

Exploring the interest and motivation through field trips in learning sciences

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Abstract

The purpose of the study is to find out the effectiveness of field tours. A detailed account of teachers' and students' experiences can illuminate how they think about and participate in fieldwork. The objectives of this present study are to explore the experiences of students and teachers regarding field trips, to find out the interesting things about field trips to bring motivation among science students, to explore the benefits of field trips for science students, and to find out the challenges faced while conducting field trips. This context determines whether the field trip study method is to be induced in schools, colleges, and universities. We reviewed literature from different websites, books, and articles. The current study is qualitative and uses a hermeneutic phenomenology research design. The researcher assessed the participants and their interpretations of these experiences using semi-structured interviews. A convenient sampling technique was used to collect data from 10 teachers and five focus groups from the university. The findings explored that most teachers and students were aware of lab work. It has been concluded that teachers need to be aware of the benefits of field trips. The findings have been discussed from various perspectives, and some suggestions based on findings have been put forward.

Keywords: Tour, Field Trips, Learning Science, Observation, Motivation

1 Introduction

Field trips involve learning outside of the classroom. A field trip is a visit to a location outside of

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the classroom where students can try new things, have new experiences and learn important life lessons (Cheng & Tsai, [2019](#)). Students can discover new sights and gain hands-on experience in various activities (Mead et al., [2019](#)). A field trip is a teaching approach that offers learners actual experiences to help them understand the content, ideas, and concepts (Olajide, [2019](#)). Field trips are a learning approach that allows students to observe and collect knowledge directly from the items around them (Han, [2020](#)). Field trips that are correctly conducted have been shown in research to be a good experience for students learning at all levels of their educational institutions (Klippel et al., [2019](#)). Field trips are not just for young children; they are also helpful for university students' learning. Field trips are critical in increasing students' interest and enthusiasm to learn science. Research shows that well-executed field trips favorably impact Students' enthusiasm in science (Ulfah et al., [2022](#)).

Field trips are outside laboratory activities or fieldwork conducted by teachers and students on specific subject areas to allow students to gain information (Cheng & Tsai, [2019](#); Lee et al., [2020](#)). Field trips are a sort of experiential learning that takes students outside of the usual classroom setting and into a new mode of learning in which they can see examples of classroom theories (Fromm et al., [2021](#)). These encounters occur in a new learning environment, producing a relevant teaching and learning process (Appolinus et al., [2021](#)). According to Nawi and Azmi ([2016](#)), field trips can effectively engage students and provide unique chances to learn specific concepts, such as legal principles, by placing them in a more realistic and relevant environment. According to research studies, participants' factual knowledge and conceptual comprehension improve significantly after participating in a well-designed field trip (Cook, [2021](#)). Several key components should be emphasized while planning a good field trip. Field trips can provide the space and setting for developing autonomy, competence, and, most importantly, relatedness (Klippel et al., [2019](#)). As a result, any field trip across disciplines may create perceived relatedness and other basic psychological requirements, which can significantly impact student motivation, leading to numerous desirable academic outcomes (Ryan & Deci, [2017](#)).

Whitesell ([2016](#)) investigated the impact of field trips on middle school science achievement. The researcher concluded that field trips had a positive impact on the test scores of students. The study suggests that field trips could be a valuable method for reducing student performance gap. Correspondingly, Şimşek and Kaplan ([2022](#)) conducted a study to improve science instructors' understanding of out-of-school learning through field trips or tours. They held a training session and observed the science teachers' before and after practices. The teachers stated at the beginning that they are confident in organizing field trips by focusing solely on procedures and controlling the students (Seung et al., [2019](#)), with little regard for learning. In contrast, by the end of the project, the teachers' awareness and knowledge of organizing qualified field trips had improved due to the practical activities. Thus, teachers' understanding of qualified field trips is critical for students' successful learning during field trips.

Appolinus et al. ([2021](#)) conducted a study to determine the usefulness and application of field trips in secondary chemistry education in Nigeria. They evaluated field trips as a teaching and learning method and discovered that they are interactive, motivating, and provide opportunities for students to broaden their practical knowledge. However, teachers do not arrange field trips due to the lack of chemical industries, time-consuming transportation expenses, and the organization process, which are the hurdles for utilizing the field trips. Similarly, Rahmawati et al. ([2020](#)) conducted a case study to measure pre-service teachers' learning through field trips in outdoor settings. They discovered that field trip activities positively impact all parts of science, including content and pedagogy. They also determined that science learning is not restricted to classrooms and laboratories but can also include outdoor or field trips.

