

Upper Primary Level History Teachers' Attitudes toward the Use of School Field Trips as an Educational Aid throughout Schools in Irbid First Education Directorate

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Abstract

The study aimed to identify upper primary level History teachers' attitudes toward the use of school field trips as an educational aid throughout schools in the Irbid First Education Directorate, through exploring the importance of school field trips in the creation of an interactive atmosphere and to encourage school administration attitudes towards supporting such trips throughout schools of the Irbid First Education Directorate. The study population consisted of 52 (22 male and 34 female) primary level History teachers at schools in the Irbid First Education Directorate. The study instrument was distributed to the study population as a whole to acquire more accurate results that may be generalized to similar populations. The rate of return was with 50 questionnaires returned. The study found that upper primary level History teachers' attitudes towards use of school field trips as an educational aid throughout schools in the Irbid First Education Directorate was practiced at a Medium level in the following dimensions: the importance of school field trips in the creation of a student interactive atmosphere and school administration attitudes towards organizing these trips.

Keywords: History teachers, School trips, Educational Aid.

1. Introduction

The reliance of any educational system on educational aids has become a necessity for the success of educational systems, to create high quality educated generations. Teaching aids have been sensitive to individual differences amongst an increasing number of students. No doubt, all types of teaching aids help to improve, increase, develop and guide towards increased interaction between teacher and student, helping to connect material teachers present with reality while also opening up opportunities for students to develop skills and abilities (Shatnawi, Abdul Ghani, Nouh, 2014, p.55). Providing the student with cognitive skills is necessary in addition to developing their cognitive, critical and deductive senses which build their ability towards intellectual emancipation aiding in suitable decision making in varied life situations (Suleiman, 2012, p.99).

Studies and research have contributed to the importance of educational aids; highlighting their role and increasing interest in use of these aids in developing teaching methods due to educational aids' impact as an effective tool used to deliver information to the student. Modern life developments alongside teaching method developments have reflected on the development of teaching aids. While some regard teaching aids as supplementary material students can use to deepen their understanding of the educational material, others view these aids in a more holistic light as reinforcement of students' understanding. (Abu Hassan, 1988, p.3)

School trips are part of the teaching aids utilized to reinforce both student abilities and student teacher interaction within a scientific atmosphere away from the classroom. They offer an opportunity to introduce scientific material through application. Field trips have long been used as educational aid in teaching History. As a development and reinforcement of the importance of such trips to historical sites, video excerpts of historical sites are used to recreate the atmosphere of a field trip (Stoddard, 2009, p.412-413).

Education within the classroom is insufficient education unless it is reinforced with school trips because these trips provide students with both scientific and practical experience as well as developing student cognition and skills through a field trip to realistic applications of the study material a student is studying offering an opportunity to discover the actual world (Tutwiler & Lin & Chang, 2012, p.351-352).

In view of the above, this study attempts to shed light on History-oriented field trips supervised by upper primary education History teachers and the use of these school trips as an educational aid through a field study conducted throughout Irbid First Education Directorate.

2. Objectives of the Study

The study aims to clarify many of the following main aspects:

To explore not only the importance of the school field trip in creating student awareness and an interactive atmosphere, but also school administration attitudes in reinforcing school trips throughout Irbid First Educational Directorate.

To help success of educational systems by using educational aids by history teachers to enhance quality of teaching history courses at schools in Jordan.

To encourage history teachers, administrative staff, and school administration or ministerial level administration

to facilitate the use of school field trips as an educational aid throughout schools in Jordan.

To do more studies on this field of study to shed light on the obstacles that faces history teachers related to school field trips.

3. Importance of the study

The importance of this study is derived from the importance of the study subject, namely, shedding light on History related school field trips due to History's great importance in forming a generation aware of history and heritage, as well as having a cognitive background about the country they are living in. History is a core topic in schools and daily life. The present is a product of the past.

