

Perception of Nursing Educators and Students about Field Trip as a Teaching Method in Community Health Nursing

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Abstract: Background: Varieties of teaching methods play an important role in nursing students' acquisition of competencies during their clinical rotations. Field trip is a visit to a place outside the lecture halls which is designed to achieve certain objectives, which cannot be achieved by using other means. **Aims:** to determine nursing educators and students' perception about field trip as a teaching method in community health nursing & assess for the causes behind students' high absence during field trips **Study Design:** Descriptive design was used to carry out this study. **Study setting:** The study was conducted at the Faculty of Nursing, Alexandria University. **Study tools:** Three tools were used for data collection namely: Tool I: Students' Field Trip experience assessment Questionnaire, Tool II: Nursing Students' Field Trip Perception Assessment Questionnaire and Tool III: Nursing educators' Field Trip Perception Assessment Questionnaire. **Study subjects:** consisted of 218 undergraduate nursing students and 22 community health nursing educators. **Results:** Only 6% of the students had attained all the visits without absenteeism. There were a lot of reasons behind the students' high absence as receiving negative impression from their colleagues about worthlessness of the field trip, unavailability of method of transportation for far trip sites and contradicting time of visit with their working shifts at private hospitals. Moreover, there is a significant relation between nursing educators' and students' perceived value of field trips and community health nursing curriculum, learning process (effective learning), students' skills development and the beneficial for the community and nursing profession. **Conclusion** Nursing students and nursing educators had perceived positive value regarding field trips benefits to community and nursing profession, students' skills development, learning process and finally to nursing curriculum. Moreover, the value of field trip to community and nursing profession were the most valued category rated by both undergraduate nursing students and their nursing educators. While, the least valued category, rated by both nursing students and their nursing educators, was the value of field trip to nursing curriculum. **Recommendations:** Enhance students' high attendance through their motivation for example the nursing educators can offer special certificate for the highest attendance, moreover utilize new technology as recoding films, live videos to confront several barriers as environmental related barriers

Keywords: Field visit, Experience Based Learning, Low attendance, Nursing Higher Education

INTRODUCTION

Students are the main clients of higher education and they also the central part of learning process. Therefore, they are not only required quality education but also effective and latest means of learning [1]. Field trip as one of the teaching methods was introduced in 1827 by George Shillibeer for a Quaker school at Abney Park in Stoke Newington, London, United Kingdom. Field trip was considered as a flexible approach to providing meaningful learning opportunities in the community [2]. The use of educational field trips has long been a major part of community health nursing educational program where students visit the community and places of public health importance. Visiting these places provides unique opportunities for learning that are not available within the four walls of the lecture halls [2,3]. Field trips are valuable experiences for students because they have a lasting impact that goes beyond the learning of facts. They allow students to connect to knowledge content in personally relevant ways that promotes lifelong learning. [3]. Educational field trips (EFTs) are also helpful for teachers. It clarify, establish, correlate, coordinate accurate concepts, and enable them to make learning more effective, interesting, meaningful and bright as well. [1,4]. Moreover, these trips will also increase the efficiency of staff in teaching and changing students' attitudes about providing services to the community.

A focused, well-planned field trip especially in community nursing can be the perfect approach that introduces new skills and health related concepts to students. Therefore, field trips should be designed in line with the educational objectives so participants can easily make connections between the focus of the field trip and the concepts they are learning in the educational program [5]. In fact, if a field trip not planned well in advance, it will end in confusion and will be a waste of time and efforts. When planning and organizing a successful field trip, three important stages should

be included and catching the clinical educators attention to follow: pre-trip, trip, and post-trip[6].Community health nurses play many important roles such as coordinator, manager, and educator to promote health of entire population, as effective coordinators must familiarize themselves with different resources available in the community as they are in a better position to facilitate care through appropriate referrals and follow up [7,8].Moreover, through these visits nursing students can realize the referral process. So, they should be aware of different resources and real services and activities provided at their community and utilize them for referral to assist their clients/patients and families through transitions across the continuum of care. Proper referral can decrease efforts and decrease clients waste of time and decrease unrelated doctor visits [9]. Although field trip is a great learning experience (Experience Based Learning)to achieve this important role of community health nurse, both students and their educators may face some barriers/difficulties during it including; large student numbers, funding limitations, liability, inclement weather, lack of safety issues, time constraints, and administrative policies barriers [10]. Thus, this study aimed to determine nursing educators and students' perception regarding the value of field trip visits as a teaching method in community health nursing course and identify the common Barriers that face both students' and nursing educators during Field Trips.

Significance of the study:

Community nursing students receive 15 weeks of field training; within these weeks the staff along with students visited about eight field trips as water purification and sewage treatment sources, Dar Elhanan School for mental disability, Physical Rehabilitation Center, Alexandria Regional Center for Women's Health, food factories, chest dispensary, leprosarium (Leprosy control unit) and fever hospital for infectious diseases. These field trips have great influence on the development of the attitude, knowledge, skills of students who engage into community nursing [10].

