

# The Role of Art Education Teachers in Developing Artistic Appreciation and Creative Skills Among Students in Public Schools in Jordan

Tagreed Mouhamd Abo Alhoumos<sup>1</sup> and Youssef Khalaf Youssef daradkeh<sup>2</sup>

## Abstract

*The study aimed to clarify the role of art education teachers in developing artistic appreciation and creative skills. The study relied on the descriptive and analytical approach, and the research population was represented by all art education teachers in the Qasaba of Irbid. The study sample numbered (214) male and female teachers, and two scales were prepared to collect data. Of the study members, the results of the study showed that the level of contribution of art education teachers in developing artistic taste was at a moderate degree, and the level of their contribution in developing creative skills was at a moderate degree. The study also revealed that there were no statistically significant differences at the significance level (0.05) in Responses of study individuals to the study measures according to the variable of gender and type of school.*

**Keywords:** Art Education, Artistic Taste, Creative Skills.

## INTRODUCTION

The arts are an efficient way to express oneself, cultivate taste, and improve skills. The role of the art teacher is emphasised as a key aspect in reaching these objectives. He is more than just a teacher of art; he is a mentor and motivator who assists pupils in discovering their artistic potential and developing their aesthetic sense. He also helps to establish a firm foundation of creative skills and artistic sensibility among students.

The process of artistic appreciation is based on the phases of sensory perception and is the consequence of the link between the individual's senses and the artwork. The emotional aspect then takes over, represented by the individual's experience, aesthetic position, tendencies, emotions, and mental readiness to perceive the artwork in a way that reaches the level of aesthetic response, achieving creativity that goes beyond logic in terms of renewed and qualitative treatment, looking at things from different angles, and moving away from what is familiar (Marhej, 2019).

The teacher plays the most significant and fundamental role in helping pupils discover and develop their creative skills. As a result, the better the teacher is at detecting specific differences between pupils' features and approaches, the more successful his approach to creative alternatives and instructional tactics that should be used to fit them becomes (Al-Omari, 2020). The focus of art education has changed to strengthening students' creative abilities. If the student has the desire to pursue creative efforts, art education can assist him in developing his ability, as art plays a significant part in developing creative talents and applying them practically in various sectors. Art education plays a crucial role in shaping an individual's moral and aesthetic values, as well as fostering ability and creativity (Öztürk, 2022).

## Statement of the Problem

Art education in its modern form seeks to prepare a person with an artistic sense and taste, as well as creative and innovative abilities, and this can only be accomplished by caring for human growth in all aspects and developing an integrated personality in the individual mentally, physically, emotionally, and socially.

As a result, the need to explore the current study's problem arose, as Al-Kandari's study (2023) demonstrated that art education curricula considerably contribute to the development of artistic taste among art education students. Al-Omari's (2020) study also demonstrated the value of art education in growing students' creativity skills, as well as the importance of the teacher's involvement in developing these talents. Given the scarcity of

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<sup>1</sup> Al-Balqa applied University, Fine Arts, Department of Applied Sciencety, Irbid University College, Email: tagreed1966@bau.jo

<sup>2</sup> Psychological and educational counseling, Email: Youssefdradkeh614@gmail.com

scientific research and studies on the subject of the current study, the researchers aimed to shed light on the function of art education teachers in developing artistic taste and creative talents among students in Jordanian government schools.

### **Questions of the Study**

How do art education teachers help students in Jordan's public schools learn an appreciation for art?

What role do art education teachers play in helping students develop creative talents in Jordan's public schools?

Is there a statistically significant difference ( $0.05 \geq \alpha$ ) in the average replies of study sample members about artistic appreciation in public schools, assigned to the variable (gender, type of school)?

Is there a statistically significant difference ( $0.05 \geq \alpha$ ) in the average replies of study sample members about creative talents in government schools, assigned to the variable (gender, kind of school)?

### **Objectives of the Study**

The current study seeks to reveal the following:

The role of art education teachers in developing artistic taste among students in government schools in Jordan.