1.1 Objective of the study

The key objectives of the study were:

1. To explore the experiences of students and teachers regarding field trips.
2. To explore the interesting things about field trips to bring motivation among science students.
3. To explore the benefits of field trips for science students.
4. To explore the challenges faced during conducting field trips.

1.2 Research Questions

The following research questions guide this study:

1. What are the experiences of students and teachers regarding field trips?
2. What are the exciting things about field trips to bring motivation among science students?
3. How are field trips beneficial for science students?
4. What are the challenges faced during conducting field trips?

1.3 Significance of the Study

This research is significant because it provides a comprehensive assessment of how field trips in science are booming. The importance of teachers doing field trips is emphasized in this study. It investigates teachers' perspectives on the benefits of field trips. It will enhance and provide various benefits to finding natural things. Students are visual learners, and a field trip allows them to touch, feel, and listen to what they are learning. It helps them build on classroom instruction and better accept themes while strengthening cultural understanding and tolerance. Students on field trips use all of their senses to enhance their observational and perceptual skills. Field trips give students the convenience to explore new places. As a result, the study's findings will help to increase field excursions in scientific teaching. In addition, the study might serve as a model for new instructors looking to improve their teaching skills in guiding their students on field trips. The teacher may recall their strengths and flaws during the science trips and explain them to their students.

2 Literature Review

Armson ([1995](#)) and Sung et al. (2021) stated how managing a trip can significantly impact those who take it. Ensure everyone involved knows where and when the tour starts, and stick to the initially announced time. There is nothing like having breakfast, assuming the bus departs at 08:00:30 hours, only to find out halfway through your bacon and eggs that it leaves at 8:00:00 hours, and the time change was announced late the previous afternoon when you and your friend were shopping. It is vital to adhere to the tour schedule so that those who have arranged, according to the published return time, can feel relaxed (Lim et al., [2019](#)). If, due to unforeseen circumstances, the arrival time will be significantly different, this should be informed, and those who wish to make alternative arrangements will be given the opportunity (Sheldon, [2020](#)). It said it would provide clear procedures for schools, ensuring that all appropriate regulations are reviewed with the utmost consideration for the safety and well-being of students and staff.

Egger ([2013](#)) stated that close-field communication (CFC) is now regarded as one of the most promising long-range developments and will most likely become the norm in portable electronics in the next few years. Because of this idea's novelty, it is unclear how important it is to the tourist sector. According to the CFC invention, the originator is a key person who has consumed CFC in travel.

Tan ([2017](#)) stated that the utility of the stimulus-organism-response (S-O-R) show has been confirmed, based on auxiliary condition modeling (SEM) and numerous relapse examinations of information collected from the understudies taking a visit required for a visit direct certification. Understudies from Mae Fah Luong College School of Administration in Chiang Rai, Thailand, who took some field trips, were among the investigated subjects. Amerta ([2017](#)) said Introduction Karangasem District is one of the provinces of Bali's nine districts/municipalities, located in the island's easternmost extremity. The province has diverse tourism potential, particularly for cultural

and nature tourism development, which should be explored and promoted as the province's tourism development capital shortly. Sheehan and Cambridge (2020) stated that we have seen significant progress in the development and application of methods of statistical inference, parameter estimation, optimization, probability sampling, and simulation of physical and chemical systems learned. These strengthen our ability to learn more about Earth and other planets. In recent decades, there has been a generational change in Earth science datasets' characterization, volume, and reliability, along with a comparable acceleration in computing power, data transmission, and storage capabilities.

Singgale and Timisela (2021) stated that this article depicts the tourism community's part in utilizing ICT to advertise and coordinate tourism goals within the locale, with a developing competitive advantage in small and medium-sized tourism businesses. Within the system of agreeable interface within the tourism community's interaction with the territorial tourism industry, the points of view utilized are the community-based tourism showcasing perspective and the resource-based vision. This ponder was done subjectively utilizing the case think-about approach. Information was obtained through in-depth interviews, perceptions, and writing a survey.

