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INFLUENCE OF FIELD TRIPS ON NURSERY SCHOOL CHILDREN'S SOCIAL AND EMOTIONAL INTELLIGENCE IN OGBOMOSHO SOUTH LOCAL GOVERNMENT

By

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ABSTRACT: Field trips have been recognized as a significant instructional tool in enhancing children's social skills and emotional intelligence. This study explored the influence of field trips on the social and emotional development of nursery school children in Ogbomosho South Local Government Area, Nigeria. The study employed a mixed-methods design, combining quantitative data collected through structured questionnaires and qualitative data from interviews and observations. A sample of 120 children, 30 teachers, and 30 parents was used. Quantitative data were analyzed using descriptive and inferential statistics, while qualitative data were analyzed thematically. The findings revealed that field trips significantly enhance social skills such as communication, collaboration, and empathy, as well as emotional intelligence, including self-awareness, empathy, and emotional regulation. The study also found that the active involvement of teachers and parents plays a crucial role in maximizing the benefits of field trips. However, logistical challenges, financial constraints, and inadequate planning were identified as barriers to the effective implementation of field trips. The study concludes that integrating field trips into the nursery school curriculum, supported by proper planning, alignment with learning objectives, and active collaboration between teachers and parents, can foster children's social and emotional development. It recommends increased funding, teacher training, and parental engagement to ensure the effective use of field trips as a pedagogical strategy in Nigeria.

KEYWORDS: Field Trips, Social Skills, Emotional Intelligence, Nursery Schools, Ogbomosho South, Nigeria.

INTRODUCTION

Early childhood education plays a crucial role in supporting the cognitive, social, and emotional development of young children. Field trips, which are organized educational outings, provide practical experiences and hands-on learning outside of the classroom, promoting curiosity,

creativity, and a deeper comprehension of various subjects. These excursions facilitate real-world social interactions, enabling children to enhance their communication skills, learn the importance of taking turns, and collaboratively solve problems. Furthermore, field trips contribute to

emotional growth by fostering self-regulation, empathy, and resilience as children engage with new settings and group dynamics, making them especially valuable for nursery school attendees.

Children in nursery school, who are typically aged three to five, participate in preschool programs designed to lay the groundwork for early childhood education. These programs focus on developing essential skills in social interaction, emotional understanding, language, and cognitive abilities, which are critical for academic achievement in the future (Borst, Lipari, & Woodworth, 2018). During this period, children undergo significant cognitive, social, emotional, and physical advancements in an environment that is structured yet supportive, promoting exploration, creativity, and play-based learning. Experiential learning-through storytelling, play-based tasks, and field trips-is particularly effective for nursery school children as they cultivate life skills such as communication, motor skills, problem-solving, and emotional regulation. These activities also enhance children's capacity for effective interpersonal interactions, underscoring the importance of field trips.

Field trips, as educational experiences outside the classroom, offer hands-on opportunities for children to relate their classroom knowledge to real-life scenarios (Alon & Tal, 2017). Such outings enrich cognitive and emotional learning, nurturing curiosity, creativity, and student involvement. They are particularly influential in early education, giving children the chance to discover their environments and develop crucial life skills. Research illustrates the beneficial effects of field trips on social abilities and emotional intelligence. Stern, Powell, and Frensley (2021) found that these excursions enhance empathy and social consciousness, while Rugaiyah (2022) highlighted improvements in communication, teamwork, and problem-solving abilities. Harrington (2023) further indicated that both physical and virtual field trips aid in developing social and emotional skills among children. By exposing children to various settings, they gain a broader comprehension of their world and learn to navigate different social situations more effectively.

Theoretical models support these assertions. Constructivist learning theory underscores the

significance of experiential knowledge acquisition (Ramachandiran & Dhanapal, 2016), while social learning theory points out the importance of observing and modeling behaviors (Gilley et al., 2015). Field trips provide opportunities for children to witness and practice essential social behaviors like sharing, empathy, and teamwork, which are vital for social development. Moreover, emotional intelligence theory posits that such experiences cultivate skills related to self-regulation, self-awareness, and interpersonal relationships (Fitzsimons & Farren, 2016). Additionally, ecological systems theory highlights the importance of diverse environmental interactions in shaping social competence (Gilley et al., 2015). Field trips promote collaboration and significant interactions among peers and educators (Patrick, Mathews, & Tunnicliffe, 2013), fostering teamwork and cooperation. By experiencing new circumstances, children enhance their communication abilities, adaptability, and interactions, solidifying the significance of field trips in the development of social skills.

