

Reham Mohammad Al-Mohtadi, Mosab Hamdan Allymoon. (2021). Esthetic Sense Level among Governmental and Private Kindergarten in Al - Karak Governorate, Jordan: a Comparative Study. *International Journal of Early Childhood Special Education (INT-JECSE)*, 13(2): 773-780. DOI: 10.9756/INT-JECSE/V13I2.211118

Received: 22.05.2021 Accepted: 24.08.2021

Reham Mohammad Al-Mohtadi¹
Mosab Hamdan Allymoon²

Esthetic Sense Level among Governmental and Private Kindergarten in Al - Karak Governorate, Jordan: a Comparative Study

Abstract

This study aims at comparing esthetic sense among governmental kindergartens and private kindergartens in Karak governorate, located in southern areas of Jordan. To achieve study aims, the descriptive analytical approach is used. The sample consists of 200 male and female pupils, divided equally. One hundred children study at governmental kindergartens, and the same number is taken from private kindergartens. Besides, the esthetic sense scale is used as a study tool. The results show that there are not any statistical differences between students in governmental and private kindergartens in terms of house dimension on the aesthetic sense of the photographer scale. In contrast, there are statistically significant differences in kindergarten, external environment dimensions, and the scale as a whole in favour of the private kindergartens. The study recommends that esthetic education should be included in kindergartens' programs. Sessions and dialogues between lady teachers and students' parents regarding the esthetic sense and its importance to the child are held.

Keywords: Aesthetic Sense, Kindergarten, Pupils, Sense.

Introduction

Education and beauty are the basis of human existence. If one reduces, the other will be so. They are two faces of the same coin. In reality, most of the civilizations' basics prevailed are esthetic education for the human, starting from childhood period (Al-laymoon, 2018). Aljazar, Abu Najdi, Mohammad (2018) refers to the fact that esthetic education is important. It can be imposed from the early ages (childhood period) throughout creating an esthetic environment for the child allows his/her to touch the beautiful features and its ingredients. Thus, the child's ability to feel beauty grows from the early stages of life.

The senses are considered as the first door to learn and increase the children's experiences. The child acquires experiences by his/her sense. Then, s/he changes them into mental pictures, which become part of his/her mental formation. The child's mental formation is a set of plans produced due to the effects of mental pictures of every experience. Then, the child adapts to sensory experiences (Boutros, 2009).

Murad (2010) has focused on encouraging the children to observe, be active, and employ the senses surrounding them which may be a movement, a rhythm, a word, a tone, or a color. Hence, the importance of esthetic education comes from imposing an esthetic sense in the child's life. Tough and sight senses are the most

Reham Mohammad Al-Mohtadi¹, Faculty of Education, Al-Hussein Bin Talal University, Ma'an, Jordan.

Mosab Hamdan Allymoon², Faculty of Education, Al-Hussein Bin Talal University, Ma'an, Jordan.

important senses which help the aesthetic sense to grow before the pupil joins the school.

Feeling is a psychological phenomenon that is an activated sense organ. It is produced by external stimuli. Also, feeling degree depends on the stimuli degree, while sense experience depends on the stimuli degree. Sensory experience depends on the level of our recognition of beauty degree in our environment and the level of our affection. Thus, beauty is something compelling on the self and breathing it from time to time (Abd-Elhameed, 2011). It also differs depending on the individuals and the environment in which they live in.

Thus, the esthetic recognition mechanism starts throughout the sensory features, mixing and communication between it and esthetic beauty. The esthetic position starts from the recognition process through which the perceiver can surround the visual perception, attempting to differentiate and analyze these perceptions into their essential components. Then, the perceiver re-gather them to form a completely new component (Al-Anzi, 2018).

Based on what has been previously mentioned, we can say that attention occurs in the middle between feeling and recognition operations. If the feeling is the process of discovering and receiving stimuli in the conscious center, recognition is the process of interpreting, explaining, and imparting the meaning of information attributed to it (Abd-ElSattar, 2011). The feeling is the thing in which psychological relations are achieved between the person and the environment surrounded. Actually, it is the first source for all our knowledge since knowledge starts from the senses (Abd-ElFattah, 2005).