These settings are also, the place where both the theoretical and practical components of the community health nursing curriculum can be integrated and transformed into professional skills and attitudes [11]. For example through visiting food companies students were explained practical issues of food sanitation process and the personal health of workers and can identify the environmental health hazards and occupational safety practices. In addition, visiting a school for child with mental disability (Dar Elhanan), and physical rehabilitation center the students are expected to identify the needs and the effective methods to easily deal with those children and identify the services provided for them.

They also visited Alexandria regional center for women health to realize its different services for women, in chest dispensary visit students realize its services and understand the tuberculin test and the concept of directly observed therapy (DOTs) for T.B patients. Moreover, visiting leprosarium (Leprosy control unit) is as an example of infectious skin diseases. Moreover they observed the steps of water purification and process sewage treatment as an example of environmental sanitation. Finally, through visiting fever hospital students can identify the most common infectious diseases and how to prevent it and they relize the concept of infection control.

However attending field trips were linked positively to desirable learning outcomes, it was noticed from the students' attendance sheet, there was a higher absenteeism rate especially during field trips' days and there was lack of commitment from students to attain. Previous researches tried to highlight different causes for students' absenteeism for example students might consider these visits as a 'break' or time for 'fun,' and be unproductive. They might feel that supervision is lacking, lose their motivation to actively participate or they may identify a gap between theory and practice, and feel negatively about the visit period[12,13,14] That is why the study was also focusing to identify the causes behind students' high absence during field trips along the semester 2016-2017.

Aims of the study

The study aimed to

- Identify undergraduate nursing students' and nursing educators' perceptions regarding the value of field trip as a teaching method in community health nursing.
- Identify the common barriers that face both students' and nursing educators during field Trips
- Assess for the causes behind students' high absence during field trips.

Research questions:

- What are the undergraduate nursing students' perceptions regarding the value of field trip as a teaching method in community health nursing course?

- What are the nursing educators' perceptions regarding the value of field trip as a teaching method in community health nursing?
- What are the perceived barriers that face under graduate-students' and nursing educators during field trip?
- What are the causes behind students' high absence during field trips?

MATERIALS AND METHOD

Materials

Research design:

A descriptive research design was used to carry out the study.

Study setting: The study was carried out in the Faculty of Nursing at Alexandria University. Faculty of Nursing Alexandria University was the first accredited faculty since 2010 and it has the accreditation for the second time by 2016. It serves Alexandria Governorate, Egypt. The study at the faculty covered by nine departments that equip the candidate by the essential knowledge and skills needed to serve the community. Community health nursing department prepares the students to be able to maintain community health promotion that can be provided by health education through healthy messages.

Study subjects:

The target population for this research was nursing students who were studying in the above-mentioned setting during the academic year 2016-2017. All the eligible students registered in the community health nursing department at the end of the 2nd semester of the academic year 2016-2017 were included in the study. The total sample size was 218 students and 22 nursing educators that had previously participated in conducting or supervisory of field trip with students.

Tools of data collection:

In order to collect the necessary data for the study, three tools were used.

Tool I: Students' Field Trip experience assessment Questionnaire this was developed by the researchers after reviewing recent literature to collect necessary data from the students it includes **two Parts; Part I:** Students' Socio-demographic Characteristics that included data related student's age, gender, marital status, and place of residence. **Part II:** Students' Field trip related experience including; number of visits attended along the semester and reasons behind their absence from field trips, common barriers and factors that face them during field trips, factors that help in maintaining high students' attendance rate to field trips.

Tool II: Nursing Students' field trip Perception Assessment Questionnaire. It is a 21-item questionnaire that uses a 3-point Likert scale. This was developed by the researchers after reviewing recent literature to identify the student's perception regarding the value of field trips as a teaching method in community health nursing; **This tool covering 4 subcategories namely the value of field trip in relation to nursing curriculum, Learning process(effective learning), students' skills development and community and nursing profession.** each student asked to respond to 21 statements by using a 3- point Likert self-rating scale which ranged from (0) disagree (2) agree. The reliability test for the questionnaire was done, using Cronbach's alpha that measured the degree of reliability. It showed a high reliability of the total score of the test, Alpha = 0.874.