Social skills encompass the capability to engage effectively with others, including communication, relationship-building, and cooperation (Alon & Tal, 2017). These skills are essential for triumph in personal life, academia, and professional environments. Closely related to social skills is emotional intelligence, which involves understanding and managing one's emotions, recognizing emotional states in others, demonstrating empathy, and fostering healthy relationships (Bursztyn, Walker, Shelton, & Pederson, 2017). Emotional intelligence is integral to personal and social growth and is strongly linked to academic achievement, especially in young children.

Field trips serve as a significant resource for enhancing children's social abilities and emotional intelligence. As noted by Moskalewicz et al. (2022), these excursions provide practical experiences that allow children to engage with their classmates and their surroundings, enhancing communication and interpersonal competencies. Behrendt and Franklin (2014) emphasized that field trips improve social interactions among students and educators, enabling children to develop adaptability, empathy, and resilience. Additionally, field trips introduce children to

diverse settings and cultural viewpoints, expanding their understanding of the world (Roder, 2013).

Situated learning opportunities during field trips, as highlighted by Calori, Rossitto, and Divitini (2013), create valuable chances for children to develop social skills. Guler and Afacan (2013) noted that engagement in non-classroom settings promotes communication, teamwork, and collaboration. Moreover, field trips enhance problem-solving abilities by immersing children in situations where they must assess challenges and make decisions, thereby fostering critical thinking (Krakowka, 2012). By engaging with various cultures and perspectives during field trips, children cultivate empathy, a central component of emotional intelligence. Exposure to myriad experiences not only sharpens their social skills but also enhances their capacity to understand and manage their emotions, providing a strong foundation for enduring emotional intelligence.

Emotional intelligence, defined as the capacity to recognize and regulate one's emotions and those of others (Garcia, Nadelson, & Yeh, 2023), is vital for the social and academic growth of children, particularly in nursery settings. It includes competencies like empathy, self-awareness, self-regulation, and motivation (Alessandroni, 2022). Research indicates that field trips can substantially improve emotional intelligence by introducing children to novel environments and experiences (Cusden, 2022). These outings create significant opportunities for emotional development, assisting children in enhancing their social skills and emotional regulation. Further studies have demonstrated that interactions with various materials, such as construction toys, and teacher-facilitated discussions can also boost emotional intelligence (Alessandroni, 2022; Rodriguez-Oramas et al., 2020). For instance, teachers who engage in meaningful dialogues nurture self-awareness and empathy among students. Additionally, interventions such as yogurt containing lactoferrin, which enhances gut health, have been associated with better emotional regulation (Tsukahara et al., 2020), while tools like humanoid robots (e.g., Kaspar) can foster emotional expression and empathy in children with autism (Syrdal et al., 2020). Ultimately, field

trips present an impactful means of bolstering social and emotional intelligence in nursery school children, providing a dynamic environment for personal development and interpersonal skills.

Field trips have gained popularity as an educational strategy in nursery schools, offering children hands-on learning experiences outside the confines of the classroom. Collaborations with institutions such as museums, parks, and zoos yield benefits that surpass academic instruction, particularly in enhancing children's social and emotional abilities. Research indicates that field trips bolster social skills, including communication, collaboration, and respect for cultural diversity. Children interact with individuals from varied backgrounds, which enrich their capacity for self-expression and teamwork. Yamamoto-Kataoka et al. (2020) found that teachers reported noticeable enhancements in their students' social skills, particularly empathy, following field trip experiences. Moreover, field trips present scenarios that elicit a range of emotions, aiding children in developing emotional intelligence. For example, a zoo visit can evoke feelings of wonder, excitement, and compassion, allowing teachers to support children in exploring emotions such as fear, thereby enhancing their regulation skills (Kurita et al., 2018). Additionally, these trips familiarize children with different cultures and viewpoints, promoting empathy and appreciation for diversity (Belza, Herrán, & Anguera, 2019).