Study Problems and their Questions

Recent studies, whether psychological, social, or educational, have introduced an approach and different ways to raise the child well. Still, we notice the absence of care of developing esthetic part for the children. This part is not less important than the mental, social, and psychological parts (Al-laymoon, 2018). In our Arabian environment, the minor thing that we focus on is the esthetic part, forgetting that the sensual aesthetic taste is the thing that achieves human subjectivity.

Al-Otaibi (2004) stresses that educational programs are in a critical need to develop and enhance esthetic education in education philosophy since esthetic taste enhances the child's ability to differentiate between the right behaviour and the wrong one, between the nice words and the ugly ones.

Throughout the visits that the researchers have carried out to some private and

governmental kindergartens Al-Karak Governorate, some behavioural phenomena of esthetic senses for Al-Karmi kindergarten have been observed, such as rubbish on the floor, loud noises, screaming, and writing on walls. Some esthetic-works for children have been checked inside the kindergartens. It becomes crystal clear that they suffer from a decrease of esthetic sense, resulted from a lack of care of esthetic education for the children during the pre-school stage. For here, the researchers decide to conduct this study. So, research problem can be specified by answering the following question:

What is the level of esthetic sense of children in governmental kindergartens and private kindergartens in Al- Karak governorate?

Study Hypothesis

- There is no statistically significant difference between averages scores for children in governmental and private kindergartens regarding house environment dimension on esthetic sense photoed.
- There is no statistically significant difference between averages scores for children in governmental and private kindergartens regarding kindergarten environment dimension on esthetic sense photoed.
- There is no statistically significant difference between averages scores for children in governmental and private kindergartens regarding the external environment dimension on esthetic sense photoed.
- There is no statistically significant difference between averages scores for children in governmental and private kindergartens on total esthetic sense photoed.

The Study Purpose

This study aims at comparing the average of esthetic senses between children of governmental and private kindergartens in Al-Karak governorate.

The Significance of the Study

With its theoretical framework, this study directs those responsible for kindergartens to care more about enhancing the esthetic sense of the children, working hard to achieve it effectively through kindergartens' care. Also, it contributes to filling the gaps of theoretical literature on a local level because of the lack of studies that tackled esthetic sense for

kindergartens' children. In addition, this study contributes to encouraging researchers to conduct other studies regarding the importance of esthetic sense. Practically, this study's results may open the door widely in front of post-graduate students and other researchers in the field of art education and early childhood to conduct similar studies.

Literature Review

Senses are the basis of human knowledge. They are the first step of proper recognition based on the reaction of the sensitive organ affected by the mind sensory centers (feeling of sound, color, and odor) (Khalf & Shahid 2020). On the other hand, the recognition process depends on translating stimuli, working to formulate them in forms that can be understood in a way to achieve the sense. Then, recognition and behaviours are achieved (Al-Seliti, 2008, Abd-ElFattah, 2005).

The feeling of beauty is deeply rooted in history. The works of the first humans are the best evidence of embodying esthetic recognition through simulated graphics, ritual prayers, habits, and reactions, which can be considered as indicators of diagnosing their awareness in every form or act they do (Bin Juma, 2003). El-Sherbiny (2005) defines beauty as a sentimental condition, resulted from the integration of people's esthetic senses with esthetic features in nature.

Regarding esthetic sense, it is the awareness of the child's senses of the unity of formative relations between things. Thus, the child becomes able to taste, feel, and pay attention to the esthetic value or the formative quality which is united in a thing, whether it is natural, ordinary, or artistic work. This awareness with its esthetic values is always permanent (Murad, 2010).

Giduri (2010) states that in order for the child to recognize the meaning of esthetic experience, we should develop his/her esthetic sense. We should also teach him/her how to acquire experiences in judging beauty because esthetic experience is always a natural experience. Thus, this experience makes human have a high esthetic sense beside the works that make him/her have delicate feelings.