The importance of this study is also due to current events and crises in the area. People throughout Jordan must come together forming a united front unified by their love of their homeland, and history. Through reinforcing History as a school subject and in view of the scientific importance of establishing, building up and maintaining the greatness of the Hashemite Kingdom of Jordan in history, the importance of these school field trips is evident

4. Statement of the problem

The study problem arises from the perception that History is an inflexible subject. The researcher observes from discussion in many seminars of research with the history teachers that some of their students who study history courses went so far as to describe history as a subject that is concerned only with the past and therefore is non-beneficial. In addition, some of management personnel at the Ministry of Education and District Education Directorates are not interested in encouraging school trips too, because they consider them not- important in comparisons with other scientific fields. Consequently, this has affected some of History teachers' inclination towards the use of such trips to archeological sites as educational aids for the reinforcement of both Jordan's historical culture and of future generations' sense of belonging and pride in their country, at a time today when we need to pay attention to the patriotism of future generations. The study problem may be summarized in answering the following questions:

5. Questions of the study

This study aims to answer the following:

First primary study question: Are there any attitudes among upper primary education teachers throughout Irbid First Education Directorate towards the use of school field trips as educational aids? **The following sub-questions arise:**

First sub-question: Are school field trips important to create student awareness throughout Irbid First Education Directorate?

Second sub-question: Are school field trips important in creating an interactive atmosphere throughout Irbid First Directorate of Education?

Third sub-question: Are there any attitudes amongst school administration towards supporting school field trips in the Irbid First Education Directorate schools?

6. Definition of terms

History teachers: Those teachers registered as Ministry of Education teachers who teach History in schools (Suleiman, 2012)

History: The subject concerned with the analysis and understanding of historical events in the form of the school curriculum that describes, registers, analyses and interprets past events based on strict scientific principles with the aim to arrive at facts that help in the understanding of the past and present while helping in the prediction of the future.

Educational Aid: an object tool, (such as computer) , or action (such as School field trips) used by a teacher to enhance or enliven classroom instruction ,or clarify back ground subject.

School trips for the History subject: Trips that provide students the opportunity to gain organised knowledge through interacting with historical areas as a part of school curriculum and not as a means to receive a prize (Stoddard, 2009, P.412).

Irbid First Educational Directorate: is a subsidiary directorate within the Education Directorate in Irbid City and one of three (First, Second and Third) sub-directorates: Irbid - wherein the First directorate covers all schools within the administrative area called Qasabet Irbid.

7. Limitations of the study

This study was limited by the following:

- **Human limitation:** The study tool covers the attitudes of History teachers of the upper primary grades towards school trips as an educational aid within Irbid First Education Directorate.

- **Time limitation:** The study tool was applied to History teachers of the upper primary grades of schools in Irbid First Education Directorate throughout the second semester of the education year 2014/ 2015.
- **Place limitations:** The study tool was applied throughout Irbid First Education Directorate schools.
- **Subjective limitations:** The study was limited to tools prepared by the researcher in the form of a questionnaire constituted of 21 items categorized based on the following fields: 7 items related to the importance of the scientific school field trip in creating awareness, 7 items regarding an interactive atmosphere for students in the Irbid First Education Directorate schools and the remaining 7 items addressed school administration attitudes in supporting field trips.

8. Review of literature

The great influx of people seeking security and safety into Jordan whose numbers are increasing daily from many Arab nationalities, has increased the importance of Jordanians maintaining patriotism so that their interaction with other nationals has a positive effect rather than a negative one instigating violence.

(Nesbit, & Mayer, 2010) conducted a study that aimed to identify the effect of field trips on students' beliefs. The study sample consisted of 26 students from four universities; Canadian and American as well as the Mexican university which hosted the fourteen night-long trip. No statistically significant differences were found between students. Field trips were found to increase the role of students in reduction of environmental problems especially since the study explored water resources in the host country allowing the students to experience the problems first-hand while gaining applicable experience.

(Stoddard,2009) his study aimed to research a subject related to children's schools, essentially, the reduction of scientific field visits to historical places. Towards this purpose, a virtual program was developed for field visits, based on a program for children's scientific field trips called "Educational Outreach Section of the Colonial Williamsburg Foundation" that effectively collected information from more than one million students from 3500 schools. Data was collected for this study through interviews in Boston in the United States. The conclusion was that scientific field trips contributed to student correlation to social studies. It was also found to be important to set up curricula that help and interact with field trips through lessons specialised in this area while also developing digital curricula that aid field trips to historical sites.

A study by (Anderson & Zhang, 2003) explored the perception of kindergarten to seventh grade teachers' in Vancouver, Canada of field trips through school field trip visits to museums. Study data was obtained through the distribution of 195 questionnaires in schools related to Columbia British. The study found that teachers viewed field trips as of great importance to student education because they added greatly to their knowledge. In addition it was found necessary to perceive and plan curricula whereby there is an emphasis on field trips for students alongside the activation of museum curators' role in order to achieve the purpose for which it was established.