Long et al. (2022) believed the Geopark to be the finest venue to share scientific information, entertain, and boost the region's economy. However, science tourism research in China's national parks is still in its early stages, and theory lags behind practical development demands. To investigate the gaps and optimization routes of Geoparks in the growth of science tourism, we chose Kotuku Global Geopark as a study object. We analyzed the internal benefits, internal disadvantages, external opportunities, and external challenges. Seryasat et al. (2013) said that although the 20th century is ending, rural development faces many problems and challenges. Previous strategies no longer thrive in rural development and do not solve problems such as poverty, employment, health, safety, and the environment. Sustainability. This has caused rural development to be re-imagined in recent years, and government theorists, planners, and implementers must search for new solutions and strategies to address the related problems. To the areas mentioned.

Ianeva & Basmadzhieva (2021) stated that According to the concept of tourist regions in Bulgaria, seven of the nine tourism regions have extensive expertise in health tourism. For one of them, health tourism is the main industry. Based on this, we can conclude that health tourism is one of the country's main types of specialized tourism. Given the current global health and economic situation, Bulgaria should work towards sustainable tourism management, especially in health tourism. Yani (2018) stated that this study explores the application and benefits of field trips to Kibun Raya Bogor on Ecology in the Biology Education Program, FKIP Unpack Bogor. This study was conducted at Kibun Raya Bogor in the January 2017 academic year. The subjects of this study were the fourth-semester students of the Biology Education Research Program, FKIP Unpack Bogor, who participated in an excursion on ecology. Descriptive methods were used in this study to describe and analyze the benefits and applications of field trips to Ki bun Raya Bogor on ecological topics.

Gascón (2013) noted that in this argument, researchers frequently compare and contrast the unique experiences with which they have performed fieldwork. This suggests that the analysis has limitations: findings might be biased, leading to unresolved circular disputes. This article does a structural analysis to determine whether CBT has inherent qualities that indicate that it raises the dangers frequently associated with social treatments when used as a collaborative development method festival. It uses the notion of Social Vocation of the Territory (SVT), which was taken from the principles of Land Suitability utilized in geographical and environmental study. Cordero (2008) stated that the paper begins by examining the importance of undertaking such studies, which focus on planning and management issues. The paper then moves on to critically examine

the theoretical frameworks underpinning many investigations in the field.

Zhou et al. (2019) stated that tourists visit selected tourist attractions in a unique and non-repeated way in a single day. Each attraction can only be visited once, starting with the first and ending with the last. There will be different travel options for selected tourist destinations, but not every route is the best. Each route offers distinct travel incentives and benefits. It must be quantified during measurement. A traveler starts at the starting point of each travel route. Arrive at the next tourist destination after crossing streets and junctions that attract tourists.

2.1 Limitations of Previous Research Studies

The following limitations were found in the previous research.

1. Previous studies in Pakistan were limited to field trips to improve students' science concepts.
2. Previous research mostly used quantitative methods for data collection. However, less emphasis is given to qualitative research designs.
3. In underdeveloped nations, including Pakistan, field trips are a reasonably recent phenomenon for students in science education.
4. Teaching science through field trips is now becoming popular. Nonetheless, the old concepts of laboratory methods remain popular.

3 Research Methodology

Semi-structured interviews were selected for their capacity to formulate questions well, listen attentively, analyze, investigate, or stimulate the interviewee successfully, and enable them to voice their thoughts. It facilitates the replies of interviewers. This method significantly added to the collection of detailed and enhanced participant data. Occasionally, the interviewer will have more critical aspects to elicit from the subject, and they can add additional questions to expound on that specific information. The inquiry about ponder was conducted with the college, and the researcher's chosen helpful examination included selecting cases that met a few foreordained models of significance. The following criteria were used to decide the inclusion of participants in the study:

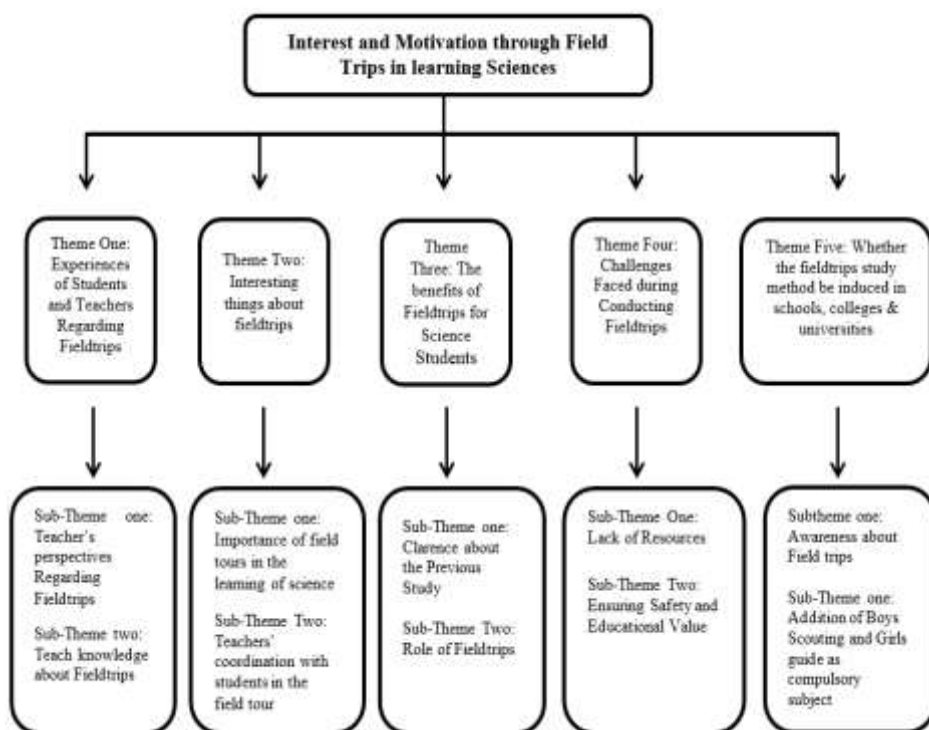
1. All the participants have experience with field trips.
2. All the participants had enriched information related to field trips.
3. All the participants were willing to share their perceptions and experiences voluntarily.
4. All the participants approved of recording their interviews and transcription.

Semi-structured interviews were used to collect data in the current investigation. Semi-structured interviews are the most commonly used data collection method in a new hermeneutic phenomenology research project. During the conversation, the researcher incorporates questions from the participant's pre-information into a pre-planned interview. According to the study structure, when fewer participants are needed to collect more data, semi-structured is seen as the best alternative. To ensure their sincerity, participants had the option of declining to take part in the study. The relationship developed with the participant. Participants strive to be open and honest right away at each session. Ask participants a series of questions to identify deliberate lying. Use sufficient probes to obtain in-depth replies. They were regularly attending research supervisor debriefing meetings.

A peer review process was provided for the qualitative research study, and a personal and professional description of the subject under examination was provided, including a detailed explanation of the phenomena. To demonstrate the project's external validity, the results of prior research were examined to see if they agreed with the project's conclusions. They presented much in-depth information to explain the phenomenon. To make sure the researcher can be relied upon. Even if the findings differed, a subsequent researcher could repeat the study. They outlined the

steps used in the research design and implementation of the project. They supported the data collection and analysis process in its operational aspects. The efficiency of the investigation process was assessed. No participant was ever required to sign a permission form. Indigenous community charters and laws are adhered to. It was critical to respect the study setting and keep disruptions to a minimum while conducting the research. Participants were not tricked, according to data analysis. Reporting information acknowledged and recognized any potential power disparities and participant exploitation. By gathering data and then exiting the website without getting back to the participants, participants were not "abused." publishing a research data and materials that have been preserved securely (e.g., raw data and protocol data).

4 Thematic Findings



4.1 Theme One: Experiences of Students and Teachers Regarding Fieldtrips

Participants were inquired about fieldtrips. They asked and probed to talk about their perspective on fieldtrips. They have enough knowledge about field tours.

Subtheme one: Teacher's Perspectives Regarding Fieldtrips

The collected information appeared that most of the members think that everything is just remembered, when we go to the field, we see different plants. The teacher provides us with their knowledge. Not much information is being provided to us. Students who are farmers or people who work in the field have information. We don't have botany subject from the start and we don't study plants. When we come to the field tours then we get more information. Also, when we go to the field, the workers who have planted the plot from the start tell us more.