El-Sherbiny (2005) mentions that esthetic education is not an end, but it is a means of building and intergrading the personality. It increases inside the human being supremacy, reflected in behavioural patterns and social and sentimental relations. It can add esthetic features to human's life and social life.

Al-Huneidi (2006) sees that there are three operations that can be used to analyze esthetic taste as follows:

Esthetic sensitivity: it is defined as the person's response to esthetic stimuli. This response should go hand in hand with the specific levels of artistic creativity.

Aesthetic preference: it is a type of esthetic trend, represented by a general behavioural tendency that makes the person get attracted to a particular work from a series of artistic works. Aesthetic preference is related to acceptance or rejection and love or aversion. Aesthetic judgment refers to the degree of agreement between the person's decision and the expert judgment regarding an artistic work. This depends on the degree of visual culture and understanding of the creative works' roots, content, and motives. This can be achieved by comparing between two operations in which the person is required to clarify which is better from two works, mentioning reasons and logic. Then, agreement degree with experts' views and their esthetic judgments is specified.

Esthetic Sense Components

Khalf & Shahid (2020) says that esthetic sense components are the one which link the child with the world and introduce a beautiful esthetic material or cover things with an esthetic material as:

1. Colour: the bright colour attracts the child's attention, making him/her feel happy and joyful.
2. Light and its reflections: harmonious light distributions for a game or a lamp play a vital role in the child's esthetic joyfulness.
3. Sound: as the sound in a song and the child's tendency and attraction to the thin voice, not to the rough voice.
4. Movement: as celery and the child's moving left and right, and attractive games in their activities.
5. Rhythm: as the rhythm of a song or music.
6. Shape: as a picture's shape and its dimensions, and the child's tendency to the attractive shapes.
7. Organization: as the child's tendency to everything that is organized and decorated.
8. Esthetic sense has a joyful nature. It may come from a visual, auditory, olfactory, or haptic source. Its effect may include all parts of the body. Thus, it has a comprehensive impact on all parts of the human body. It also affects the way of looking at life, experiences, and situations since the relation between the individual and the esthetic situation is interactive. The individual feels that she shares the nice experience sentimentally, knowledgeably, and

emotionally (Al-Shalabi & Al-Shathli, 2009).

Methods of Developing an Esthetic Sense for Kindergartens' Children

Firstly: the house environment plays a vital role in developing the esthetic sense by telling the children where esthetic experience exists and how it can be beautiful. This sometimes passes from a generation into another. Parents and ancestors can play a role in creating esthetic development in which the child finds the actions clear in front of him/her. Thus, s/he imitates them (Aljazar, et al, 2018).

So that, parents and educators can develop esthetic sense of the child by arranging and coordinating the house furniture before the child. They can take advice from the child when they buy new furniture or household artefacts, making the child participate in forming the artistic paintings, encouraging him/her to participate in choosing walls' colors and his room colours (Abdel-Hadi, Al- Hammoz., Suleiman., Shamaa., Jawdat., Al-Shinnawi., 2002).

Secondly: The kindergarten environment comes after the family instilling the esthetic sense inside the child's soul. It attempts to care and grow the child in a balanced and comprehensive way, providing him/her the right amount of knowledge and skills that increase his/her ability to deal with others and the environment surrounding. It cares of developing his/her esthetic and artistic skills (Al-Ghurair, & Al-Nawaiseh., 2010).

Hutaiba (2009) states that kindergarten may increase esthetic sense through organizing and coordinating kindergarten's pillars, such as furniture, games, halls, classes, and open areas. It can also specify lessons for artistic expression by drawing, painting, music, and singing, and provide the needed tools like pens and colors in all kinds of shaping materials, such as clay and some musical instruments like piano, and stringed instruments. It can discuss some esthetic concepts like arrangements, cleanness, dialogue and food principles, and other experiences provided by the kindergarten.

