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Historical Museum Visits in Social Studies: School Administrative Support, Barriers, and Teaching Quality in Kuwait

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Abstract

This study examined the use of historical museum visits in social studies teaching by exploring teachers' perceptions of their educational value, the support provided by school administration, and the barriers that limit their implementation in public schools in Kuwait. A descriptive analytical design was employed, and data were collected through a questionnaire administered to a convenience sample of 350 social studies teachers. The findings indicated a high level of awareness of the educational value of historical museums, particularly in connecting classroom knowledge with direct experience, deepening historical understanding, and strengthening national belonging. However, perceived school administrative support for activating museum visits was low. This weakness was associated with substantial barriers, including limited financial and material support, difficulties in securing transportation, organizational constraints, and weak institutional partnerships between schools and museums. The results also revealed significant differences in awareness by gender, in favor of male teachers; by years of experience, in favor of teachers with more than ten years of experience; and by educational stage, in favor of secondary school teachers. By contrast, teachers showed broad agreement regarding the seriousness of the barriers, the weakness of support and partnerships, and the positive contribution of museum visits to improving teaching and learning. The study concludes that the central challenge is not a lack of belief in the educational value of historical museums, but the limited capacity of schools to translate this awareness into regular and sustainable instructional practice.

Keywords: School Administration, Historical Museums, Social Studies, Museum Visits, Teaching Quality, Kuwait.