For example, one of the participant's:

In the field tour, when we go out to any specific all, there is a change in the vegetation

from here to there. if we have a room sit and show the plants It shows us how it is a plant and how it becomes a tree, its leaves All these ideas on plant conservation and diversity and ecology come to us from fieldtrips. (T3)

Another participant stated that:

Yeah, what I love about field tours is it's the good knowledge you get from them. Dr. Faheem went on a trip. By chance, our teacher also takes them to the same place that day. It's our luck that we gain a lot of knowledge about that place; my experience was excellent that day. (T 8)

Most of participants from focus group stated that:

The field trips that takes place gives a lot of experience about science if we are studying about biological and animals are mentioned in it then if we go on a field trips we take a zoo So the student will get to see there i.e. and their personal express about it .And those who are reading their books will know more, it becomes a separate system, but if we go there and see it ourselves, then a person will know more about science than when we go to a museum. In some we get knowledge about human being and human structure etc. then enough things there Man can see how he can be, it will be better for us. (FG3:15)

Hence, this field trips are such that the research leader who is the research leader should add to the related course in the field and organizes it with his/her classmates.

Subtheme two: Teach knowledge about Fieldtrips

The collected information appeared that most of the members think that experience is always beautiful because whenever I saw the reports submitted by the students about the trip's reports were written and the student's expert also with good remarks.

For example, one of the participant's:

The students who know about industries are well-trained in that way. So even if we have that facility, we should make them visit the industry which is relevant to them. I think students are more like to visit field places. It is a very positive role fieldtrips have many advantages strips. (T 1)

Another participant stated that:

Being scientists, it is essential to go to your scientific lab and visit it to get the level of your work in an actual way. (T 9)

Most of participants from focus group stated that:

Because with my supervisor, the tours get better because she is quite frank and doesn't seem heavy to the student and she does field tours very well goes (FG5:25)

If our field tour was according to one of our subjects, let's say if we take it to physics, science or biology, whatever is special, if we take them to a nearby place, that's how they get to know. There are more and newer models out there and cards with complete data are more than enough. Some see and learn that it has many benefits and advantages and it should be (FG4:17)

Hence, their advantage is discipline-wise wise one is their indoor and the other is outdoor learning. We have to prepare for both of them

4.2 Theme Two: Interesting Things about Fieldtrips to Bring Motivation among Science Students

The collected data showed that most of the participants think that we observed the plants for the first time. Before that, we only heard the name of these plants. Also, we found many plants in Islamabad. Observed field tour automatically creates interest in students.

Subtheme one: Importance of field tours in the learning of science

The collected information appeared that most of the members think that the most important thing is how to coordinate, how to behave, and how to interact with people when you go for fieldwork. So those students, who do not learn the subject, can't understand anything. One of the participants stated:

You can get the importance of your fieldtrips after visualizing the field work and interacting in collaboration with the b/w research group and industrial group's development. (T 9)

Most of participants from focus group stated that:

One has to go to sometime village for the plant which is interesting for the biological student. My experience is that any science student (FG1:11)

Hence, the interesting thing is that if I am going on a field tour and if he is going for a subject according to us, then go to a biological subject of ours, if we are going to see a museum, it will improve the student's study or learning ability. And they also increase.

Subtheme Two: Teachers' coordination with students in the field tour

The collected information appeared that most of the members think that the tours get better if your teacher is well-behaved, quite frank doesn't seem heavy to the student, and arranges field tours very well. For example, one of the participants stated:

Definitely when we go on a field tour. Our teachers in biological science also going with us. There is no such opportunity to go for a field tour before. They arrange and they go together. It is a great reward for students. (T1)

Another participant stated that:

Our subject is chemistry; we visit many industries, which are part of our curriculum, like the cement industry, glass industry, paint industry, dye industry, and so on. There are numerous industries and the textile sector. Our supervisor is very polite and well-behaved with us and explains everything in a good way. (T7)

Most of participants from focus group stated that:

There were a lot of tours of the research center, we also have a lot of tours of Faisalabad, we also went to Mansoura and went to different places, but our pitcher also provided us with a lot of information. Both things have been running side-by-side like this it means that it depends on us that we take the fund along with us. And collecting information as well as funds is not a problem. (FG5:24)

Hence, definitely when we go on a field tour. Our teachers also going with us. There is no such opportunity to go for a field tour before with respected teachers.