The role of art education teachers in developing creative skills among students in government schools in Jordan.

To know if there are statistically significant differences at the significance level ( $0.05 \geq \alpha$ ) in the average responses of the study sample members about artistic taste in government schools, attributed to the variable (gender, type of school).

To know if there are statistically significant differences at the significance level ( $0.05 \geq \alpha$ ) in the average responses of the study sample members about creative skills in government schools, attributed to the variable (gender, type of school).

### **Significance of the Study**

The value of the current study is underscored in two ways:

#### **Theoretical Significance**

The theoretical significance of the current study is underscored by the need of developing and enhancing students' skills, as well as the need for them to have artistic appreciation and creative skills. The current study also provides a theoretical framework for the study variables, which will benefit Arab libraries and pave the way for future research and studies on the subject.

#### **Applied Significance**

The practical significance of the current study is highlighted by benefiting from its results and recommendations for the purpose of developing the curriculum for students and training art education teachers on the skills they need, and working to direct the relevant authorities to develop teaching methods based on artistic appreciation and creative skills, in addition to providing a measurement tool that benefits specialists and workers in the field of educational research.

### **Study Limitations**

**Objective:** The current study was limited to the role of art education teachers in developing artistic taste and creative skills.

**Spatial:** The current study was applied in Irbid District.

**Human:** The current study was limited to art education teachers.

**Temporal:** The current study was applied in the second semester of the year 2024.

## **Study Terms**

Artistic appreciation refers to a set of talents that an art education student must have in order to comprehend the artwork, stimulate his innovative ideas and skills, and reevaluate the process of comparing and preferring it. Procedurally: It is the ability of art education teachers to instill creative appreciation in their students. Creative abilities are those that allow an individual to produce ideas, suggest hypotheses to support thinking, and seek out new creative learning outcomes (Al-Atoum, 2019). Procedurally, it is the ability of art education teachers to instill creative concepts, ideas, and perspectives in their students in an inventive manner.

## **Theoretical Literature and Previous Studies**

The current chapter includes a presentation of the theoretical literature on which this study is based, as well as a presentation of previous studies on the study topics, in addition to including a commentary on these studies and a statement of the differences between the current study and them.

### **Theoretical Literature**

Second, the concentration stage is represented by concentration, in which the connoisseur becomes more familiar and closer to the artwork, if not a part of it, and wanders within it to learn about the structural foundations of the artwork, until what is known as physical pleasure occurs, i.e. he repeats the artist's creative experience with his analytical view.

Third, the level of full perception: This is demonstrated by the fact that in each of the two previous stages, the connoisseur is aware of a partial taste of the artwork, as he incorporates what he sees of formative elements and artistic vocabulary into his perception, and thus the connoisseur's perception matures as it becomes more distinctive and creative.

According to Zarobe and Bungay (2017), arts in general are what move an individual's feelings and work to employ performance and express feelings, and that this cannot be done in isolation from the mental activity that plays a role in giving orders for implementation, as arts work to develop flexibility and are interconnected through developing the mind.

Nassar (2014) used a novel and unique strategy in his research, which resulted from considering a variety of intellectual and sensory components. It is a collection of unorthodox ideas that help to solve issues or build mental talents, ultimately presenting the author and his art in the best possible light. He also highlighted the function of art education in developing students' creativity, and he identified the best techniques to achieve the role of art education in developing creativity in students, which are represented in two ways: First, there is a need to provide training and educational programmes for students that foster creativity, creative abilities, and creative thinking that are directly applicable in the classroom.

Second, creating curriculum that include interactive activities like drawing, as well as using colours and visual aesthetics to clarify each stage of the process through each student's creative vision. Thus, art education plays an important role in cultivating students' creativity and contributing to its growth. Al-Atoum (2019) defines creative talents as the ability to produce ideas, suggest hypotheses that support thinking, and seek out new creative learning outcomes.

The possibility of applying creative skills in the context of the educational process is extremely important, and this is due to the process of creating the appropriate conditions that enable the teacher to help and motivate the student to be creative, and move him from traditional thinking patterns to new thinking patterns that enable him to invest his abilities in a better way (Larraz-Rábanos, 2021).