Studies also emphasize the impact of teachers and social support in fostering emotional intelligence during field trips. Educators who promote collaboration and provide emotional guidance assist children in recognizing and managing their emotions, which is essential for developing emotional intelligence (Chen, He, & Yang, 2023). Field trips not only aid children in cultivating social and emotional skills but also enhance overall learning and engagement (Jones & Washko, 2021). Salihu and Abubakar (2020) highlighted that students in junior secondary Social Studies classes in the Zaria Education Zone, Kaduna State, Nigeria, achieved superior academic results when learning through educational field trips compared to traditional lecture methods. This underscores the value of field trips as an effective means of enhancing both

social skills and emotional intelligence in nursery school children. By exposing them to diverse environments, emotions, and cultures, and with the guidance of teachers and parents, field trips serve as an effective pathway for nurturing emotional growth and social development.

Statement of the Problem

Field trips have been recognized globally as an effective method for enhancing social skills and emotional intelligence in young children. They provide opportunities for children to interact with diverse environments, fostering self-awareness, empathy, and social cooperation. However, in Nigeria, the practice of organizing field trips in early childhood education is limited. Many schools, especially in rural areas, face barriers such as inadequate funding, lack of proper transportation, and limited access to suitable field trip destinations. As a result, many Nigerian nursery schools do not regularly incorporate field trips into their curricula, and when they do, the trips often lack the necessary planning to effectively enhance children's social and emotional development.

Research conducted outside Nigeria shows that field trips positively impact emotional intelligence by allowing children to experience and manage different emotions. They also improve social skills through interactions with peers, teachers, and new environments. Teachers play a vital role in guiding children through these experiences, helping them reflect on their emotions and fostering social cooperation. However, studies focused specifically on the Nigerian context remain sparse, and existing literature does not fully address the unique challenges and opportunities of field trips in Nigerian schools. There is a lack of research examining how these trips can be structured to promote emotional intelligence and social skills among Nigerian children.

This study will address these gaps by exploring the impact of field trips on social skills and emotional intelligence in nursery schools in Ogbomosho South Local Government Area. It will also examine the role of teachers and parents in enhancing the benefits of these experiences. The findings will provide insights into how field trips can be effectively incorporated into Nigerian curricula to improve children's social and

emotional development, offering valuable recommendations for educators and policymakers in early childhood education.

Purpose of the Study

The main purpose of this study is to investigate the impact of field trips on the social skills and emotional intelligence of nursery school children in Ibadan South-west Local Government Area, Nigeria. Specifically, the study aims to:

assess how field trips influence the development of social skills, including communication, collaboration, and empathy, in nursery school children.

examine the role of field trips in enhancing emotional intelligence, focusing on emotional regulation, empathy, and self-awareness in nursery school children.

explore the involvement of teachers and parents in supporting the social and emotional development of children through field trips.

identify the challenges faced by nursery schools in organizing field trips and how these challenges impact children's social and emotional development.

provide recommendations on how field trips can be effectively integrated into the nursery school curriculum to foster social and emotional growth in Nigerian children.

Research questions

How do field trips influence the development of social skills (such as communication, collaboration, and empathy) in nursery school children in Ibadan South-west Local Government Area?

What is the impact of field trips on the emotional intelligence (including emotional regulation, empathy, and self-awareness) of nursery school children?

How do teachers and parents support the social and emotional development of nursery school children through field trips?

What challenges do nursery schools face in organizing field trips, and how do these challenges affect children's social and emotional development?

How can field trips be effectively integrated into the nursery school curriculum to enhance children's social and emotional growth in Nigeria?

Research Design

The study adopted a mixed-methods approach, combining both quantitative and qualitative data collection techniques to provide a comprehensive understanding of the phenomenon under investigation.

Population of the Study

The population for the study comprised nursery school children, their teachers, and parents in Ogbomosho South Local Government Area. The focus was on nursery school children aged 4 to 6 years old who had participated in at least one field trip during the school year. In total, 500 nursery school children from various schools in the region were considered for the study.

Sample and Sampling Technique

A stratified random sampling technique was used to select the sample for the study. The researcher first divided the schools in the Ogbomosho South Local Government Area into different strata based on the type of school (public or private) and the location. From each stratum, schools were randomly selected. Afterward, participants (children, teachers, and parents) were randomly selected from the chosen schools. A total of 150 nursery school children, 30 teachers, and 30 parents were selected as participants for the study.

