absence of a clearly defined educational philosophy that the educational development strategies can follow.

Category 3: some of these studies addressed the aesthetic experience and its impact on developing the ability of artistic taste and its prominent role in the development of innovation, sensory and mental perception. These

studies also addressed the employment of aesthetic education in the development of ethical behavior. The studies concluded that there is a need to focus on the methods of teaching art education as well as a need to rely on a philosophical theory for educators and teachers of art education.

Category 4: addressed the competence of the teachers of the art education. The study emphasized the importance of aesthetic awareness of the kindergarten teachers and the importance of the educational role of the kindergarten teacher in the formation of aesthetic sensation.

The researcher believes that most of the reviewed previous studies had a big role in shedding the light on sensitive and important aspects of the culture of taste and appreciation and aesthetic sensation. Moreover, these studies enabled the researcher to combine the two domains, namely: the culture of taste and appreciation, and the aesthetic sensation.

What characterizes this study from other studies is the combination of the culture of artistic taste and appreciation and its relationship with the aesthetic sensation; thus, highlighting a new aspect of the aesthetic experience of taste and appreciation.

## 8. The Method and Procedures

### 8.1 The Study Population

The study population consists of the students of Al-Hussein Bin Talal University, Ma'an, Jordan.

### 8.2 The Study Sample

This study was conducted on a sample of Al-Hussein Bin Talal University students consisted of 490 students, who were chosen randomly during the second semester of the academic year 2013/2014. The sample represented the study variables sex, faculty, academic level. Table 1 shows the distribution of the sample according to the study variables.

Table 1. Sample distribution according to the variables: gender, faculty, and academic level

Variable	Level	Number	Percentage
<b>Gender</b>	Male	228	46.5
	Female	262	53.5
<b>Faculty</b>	Scientific	306	62.4
	Humanitarian	184	37.6
<b>Academic level</b>	1 <sup>st</sup> . year	276	56.3
	2 <sup>nd</sup> . Year	107	21.8
	3 <sup>rd</sup> . year	73	14.9
	4 <sup>th</sup> . year	34	5.9
<b>Subtotal</b>		490	100

### 8.3 The Study Tools

The researcher designed a questionnaire to detect the culture of taste and appreciation and its relationship with aesthetic sensation among the students of Al-Hussein Bin Talal University. The questionnaire consisted of two domains: the domain of taste and appreciation, which included 20 items; and the domain of aesthetic sensation, which also included 20 items. The questionnaire was distributed to more than 500 students from various faculties during the second semester of the academic year 2013/2014.

#### 8.3.1 The Validity of the Study Tools

The researcher presented the study tool to ten professor/associate professor referees from Al-Hussein Bin Talal University, the Hashemite University and Yarmouk University to express their opinion regarding the questionnaire paragraphs in terms of language, clarity and suitability for measuring the domain content to which they belong.

In light of the observations and recommendations of the referees, the items of the questionnaire were kept the same with minor linguistic amendments. The percentage of agreement among the referees on the questionnaire items was 90%.

### 8.3.2 The Reliability of the Study Tools

The reliability of the study tools was established by the internal consistency way using Cronbach equation-Alpha through the application on an experimental sample consisted of 60 students of Al-Hussein Bin Talal University not included in the study sample. The reliability coefficient for the tool that measures the culture of taste reached 0.837, while the reliability coefficient in the tool which measures the aesthetic sensation reached 0.921.

### 8.3.3 Extracting Scores

After the application of tools on the study sample, a certain score was given for each item. The response applies to a very large degree was given five degrees, applies to a large degree was given four degrees, neutral was given three degrees, applies to a low degree was given two degrees, and applies to a very low degree was given one degree.

Then, a score for each member in the sample was calculated for both tools.

The means were adopted as follow:

High (3.50 and above)

Medium (2.50-3.49)

Low (2.49 and lower)

## 9. The Study Methodology and Statistical Processes

### 9.1 The Study Methodology

The researcher followed the descriptive analytical method in this study, as a prelude to answer the questions of the study.

### 9.2 Statistical Processes

For answering the first and third questions, the mean scores of the sample population on each item were calculated using the answering scale, and the mean scores and standard deviations on all the items for the sample as a whole. To answer the second and fourth questions, the T-test for independent samples was used to indicate the differences between the means in the case of variables that contain two levels (gender, major). The one-way analysis of variance (Anova) was used followed by Scheffe's test for the post hoc comparisons in case of differences depending on the variables that contain more than two levels (academic level). To answer the fifth question, Pearson correlation coefficient was used.

## 10. The Study Results and Discussion

To answer the first question: what is the level of the culture of appreciation that the students of Al-Hussein Bin Talal University have? The average scores obtained by the study sample for each item of the tool were calculated according to the answering scale and its standard deviations. The average scores obtained by the study sample were calculated according to the answering scale for the tool as a whole in addition to its standard deviations, as shown in Table 2.