Developing creativity skills is a societal responsibility that educational institutions work to refine by developing and enhancing them, updating their educational programs and curricula, and training teachers on how to use them in the educational process, for the purpose of developing students' thinking skills in a way that ensures their ability to solve problems. Creating the appropriate educational climate will encourage stimulating students' creative abilities, and stimulating personal traits and experiences related to creativity (Shermukhammadov, 2022). The teacher or practitioner of creativity patterns in his teaching must understand the talents, creativity,

tendencies and abilities of the diverse students, and must have skills and strategies that allow him to direct and stimulate all the latent creative powers of the students, and here the role of the teacher as a practitioner of creativity, and the planner and designer of the curriculum emerges.

The successful curriculum is prepared in creative, critical, innovative and creative ways and depends mainly on educational means of science, knowledge, understanding and explanation in analysis and criticism, and finally evaluating comprehension. Among the most important factors that help develop creative skills in students are:

The teacher's encouragement of creative thinking and considering it something that surpasses memorizing information.

Students gain self-confidence and appreciation for the creativity they show.

Using methods and techniques that develop creative skills so that the teacher's role is a guide or assistant in the search for knowledge.

Teaching students to use creative methods according to participation with the group.

Rewarding, enhancing and honoring creative talents (Al-Omari, 2020).

## **LITERATURE REVIEW**

The current chapter provides an overview of the researcher's review of previous studies. These studies were presented in a specific manner to maximize their value in terms of treatments and knowledge. They were arranged in a chronological order, starting from the most recent and progressing to the oldest.

Al-Kandari (2023) conducted a study to determine the impact of art education curricula on the development of artistic and aesthetic taste among art education students at the College of Basic Education in Kuwait. The research sample comprised 24 art education students enrolled at the College of Basic Education in the State of Kuwait. The findings indicated that art education courses play a key role in fostering the development of artistic and aesthetic preferences among students studying art education. Students' perspectives differ in terms of the extent to which art education curricula contribute to the development of artistic and aesthetic taste. Specifically, art education curricula have a greater impact on the development of aesthetic taste compared to artistic taste. Al-Omari's (2020) study sought to examine the impact of art education on the development of creativity skills in middle and high school students within the schools of the East Jeddah Administration. The study utilised a descriptive analytical approach and gathered perspectives from both art education teachers and students. The study found that the art education teachers in the sample had both experience and the necessary educational and training qualifications. These teachers also acknowledged the need to assess and revise the art education curriculum, particularly in terms of practical units and activities, as well as rectifying any existing errors. To ensure effective development, it is important to thoroughly review the teacher's guide book. Sufficient time should be allocated for practical application in the art education class. Additionally, it is recommended to specify a semester for each field of art education, so that students can graduate from the third intermediate grade with professional mastery in all six fields. It is worth noting that a significant percentage of students in the study sample achieved excellent ratings in both ac.

The study sample reaffirmed the significance of art education in fostering creativity skills. It also emphasized the crucial role of teachers in effectively conveying and implementing the material to nurture students' talent and creativity. Furthermore, the study highlighted that the primary hindrance to creativity lies in certain teachers' tendency to excessively criticise students' work.

In Marhej's (2019) study, the objective was to ascertain the correlation between artistic preference and originality in students attending fine arts institutions. The sample comprised an equal distribution of (200) male and female students from fine arts institutes in Baghdad Governorate. The findings revealed statistically significant variations in taste preferences between male and female students enrolled in fine arts institutes. The average artistic taste score for males is 27.36, which is lower than the average score for females (30.44). This suggests that females generally have a stronger sense of artistic taste than males. Additionally, the Pearson correlation coefficient between artistic taste and creativity was 0.944, indicating a strong positive relationship. This

correlation value is considered good and statistically significant, indicating a meaningful association between artistic taste and creativity.