4.3 Theme Three: The Benefits of Fieldtrips for Science Students

The collected information appeared that most of the members think that students get to learn a lot of things from fieldtrips and the teacher organizes a trip for students and takes them to different places. It is a good chance to learn about new plants and other fields. It is done with the permission of the parents. Then all of them coordinate with the institution.

Subtheme one: Clarence about the Previous Study

The collected information appeared that most members think the field tour is very good for understanding. Because of them, I have done a lot of field tours, so, at the beginning, I had to read about plants. So, there are many things that I did not know whether the plant is an herb or a tree. What is it? Is it grass? What is it? We read it, which means that I understood more about it. For example, one of the participants stated:

The biggest benefit of field trips is boosting your knowledge and understanding of biology, which has two subjects: botany and zoology. Now if you read about a plant, then you visit the plant, and it increases knowledge. These are different in reading; we know about it during field trips. (T7)

Another participant stated that:

I will say about the field trips to understand all the relevant things about the plant because we know all the plants in this area, but if we go out of our area, the plant changes. Many plants are not present in our area, so we get an idea of the vegetation from another area, how the plants grow, how many categories there are, and how much diversity there is; we get the idea of all these things only from the field tour. (T3)

Most of the participants from the focus group stated that:

Basically, my point is that if you talk like a field, the most important thing that happens in a field tour is for the student; they have to learn in college. Some are in a good mood, and some students leave their families and take them. Even if you fail to attend, you understand how to coordinate, behave, and interfere with people when you go home. (FG5:25)

Hence, its benefits are that it is not clear at the same time, it is not clear about the plant, and that is, it is not clear about the enamel. Physically, what courses are related to your field where this is perfectly valid?

Subtheme Two: Role of Fieldtrips

The collected information appeared that most of the members think that one of the biggest roles of field trips is that not everything is available in educational places, so field trips play an important role in understanding the basic knowledge about lessons. For example, one of the participants stated:

Students' interaction with teachers and other institute visitors increases. (T10)

Another participant stated that:

My experience on the field trips has been very good. It doesn't matter which study program you belong to. It should be in Education, Botany, Zoology, or Math. Trips should be managed to enhance our knowledge and also increase our confidence and interaction with each other. (T8)

Most of the participants from the focus group stated that:

Some significant benefits of the traditional field trips include observing a natural setting firsthand, making learning more exciting and enjoyable, and providing opportunities for students again in the field. They research them and experience learning through active participation and exploring practical pressing. (FG4:19)

Hence, its benefits are many. If we take field trips, it gives students a lot of learning and useful techniques.

4.4 Theme Four: Challenges Faced During Conducting Fieldtrips

The collected information shows that most of the members think that during field trips, there are many difficulties, such as the teacher's responsibility to hand over the students safely to their parents. Due to late-night trips, some parents do not allow their children to go because of such incidents.

Subtheme One: Lack of Resources

The collected data showed that most of the participants stated that teachers arrange trips. Many students' fees cannot be paid. The biggest challenge is that the industry will be shut down due to co-vied 19. They stopped because they could not gather such a large crowd as it was banned by the government Challenged. For example, one of the participants stated:

Security will bring the students from one point to another point, transportation, laboratory/research center protocols to visit, and university policy for trips. (T 10)

Most of the participants stated that:

Yes, of course, those of us who take our students on tour, of course, have to party too, because there are teachers along with them, they are responsible and they have to take care of them. (T 4, 6)

Most of the participants from the focus group stated that:

Challenges sum time is that they are too much for you, and write what the challenges should be for the university. The student's outline is six semesters, and they should take a trip to the research-related area of these courses. Yes, they are related to the plot; they are plant farmers and animals. Farmers are farmers of human value, so they can also be affected. Students should have a field tour related to each subject, and they should form groups and go there for investigation. (FG1:14)

Sub-Theme Two: Ensuring Safety and Educational Value

The collected data also highlighted participants' concerns about safety and ensuring educational values during field trips. The participants believed that despite taking all possible measures, the safety of the students and observation of educational values cannot be ensured. There are always risks in this regard. For example, one of the participants stated,

It is hard for teachers to ensure student safety and manage potential dangers. Risks of traveling, student control, and harassment issues will always be there on any field trip. (T1)

Similar concerns were also of other participants.