External environment (outside the house and the kindergarten): the environment where the child lives with its natural and industrial parts affects the child's esthetic experience because every environment has its own esthetics and beauty (Jad, 2009). The neighbourhood where the child lives is vital in shaping the child's behaviour, like participating in decorating the community by keeping the streets clean and trimmed. This can increase the esthetic dimensions which leads to opening the child's mind into everything beautiful. Thus, the child can reach quietness and emotional stability

(Abdel-Hadi, et al, 2002). The external environment includes newspapers, cinema, theatres, trips, and museums.

Previous Studies

Al-Anzi (2018) has conducted a study that aims to compare between the esthetic sense of the ordinary children and the children with Autism. The study sample consists of 100 male and female children aged from 6-9 years from Baghdad city. The results show that children with Autism have a high esthetic sense level. Moreover, students with Autism differ in terms of gender in favor of males. Children with Autism have esthetic sense compared with ordinary children. The results also show that ordinary students have a higher level of esthetic sense.

Aljazar et al (2018) have carried out a study to measure a program's effectiveness to increase the awareness of esthetic sense for kindergarten students in the Manofia governorate in Egypt. The results show that there are statistically significant differences between controlled and experimental groups in favour of the experimental group. The results also reflect substantial differences in average scores between experimental group participants in the pre-and-post scales for the esthetic sense in favour of the post scale.

Mahmood and Ahmeed (2017) conduct a study to measure environmental esthetic sense for children who have Autism by analyzing the projection drawings they draw. The study sample includes 66 male and female students aged from 7-11 years in Baghdad. The results show that the student who has Autism can feel the esthetic sense. The preferential characteristics that appear in autistic child are similar to the general psychological characteristics. The autistic child can communicate with a special type of environmental variables. An evidence of this is that s/he can feel the beauty of these variables.

Al-Ithawi & Al-Fraidawi (2011) have conducted a study to measure the esthetic sense and the environmental esthetic sense for kindergarten's children. The study sample includes kindergarten's students in Adhamiya and Rusafa regions in Baghdad City. The results show that there are statistically significant differences between the experimental and controlled groups in favor of the experimental group. Also, there are not any statistical differences in the study participants based on social type of the esthetic sense.

Almrashli (2011) conducts a study that aims to get an idea about governmental and private kindergartens' reality and the differences between them in terms of building, location, health and safety conditions, and the esthetic aspect in Syrian governorate of Homs. The study

sample consists of 20 kindergartens, divided equally (10 governmental and ten private). The results indicate that there are statistically significant differences in favor of the governmental kindergartens regarding building and health and safety conditions, whereas there are not any statistically significant differences in terms of the esthetic aspect.

The Study Method

The Study Population and Sample: The population and sample of the study are from all the governmental and private kindergartens' children in Al-Karak governorate, south of Jordan. The study is implemented on a sample of (200) male and female children, divided equally (100 from governmental kindergartens and 100 from private kindergartens) aged from 5-6 years.

The Study Methodology: The analytical descriptive approach is used to achieve the study aims.

Measurement Tools: The researchers have prepared a scale for aesthetic sense. Then, they test the validity and reliability of the scale.

The Study Findings and Discussion

Results related to the study question: What is the level of esthetic sense of the children in the governmental kindergartens and private kindergartens in Al- Karak governorate?

The following hypothesis have been branched out from it:

Firstly: There is no statistically significant difference between the averages scores for the children in the governmental and the private kindergartens regarding house environment dimension on esthetic sense photoed.

"T" equation is used for two unrelated groups to explore the significant differences between kindergartens (governmental and private) to house environment dimension on the scale of photoed esthetic sense. The following table clarifies the results:

Table 1.