In his 2019 study, Ulger also sought to ascertain the impact of art education on the development of creative thinking. Employing a causal comparative research design. A total of 162 high school students specialising in arts and science participated in the study. The findings revealed a significant difference in creative thinking between visual arts students who achieved high grades and their counterparts in music and science. This disparity can be attributed to the fact that the creation of artworks plays a crucial role in fostering the development of creative thinking. Based on this outcome, it was determined that the influence of various educational specializations, referred to as the impact of the education department, on creative thinking can be substantial. The objective of Darwish et al.'s (2018) study was to enhance the art education curriculum in accordance with the requirements set by the National Authority for Quality Assurance and Accreditation for the secondary stage. The study also aimed to assess the influence of this curriculum on the cultivation of students' artistic preferences.

The study sample comprised 25 male and female students from the second secondary grade in both the scientific and literary sections at Yahya Al-Rafei Experimental School in Cairo Governorate. The study's findings confirmed the efficacy of the proposed concept in cultivating artistic taste among students in the second secondary grade. The results revealed a statistically significant difference between the average scores of students before and after the implementation of the concept, with the post-application scores being higher.

### **Comment on the Studies**

After examining past studies, it was discovered that there is an important gap between the results of these investigations, whether in terms of the aims or factors addressed or the conclusions obtained. It became obvious that the topics of the variables in the current study were related to diverse factors. Within the researchers' knowledge, there is a scarcity of studies that investigated the topics of the current study, which is represented by revealing the extent of the role of art education teachers in developing artistic taste and creative skills among students in Jordanian government schools, confirming the need for more research, given the critical importance of this matter in students' futures and academic programmes. This study also differs from its predecessors in that it investigates a different sample and includes variables that no other study has examined. This study differs from previous ones in terms of the size and nature of the sample to which the study instrument will be applied, namely art education teachers.

### **Method and Procedures**

The following is a description of the method and procedures used in the study, as well as a definition of the study methodology, the study community and sample, the tools used in it, how to build it, the procedures for its application, and ensuring its validity and stability, as well as a description of the statistical method used in data analysis and result extraction.

### **Study Methodology**

Due to the nature of the study and its objectives, the descriptive analytical approach was employed to demonstrate the level of the function of art education teachers in developing artistic taste and creative talents among students in Jordan's public schools.

### **Study Population**

The study population included all art education teachers in public and private schools in Irbid District, which has (471) schools according to Ministry of Education statistics for the academic year (2020/2021). The study included (214) male and female teachers selected by a simple random sampling procedure. Table (1) depicts the distribution of the study sample members based on the factors (gender, academic qualification, and years of experience).

**Table (1) Distribution of study sample members according to variables (gender, type of school)**

Frequency	Frequency	Categories	Study variables
%45.2	97	Male	Gender
%54.7	117	Female	
%70.1	150	Government	School type
%29.9	64	Private	
<b>%100</b>	<b>214</b>	TOTAL	

### Study Tool

**First:** Scale of the role of art education teachers in developing artistic taste.

**Second:** Scale of the role of art education teachers in developing creative skills.

In order to achieve the study objectives of revealing the role of art education teachers in developing artistic taste and creative skills in schools in Irbid Qasaba District, the researcher created two scales after reviewing previous educational literature, sources, references, and research related to the study, such as Al-Kandari's study (2023), Al-Omari's study (2020), and Marhej's study (2019). The professional taste scale may have twelve paragraphs, as may the creative skills scale.

### Validity and Reliability of the Questionnaire

#### Apparent Validity

The apparent validity of the scales was verified by presenting them in their initial form to a group of experienced and specialized arbitrators, numbering (10) arbitrators, with the aim of expressing their opinions on the accuracy and validity of the scale content in terms of: the degree to which the paragraph measures the trait, clarity of the paragraphs, linguistic formulation, and suitability for measuring what it was designed for, and adding, modifying or deleting what they see as appropriate from the paragraphs.

The amendments proposed by the arbitrators were made to the paragraphs of the scales, numbering (24) paragraphs, by rephrasing some paragraphs to become clearer, and the criterion that was adopted in accepting or excluding the paragraphs was that the paragraphs obtained the consensus of the arbitrators at a rate of (80%), and thus the number of paragraphs of the scale after arbitration became (24) paragraphs.