Tool III: Nursing Educators' field trip Perception Assessment Questionnaire.

this was developed by the researchers after reviewing recent literature to collect necessary data from the nursing educators it includes 3 parts **Part I:** Nursing Educators' Socio-demographic Characteristics it included data related nursing educators' age, gender, marital status, place of residence and years of experience. **Part II:** This part was covering Field trip related barriers. **Part III:** including **Nursing educators' Perception.** This part contains 21-item questionnaire that uses a 3-point Likert scale. This was developed by the researchers after reviewing recent literature to identify nursing educators' perception regarding the value of field trips visits as a teaching method in community health nursing; **This tool covering 4 subcategories namely the value of field trip in relation to nursing curriculum, Learning process (effective learning), students' skills development and community and nursing profession.** The reliability test for the questionnaire was done, using Cronbach's alpha that measured the degree of reliability. It showed a high reliability of the total score of the test, Alpha = 0.852.

Methods

Administrative process:

- Permission to conduct the study was obtained from the Dean of the faculty and from the head of community health nursing department.

Content validity:

- After reviewing the recent literature, the three tools were developed by the researchers. The tools were validated by juries of five experts in the field of community health nursing and nursing education. Their suggestions and recommendations were taken into consideration.

Pilot study:

- A pilot study was carried out on 20 students from the first semester students, and 2 clinical educators (not included in the study) in order to ascertain the relevance, clarity, and applicability of the tools, test wording of the questions and estimate the time required for filling the questionnaire. Based on the obtained results, the necessary modifications were done

Fieldwork:

- The researchers fully explained the purpose, nature and significance of the study for every respondent (students and health educators) to obtain their acceptance to participate in the study and to the head of community health nursing department to get better cooperation during implementation phase of the research. The questionnaire was handed to the nursing educators while they were on duty and to nursing students during their classes' time. The way of answering was explained to them. The time consumed to fill the questionnaires ranged from 15-20 minutes.
- Data were collected by the researchers over one month (May 2017).at the end of the semester to ascertain that the students had finished the scheduled field trips visits

Statistical analysis:

- Data entry and statistical analysis were performed using the statistical package for social studies (SPSS), version 20.Suitable descriptive statistics were uses such as frequencies, percentages for qualitative variables, means, and standards deviations for quantitative variables.
- The level of significance selected for this study was p-value equal to or less than 0.05.

Scoring System:

Tool II Students' Perception Assessment Questionnaire: Each student asked to respond to 21 statements by using a 3- point Likert self-rating scale which ranged from (0) disagree to (2) agree. The total score for each category; ranged from 0 to 6 points for value to curriculum; while ranged from 0 to 12 points for value to learning process and effective learning, ranged from 0 to 16 points for value to students' skills development, and finally ranged from 0 to 8 points for value to community and nursing profession. The higher score for each subcategory indicates higher perceived value of the field trip.

Tool III Nursing Educators' Perception Assessment Questionnaire. Each educator was asked to respond to 21statements by using a 3- point Likert self-rating scale which ranged from (0) disagree(2) agree. The total score for each category; ranged from 0 to 6 points for value to curriculum; while ranged from 0 to 12 points for value to learning process and effective learning, ranged from 0 to 16 points for value to students' skills development, and finally ranged from 0 to 8 points for value to community and nursing profession. The higher score indicates higher perceived value of the field trip

Ethical considerations

- Informed written consent was obtained from all students and nursing educator after providing an appropriate explanation about the purpose of the study and the nature of the research.
- The confidentiality and anonymity of students' and nursing educators' responses, volunteer participation and the right to refuse to participate in the study were emphasized to the students and nursing educators as well.

RESULTS

Table (1) represents personal characteristics of nursing students and faculty educators. The majority of students (90.8%) were single and aged 20 to less than 25 years and more than half of them were female and about one fifth of them live in rural areas. The table also shows that majority of the nursing educators were female and majority of them aged 25 to less than 40 years old with equal percent about two fifths of them aged 25 years, moreover, one half of the them had 5 to less than 10 years of experience.

Table (1): Distribution of the Studied Subjects According to Their Personal Characteristics

Personal Characteristics	Students (n.218)		Nursing Educators (n.22)	
	no.	%	no.	%
Sex				
Male	95	43.6	1	4.5
Female	123	56.4	21	95.5
Age (years)				
20 to less than 25	198	90.8	0	0.0
25 to Less than 30	20	9.2	9	40.9
30 to less than 40	0	0.0	9	40.9
40 and more	0	0.0	4	18.2
Mean±SD	22.1±1.1		32.8±13.6	
Marital status				
Single	198	90.8	5	22.7
Married	15	6.9	17	77.3
Divorced	2	.9	0	0.0
Widow	3	1.4	0	0.0
Place of residence				
Rural	42	19.3	0	0.0
Urban	176	80.7	22	100.0
Years of experiences				
Less than 5 years			7	31.8
5 to less than 10 years			11	50.0
10 years and more			4	18.2
Mean±SD			9.1±5.6	