A study by (Abu Hassan, Khalid, 1998) aimed to identify obstacles facing primary and high school social science and science teachers in Hebron, obstacles that ultimately reduced the use of educational aids. The study sample was consisted of 161 male and female teachers making up 20% of the teachers who taught science and social studies in both primary and high school grades at government schools in the Hebron governorate. The study instrument was a questionnaire. The study discovered that the primary obstacle was the lack of resources and teaching aids for teachers to utilise. Differences of statistical were found for the degree of hindrances to the use of teaching aids between male and female teachers in favour of male teachers, meaning that the severity of hindrance of use of educational aids was greater for male teachers than it was for female teachers.

(Shatnawi, Islam, Abdul Ghanni, Qamar Al Zaman, Nooh, & Mohammad, 2014) conducted a study to discover and evaluate teaching aids evaluation used in the Azhari Arabic language curriculum at religious high schools in the state of Johar, Malaysia. The researchers used the analytical descriptive method while the study instrument was a questionnaire that was distributed to a sample of teachers. The sample was made up of 52 curriculum teachers while a second questionnaire was distributed to a sample that consisted of 242 high school students from a religious school in Johar State, Malaysia. The sample was randomly chosen. The instrument was checked for validity and reliability.

Through the use of the appropriate statistical methods including repetition, percentages and standard deviations, the study arrived at many results including the minimal use of teaching aids, lack of awareness as to their importance, lack of locations for their use, lack of teaching aid equipment in schools, also that much of the teaching aid equipment was not appropriate for use in the Azhari Arabic language curriculum. The study recommended the necessity of providing the library with up to date books and simplified Arabic dictionaries in addition to providing schools with teaching aids, advanced technology and training for teachers.

A study by (Patrick, Matthews & Tunnicliffe, 2013) aimed to identify the cognitive, procedural and social subjects through student field visits to the zoo. The study was built on several visits that were conducted over two years. Data was collected through interviews with students and teachers. In the south east of the United States, students numbering 105 were taken on a trip to the zoo, whereby their residential circumstances of small

or large districts were taken into consideration. The study found that students were more open with field visits and enjoy it while preserves teachers were thinking were not learning and that planning was important.

(Tutwiler, LIN & Chang, 2012) aimed to identify student desire for field trips to national parks related to their studies. The study relied on data from a study conducted in 2011 by the Educational Technology Centre. The study concluded that a positive relationship existed between those students who got high grades and went on field trips in comparison with those who received lower grades.

In the (Abd, Walid, 2012) study, he aimed to determine the benefits of educational aid usage in teaching Islamic education, whereby it is considered an important indicator in delivering the teaching material to the learners' conscious as an effective method that enriches the educational situation in the classroom. It is regarded as bridging the distance between the intellectual and the practical and physical. The research was a theoretical one based primarily on previous studies and theoretical literature.

In the (Tuffy, 2011) study the researcher aimed to identify the experience gained from field trips to museums as an educational resource supporting school curriculum. The study sample consisted of data collected from the observation of the museum site, reviewing its educational tasks and interviewing curators and staff. The study covered more than 20 museums in The United States of America and Great Britain. It found that planning field trips and interacting with museum curators and their guidance were elements of successful field trips.

(Al Hasan, Isam & AlTayyib, Njoud, 2011) aimed to identify the reality of educational aids and the importance of their use in teaching the primary education seventh grade textbook " Science in Our Lives" in the district of Mahalliyet Karari in the state of Khartoum. A random sample of consisting of 82 male and female teachers were given a questionnaire to fill in. Upon analysis aof results the study found that primary education schools in the Mahalliyet Karari should be provided with educational aids required to teach the seventh grade "Science in Our Lives" textbook and the related equipment necessary to these aids.

A study by (Bhatia, 2009) aimed to identify student field trips to museums through the visits of second grade students from the Poudre School District's in North Colorado to the Fort Collins Museum. Data was collected from museum staff through interviewing 7 individuals and 72 teachers at the school via a questionnaire distributed to them. 125 student writings, drawings and impressions were also noted. The study found that despite varying viewpoints, field trips had a positive effect on student memories and their desire for education and success.