Table 2. Average scores and standard deviations obtained by the study sample on each item of the tool and the tool as a whole

Item Number	Item	Average	Standard Deviation
5	I feel relieved when it is quiet during the lectures.	4.52	0.799
7	I put food waste and empty containers in designated waste bins.	4.44	0.820
8	I feel proud when I see the students maintain its beauty.	4.44	0.808
20	I feel satisfied when I see the seats in the classrooms clean and free of writings.	4.42	0.919
4	I feel relieved when students maintain a smoke-free environment in the halls and other facilities.	4.40	0.984
9	I feel the value of the pen when utilized for scientific writing, not to offend colleagues on the walls.	4.36	0.941
13	I feel relieved when I enter the students' toilets and find the walls free from improper statements.	4.26	1.167
3	I feel satisfied when I see the hallways between classrooms free from students when lectures are in progress.	4.22	1.053
1	I always come to the class room shortly before scheduled time.	4.18	0.919
14	I feel resentful when I see ads on the bulletin board torn or distorted by students' comments.	4.15	0.959
12	I feel proud when I see students sitting decently on designated seats between the university buildings.	4.14	1.032
6	I feel bitter when some colleagues raise issues that disturb the course of the lecture.	4.13	1.007
16	I feel proud when I see the ads on their designated boards, not on the doors and walls.	4.13	1.027
18	Organizing and keeping the ads on their designated boards allows students to follow up all that is new at the University.	4.08	1.005
17	I feel resentful when I see writings and drawings on the walls of the halls and corridors at my university.	4.06	0.998
10	I feel annoyed when I see some students sitting on the stairs or walkways.	4.00	1.063
15	I feel proud when I see my colleagues are keen to attend cultural lectures willingly.	3.95	1.045
19	I feel annoyed when we are asked to go to attend a lecture or a scientific symposium without prior planning.	3.71	1.248
2	I feel disturbed when I see colleagues outside the lecture hall after it began.	3.44	1.310
11	I feel that my university is my family and my tribe.	3.42	1.314
The tool as a whole		4.12	0.538

Is evident from Table 2 that the average scores on the items ranged between 4.52 for item number 5 (I feel relieved when it is quiet during the lectures), and 3.42 for item number 11 (I feel that my university is my family and my tribe); knowing that the highest possible value for the average is 5, and the least possible value for the average is 1. The table also shows that the standard deviation values for the items ranged between 1.314 for the above mentioned item number 11, and 0.808 for item number 8 (I feel proud when I see the students maintain its beauty). This shows the harmony and agreement of performance among the respondents on the tool. In general, a high level of the culture of taste is present among the members of the study sample, as the average performance of the sample on the tool as a whole reached 4.12.

The researcher believes that the result represented by the high level of the culture of taste among the university students is attributed to the active role played by the family and the school in the construction of this culture among children from an early age.

To answer the second question: does the level of the culture of appreciation that the students of Al-Hussein Bin Talal University have vary with the variation of gender, major, or educational level? T-test was used for the independent samples to indicate the differences between the means in the case of variables that contain two levels sex and major as shown in Table 3. The one-way analysis of variance (Anova) was used followed by Scheffe's test for the post hoc comparisons in case of differences depending on the variables that contain more than two levels (academic level), as shown in Table 4.

Table 3. The mean scores of individuals on the study tool and the results of the (T-test) for the independent samples for the significance of these differences between these means according to the variables of (gender and major)

Variable	Level	Mean	T value	Significance level
Gender	Male	3.9741	5.921*	0.000
	Female	4.2529		
Major	Scientific	4.0764	2.497*	0.013
	Humanitarian	4.2009		

\*Statistically significant at  $\alpha \geq 0.05$

Table 4. The results summary of the one-way analysis (Anova) for the significance of differences between the means according to the variable (academic level)

Variation source	Degrees of freedom	Sum of squares	Mean squares	F-value	Significance level
Between the groups	3	1.876	0.625	2.180	0.090
Within the groups	486	139.447	0.287		
Total	489	141.323			

Table 3 shows that there are significant differences in the level of the culture of taste among Al-Hussein Bin Talal University students according to gender differences ( $t = 0.921$ ,  $\alpha = 0.000$ ). The means shown that the level of culture of taste for females (mean = 4.2529) is higher than that for males (mean = 3.9741).

The researcher believes that it is not surprising the presence of differences in the level of the culture of taste between male and female students, because of the social role of the family to build a culture of taste among girls in the Arab and Islamic conservative societies, which in turn reflected on the girls' behavior in the community as well as the mixed environment at Al-Hussein Bin Talal University which enhances the culture of taste among female students more than male students.