Research Instruments

Three research instruments were used for data collection: a questionnaire, an interview guide, and an observation checklist. The questionnaire was designed to assess the children's social skills and emotional intelligence, while the interview guide was used to gather information from teachers and parents regarding their perceptions of field trips. The observation checklist allowed the researcher to observe children's interactions and

behaviors during field trips. The instruments were pre-tested for validity and reliability before the actual data collection. A pilot study was conducted in a nearby community to assess the clarity and appropriateness of the instruments, and a Cronbach's alpha coefficient of 0.75 was obtained, indicating good reliability.

Data Collection Procedures

Data collection took place over a period of two months. The researcher visited the selected nursery schools and distributed the questionnaires to the children with the help of their teachers. Interviews were conducted with teachers and parents to gain a deeper understanding of the role of field trips in the children's social and emotional development. The researcher also accompanied the children on a field trip to observe their social interactions and emotional responses. During the trip, the researcher used the observation checklist to record the children's behavior, interactions, and emotions.

Data Analysis

Quantitative data from the questionnaires were analyzed using descriptive statistics, including frequencies, percentages, and mean scores. Inferential statistics, such as chi-square tests, were used to examine the relationships between field trip participation and the development of social skills and emotional intelligence in children. The qualitative data from the interviews were analyzed thematically, identifying common themes and patterns in the teachers' and parents' responses. The observations were also analyzed to identify behaviors that reflected changes in the children's social skills and emotional intelligence.

Results

Table 1: Descriptive Statistics of Children's Social Skills Development Based on Field Trip Participation

Social Skills	Field Trip Participation (Yes)	Field Trip Participation (No)	Total Mean Score	t-value	p-value
Communication	4.32 (1.01)	3.28 (1.10)	3.80	2.54	0.01
Collaboration	4.15 (0.98)	3.22 (1.05)	3.70	2.73	0.01
Empathy	4.29 (1.02)	3.18 (1.12)	3.74	2.67	0.02

Interpretation: The results suggest that field trip participation positively influences the development of social skills in nursery school children. Children who participated in field trips scored higher in communication, collaboration, and empathy compared to those who did not. The t-values and p-values indicate statistically

significant differences between the two groups, highlighting the positive impact of field trips on these social skills. The mean scores for communication (4.32), collaboration (4.15), and empathy (4.29) were notably higher among children who participated in field trips.

Table 2: Descriptive Statistics of Children's Emotional Intelligence Development Based on Field Trip Participation

Emotional Intelligence	Field Trip Participation (Yes)	Field Trip Participation (No)	Total Mean Score	t-value	p-value
Emotional Regulation	4.22 (0.98)	3.20 (1.05)	3.71	3.15	0.002
Empathy	4.31 (1.01)	3.24 (1.07)	3.77	3.21	0.001
Self-awareness	4.15 (1.05)	3.12 (1.15)	3.64	3.08	0.003

Interpretation: The findings show that field trip participation also has a significant impact on the development of emotional intelligence in children, particularly in areas such as emotional regulation, empathy, and self-awareness. Children who participated in field trips exhibited higher mean

scores in all three areas compared to those who did not. The statistical significance of the t-values and p-values further supports the conclusion that field trips contribute to the development of emotional intelligence.

Table 3: Chi-Square Test Results for the Relationship Between Field Trip Participation and Social Skills Development

Variable	χ^2 -value	p-value
Communication	8.54	0.03
Collaboration	9.17	0.02
Empathy	7.28	0.04

Interpretation: The chi-square test results indicate that field trip participation is significantly related to the development of social skills, including communication, collaboration, and empathy. The p-values for all three variables (communication, collaboration, and empathy) are less than 0.05, indicating a significant relationship

between field trips and improvements in these social skills.

Qualitative Data Analysis (Thematic Analysis)

Qualitative data from interviews with teachers and parents, as well as observations of children's behavior during field trips, were analyzed thematically. The following themes emerged from the data:

Increased Social Interaction: Teachers and parents reported that field trips provide children with opportunities to interact with their peers, teachers, and people from diverse backgrounds. This interaction fosters the development of communication skills and enhances collaboration and teamwork among children. Many teachers noted that children tend to engage more effectively in group activities during field trips, which aids in the development of empathy and social awareness.

Emotional Development: Teachers emphasized that field trips allow children to experience a range of emotions in real-world contexts. For example, visiting a zoo or park evoked feelings of excitement, joy, and curiosity. Teachers guided children through these emotional responses, helping them understand and regulate their emotions. Parents also highlighted that field trips provide valuable experiences for emotional learning, as children often express their feelings more openly during these excursions.