Table (2) illustrates the general overview regarding students’ field trips experience. Only one third of students had committed to attend most of visits (7-8 visits) and only 6% of the students had attained all the visits without absenteeism. Students had stated a lot of reasons behind their absence as they heard from their colleagues about the worthlessness of the visit, contradicting time of visit with their working shifts at private hospitals, far site and unavailability of method of transportation from faculty to visit site. Moreover about one tenth (12%) stated their absence because of fear to get infection from certain visits

Table (2): Distribution of Nursing Students according to Field Trip Related Experience

Students’ Field Trip Experience	No. (n.218)	%
Number of visits attended		
1-3 visits	83	38.1
4-6 visits	63	28.9
7-8 visits	72	33.0
#Reasons behind absence		
-Didn’t absent	13	6.0
	n.205	
Heard from colleagues that it is not useful	50	24.5
No transportation from faculty	45	22.0
Far site	45	22.0
Personal reasons/ work conditions	39	19.0
Study load	27	13.1
Difficult to get objective in short time	22	10.7
Fear from getting infection	25	12.0

More than one answer

Table (3) shows that, there is a significant relation between nursing educators' and students' perception regarding the extent value of field trips to community health nursing curriculum (F:14.685, P: <0.001*). Majority (95.4%) of nursing educators as compared to less than half (45%) of students thought that, field trips give a practical approach to community nursing curriculum. More than three quarters(77.2%) of educators compared to two fifths (43.1%) of students agreed that field trips enrich and expand the curriculum.. Moreover, near three quarters (72.7%) of educators versus near one third (30.7%) of students thought that field trip can help and be used as an introduction or conclusion to a theoretical unit/lecture . The table also reveals that, there is a significant relation between nursing educators' and students' perception regarding the extent value of field trips in promotion of effective learning(learning process) (F: 12.112, P: 0.001). As majority (95.5%) of educators versus less than half (47.3%) of students thought that field trips make learning more interesting as it provide real experiences, Making learning more effective rather than reading was reported by 86.4% of educators versus one half of students(51.8%). 86.4%of educators versus 34.8% of nursing students' were in agreement that, field trips meet the needs of different learning styles, Facilitate the learning of abstract concepts was perceived by 81.9% of educators versus 48.1 % of students while more than three quarters (77.2%)of educators as compared to 44% of students agreed that field trips helps to overcome some teaching problems/difficulties.

Table (3): Nursing Students and Nursing Educators' Perception regarding the Value of Field Trip to Nursing Curriculum and Learning Process

The Value of Field Trips as Perceived by Nursing Students and Nursing Educators	Students (n.218)						Nursing Educators(n.22)					
	Disagree		Neutral		Agree		Disagree		Neutral		Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Nursing Curriculum												
Give practical approach for the curriculum	55	25.3	65	29.8	98	45	1	4.5	0	0.0	21	95.4
Field trips enrich and expand the curriculum.	50	23	74	33.9	94	43.1	1	4.5	4	18.2	17	77.2
It can be used as an introduction or a conclusion to a unit	68	31.2	83	38.1	67	30.7	5	22.7	1	4.5	16	72.7
Mean \pm SD of the total percent	71.0 \pm 23.0						90.4 \pm 17.5					
Test of significance (P value) F:14.685 (P: <0.001*)												
The value of field trips and Learning process (Effective Learning)												
Making learning more interesting	46	21	69	31.7	103	47.3	1	4.5	0	0.0	21	95.5
Provide real experiences	50	22.9	62	28.4	106	48.7	2	9	0	0.0	20	90.9
Making learning more effective rather than just reading	37	17	68	31.2	113	51.8	3	13.6	0	0.0	19	86.4
Meet the needs of different learning styles of students	61	28	81	37.2	76	34.8	3	13.6	0	0.0	19	86.4
Facilitate the learning of abstract concepts.	45	20.7	68	31.2	105	48.1	1	4.5	3	13.6	18	81.9
Overcome some teaching problems/difficulties	47	21.6	75	34.4	96	44	4	18.1	1	4.5	17	77.2
Mean \pm SD of the total percent	74.6 \pm 22.6						91.9 \pm 16.5					
Test of significance (P value): F: 12.112, (P:0.001*)												

F: ANOVA test P: P value of ANOVA Test

*Significance at $P \leq 0.0$

Table (4) reveals that, there is a significant relation between nursing educators' and students' perception regarding value of field trip in students' skills development (F: 10.581, P:0.001). All educators and slightly more than half nursing students agree that field trip help in building students' memories as students cannot forget what they saw, moreover majority (95.5%) of educators as compared to more than half (53.2%) of students agree that field trips help students to develop various skills as it promote their cooperation and social skills with each other. In addition more than ninety percents of educators as compared to near half of students agree that field trip Strengthen observation skills by immersing students into sensory activities, Increase awareness regarding different professional skills, Help students to think outside the box. The same table shows also that, there is a significant relation between nursing educators' and students' perception regarding the beneficial of field trip to the community and nursing profession (F: 11.853, P:0.001) as majority of nursing educators (95.4%) as compared to more than half of nursing students (57.8%) agreed that field trips help in coordination between different community resources and they agreed also that this will help clients in the referral process to right places, both nursing educators and students agreed that field trip will help nursing profession in its marketing especially some people are not aware of nursing profession.