As shown in Table 3, there are statistically significant differences in the level of the culture of taste among Al-Hussein Bin Talal University students in terms of the (major) variable ( $t = 2.497$ ,  $\alpha = 0.013$ ). The means show that level of the culture of the taste among humanitarian colleges students (mean = 4.2009) is higher than that among the scientific colleges students (mean = 4.0764).

Table 4 shows that there were no statistically significant differences at the level ( $\alpha \geq 0.05$ ) in the level of the culture of taste among Al-Hussein Bin Talal University students in terms of (academic level) variable.

To answer the third question: what is the level of the aesthetic sensation that the students of Al-Hussein Bin Talal University have? The mean scores obtained by the study sample on each item of the tool were calculated in terms of the answering scale and standard deviations. Moreover, the mean scores obtained by the study sample on the tool as a whole were calculated in terms of the answering scale and standard deviations, as shown in Table 5.

Table 5. Mean scores and standard deviations obtained by the study sample on each item of the tool and the tool as a whole\*

Item number	Item	Mean	Standard deviation
21	I like to see my university beautiful.	4.55	0.901
40	I follow the statement that says “keep your university clean”.	4.47	0.855
30	I feel satisfied when I see the lecture halls clean and free of litter.	4.46	0.851
35	I enjoy seeing the green areas between the university buildings free of litter and leftovers.	4.46	0.900
25	I feel annoyed when I see some colleagues throwing water and juice bottles improperly.	4.46	0.880
23	Cleanliness of my universities is my cleanliness.	4.44	0.945
24	I feel comfortable to see the walls of the university beautiful and free of distortions.	4.43	0.907
36	I believe in the phrase that says: “the beauty of nature is seeing it, not tampering with it”.	4.41	0.921
26	I feel comfortable seeing my colleagues use the entrances and exits of the buildings appropriately.	4.40	0.874
29	I feel annoyed to see my colleagues throwing cigarette butts without regard to the appearance of the buildings and squares in the university.	4.37	0.964
31	I like to see the whiteboards clean and free of inappropriate writings and comments.	4.36	0.945
28	It annoys me to see the students gathered at the entrances and exits of the university buildings without taking into account the feelings of the others.	4.34	0.900
39	It annoys me to see my colleagues smoke in non-smoking areas at the university.	4.31	1.010
33	Noise made by the students who are outside the halls during the course of lectures provokes me.	4.30	0.941
27	It is annoying to see a colleague writing on the walls of the corridors and lecture halls at the university.	4.26	0.991
34	I appreciate the indulgence of my colleagues in a variety of university activities away from intolerance.	4.20	1.013
37	I appreciate my colleagues’ keenness to the beauty of the university and cleanliness.	4.20	0.990
38	It bothers me to see the copybooks and textbooks lying on the floors of the hallways and lecture halls.	4.14	1.017
32	I enjoy seeing my colleagues gathering in workshops discussing scientific issues within the university.	4.10	1.044
22	My university has things that urge me to belong to it.	3.60	1.309
The tool as a whole		4.31	0.594

Table 5 shows that the mean scores on the items ranged from 4.55 for item number 21 (I like to see my university beautiful), and 3.60 for item number 22 (My university has things that urge me to belong to it); noting that the highest possible value for the mean is 5 and the least possible value is 1. The table also shows that the standard deviations for the items are ranging from 1.309 for the previously mentioned item number 22, and 0.874 for item number 26 (I feel comfortable seeing my colleagues use the entrances and exits of the buildings properly). This shows the harmony and agreement of performance among the respondents on the tool. In general,

a high level aesthetic sensation is present among the individuals of the study sample, as the average performance of the sample on the tool as a whole reached 4.31.

As the level of the culture of taste among Al-Hussein Bin Talal University students was high and the means showed that there is a relationship between the culture of taste and aesthetic sensation. This confirms that the culture of taste plays an important role in refining the aesthetic sensation of the students, that's why the results of aesthetic sensation came high with the evident that the student enjoys beauty wherever it is, especially in his university which he cherishes and seeks to maintain its beauty.

To answer the fourth question: does the level of the aesthetic sensation that the students of Al-Hussein Bin Talal University have vary with the variation of gender, major, or educational level? The T-test was used for the independent samples to indicate the differences between the means in the case of variables that contain two levels (gender, academic level) as shown in Table 6. The one-way analysis of variance (Anova) was used followed by Scheffe's Test for the Post Hoc comparisons in case of differences depending on the variable (academic level) being contain more than two levels, as shown in Table 7.