(Al Jalhawi, Hussein, 2006) conducted a study that aimed to build a model for evaluating educational aids used to teach Geography at the high school level in the Republic of Yemen. The study sample consisted of 92 male and female Geography teachers in high schools throughout the general administration of education in Sa'da governorate for the 2004- 2005 academic year. A model for evaluation of teaching aids was developed for those teaching aids used in Geography for the high school level in the Republic of Yemen that included the following fields: behavioural goals, educational content, choice, design, implementation and artistic characteristics. The study showed that each affected the other.

A study by (Dawaghreh, Hassan, 2006) aimed to discover teachers' attitudes in government schools in Karak governorate towards social guidance and the influence of teacher gender, specialisation, experience and academic education have on their attitudes. The study sample consisted of 360 male and female teachers in government schools throughout Karak governorate Educational directorates for the 2005-2006 academic year .Data was collected from a questionnaire. The study found that male and female attitudes were less than the socially and educationally accepted levels whether in their full attitudes or sub-field attitudes towards advising work. Female teachers' attitudes were better than that of male teachers and those teachers with higher education degrees fared better than those with bachelor degrees. No differences were found that could be attributed to experience and specialisation.

(Tal, 2004) conducted a study that aimed to describe Chemistry teachers before they served with their professors at university through environmental education material through visits to wetlands in Israel. A sample of two groups numbering 24 students was used. The study concluded that teaching through field trips expanded student awareness boundaries and helped them gain scientific knowledge through first hand training.

In a study by (Randell , Phelps & Rogers, 2003), the aim was to research into the support aspects of children school field trips through reinforcing communication networks in surrounding forests and boosting the internet network in these forests so that they are constantly able to interact with their families throughout their field trips. The study was applied in the United Kingdom in the Manchester city forest. The study concluded that children interacted with these field trips because of what they offered in reinforcement of knowledge about forests while simultaneously interacting with their social environment.

(Al Barakati, Niveen, 2002) conducted a study to determine which teaching aids are required for teaching Mathematics at the intermediate level and also discover how familiar female mathematics teachers in Mecca city are with these education aids. To achieve thisa questionnaire was prepared and distributed to all 185 intermediate level education female mathematics teachers in girls' schools in Mecca Al Mukarrama city. The study showed that the level of familiarity of female mathematics teachers in the intermediate level was

acceptable however a low level of female mathematics teacher productivity of teaching aids was discovered.

To identify reasons for field expansion at the expense of tropical forests through student owned scientific knowledge and methodology, a study by (Bruening, & Lopez, & McCormick, & Dominguez, 2002) was conducted in Puerto Rico. A random sample of 8 students was picked from the agricultural class at Pennsylvania University, United States of America. The study period was 10 days while the study instrument was a personal interview with sample students. The study found that the journey itself was useful to students because it developed their cognitive, professional and educational skills while the application of their knowledge throughout the field trip by applying strategies that aid in the curbing of planting field expansion that encroach on tropical forests within the context of the prevalent local culture.

(Odeh, Ahmad,2002) conducted a study that discovered obstacles that reduce the use of education aids from the viewpoint of primary level mathematics teachers at government schools throughout the Nablus governorate. The study sample consisted of 395 male and female teachers who made up the study population for the 2001 academic year. The study found that obstacles that reduce the use of education aids were: scarcity of equipment, such as screens, in the classrooms; the absence of a person specialised in education aids and minimal incentives to teachers if any at all.

(Al Rabei', Da'ad,2002) aimed in her study to discover the reality of existing education aids in teaching the first three grades of primary education in schools throughout the Deir Alla Education Directorate area. The study sample consisted of 130 male and female teachers. A questionnaire was distributed to the study population during the second semester of the 2001- 2002 academic year. The study concluded that availability percentage of education aids was high but varied from one type of education aid to another. Results also showed the existence of differences related to academic qualification in use of education aids equipment in favour of holders of community collage diplomas.

The aim of a study by (Abdul Qader, Eisa,199) determined the level of Biology teachers' attitudes towards scientific field trips. A sample of Biology teachers with Bachelor degrees in biology or Bachelor degrees in Biology alongside an educational degree was chosen from schools in the Amman First Education Directorate during the 1992- 1993 academic year. The sample numbered 125 comprising 83 females and 42 males. The study instrument developed was a questionnaire. The study found that the teachers' attitudes towards field trips were high and positive. No differences were found between male and female teachers. Obstacles to scientific field trips were lack of resources, academic problems and academic work load.