Table (4) Study Subjects' Perception Regarding the Value of Field Trip to Students' Skills Development and to Community & Nursing Profession

The Value of Field Trips as Perceived by Study Subjects	Students(n.218)						Nursing Educators(n.22)					
	Disagree		Neutral		Agree		Disagree		Neutral		Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Students' skills development												
Building positive memories ,students cannot forget what they saw	29	13.3	66	30.3	123	56.4	0	0	0	0.0	22	100
Promote cooperation and social skills	32	14.7	70	32.1	116	53.2	1	4.5	0	0.0	21	95.4
Strengthen observation skills by immersing students into sensory activities	39	17.9	74	33.9	105	48.2	1	4.5	0	0.0	21	95.4
Increase awareness regarding different professional skills	33	15.1	73	33.5	112	51.4	1	4.5	1	4.5	20	90.9
Help students to think outside the box	33	15.2	69	31.7	116	53.2	1	4.5	1	4.5	20	90.9
Help students investigate possible careers for nursing	41	18.8	73	33.5	104	47.7	1	4.5	3	13.6	18	81.8
Help students to develop leadership qualities	50	22.9	61	28.0	107	49.1	5	22.7	5	22.7	12	54.5
Increase self confidence	47	21.5	64	29.4	107	49.1	11	50.0	10	45.4	1	4.5
Mean ±SD of the total percent	77.1±20.4						91.7±14.3					
Test of significance (P value)	F: 10.581 (P:0.001*)											
Beneficial to the community and Nursing Profession												
Coordination and mutual benefits from different community	35	16	57	26.1	126	57.8	1	4.5	0	0.0	21	95.4

The Value of Field Trips as Perceived by Study Subjects	Students(n.218)						Nursing Educators(n.22)					
	Disagree		Neutral		Agree		Disagree		Neutral		Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
organization												
Help clients through referral process to the right place	34	15.6	68	31.2	116	53.2	1	4.5	1	4.5	20	90.9
Aware different facilities with nursing profession(Marketing)	40	18.4	58	26.6	120	55	1	4.5	2	9.1	19	86.3
Expand student's awareness about different community resources	44	20.2	61	28.0	113	51.8	1	4.5	1	4.5	20	90.9
Mean ±SD of the total percent	78.0±22.8						95.1±15.0					
Test of significance (P value)	F:11.853 (P:0.001*)											

F: ANOVA test

P: P value of ANOVA Test

* Significance at P ≤0.05

Figure (1) indicates that the value of field trip to community and nursing profession were the most valued category rated by both undergraduate nursing students and their nursing educators. While, the least valued category, rated by both nursing students and their nursing educators, was the value of field trip to nursing curriculum.

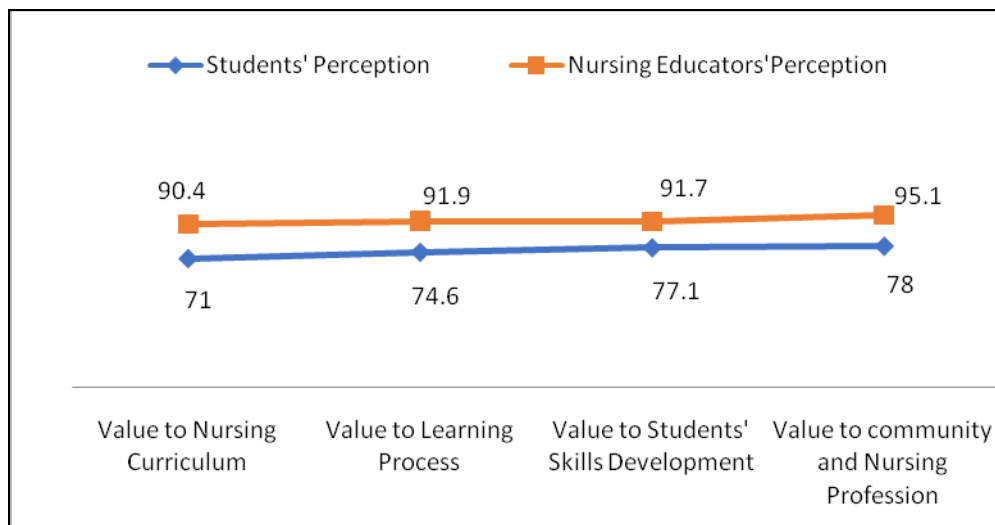


Figure (1) The value of field trip as perceived by Study Subjects

Table (5) shows the main difficulties/ and problems that which may affect achieving the field trip objectives outcome as perceived by both nursing educators and nursing students during field trips. By ranking these difficulties, initially majority of educators were focusing on students' related causes such as lacking the students' interest in the field trip that may affect on their attendance, lack of their participation lack of student participation in planned activities. Lack of student professional behaviors during the trip as well as their large numbers equally was stated by 3 fifth (59.1%) of the educators. While slightly less than half (45.5%) of educators added that Lack students understanding the trip objectives lack of student adherence to safety rules and regulations during the visit. No commitment to do their post field trip activity. Then the educators focused to other difficulties as faculty related causes as Lacking of facilities and resource (