#### Construct Validity

The scales were applied with the aim of verifying the construct validity indicators, on a survey sample consisting of (30) male and female teachers from outside the targeted study sample, and the construct validity indicators were calculated using Pearson's correlation coefficient; To find the correlation values of the paragraph with the total score of the scale, Table (2) and (3) show that:

**Table (2) Correlation coefficient values for the artistic taste scale**

Correlation coefficient	QN	Correlation coefficient	QN
0.551**	7	0.802**	1
0.378**	8	0.483**	2
0.350**	9	0.509**	3
0.359**	10	0.402**	4
0.388**	11	0.471**	5
0.822**	12	0.425**	6

Table (3) Correlation coefficient values for the artistic taste scale

Correlation coefficient	QN	Correlation coefficient	QN
0.386**	7	0.481**	1
0.295**	8	0.588**	2
0.333**	9	0.624**	3
0.310**	10	0.287**	4
0.591**	11	0.615**	5
0.870**	12	0.397**	6

Table (2) shows that the values of the correlation coefficients of the paragraphs with the total score of the artistic taste scale ranged between (0.350-0.802), and the values of the correlation coefficients of the paragraphs with the total score of the creative skills scale ranged between (0.287-870), and all of these values were statistically significant at the significance level (0.05), and the correlation coefficient of the paragraphs with the total score on the domain was higher than (0.20), and these values are acceptable for keeping the paragraphs within the scale according to what Odeh (2010) indicated, and thus all paragraphs of the scale were accepted, and the scale in its final form became composed of (24) paragraphs.

### Tool Stability

To estimate the internal consistency stability of the scales, Cronbach's Alpha equation was used on the data of the first application of the survey sample, which numbered (30) male and female teachers from outside the study sample, and Table (4) shows the results of that:

Table (4) Cronbach's Alpha Reliability - for the Artistic Taste and Creative Skills Scale

Cronbach's alpha	Scale
0.877	Artistic Taste Scale
0.853	Creative Skills Scale

Table (4) shows that the internal consistency stability value of the artistic taste scale reached (0.877) and the creative skills scale (0.853), which is an acceptable percentage for research performance.

### Correction of the Study Scales

The study scales in their final form consisted of (24) paragraphs, which are responded to according to a five-point scale that includes the following alternatives: (strongly agree and are given 5 points when correcting the scale, agree and are given 4 points when correcting the scale, neutral and are given 3 points, disagree and are given 2 points, strongly disagree and are given 1 point),

To reach an objective judgment on the average responses of the study sample members, the range was calculated by subtracting the lower limit from the upper limit (5-1=4), then dividing it by (3) (4/3=1.33), and then this value was added to the lowest value in the scale (1); to determine the upper limit for this category, and thus the length of the categories became: low (less than 2.33), medium (2.34-67), high (more than 3.68).

### Study Procedures

Defining the study problem and its questions.

Reviewing the theoretical literature related to the study topic.

Preparing the study tool in its initial form.

Preparing the study tool in its final form and ensuring validity and reliability through a committee of arbitrators, applying it to a survey sample from outside the sample, and using appropriate statistical methods to extract the validity and reliability indications of the tools.

Distributing the study tool to the sample members.

Collecting and auditing the data and ensuring its validity for statistical analysis purposes, then analyzing the data after entering the data computationally.

Reaching the results and discussing them in light of previous studies, and making appropriate recommendations.

**Study Variables**

**Independent Variable:** represents the initial data of the study sample individuals, which are (gender, type of school).

**Dependent Variable:** represents artistic taste, and creative skills.

**Statistical Treatments**

The statistical treatments of the data were carried out using the Statistical Package for the Social Sciences (SPSS). The arithmetic means and standard deviations of the study sample individuals' responses to the scale items were calculated. The independent-samples T test was also used to study the effect of the variable (gender, type of school) on the development of artistic taste and creative skills.