"T" value and its significance regarding the differences between average scores for kindergartens (governmental and private) in house environment dimension on the scale of esthetic sense

Type of environment	Type of kindergarten	Number	average	standard deviation	Freedom degree	T value	Significance	Significance degree
House environment	Governmental	100	22.08	2.60	198	1.615	0.108	Not significant
	Private	100	22.67	2.57				

From this table, there are no statistically significant differences between the average scores of the two groups (governmental and private) in terms of house environment dimension for the scale of esthetic sense. The results indicate that the T value is less than the tabular value in which the tabular value is 0.01; the freedom value (198) is 1.65. This reflects that there are not any statistically significant differences among an average score of the kindergartens (governmental and private) in terms of house environment dimension for the scale of photoed esthetic sense.

The reason is based on the parents' inability to understand the demands of child's growth and their cares of teaching children reading and writing, focusing on (the mental aspect) at the expense of the esthetic aspect. Also, the social, religious, and cultural environment in which the

students raise in is similar. The mother usually does not encourage her children to choose their clothes or colours chosen. There is disagreement about the fact that students are different in terms of their tastes, perception of beauty, and their judgment due to a huge part in their families.

Secondly, there are no statistically significant differences between averages scores for children in governmental and private kindergartens regarding kindergarten environment dimension on esthetic sense photoed.

The "T" equation is used for two unrelated groups to explore the significant differences between kindergartens (governmental and private) to kindergarten dimension on the scale of photoed esthetic sense. The following table clarifies the results:

Table 2.

"T" value and its significance regarding the differences between average scores for kindergartens (governmental and private) in kindergarten dimension on the scale of esthetic sense

Type of environment	Type of kindergarten	Number	average	standard deviation	Freedom degree	T value	Significance	Significance degree
House environment	Governmental	100	22	2.72	198	1.2.542	0.0.012	significant
	Private	100	22.98	2.73				

From this table, there are statistically significant differences between the average scores of the two groups (governmental and private) in terms of kindergarten dimension for the scale of esthetic sense. The results indicate that the T value is more than the tabular value in which tabular value is 0.01; freedom value (198) is 1.65. This approves that private kindergartens are more superior to governmental kindergartens in terms of the kindergarten dimension on an esthetic sense photoed scale.

The reason is based on the superiority of the private kindergartens' environments on the governmental ones regarding esthetic senses due to kindergarten's nature in terms of building and beauty of coordination. The colour, shape, and organization collectively contribute in imparting beauty to things. This attracts the child's attention. Thus, s/he feels and tastes the beauty. In addition, lady teachers in private kindergartens focus on getting children to

acquire beauty habits by exercising different art types like dancing and rhythm. Actually, governmental kindergartens do not care about music education, unlike private kindergartens. Moreover, lady teachers in private kindergartens care about conducting competition about creative arts among children. Thus, they can figure out these talents, getting to know their weakness and strength points. This study differs from the results of (Almrashli, 2011).

Thirdly: there is no statistically significant difference between averages scores for children in governmental and private kindergartens regarding the external environment dimension on esthetic sense photoed.

The "T" equation is used for two unrelated groups to explore the significant differences between kindergartens (governmental and private) to external environment dimension on the scale of photoed esthetic sense. The following table clarifies the results:

Table 3.

"T" value and its significance regarding the differences between average scores for kindergartens (governmental and private) in external environment dimension on the scale of esthetic sense

Type of environment	Type of kindergarten	Number	average	standard deviation	Freedom degree	T value	Significance	Significance degree
House environment	Governmental	100	22.02	2.90	198	2.140	0.01	significant
	Private	100	24.16	2.64				

From this table, there are statistically significant differences between the average scores of the two groups (governmental and private) in terms of external environment dimension for the scale of esthetic sense. The results indicate that the T value is more than the tabular value in which the tabular value is 0.01; the freedom value (198) is 1.65. This approves that private kindergartens are more superior to governmental kindergartens in terms of the kindergarten dimension on an esthetic sense photoed scale.

The reason is based on the governmental kindergartens' lack of organizing trips which develop taste and esthetic sense in children. Visiting museums, archaeological and mosaic sites and getting children to see the inscriptions carved in these monuments create admiration of what previous generations have produced. Thus, this makes an esthetic sense towards preserving

these cultural properties, which constitute human heritage. Moreover, theatre plays a vital role in creating an esthetic sense for children since its beauty is represented in (lighting, decoration, acoustics ... etc). These have huge impacts on increasing children's awareness of esthetics. These things are available in private kindergarten and are not available in governmental kindergartens. This result differs from (Almrashli, 2011).