e.g. faculty Transportations, etc..) and lack of coordination between faculty staff and site visit staff. This was followed by other environmental retard factors as (raining). On the other hand students focused on faculty related and environmental causes. Environmental causes as Lacking of facilities and resource (e.g. faculty Transportations, etc..)(66.1%). equal percentage 56.9% of students mentioned environmental related causes such as weather changes , presence of rains and Lack of safety issues at the field site. Students 'related causes was mentioned also by more than half of nursing students (lacking of their interest and understanding the field trip objectives) .

Table (5): Common problems /difficulties that Face Students and their Educators during Field Trips.

#Common problems / difficulties	Students (n.218)		Educators (n.22)	
	No.	%	No.	%
Lack of student interest.	122	56.0	18	81.8
lack of student participation in planned activities	52	23.9	16	72.7
Large students' numbers	57	26.1	13	59.1
lack of student professional behaviors	40	18.3	13	59.1
Lack students understanding the trip objectives	119	54.6	10	45.5
lack of student adherence to safety rules & regulations	66	30.3	10	45.5
No commitment to do post field trip activity/ follow up	80	36.7	10	45.5
Lack of facilities and resource (e.g. Transportations, etc.	144	66.1	10	45.5
Unorganized visit as lack of coordination between faculty staff and site visit staff	77	35.3	9	40.9
Environmental factors (rains)	124	56.9	7	31.8
lack of students opportunities to discuss their concerns with site staff	70	32.1	5	22.7
Lack of safety issues at the field site	124	56.9	2	9.1

More than one answer

Table (6) illustrates that all students and nursing educators agreed that when the field trips involved less risks to students health is important factor/motives that help students to achieve high attendance rate to the field trips. Moreover, While majority of educators as compared to more than half (55.5%) of students agreed that, having interactive activities inside the visit, presence of interesting lessons to catch students attention and link the field trip with their curriculum is considered another factor that help to increase their attendance. More than two thirds (69.9%) of students agreed that when the field trip is costless and easily reached are another factor encouraging them to attend the visit. On the other hand, 91.8% of students compared to 40.1% of their nursing educators agreed that receiving gifts from the site visit was another motive for students attendance, the table also shows significant relation between nursing educators' and students' perception regarding factors/motives helping in high students attendance to field trips (F: :7.004 /P:0.009).

Table (6) Distribution of the Study Subjects according to their Perception regarding Factors that Helping in High Attendance to Field Trip by Nursing Students

Factors helping in high students 'attendance rate	Students (n.218)						Educators (n.22)					
	Disagree		Neutral		Agree		Disagree		Neutral		Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Field trips involve less risks to the student health	0	0	0	0	218	100	0	0	0	0	22	100
When The field trips have valuable interactive activities. (The staff at the site conduct interesting lesson, to catch students' attention)	36	16.5	61	28.0	121	55.5	1	4.5	0	0.0	21	95.5
Field trips tied and linked to curriculum	36	16.5	61	28.0	121	55.5	1	4.5	0	0.0	21	95.5

Factors helping in high students' attendance rate	Students (n.218)						Educators (n.22)					
	Disagree		Neutral		Agree		Disagree		Neutral		Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Previous Good experience from their colleagues	37	16.9	63	28.9	118	54.1	2	9.1	0	0.0	20	90.9
If the site visit provide educational materials	42	19.2	61	28.0	115	52.7	2	9	0	0.0	20	90.9
Field trip is connected to students' absenteeism	60	27.5	69	31.7	89	40.8	1	4.5	1	4.5	20	90.9
Field trip is costless especially for students	36	16.5	32	14.7	150	69.9	1	4.5	4	18.2	17	77.2
If the site visit is easily reached by students	36	16.5	32	14.7	150	69.9	2	9.1	0	0.0	20	90.9
Receiving gifts from the site visit	2	0.9	16	7.3	200	91.8	7	31.8	6	27.3	9	40.9
Mean \pm SD of the total percent	76.7 \pm 19.2						87.8 \pm 13.8					
Test of significance (P value) F:7.004 (P:0.009*)												

F: ANOVA test P: P value of ANOVA Test

 *Significance at $P \leq 0.05$

DISCUSSION

Field trips provide a wealth of learning opportunities that enhanced student's knowledge and awareness of the available services in the community (Cummins et al, 2009). Positive perception among both students and their educators are generally affecting the successfulness of this method of teaching. Therefore, the current study aimed to assess the perception of nursing educators and students about the value of field trip as teaching method in community health nursing. In practical way, there are a scarcity of researches regarding the value of field visit as one of the important teaching methods, especially in nursing, in order to examine both the strengths and weakness of this method [15,16].