8. Methodology Population and Sample

The study population consisted of 52 History teachers (22 female and 34 male) at the primary level in schools throughout Irbid First Education Directorate. The study instrument was distributed to the entire study population to obtain more accurate results that may be generalised over similar communities. Rate of questionnaire return was (0.96) with 50 questionnaires returned. This is considered a high and appropriate return rate for the purpose of this study.

9. Instrumentation: Validity of the study

Questionnaire validity: To determine questionnaire validity checking that it measures what it is prepared for measuring, it was submitted to a number of professors and specialists in different universities to be judged whether it displayed validity. Some items were amended, others omitted and some new items were added based on their opinions whereby the resulting questionnaire items would become more valid for measuring variables. The Questionnaire was finally divided into four fields .The 5- point Likert scale was used to design the study questionnaire: strongly agree, agree, neutral, disagree, and strongly disagree.

9. 1.Reliability of the study

Cronbach's Alpha was calculated to determine consistency, and it was found to be between (0.74 – 0.83). Table 1 shows the internal consistency coefficient calculated according to Cronbach's Alpha and they are considered appropriate to the study purpose. Table 1 shows the internal consistency. Cronbach's Alpha for upper primary level History teachers' attitudes towards the use of school field trips as an educational aid in schools throughout the Irbid First Education Directorate

Table 1
Internal consistency Cronbach's Alpha for upper primary level history teachers' attitudes towards the use of school field trips.

Field	Internal Reliability
Importance of the field trip in the creation of student awareness	0.74
Importance of the field trip in the creation of an interactive atmosphere	0.83
School administration attitudes towards the support of school field trips	0.79
Upper primary level History teachers' attitudes towards use of school field trips as an educational aid throughout schools of the Irbid First Education directorate	0.86

9.2. Statistical Analysis

In order to answer the questions of this study, the following statistical analysis methods were used:

Data collection from the questionnaire was analyzed using the SPSS statistical package generally used in social sciences as follows:

- To answer the first primary question and first sub question, means and standard deviations were derived.
- To answer the second sub question, results from the T test were used to discover differences between means of sample individuals' viewpoints.
- To answer the third sub-question means and standard deviations were calculated and sorted descending according to means.

10. Results of the questions

To answer the first primary question: "Are there any attitudes among upper primary education teachers throughout Irbid First Education Directorate towards the use of school field trips as educational aids?" We need to answer three sub questions:

Results for first sub-question: "Are school field trips important to create student awareness throughout Irbid First Education Directorate?"

To answer this question means and standard deviations for items addressing the importance of field trips in creating student awareness were calculated.

Table (2)
Means and standard deviation for items related to "The importance of field trips in creating student awareness" sorted descending according to means

Rank	Item No.	Item	Means	Standard Deviation	Degree of Agreement
1	1	School field trips are regarded as an aid in teaching History.	2.85	1.23	Medium
2	7	School field trips expose student interests.	2.84	1.24	Medium
3	6	School field trips contribute to reinforcement of historical material upon return to the classroom.	2.82	1.14	Medium
4	3	Students benefit from more from school trips than classroom description of historical sites.	2.72	1.28	Medium
5	4	School trips provide students with genuine experiences, not available in the classroom.	2.68	1.27	Medium
6	5	School field trips help increase student awareness of historical sites.	2.67	1.24	Medium
7	2	School field trips aid in close up knowledge of historical sites.			
The importance of field trips in creating student awareness			2.74	1.04	Medium

Table 2 shows means and standard deviations for items related to the importance of field trips in creating student awareness whereby item 1 "School field trips are regarded as an aid in teaching History" was in first place with a mean of 2.85 and a standard deviation of 1.23. In second place, item 7, "School field trips expose student interests" had a mean of 2.84 and a standard deviation of 1.24. Item 2, "School field trips aid in close up knowledge of historical sites" was in last place with a mean of 2.63 and a standard deviation of 1.30. The overall mean for the importance of field trips in creating student awareness was 2.73 with a standard deviation of 1.04.

Results for Sub-question two: "Are school field trips important in creating an interactive atmosphere throughout Irbid First Directorate of Education?" To answer this, means and standard deviations for items addressing the importance of field trips in creating an interactive atmosphere were calculated.