**Analysis of the Study Results**

**First: The results related to the first study question, which stated the following: "What is the role of art education teachers in developing artistic appreciation among students in public schools in Jordan?"**

To answer the first study question, the arithmetic means and standard deviations of the responses of the study sample members to the paragraphs of the artistic appreciation scale were calculated, as shown in Table (5).

**Table (5) Arithmetic means and standard deviations of the items of the artistic taste scale, from the point of view of teachers in Irbid Qasaba schools**

Level	Rank	Standard deviation	Arithmetic mean	Paragraph	NO.
Medium	11	1.17	3.27	I encourage students to attend art exhibitions	1
Medium	8	1.12	3.51	I seek to teach students how to evaluate artwork	2
Medium	10	1.15	3.31	I contribute to students' knowledge of the types of fine arts	3
High	2	0.93	4.08	I help students in coordinating decorations and geometric shapes	4
High	4	1.13	3.88	Students can distinguish between distinctive and ordinary artwork	5
Medium	7	1.22	3.61	Students can distinguish the artistic rules for producing a distinctive artwork	6
Medium	9	1.16	3.33	Students can criticize artwork	7
High	6	1.03	3.80	Students can determine their artistic tendencies	8
High	5	1.00	3.86	Curricula include criteria for judging artwork	9
High	3	0.93	3.97	Curricula include artistic appreciation skills	10
High	1	0.91	4.12	Curricula include multiple artistic cultures	11
High	12	1.23	3.23	Art appreciation makes students more innovative and creative	12
MWDIUM		<b>0.98</b>	<b>3.25</b>	Total	

Table (5) demonstrates that the contribution of art education teachers in establishing artistic taste among school children in the Irbid district was (3.25) on average, with arithmetic averages ranging from (4.12-3.23) on high and ordinary levels. Paragraph (11) claims that "the curricula include multiple artistic cultures" and paragraph (12) states that "artistic taste makes students more innovative and creative". Second, the findings were related to the second study question, which was: "What role do art education teachers play in developing creative skills among students in Jordanian government schools?" To answer the second study question, we calculated the arithmetic means and standard deviations of the study sample members' replies to the creative talents scale paragraphs, as given in Table (6).



**Table (6) Arithmetic means and standard deviations of the creative skills scale items, from the point of view of teachers in Irbid Qasaba schools**

Level	rank	Standard deviation	Arithmetic mean	Paragraph	NO.
Medium	11	1.17	3.27	I encourage students to visit shows of art.	1
Medium	8	1.12	3.51	I want to teach students how to judge artwork.	2
Medium	10	1.15	3.31	I help kids understand the different sorts of fine arts.	3
High	2	0.93	4.08	I help students coordinate decorations and geometric shapes.	4
High	4	1.13	3.88	Students can discriminate between amazing and conventional artworks.	5
Medium	7	1.22	3.61	Students can identify the technical rules for creating distinctive artwork.	6
Medium	9	1.16	3.33	Students can criticize art.	7
High	6	1.03	3.80	Students can identify their artistic tendencies.	8
High	5	1.00	3.86	The course of study contains standards for appraising artwork.	9
High	3	0.93	3.97	The programmes incorporate artistic appreciation skills.	10
High	1	0.91	4.12	The courses include several artistic traditions.	11
High	12	1.23	3.23	Art appreciation helps students become more innovative and creative.	12
Medium		<b>0.98</b>	<b>3.25</b>	Total	

**Table (7) Arithmetic means and standard deviations of the creative skills scale items, from the point of view of teachers in Irbid Qasaba schools**