The risk will be there throughout the whole journey. So, preparing for emergencies will also be part of any field trip. (T5)

The supervision and safety challenge frightened me while planning a field trip. (T6)

The collected data also showed some teachers' concerns about diverting from the field trip's objectives. The participants think that students may forget their primary objective of the trip and make them busy in other affairs. They reported that

It is the need of the hour to establish clear learning objectives that support learning through activities. (T2)

Aligning trips with curriculum objectives and balancing educational content and engagement are the biggest issues of field trips. (T3)

During a field trip, it becomes difficult to maintain educational focus and design activities that are aligned with learning objectives (T6).

Hence, during field trips, there are many difficulties. For example, it is the teacher's responsibility to hand over the students safely to their parents. Due to late-night trips, some parents do not allow their children to go because of such incidents.

4.5 Theme Five: Whether the Fieldtrips Study Method be induced in Schools, Colleges, Universities

The collected data showed that most of the participants stated that the students should be told whether they are enrolling in this program, whether they have an interest in tourism, whether we will do the homework, and whether they will be required to attend. So, how will you give a guideline?

Subtheme one: Awareness about Field trips

The collected data showed that many participants stated that school districts offer field trips to enhance or supplement the students' educational experience. Field trips include events where students leave the school grounds for curriculum-related study or outdoor education.

One of the participants stated:

Awareness through seminars and conferences collaborating on the importance of practical knowledge. Moreover, their trips to different institutes are also helpful in developing collaboration. (T 10)

Collected data showed that experiential events and field excursions do not just happen; teachers must know that these experiences must be planned, organized, and supported by student reflection to maximize the learning experience. They are explicitly focusing on science-related field trips and the role of the classroom instructor prior to, during, and after the field experience. A focused field trip may impact kids' cognitive ability, knowledge, interests, and future jobs. A field trip occurs whenever a preserves instructor visits a clinical classroom observation. It is also unusual for preserver instructors to go on field trips during student teaching. Despite these frequent outdoor trips, preserve instructors are seldom provided with the methodology or materials to organize and arrange field trips.

Subtheme one: Addition of Boys Scouting and Girls Guide as a compulsory subject

After going through the collected data, it was also explored that the participants needed the subject of boys' scouting and girls' guide in their course as a compulsory subject. This may allow them to explore nature as well as work collaboratively. Most of the participants were in favour of that as stated by one of the:

I think the additional course of the Girl's Guide will help instill the love of nature and give science students live experiences of nature. (T5)

Similar responses were there from other participants.

Girls guide program is the easiest and the most satisfying way of providing students with experiences of studying nature. (T6)

The universities should arrange Boys Scouting to spend a few days away from life's hustle and bustle in nature's lap, exploring life's realities. (T10)

5 Discussion

Various considerations have been made regarding field trips-related learning and information procurement. Teachers may encourage and pique pupils' interest in the sciences. Experiential exercises and field visits, regardless of the subject matter, provide students with genuine learning experiences and are efficient ways to pique their interest.

One can think of field visits to museums, zoos, animal farms, and pumpkin patches. Many of us have had the good fortune to directly witness the advantages of field excursions. We must realize how effective field excursions are at connecting the classroom with the outside world. In order to more effectively encourage academic achievement, social-emotional growth, and real-world learning, educators and parents can benefit from field excursions. Fieldtrips may be very beneficial for early and elementary schooling due to their continual interactions with their environment, children are active learners. With a natural curiosity for learning and discovery, field excursions are the ideal opportunity for kids to study outside of the normal classroom environment. In order to aid students in drawing connections between the experience and the subjects covered, venue personnel and the teacher should collaborate.