Table (3)
Means and standard deviation for items related to “The importance of field trips in creating student an interactive atmosphere” sorted descending according to means

Rank	Item No.	Item	Means	Standard Deviation	Degree of Agreement
1	5	School field trips help to strengthen student- student interaction.	3.16	1.16	Medium
2	1	School field trips aid in reinforcing positive student-teacher interaction.	3.11	1.23	Medium
3	6	School field trips help create elements of order and adherence to rules of public behavior.	3.10	1.14	Medium
4	4	School field trips help create a connection to historical sites.	3.08	1.15	Medium
5	3	School trips remove barriers between teachers and students.	3.04	1.15	Medium
6	2	School field trips build desired social values.	2.93	1.21	Medium
7	7	School field trips instill love of the homeland in students.	2.91	1.30	Medium
The importance of field trips in creating an interactive atmosphere.			2.74	1.04	Medium

Table 3 shows means and standard deviations for items related to the importance of field trips in creating an interactive atmosphere, whereby item 5 “School field trips help to strengthen student- student interaction” was in first place with a mean of 3.16 and a standard deviation of 1.16. In second place, item1, “School field trips aid in reinforcing positive student- teacher interaction” had a mean 3.11 and a standard deviation of 1.23. Item 7, “School field trips instill love of the homeland in students” was in last place with a mean of 2.91 and a standard deviation of 1.30. The overall mean for the importance of field trips in creating an interactive a tmosphere was 3.04 while the standard deviation was 0.97.

Results for Sub question three: “Is there any attitudes amongst school administration towards supporting school field trips in the Irbid First Education Directorate schools?”

To answer this, means and standard deviations for items addressing whether school administration is oriented towards supporting school field trips in the Irbid First Education Directorate schools.

Table (4)
Means and standard deviation for items related to “Is there any attitudes amongst school administration towards supporting school field trips in the Irbid First Education Directorate schools” sorted descending according to means

Rank	Item No.	Item	Means	Standard Deviation	Degree of Agreement
1	2	There is continuous enthusiasm towards organizing school field trips.	3.31	1.51	Medium
2	5	School administration explains importance of school field trips to parents.	3.24	1.32	Medium
3	1	School administration financially supports school field trips.	3.20	1.25	Medium
4	3	School administration is interested in the importance of education outside the classroom.	3.19	1.21	Medium
5	7	School administration works to stimulate teacher – teacher in school trips.	3.15	1.43	Medium
6	6	School administration works periodically to develop school trip goals.	3.10	1.31	Medium
7	4	School administration discusses problems with teachers to help overcome them so as not to impair school trip organization.	3.07	1.15	Medium
School administration attitudes towards supporting school field trips.			3.18	1.10	Medium

Table 4 shows means and standard deviations for items related to school administration attitudes towards supporting school field trips, whereby item 2 “There is continuous enthusiasm towards organizing school field trips” was in first place with a mean of 3.31 and a standard deviation of 1.51. In second place, item 5, “School administration explains importance of school field trips to parents” had a mean 3.24 and a standard deviation of 1.32. Item 4, “School administration discusses problems with teachers to help overcome them so as

not to impair school trip organization” was in last place with a mean of 3.07 and a standard deviation of 1.15. The overall mean for school administration attitudes towards supporting school field trips was 3.18 while the standard deviation was 1.10.

11. Discussion for the primary study question: “Are there any attitudes among upper primary education teachers throughout Irbid First Education Directorate towards the use of school field trips as educational aids?” Three sub questions were answered to answer this primary study question.

Upon review of results and question answers, the researcher observed that the importance of school field trips in the creation of student awareness was practiced at an average level. All items related to the first sub question were of average level of practice, indicating that school field trips are not viewed with a high level of importance. This, the researcher attributes to the existing educational policy at the Ministry of Education which does not emphasize the importance of school field trips although they are of equal importance to lessons in the classroom; the reason being that from their viewpoint, field trips are not considered at a high level of importance to better understanding of the History curriculum content. What the Ministry of Education should emphasize is the discussion of this between teachers and students and that teachers should listen to student opinion which will create an atmosphere of democracy. Student opinion should be heard and not only opinions of teachers. Teachers of history curricula should be highly trained and supported by the Ministry of Education in Jordan through its , directorates of education and school administration staff. According to the researcher's experience and belief, school field trips should be given a higher profile and greater consideration as educational aids than they are currently. The reinforcement of history as a subject taught at all levels is imperative from the point of view of the cultural importance of establishing, developing and maintaining the greatness of the Hashemite Kingdom of Jordan in history, and the importance of these school field trips is particularly evident and pertinent during these troubled times A primary aim of these history-based school field trips to inform and encourage the people of Jordan to come together to form a united front, unified by their love of their homeland, and history. Students should be encouraged by their teachers and parents to participate in school field trips and emphasize the importance of these trips to historical places related to their culture and education. Strong support is therefore needed in reinforcing a positive attitude toward school field trips in both teachers of history and their students.