Level	Rank	Standard Deviation	Arithmetic mean	Paragraph	No
Medium	10	1.26	2.79	Art education helps students to criticize and evaluate their artworks	1
Medium	7	1.23	3.08	Art education helps students to provide new and successful solutions	2
Medium	8	1.27	2.98	Art education helps students to find alternatives	3
High	1	1.13	3.91	Art education provides students with self-confidence and enhances it continuously	4
Medium	9	1.30	2.89	Art education helps to deal with ideas seriously and with interest	5
Medium	6	1.19	3.19	Art education contributes to the transition from traditional ideas to creative ideas	6
Medium	4	1.26	3.43	Art education contributes to positive competition	7
High	5	1.26	3.35	Art education enables students to explore more than one idea for the same topic	8
Medium	2	1.15	3.69	Art education encourages students to search for everything that is new and advanced	9
Medium	3	1.11	3.58	Art education develops students' imagination skills	10
Medium	12	1.34	2.28	Art education guides students to analyze the work into its basic elements	11
High	11	1.38	2.49	Art education leads students towards uniqueness and distinction	12
Medium		<b>1.13</b>	<b>2.64</b>	Total	

Table (5) reveals that the contribution of art education teachers in establishing artistic taste among school children in the Irbid district was (3.25) on average, with arithmetic means ranging from (4.12-3.23) on high and ordinary levels. Paragraph (11) claims that "the curricula include multiple artistic cultures" and paragraph (12) states that "artistic taste makes students more innovative and creative". Second, the results connected to the second study question, which stated: "What is the role of art education teachers in developing creative skills among government school students in Jordan?" To answer the second study question, we calculated the arithmetic means and standard deviations of the study sample members' replies to the creative talents scale paragraphs, as given in Table (6).

Table (6) demonstrates that the role of art education teachers in developing creative skills among school pupils in the Irbid district was (2.64) on average, with arithmetic means ranging from (3.91-2.28) on high and ordinary levels. Paragraph (4) claims that "art education provides students with self-confidence and continuously enhances it," whereas paragraph (11) states that "art education guides students to analyse the work for its basic elements."

The third study question, "Are there statistically significant differences at the significance level ( $0.05 \geq \alpha$ ) in the average responses of the study sample members about artistic appreciation in government schools, attributed to the variable (gender, type of school)?" was addressed in the results. To answer the third study question, the arithmetic means and standard deviations of the artistic appreciation scale were calculated using the factors (gender, kind of school) listed in Table (7).

**Table (8) Arithmetic means and standard deviations for the study areas from the point of view of managers according to the variables (gender, type of school) for the artistic taste scale**

Sig	Df	T	Statistician		Category	Variable
0.093	212	1.688	3.13	Mean	Male	Gender Variable
			1.06	Standard Deviation		
			3.35	Mean	Female	
			0.89	Standard Deviation		
0.610	212	0.510	3.23	Mean	Government	Gender
			0.97	Standard Deviation		
			3.30	Mean		
			0.99	Standard Deviation		

Table (7) demonstrates noticeable disparities in the arithmetic means of the artistic taste scale as seen by art education teachers, based on characteristics such as gender and kind of school. These disparities are being examined to determine their statistical significance.

The Independent-Samples T test was employed to analyse the data. The results indicated that there were no statistically significant differences based on the gender variable, school type variable, and artistic preference scale. This conclusion was drawn since the T value exceeded the significance level of 0.05.

Fourth: The results pertaining to the fourth research question, which asked: "Are there statistically significant differences, at a significance level of 0.05 or greater, in the average responses of the study participants regarding creative skills in government schools, based on the variables of gender and school type?"

In order to address the fourth research question, we computed the arithmetic means and standard deviations of the creative talents scale. This was done based on the factors of gender and kind of school. The results are presented in Table 8.

**Table (9) Arithmetic means and standard deviations for the study areas from the perspective of managers according to the variables (gender, type of school) for the creative skills scale**

Sig	Df	T	Statistician		Category	Variable
0.846	212	0.194	2.62	Mean	Male	Gender Variable
			1.17	Standard Deviation		
			2.65	Mean	Female	
			1.09	Standard Deviation		
0.950	212	0.062	2.64	Mean	Government	Gender
			1.13	Standard Deviation	Private	
			2.63	Mean		
			1.13	Standard Deviation		

Table (8) shows that there are obvious differences between the arithmetic means of the creative skills scale from the perspective of art education teachers based on the variables (gender, type of school), and to confirm the significance of the apparent differences, independent samples (Independent-Samples T test) were used.