Fourthly: There is no statistically significant difference between averages scores for children in governmental and private kindergartens on total esthetic sense photoed.

The "T" equation is used for two unrelated groups to explore the significant differences between averages scores for children in governmental and private kindergartens on total esthetic sense photoed. The following table clarifies the results:

Table 4.

"T" value and its significance regarding the differences between averages scores for children in governmental and private kindergartens on total esthetic sense photoed.

Type of environment	Type of kindergarten	Number	average	standard deviation	Freedom degree	T value	Significance	Significance degree
House environment	Governmental	100	66.10	6.90	198	3.951	0.01	significant
	Private	100	69.81	6.37				

There are statistically significant differences between averages scores for children in governmental and private kindergartens on total esthetic sense photoed from this table. The results indicate that T value is more than tabular value in which tabular value is 0.01; freedom value (198) is 1.65. This approves that private kindergartens are more superiority than governmental kindergartens on the scale of total esthetic sense photoed.

The reason is based on the fact that esthetic education in governmental kindergartens is limited on activities of art education. Actually, there is a miss-belief, stating that esthetic education is limited on art education. Esthetic education can be only achieved through art education classes. This result differs from the results of (Almrashli, 2011).

Recommendations and Suggestions

- It is necessary to include esthetic education in kindergarten's programs.
- Holding meetings and discussions among lady teachers in kindergartens and parents of children regarding the importance of esthetic sense and its impacts on the child.
- Conducting research and studies that include parents' roles in developing children's esthetic sense and its various dimensions.
- Conducting research about esthetic sense and its role in developing students' creativity during the pre-school stage.

References

- Abd-El Fattah, F. (2005). *Cognitive Psychology between theory and practice*. Cairo: Dar Al-Fikr Al-Arabi.
- Abd-Elhameed, Sh. (2001). *Aesthetic preference: a study in the psychology of artistic taste*. Kuwait: Alam Alma'rfah
- Abdel-Hadi, N., Al-Hammoz., M., Suleiman., N., Shamaa., M., Jawdat., H., Al-Shinnawi., M. (2002). *Art, Music and drama in raising a child*. Amman: Safaa House.
- Abd-ElSattar, M. (2011). *The psychology of feeling and the processes of attention in humans*. Amman: Ghaida House for Publishing.
- Angilan, J. (2021). Differentiated Instruction and Students' Literary Competence: An Experimental Study. *Middle Eastern Journal of Research in Education and Social Sciences*, 2(2), 110-125.
<https://doi.org/10.47631/mejress.v2i2.230>
- Al-Anzi, E. (2018). Aesthetic sense in normal children and Autism (a comparative study). *The Fourth International Conference Plastic arts and community service (Visual arts between the problem of modernity and identity) Al-Aqsa College of Fine Arts, South Valley University from January 22 to 24*.
- Ariyo, S.O., Ogbonnaya., K.E., & Bamgboye, S.O. (2020). Strategies Required to improve Students' Industrial Training Program between Local Businesses and Technical Colleges in Enugu State, Nigeria. *Journal of Advanced Research in Economics and Administrative Sciences*, 1(2), 45-55.
<https://doi.org/10.47631/jareas.v1i2.95>
- Al-Ghurair, A., & Al-Nawaiseh, A. (2010). *Play and raise a child*. Sharjah (UAE): University Library.
- Al-Huneidi, M. (2006). *Art activities for kindergarten*. Amman: Al Masirah House.
- Al-Ithawi, A., & Al-Fraidawi, W. (2011). Aesthetic Sense of kindergarten. *Journal of Educational and Psychological Researches*, 8(31), 171-195.
- Aljazar, R., Abu Najdi, S., Mohammad., W. (2018). The effectiveness of a program to develop beauty awareness among kindergarten children. *The Arab Journal of Child Information and Culture*, 2, 110-178.
- Al-Ananbeh, E., & Al-Wahadneh, A. (2020). Experiences of Family Care givers' Involvement in Treatment-Related-Decision-Making in Triadic Health Encounters. *Journal of Scientific Research in Medical and Biological Sciences*, 1(2), 57-74.
<https://doi.org/10.47631/jsrmb.v1i2.36>
- Al-laymoon, M. (2018). *The effect of art corner activities in developing of aesthetic sense among the children of kindergarten in Jordan Master Degree*. Isra University.
- Almrashli, N. (2011). The Status of (Private and Public) Kindergarten Institutions and the Differences between them concerning (Building, Location, Health and Safety Conditions, and Aesthetic Aspect). *Tishreen University Journal for Research and Scientific Studies - Arts and Humanities Series*, 33(5), 31-51.
- Al-Otaibi, S. (2004). *Friedrich Schiller, Aesthetic Education of Human*. Amman: Dar Al-Shorouq.
- Alghaberi, J. (2019). Methods for Teaching Speaking Skill at Tamar Schools and their Impacts on Learners' oral Competency. *English Review*, 7(2).
- Al-Seliti, F. (2008). *Theory and Learning Strategies, Theory and practice*. Amman: Modern Book World.
- Al-Shalabi, I., & Al-Shathli, M. (2009). The Impact of Using Cognitive Aesthetics on