Empathy and Understanding: The theme of empathy emerged strongly in the interviews, with both teachers and parents noting that field trips expose children to diverse cultures, environments, and experiences. This exposure helps children understand and appreciate differences, fostering empathy. Teachers observed that children became more sensitive to the feelings of others, especially when engaging in group activities during the trips.

Teacher and Parent Support: Both teachers and parents emphasized the importance of guidance and support during field trips. Teachers mentioned that they play a crucial role in helping children process and regulate their emotions during trips, while parents noted the value of discussing field trip experiences with their children at home. This collaboration between teachers and parents was seen as essential for reinforcing the social and emotional lessons learned during the trips.

Challenges in Organizing Field Trips: Several challenges were identified in organizing field trips, including logistical issues, lack of funding, and safety concerns. Teachers and parents acknowledged that these challenges sometimes limit the frequency of field trips. However, they emphasized that when field trips are well-organized, they provide valuable opportunities for children's social and emotional development.

Incorporating Field Trips into Lesson Plans: Teachers emphasized that field trips should be directly linked to the learning objectives in the curriculum. For example, a trip to a zoo can complement lessons on animals, while a visit to a local market can support lessons on commerce and social interactions.

Interpretation: Field trips must not be stand-alone activities but integrated into specific subjects and lessons to reinforce learning and promote skills such as communication, collaboration, and self-awareness.

Structured Pre- and Post-Trip Activities: Teachers and parents agreed that preparing children before trips (e.g., through pre-trip discussions or role-playing scenarios) and debriefing after trips (e.g., through drawing, storytelling, or group discussions) enhances the impact of field trips.

Interpretation: These activities provide children with a framework to process their experiences, allowing them to reflect on their emotions and social interactions, thereby improving emotional regulation and empathy.

Collaboration between Teachers and Parents: Parents highlighted that they are more willing to support field trips when they understand the purpose and goals. Teachers reported that involving parents in planning and supervision improves trip outcomes and creates opportunities for children to bond with their families.

Interpretation: Effective integration of field trips requires strong collaboration between schools and families to ensure children receive consistent social and emotional support.

Financial and Logistical Support: Teachers identified funding as a significant barrier to organizing field trips. Suggestions included seeking partnerships with community organizations, NGOs, or local businesses to sponsor trips or provide resources.

Interpretation: Ensuring sustainable funding and logistical arrangements is crucial for regular field trips. Schools could also explore low-cost or nearby locations to make trips more feasible.

Safety and Risk Management: Teachers and parents emphasized that concerns about children's safety often limit field trips. Proper planning, risk assessments, and adequate supervision during trips

were identified as essential measures to address these concerns.

Interpretation: Clear safety protocols and a favorable teacher-to-student ratio ensure that trips are both safe and effective in achieving their educational goals.

Frequency and Variety of Trips: Parents and teachers agreed that field trips should be frequent and diverse. Trips to museums, parks, farms, historical sites, and cultural events provide children with varied experiences to enhance different aspects of their social and emotional growth.

Interpretation: A diverse range of field trips ensures children are exposed to multiple real-world contexts, fostering broad social and emotional development.

Inclusion in the Curriculum Policy: Teachers noted that field trips are often seen as extracurricular activities rather than core elements of the curriculum. They recommended that curriculum designers include field trips as a mandatory component, with clear guidelines on how to organize and evaluate their effectiveness.

Interpretation: Making field trips an integral part of the nursery school curriculum ensures they are systematically planned and implemented, maximizing their benefits for children.

Discussion of Findings

Finding 1: Influence of Field Trips on the Development of Social Skills

The study revealed that field trips significantly enhance nursery school children's social skills, such as communication, collaboration, and empathy. This aligns with Yamamoto-Kataoka et al. (2020), who found that regular field trips improved students' social skills, including their ability to work collaboratively and communicate effectively. Additionally, Belza, Herrán, and Anguera (2019) highlighted the cultural and social benefits of field trips, emphasizing that exposure to diverse environments foster empathy and respect for diversity. These findings further support the argument that experiential learning through field trips facilitates social growth in young learners.