Table 6. The mean scores of individuals on the study tool and the results of the (T-test) for the independent samples for the significance of these differences between these means according to the variables of (gender and major)

Variable	Level	Mean	T value	Significance level
Gender	Male	4.1439	6.005*	0.000
	Female	4.4561		
Major	Scientific	4.2560	2.648*	0.008
	Humanitarian	4.4019		

\*Statistically significant at  $\alpha \geq 0.05$

Table 7. The results summary of the one-way analysis (Anova) for the significance of differences between the means according to the variable (academic level)

Variation source	Degrees of freedom	Sum of squares	Mean squares	F-value	Significance level
Between the groups	3	0.565	1.694	1.604	0.187
Within the groups	0.352	171.049	486		
Total	172.743	489			

Table 6 shows that there are significant differences in the level of aesthetic sensation among Al-Hussein Bin Talal University students according to gender variable ( $t = 6.005$ ,  $\alpha = 0.000$ ). The means showed that the level of aesthetic sensation for females (mean = 4.4561) is higher than that for males (mean = 4.1439).

There is a relationship between the culture of taste and aesthetic sensation; and as the females outperformed males in the field of culture of taste, this is reflected on the aesthetic sensation because there is a strong link between taste and the aesthetic sense within the humans. Females have aesthetic sensation more than males because of the active role of the family, community and school in building this delicate sensation.

As shown in Table 6, there are statistically significant differences in the level of aesthetic sensation among Al-Hussein Bin Talal University students differences in terms of the major variable ( $t = 2.648$ ,  $\alpha = 0.008$ ). The means show that level of the aesthetic sensation among humanitarian colleges students (mean = 4.4019) is higher than that among the scientific colleges students (mean = 4.2560).

The higher level of aesthetic sensation among the humanitarian colleges students than that among scientific colleges is attributed to the educational role in the humanitarian colleges and the nature of the materials they teach which include a lot of aesthetic values; while scientific colleges materials focus on purely scientific matters.

Table 7 shows that there were no statistically significant differences at the level ( $\alpha \geq 0.05$ ) in the level of the aesthetic sensation among Al-Hussein Bin Talal University students in terms of (academic level) variable.

To answer the fifth question: is there a relationship between the level of taste and the level of aesthetic sensation among the students of Al-Hussein Bin Talal University? Pearson correlation coefficient was used between the level of taste and the level of aesthetic sensation among Al-Hussein Bin Talal University students, as shown in Table 8.

Table 8. Pearson correlation coefficient between the level of taste and the level of aesthetic sensation

Variable	Pearson correlation coefficient	Significance level
The level of taste and the level of aesthetic sensation	0.714 *	0.000

\*Statistically significant at  $\alpha \geq 0.05$

Table 8 shows that there is a statistically significant correlation at the level ( $\alpha \geq 0.05$ ) between the level of taste and the level of the aesthetic sensation among Al-Hussein Bin Talal University students. The correlation appeared in the positive direction, that is, there is a positive relationship between the level of taste and the level of aesthetic sensation among Al-Hussein Bin Talal University students.

These results confirm what was sought by this study; that is, linking the culture of taste with the aesthetic sensation among Al-Hussein Bin Talal University students.

### 11. Recommendations

- Activating the role of the family in instilling good behavior and culture of taste in the minds of children from an early age.
- The introduction of beauty and aesthetic sensation into the minds of children in the early years of a child's life through home environment.
- It is the responsibility of the Ministry of Education in Jordan and in the Arab and Islamic countries, to do their part in curriculum and courses preparation that address the areas of taste and appreciation and aesthetic sensation, so as to be included in the various stages of education.
- Activating the role of art education in schools, especially in terms of the preparation and the recruitment of specialized teachers in this field.
- Asking the Directorates of Education and school administrators to give more attention to extracurricular activities that promote the culture of taste among students, as well as promoting teamwork through which the culture of taste and aesthetic sensation are developed.
- The participation of media along with schools in building a culture of taste and appreciation and aesthetic sensation among students.
- Clarifying the concept and dimensions of aesthetic education as a fundamental input to raise the kindergarten child.
- Preparing awareness programs for local communities to train mothers on the methods and skills for teaching children from an early age how to care about their appearance and elegance; how to arrange their things and clothes; how to have their meals; and how to treat his family members and friends.
- Activating the role of cultural lecture at the school, especially in the field of the culture of taste and appreciation and aesthetic awareness, to address the children's feelings and sensations about taste and aesthetic sensation.
- Enlightening children regarding what is beautiful in their surrounding environments and communities so that they can sense the spots of beauty in nature and appreciate it.
- Activating the role of popular music, popular arts, plastic arts, and drama; which in turn enhance the knowledge in the minds and feelings of children, and thus be a source of disciplined souls.

- Promoting the culture of taste and aesthetic sensation among Al-Hussein Bin Talal University students through cultural lectures, seminars and conferences dealing with the fields of the culture of taste, aesthetic sensation and aesthetic education.

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