Although the primary aim of student's attendance of field trip is to increase their learning opportunities in line with the international trends and encourage them to have the ability to integrate theory into practice [15], the results of the current study revealed that few percentage of the students had attained all the visits without absenteeism and only one third of students had committed to attend most of the planned visits (7-8 visits) in the semester.

The reasons behind lack of commitment to attend the planned visits must be clearly understood in order to be considered in the planning process. Each educator has to know why their students absent. In this regard, the studied students declared that transportation, far site of the recommended trip, and time constrain as a reason behind their absence. Nearly the same finding was documented by (Syed et al, 2013) who found that transportation barriers are often cited as barriers to healthcare access[17].

Furthermore, the studied students in the current study listed that fear from getting infection especially in certain trip as Leprosium, chest dispensary and fever hospital trip are the reasons behind their absence. In this regard a study done by Myers B, Jones L, declared that high levels of anxiety especially among those who attend the novel, unfamiliar settings of field trips playing a vital role in decrease the students attendance rate and also they added that, when individuals experience high levels of anxiety, learning cannot take place [18]. These results may explain why the studied students in the current study are afraid from getting infection. So, the educators have to help their students to subside their fear and anxiety by equip them with enough knowledge regarding how they will protect themselves as well as understand mode of transmission of infection. Myers B, Jones L, added that field trip organizers need to make participants feel comfortable and safe at the location of the field trip to reduce their anxiety level[18].

Additionally, emotional reaction and in adequate readiness of the students affecting their perception of the value and importance of the clinical training (Jamshidi et al, 2016), [19] in this regard, the current study showed that there is a significant relation between the educators and students' perception regarding the extent value of field trips to community health nursing, where the majority of educators reported that field trips give a practical approach to community nursing this finding go on line with Anderson et al study (2003) and Mitchie (1998) who revealed that

the vast majority of teachers were approved that field trips were highly valuable educational experiences for their students. [20,21] .

The idea behind field trip experiential learning is to contextualize knowledge in order to develop a deeper understanding of theoretical knowledge and make a conjunction between this theory and practice. Field trip provides real-world experience, increases the quality of education, and improves the social relations, outside of the four walls of a classroom [2]. These findings confirmed by the studied students in the current study since they stated that, after attending Leprosium field trip they acquire more knowledge and observe real cases of leprosy than the theoretical part presented in the skin diseases lecture. Nearly the same findings reported in the results of **Malarvizhi et al study (2017)** as they revealed that the majority of the students gave their feedback that the fieldtrip was a real experience [2] .

Unfortunately, the current study showed that only two fifths of students agreed that field trips enrich and expand the curriculum as they reported that they perform Mantoux test at chest dispensary trip which enrich their knowledge regarding Tuberculosis diagnostic test and others added that they acquire knowledge from Dar-Elhanan trip which provide services for children with special needs especially regarding their role in develop the exceptional child skills. These findings agreed with **Cummins et al (2009)** [15]. Furthermore, **Poonruksa (2007)** who examine the third year nursing student's opinions towards the integration of field trip in mental health and psychiatric nursing practicum at Thailand found that, the students reported that they gain more benefits from this field trip as they gain knowledge that they cannot read from the book or learn from teacher in the class [16] .

Additionally, field trip facilitates the learning of abstract concepts, motivate students through increased interest and curiosity and increases student-student and student-teacher social interaction², In this regard the current study found that the majority of the educators and around half of students were agree that field trips facilitate the learning of abstract concepts, since the students declared that “their field trip to water company help them to understand the steps of water purification process”, they reported also that “Dar-El Hanan field trip help them to deal with children with special needs and arouse their curiosity and interest to search about autistic child (causes, signs and symptoms, how to deal with them)”. In this regard **Jamilu (2012)** reported that field trip objectives are intended to increase the interest of the students to get more understanding of the learned topic [22].

Field trip also add a benefit regard students’ skills development through memorization, where **Rickinson (2004)** ,declared that fieldwork have a positive impact on long term memory due to the memorable nature of the fieldwork setting, effective fieldwork and residential experience in particular, can lead to individual growth and improvements in social skills [23]. The results of the present study revealed that all of the studied educators and slightly more than half the students agree that field trip help in building students’ memories, that agreed by **Wilson (2011)** who documented that field trips enhance student's memory as the students have been found to remember what they learn in trips for many years [3] . More importantly, there can be reinforcement between the affective and the cognitive, with each influencing the other and providing a bridge to higher order learning **Rickinson (2004)** [23].