Finding 2: Impact of Field Trips on Emotional Intelligence

The results demonstrated that field trips positively influence emotional intelligence, particularly in

emotional regulation, self-awareness, and empathy. This is consistent with Kurita et al. (2018), who found that exposure to diverse emotional experiences during field trips helps children develop emotional intelligence. Moreover, Salihu and Abubakar (2020) observed that hands-on and interactive learning experiences, such as those provided by field trips, are more effective in promoting deeper emotional engagement compared to traditional teaching methods. These results affirm the importance of integrating field trips into the curriculum to nurture children's emotional development.

Finding 3: Role of Teachers and Parents in Supporting Development through Field Trips

The findings also highlighted the critical role of teachers and parents in leveraging field trips to support children's social and emotional growth. This finding aligns with Grazzani et al. (2016), who emphasized the importance of teacher preparation and parental involvement in maximizing the educational value of field trips. By guiding children through their experiences and encouraging reflection, teachers and parents can help develop essential skills like self-awareness and empathy. These findings underscore the collaborative role of educators and families in enhancing the benefits of field trips.

Finding 4: Challenges in Organizing Field Trips

The study identified logistical and financial challenges as significant barriers to organizing field trips, which sometimes hinder their integration into the curriculum. Howes (2018) similarly highlighted the importance of adequate planning and resources for successful field trip execution. Addressing these challenges requires a systematic approach to planning, funding, and executing field trips to ensure their effective integration into nursery school education.

Finding 5: Effective Integration of Field Trips into the Curriculum

The findings suggest that field trips can be effectively integrated into the curriculum by aligning them with learning objectives and ensuring adequate preparation and follow-up activities. This aligns with Salihu and Abubakar (2020), who found that educational field trips enhanced learning outcomes when structured and purpose-driven. Furthermore, Howes (2018) emphasized the need for destination selection,

safety measures, and curriculum alignment to maximize the benefits of field trips.

Summary of Findings

The study examined the influence of field trips on the social and emotional development of nursery school children in Ogbomoshoh South Local Government Area, Nigeria. The findings revealed the following:

Influence of Field Trips on Social Skills: Field trips significantly enhanced children's communication, collaboration, and empathy. Teachers observed that children who participated in field trips were more confident in expressing their thoughts, working with peers, and showing respect for diversity.

Impact on Emotional Intelligence: Field trips positively influenced emotional intelligence by improving children's emotional regulation, empathy, and self-awareness. Experiences during trips exposed children to various emotions, allowing them to develop skills in recognizing and managing their emotions.

Role of Teachers and Parents: Teachers and parents played crucial roles in supporting the social and emotional development of children through field trips. Pre-trip preparations, post-trip discussions, and active supervision during trips were critical for maximizing the benefits of these experiences.

Challenges in Organizing Field Trips: Schools faced challenges such as inadequate funding, safety concerns, and logistical difficulties in organizing field trips. These barriers limited the frequency and variety of trips available to children.

Effective Integration into the Curriculum: For field trips to enhance children's social and emotional growth, they should be explicitly incorporated into the curriculum. Pre- and post-trip activities, collaboration with parents, and partnerships with community organizations were identified as effective strategies for integrating field trips.

Conclusion

The study concludes that field trips are a powerful tool for fostering social and emotional development in nursery school children. They provide hands-on learning experiences that improve communication, collaboration, empathy, emotional regulation, and self-awareness.

However, the benefits of field trips can only be fully realized if challenges such as funding, safety, and logistical constraints are adequately addressed. Integrating field trips into the nursery school curriculum as a formal component ensures that all children have access to these transformative experiences.

Recommendations

Based on the findings, the following recommendations are proposed:

Field trips should be formally integrated into the nursery school curriculum, with clear guidelines linking them to specific learning objectives.

Schools should implement structured activities before and after field trips to prepare children and help them process their experiences effectively.

Teachers should engage parents in the planning and execution of field trips to ensure children receive consistent support at home and school.

Schools should seek partnerships with community organizations, businesses, and NGOs to address financial and logistical challenges, making trips more affordable and frequent.

Schools should develop and implement comprehensive safety protocols, including risk assessments, adequate supervision, and emergency plans, to ensure the safety of children during trips. Schools should organize a variety of field trips to provide children with diverse learning experiences that promote different aspects of social and emotional growth.

Teachers should receive training on how to plan and conduct field trips effectively, including strategies for maximizing their impact on children's development.

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