- Creative Thinking of Faculty of Educational Sciences Students /unrwa. *An-Najah University Journal for Research (Humanities)*, 23(3), 686-709.
- Bin Juma, J. (2003). Aesthetic taste and artistic criticism as a knowledge content for the development of aesthetic behavior in the field of art education. *The Future of Arab Education: A Scientific Periodical Review-Journal*, 9(29), 153-168.
- Dabesa, F., & Cheramlak, S.F. (2021). Practices, Opportunities, and Challenges of SIP in Primary Schools of Ilu Gelan Woreda, West Shoa Zone, Oromia Regional State. *Middle Eastern Journal of Research in Education and Social Sciences*, 2(2), 58-84.
<https://doi.org/10.47631/mejress.v2i2.162>
- EISayed, M., & Sadeq, A. (2008). *Aesthetic education in kindergarten*. Cairo.
- El-Sherbiny, F. (2005). *Aesthetic education with educational curricula to confront contemporary issues and problems*. Cairo: The Book Publishing Center.
- Giduri, S. (2010). Aesthetic Experience and Its Educational Dimensions in John Dewey's Philosophy. *Journal of Damascus University* 26(3), 91-134.
- Hutaiba, N. (2009). *Curriculum of activities in kindergarten*. Amman: Al Masirah House.
- Jad, M. (2009). *Environmental education in early childhood and its applications*. Amman: Al Masirah House.
- Khalf, K., & Shahid, Z. (2020). The Effectiveness of the Strategy of Sorting Concepts in the Aesthetic Environmental Sense of Fifth-grade Primary Students in science. *Journal of Arts, Literature, Humanities and Social Sciences*, 51, 14-27.
- Mahmood, Y., & Hameed, H. (2017). Environmental Aesthetic Sense in the Drawings of Autistic Children. *Zarqa Journal for Research and Studies in Humanities*, 17(2), 483-492.
- Makhzoum, V., Komayha, L., & Jabbour, M. (2020). The Role of Critical Thinking in Helping Students Cope with Problems. *Middle Eastern Journal of Research in Education and Social Sciences*, 1(2), 198-217.
<https://doi.org/10.47631/mejress.v1i2.107>
- Murad, B. (2010). The Child and Raising Aesthetic Sense. *Al-Juba Cultural Magazine*, (27), 38-47.
- Aksoy, V. (2014). Social status and education of individuals with intellectual disabilities in medieval Islamic societies. *International Journal of Early Childhood Special Education*, 6(1), 102-114.