After doing the study, it was discovered that there were no statistically significant differences between the gender variable, the kind of school variable, and the creative talents scale, as the T value exceeded the significance level (0.05).

## **The Result of the Study**

The following is a presentation of the study's findings in light of the highlighted questions, as well as the recommendations based on these findings.

### **First, the findings relate to the study's first question: What function do art education teachers play in fostering artistic taste among pupils in Jordanian government schools?**

The current study found that the role of art education teachers in establishing artistic taste among school children in the Irbid district was (3.25) on average, with arithmetic averages ranging from (4.12-3.23) at high and ordinary levels. Paragraph (11) claims that "the curricula include multiple artistic cultures" and paragraph (12) states that "artistic taste makes students more innovative and creative". The current study's findings are consistent with those of Al-Kandari (2023), who found that art education courses help pupils develop artistic tastes. The researchers attribute the current result to a lack of time available and allocated to the subject of art education, which limits teachers' ability to provide in-depth and comprehensive lessons that help students develop artistic taste, as when art classes are scarce, it is difficult to have a significant impact on students. Furthermore, the educational setting may not be conducive to creativity and artistic taste, as classrooms may be overcrowded or inadequately equipped, reducing the effectiveness of art lessons and limiting students' capacity to interact positively with the subject.

### **Second, the findings were related to the second study question, which was: What role do art education teachers play in developing creative talents among students in Jordan's public schools?**

The current study found that the role of art education teachers in developing creative talents among school pupils in Irbid District was (2.64) on average, with arithmetic averages ranging from (3.91-2.28) at high and ordinary levels. Paragraph (4) claims that "art education provides students with self-confidence and continuously enhances it," whereas paragraph (11) states that "art education guides students to analyse the work for its basic elements."

The current study's findings are consistent with those of Al-Omari (2020), who found that art education is important in developing students' creativity skills, as is the teacher's role in explaining and applying the material in ways that are appropriate for the content.

The researchers attribute this result to the lack of teacher training and professional development and providing them with the latest methods and curricula that enhance creativity among students, in addition to the limited capabilities and the traditional and non-interactive curriculum, which may be a reason for limiting the development of creative skills among students, and perhaps the lack of awareness of the importance of creativity plays a major role in this, as create

The third study question asked if there were statistically significant differences ( $0.05 \geq \alpha$ ) in the average responses of study sample members about artistic appreciation in government schools attributed to the variable (gender, type of school).

The study's findings revealed that there were noticeable differences in the arithmetic averages of the artistic appreciation scale among art education teachers based on the variables (gender, type of school), and after conducting the analysis, it was discovered that there were no statistically significant differences based on the gender variable, the school type variable, and the artistic appreciation scale.

The current study's findings differ from those of Marhej (2019), who found statistically significant differences in taste between the sexes of students and that females had a stronger sense of artistic taste than males. The researchers attribute the current outcome to equal possibilities for teaching art education, as well as the fact that teaching methods and approaches are often similar across schools, resulting in equal opportunities for all students regardless of gender or school type. This suggests that the standards and methods utilised in teaching may be consistent and do not discriminate against pupils depending on these criteria.

Fourth study question: Are there statistically significant differences ( $0.05 \geq \alpha$ ) in the average responses of study sample members about creative skills in government schools, attributed to the variable (gender, type of school)? The current study's findings revealed that there are noticeable differences between the arithmetic averages of the creative skills scale from the perspective of art education teachers based on the variables (gender, type of school), and after conducting the analysis, it was discovered that there were no statistically significant differences based on the gender variable, school type variable, and the creative skills scale. As a result of art education teachers taking a united approach with students, it is required to use a variety of approaches and curricula in order to build creative talents in students and improve the educational process as a whole.

## **Recommendations**

Develop continuous training programs for teachers that focus on developing artistic taste and creativity.

Provide the necessary resources and capabilities to support creative activities in schools.

Encourage the use of interactive teaching strategies.

Review the distribution of time and curricula to include skill development among students.

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