Field trip also, orient the students regarding the different community resources and services to whom they can refer their clients, the current study showed that the majority of the studied educators and more than half of the students were agree that field trip expand their awareness about different community resources this was ascertain by **Malarvizhi et al (2017)** who investigate the outcome of experienced based learning (field trip) as a learning technique in gaining knowledge among graduate and post graduate nursing students and found that the students reported that they gained invaluable experience about services which are available in their community² . The same findings were reported by **Poonruksa (2007)** also [16].

There are different factors that influence the frequency of conducting field trips as logistic constraints, financial limitations, lack of time, insufficient support from the faculty management, rigidness of the faculty curriculum and disruptive behavior of the students [24]. In this regard the results of the current study revealed that lacking facilities and resource affecting the proper conduction of field trips especially transportation facilities.

Number of the students per group during the trip also affecting the trip successfulness rate, **Behrendt and Franklin (2014)** added that time lost trying to organize the large group during the field trip affecting the trip conduction [25]. In this regard from the educator perspectives in the present study, lack of student professional behaviors during the trip “inappropriate student’s comment during the visit” and their large numbers “large number lead to noise and hinder them to listen the explanation at trip site” lead to failure of the trip in achieving its objectives.

A special concern must be provided for the educational objectives of conducting field trip. In community health nursing clear objectives of the field trip are the key of success of such trip in achieving the required effect on the students learning experience [1] . As any type of educational program component, field trips should be designed to cover specific educational objectives [18]. Hence slightly less than half of the educators in the current study added that lack of students understanding for the trip objectives lead to lack of their attendance, since some of the students see field trip as funny experiences and not related to their educational objectives so they gave it less priority. So, it is highly important to orient the students regarding the trip objectives in order to avoid their misperception of it as a journey.

According to **Akubuilu (2010)** field-trip is a method of teaching that involves taking the students on an excursion outside the classroom for the purpose of making relevant observation necessary for understanding of the topic under study and enable the student obtaining scientific, technological and vocational information [26].

To sum up, nursing educators and the students have to know that, if a field trip not planned well in advance will end in confusion and will be a waste of time and money. So field trip should be planned as a cooperative activity involving full students participation under the teacher's supervision (**Shakil et al, 2011**) [27].

CONCLUSION:

The study concluded that nursing students and nursing educators had perceived positive value regarding field trips benefits to community and nursing profession, students' skills development, learning process and finally to nursing curriculum. Moreover, the value of field trip to community and nursing profession were the most valued category rated by both undergraduate nursing students and their nursing educators. While, the least valued category, rated by both, was the value of field trip to nursing curriculum. There are a lot of barriers/difficulties that may face both students and their nursing educators in achieving the field trip objectives outcome, those barriers and difficulties were mainly related to Students themselves, faculty and environmental related factors. There were a lot of reasons behind the students 'high absence from the field trip as receiving negative impression from their colleagues about worthlessness of the field trip, unavailability of method of transportation for Far trip sites and contradicting time of visit with their working shifts at private hospitals

RECOMMENDATION

Based on the findings of the present study the following recommendations were suggested;

- 1- Enhance students' high attendance through their motivation for example nursing educators can offer special certificate for the highest attendance.
- 2- Although field trip have shown to facilitate students to integrate practical learning with theoretical content this area requires further development from the nursing educators. thus In service training program is needed for nursing educators about Field trip planning model (pre trip, trip, post rip related activities and responsibilities of both nursing educators and students)
- 3- The field trip should be combined with educational content focusing on development of personal skills (self control) and team building activities such as working together to complete educational projects
- 4- Integrate field trip learning with theoretical content in seminar presentation during class time (planned seminar on the activities as a part of field trip course content to help students link between field trip learning with theoretical part
- 5- To decrease negative impression that transferred to nursing students from their colleagues, Conducting post field trip discussion to allow students to share their feedback
- 6- Utilize new technology as recoding films, live videos about site visit to confront several barriers as environmental related barriers
- 7- Further study is needed to assess the long term retention of knowledge through traditional methods versus field trip
- 8- Some factors included in this study need more in-depth researches such as the effect of students' work status on their academic achievements and their study duties' commitment.

Acknowledgement

The authors would like to express their appreciation to the studied students and nursing educators who devote their time to participate in this research.

Conflict of interest

The authors declared that they have no conflict of interest.

Author contribution

All authors were part of the initial design of the research. They shared in collected and analyzed the data, wrote and edited the final version of the text of the manuscript and formatted it and submitted it for publication.

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