It is often the venue staff's responsibility to keep the activities engaging. To assist students in examining and acquiring the relevant ideas, teachers frequently use worksheets. One worksheet is given to a small group of students, who are better observers; engage more frequently, talk about the concepts, and eventually make more connections between the concepts and the experience. In search of gathering data for question 5, teachers will be more likely to plan field excursions if they gain confidence and learn how to plan and coordinate a productive excursion. After learning about field trips pedagogy, many instructors who were initially hesitant expressed a stronger willingness to engage in unstructured, experiential sessions. Instructors and community specialists should collaborate in order for instructors to view local field excursions as feasible possibilities for curricular customization. Possibilities for learning through local and media resources should be investigated and considered. Successful field excursions should be included in all scientific programs. Collected data showed that teachers should research accessible resources in the area, such as museums. Teachers should assist local resources in integrating curriculum and standards into their programs. The local resources must let instructors know about crucial challenges.

This qualitative study investigated teachers' perspectives on the usefulness of field trips. The study's conclusions centered around four primary themes: the importance of field trips, the practical application of field trips in education, and research on field trips. Semi-structured interviews were undertaken to investigate these topics. This study found that most teachers had experience in conducting field tours. They reported that their field trip experiences were good. Wong and Lee (2012) also had the same views as the findings of our study. Tourism is one of the primary forms of outbound tourism in many parts of Asia. Escorts are part of the product and are vital players in the travel industry as they serve customers during the trips. This study identifies different tour management styles by in-depth interviews to collect data. Three aspects of leadership styles among coaches were found to care about the task, care about the customer, and care about controlling the team atmosphere. The authors discuss the implications of their findings and make recommendations for travel agencies. Students must make connections between what they read and their own experiences in order to be good readers. Students require a wide range of experiences in order to think broadly. We instructors know the value of field excursions, but why exactly? Numerous significant advantages exist.

Collected data showed that as teachers, one of the finest methods we have for giving every student practical experience is the field trips. Each encounter a student has broadens their perspective on the world, whether it is a visit to a nearby seaside park, a library, a museum, a theatre, a community garden, or a restaurant. Students connect what is happening in the classroom and the "real world"

once they leave the classroom. They realize that what they learn in the classroom may directly influence who they become as people and can help them address the issues they observe in the outside world. Students have access to resources and settings that are unavailable in the classroom. Collected data showed that our local areas serve as excellent learning labs. It is possible to take students on field visits to observe an underwater habitat at an aquarium, participate in citizen research in a river, use powerful microscopes, see and handle historical objects in person, and present in front of an audience, among many other activities. Each encounter helps to cement learning and supports crucial academic ideas. Field trips help students develop their empathy and tolerance. Students who take field trips to an art gallery exhibit improved empathy, tolerance, and critical thinking abilities.

Singgala and Timisela (2021) stated that this article aims to discuss the tourist community's involvement in utilizing ICT to advertise integrated tourism destinations in the region with a rising competitive advantage in small and medium-sized tourism firms. Tsaur and Lin (2014) stated that anxiety in tours, anxiety among tour drivers, and anxiety in their personal lives. Guided tour adversity includes annoying behavior by tour members, aggravating economic cadre, tour obstacles, perceived differences between advice tour guide and meeting in the tour, and responsibility for aberration built by balance (Yim et al., 2018).

5.1 Conclusion

This qualitative study reinforces existing research to explore the effectiveness of field trips—the current study aimed to better explore the teacher's perception. The researcher interviewed ten teachers and four focus groups from the universities in search of the benefits of field trips to understand their attitudes and information-rich data. After analyzing the collected data, this study indicated that all teachers were aware of the usefulness of field excursions. Field trips, according to all of the teachers, assist students in enhancing their learning skills. It is intended that the precise descriptions provided by the participants in this study would aid policy implementation departments in assisting instructors who wish to adopt these instructional policies in Pakistan. So, they can find out possible strengths and limitations of the study based on this research study design.

5.2 Recommendation

Based on findings mentioned above, the following recommendations are suggested:

1. All programs may include a specific course on Girl Guides, Boy Scouts, and field trips.
2. Science teachers should plan field trips according to their course outline to provide students with an opportunity to observe phenomena live.
3. Awareness seminars and training on planning for field trips may be conducted to train students to get maximum benefits from field trips.
4. The university and other autonomous HEIs should allocate reasonable funds for science labs and field trips to satisfy students' curiosity.

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