Discussion for Sub-question one: “Are school field trips important to create student awareness throughout Irbid First Education Directorate? Since the emphasis on importance of school field trips is quite recent, teachers who are currently teaching History were not exposed to an interest in History when they were themselves students. This in turn has reflected on their opinions on the importance of field trips since a person manages as he himself was managed. Finally, the researcher attributes this to the rigidity in employment of History Bachelor degree holders which has impacted the importance of the subject in the opinions of these teachers and also in turn impacted these teachers’ opinion on the importance of school field trips for the study of History as a subject. This agreed with a study by Shatnawi, Islam & Abdul Ghanni , Qamar Al Zaman, & Nouh, Mohammad (2014) which found many results including the minimal use of education aids, absence of awareness of its importance while taking into account differences between study communities.

Discussion for Sub-question two: “Are school field trips important in creating an interactive atmosphere throughout Irbid First Directorate of Education?”Teacher viewpoint on the importance of school field trips in creating an interactive atmosphere is related to their viewpoint on the importance of field trips in themselves. Since positive interaction encourages students to accept History as a subject while building a historical background and furthering an understanding of their country and the great heritage Jordan possesses, it is the Ministry of Education’s duty to emphasize the importance of school field trips through conducting awareness courses for teachers and school administrations that create an interactive atmosphere as opposed to a rigid one. The researcher also attributed an interactive atmosphere to student and teacher viewpoint on the importance of field trips, organizing them and insisting on them. Positive interaction is a result of the degree of practical progressiveness of their viewpoints in creating a positive interaction. This study disagreed with (Anderson& Zhang) (2003) which found that teachers viewpoint was that school field trips were of great importance in the education of students because they added great importance to education and that it was necessary to realise and plan school curriculum that emphasizes student field trips alongside activating museum curator and staff to achieve the results museums were created for. This was confirmed by the study by (Tuffy) (2011) who found that planning a field trip and interacting with museum staff and their guidance are elements of successful field trips.

Discussion for Sub-question Three: “Are there any attitudes amongst school administration towards supporting school field trips in the Irbid First Education Directorate schools?”

Attitudes of school administration towards supporting school field trips in the Irbid First Education Directorate Schools, was of average level. Support for field trips was far from being given attention to in educational policies whether at top of the educational pyramid or at the level of school administration opinion on

the importance of field trips and pressuring the Ministry of Education to allocate time and expenses to perform these trips. This would form an administration, teacher and student culture encouraging the importance of trips so that they became an integral part of the education system and not merely a form of entertainment thus becoming important in administration attitudes towards creating an interactive atmosphere characterized by a high level of practice becoming at this point congruent with a study by (Stoddard) (2009) which found that school field trips contributed to student alignment with social sciences and that it was necessary that curricula helped and interacted with field trips through studies that specialized in this while also developing digitized curricula that aided field trips to historical sites. The (Bhatia,2009) study found that despite different researcher viewpoints school field trips had a positive effect on student memories and their desire to learn and succeed.

12. Recommendations

Having illustrated and elaborated on the results obtained from this study, the researcher concludes with recommendations to remedy the omissions and strengthen the positive points highlighted:

- Ministry of Education should pay attention to field trips due to their importance in the educational process so that change would be in asserting their importance to education and not merely recreational trips. It is possible to construct a programme for these trips throughout the school term through overall supervision by the Ministry.
- The emphasis of existing school administrations at schools on the importance of school field trips and set up of a schedule for these trips so that they are of an interactive nature beneficial to students.
- It is necessary to consult with students and take their opinions into consideration in order to change the educational view that the student is more a partner in the education process than merely an end receiver of it.
- It is necessary to free up and create History and social studies' teacher jobs in the Ministry of Education so that the stagnated viewpoints in these specializations does not reflect on the importance of these subjects from the teachers' point of view which in turn is relayed to the student.
- The Ministry of Education should take steps towards creating a school culture that takes interest in school field trips.
- There is an opportunity to conduct training for teachers and school administrations that emphasize the importance of educational school field trips.
- Further research similar to this study may be conducted and applied to other school subjects.

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