ADULTS' EXPECTATIONS AND PERCEPTIONS OF A VISIT WHILE ACCOMPANYING A CHILD TO A CHILDREN'S MUSEUM

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ADULTS' EXPECTATIONS AND PERCEPTIONS OF A VISIT WHILE ACCOMPANYING A CHILD TO A CHILDREN'S MUSEUM

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I want to thank my fiancé, Alex, for supporting me every step of the way. He loved me through the crazy, and reminded me of what I was doing this for. He dried my tears and held my hand, and will gladly do it once more on our wedding day.

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Title of Study: ADULTS' EXPECTATIONS AND PERCEPTIONS OF A VISIT WHILE ACCOMPANYING A CHILD TO A CHILDREN'S MUSEUM

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Abstract:

The purpose of this study was to examine the perceptions of adults who bring children to children's museums. 51 participants aged 20 and above filled out a pre- and post-questionnaire regarding their expectations and later actualizations of epistemic, social, and emotional benefits. The participants reported on benefits for themselves as well as their children. These expected and actualized benefits were then compared to the participant's rating of total museum value to determine which variable significantly contributed to their perception of museum value. Overall, epistemic benefits for both children and adults were found to be significantly different from pre- to post. Child emotional expectations significantly contributed to total museum value, as did actualized adult social and emotional expectations. The total amount of benefits was found to be significantly correlated with museum value. Limitations included questionnaire collection being limited to weekends, no child perspectives included in data, non-visitors excluded from data, and the pre questionnaire could potentially have influenced the results of the post-questionnaire. Implications involve insights for children's museum programmers to better understand both the adult and child's expectations as well as what they perceive the museum to be actually providing. Future directions involve including children, non-visitors, collecting on weekdays, and recording time in and out of museum.

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CHAPTER I

INTRODUCTION

Children's museums began in the U.S. with the opening of the Brooklyn Children's Museum in Brooklyn, New York, December 16, 1899. Prior to that time, museums, which were intended for individuals of all ages, focused primarily on housing artifacts and sharing these exhibits with the public in a somewhat passive format. However, this children's museum did not become totally independent as a separate museum until 1979 (Din, 1998). In the beginning, the focus of the Brooklyn Children's Museum was on children learning natural history through direct contact with materials. Brooklyn Children's Museum ignited a chain reaction for other cities to invest in their own child-centered institutions (Shofield-Bodt, 1987). In 1927, there were approximately 10 children's museums (Din, 1998).

Since that first spark, children's museums have grown not only in numbers, but have also advanced their philosophy and goals for serving youth (Shofield-Bodt, 1987). In the late 1960's with the science education reform movement, children's museums experienced a rapid growth. Another change happened in the 1960's when Michael Spock added "participatory" learning that involved moving toward interactive activities that provide more engagement in the learning process (Din, 1998). In 1962, the Association of Children's Museums (ACM) was founded in order to create a link

among museums with the hope of better serving young museum visitors (ACM, 2001). Thirteen years after the ACM was created, 38 children's museums were in existence. Since 1998, children's museums have grown extensively and are one of the fastest growing branches of the museum institution (Din, 1998).

Today there are over 300 children's museums in the U.S. (ACM, 2001). It is the goal of children's museums to enrich a child's life by providing interactive learning opportunities that are centered around play and support development (ACM, 2001). Within a children's museum, there are opportunities for introduction to various learning concepts, critical thinking, creativity, gross motor and fine motor development, social development, adult-child interactions, and of course, play (Borun & Dritsas, 1997; Henderson & Atencio, 2007).

Although children's museums are the focus of this paper, they are not the only ones that support the inquisitive mind of a child. Science museums are institutions with goals similar to children's museums, with a few important differences. Norris (1998, p. 3), when reviewing the mission statements of 242 children's museums, states that their intent is to "provide a safe and free place where children can see, touch, do, explore, create, imagine, and interact with their environment." However, science museums are characterized by their focus on science and technology, their contemporary nature, and their interactive exhibits (Quin, 1990). The exhibits can be geared toward children, but can also provide advanced interactive science concepts for persons older than 12 (Quin, 1990). Children's museums and science museums share the qualities of being hands-on informal learning centers, but the terms are not interchangeable. Although they are

different, both institutions have been utilized to study interactions among adults and children.

Adult-child interactions have been studied in a variety of ways ranging from conversations to play styles, to attitude related to exhibit topic, and to the level of the hands-on or off approach (Benjamin, Haden, & Wilkerson, 2010; Borun & Dritsas, 1997; Shine & Acosta, 2000; Tare, French, Frazier, Diamond, & Evans, 2011; Wood & Wolf, 2008). The quality of parent-child interactions in children's museums is positively correlated with child engagement and higher-level play (Benjamin et al., 2010). As a precursor to adult-child interactions, a caregiver's beliefs about education as influenced by their genetics, education, culture, occupation, and income were found to affect their children's educational achievement (Eccles, 2005). The Eccles' parent socialization model stipulates that parent education influences beliefs, which in turn influences their children's academic motivation and engagement (Eccles, 2005).

In 1986, Miles defined three different types of audiences within museums. The "actual audience" are those who attend, the "potential audience" constitutes the entire population that could possibly attend, and the "target audience" is the business definition of who is desired to attend (Miles, 1986, p. 73). It is important to view audiences through different lenses to understand who you are serving and where there are gaps. Miles (1986) also goes on to discuss the differences in perceptions. There is the scholarly perception held by museums that is geared toward an educational outcome, and then there is the visitor perception, which is not necessarily as clear cut and has social outcomes perceived as much more important. Visitor perceptions can be further broken down into types of perceived benefits.

Perceived benefits are typically found before perceived overall value (Bolton & Drew, 1991; Parasuraman, Zeithaml, & Malhotra, 2005). Five dimensions of benefits are listed by Sheth, Newman, and Gross (1991) in an explanation of a theory of consumption values and cited in many other studies. Note that Sheth et al.'s use of the word *value* is equal to this study's term *benefits*. The five dimensions are: (1) functional value (attributed-related, utilitarian benefits), (2) social value (social or symbolic benefits), (3) emotional value (experiential or emotional benefits), (4) epistemic value (curiosity-driven benefits), and (5) conditional value (situation-specific benefits) (Sheth et al., 1991; Sweeney & Soutar, 2001; Woodall, 2003). Of these perceived visitor benefits, traditional museum visitors have been found to link epistemic, social, and emotional benefits to overall museum value (Bitgood & Shettel, 1997; Hood, 1993; Miles, 1986; Treinen, 1993). According to Zeithaml (1988), perceived value is a "consumers overall assessment of the utility of a product (or service) based on perceptions of what is received and what is given." (p. 14).

Statement of the Problem

Although there has been a great increase in literature about children's museums as the number of museums rises, there are still large gaps in research. The subject of adult beliefs about learning has been studied; however, the adults' perceptions of learning have not been related to a children's museum setting. Instead, parental factors and beliefs have been linked to child educational attainment (Eccles, 2005). The area that still requires exploration is the impact of the caregiver's pre-existing motivational and educational values on the child's motivation and learning within children's museums. The impact of

caregiver expectations of a visit to a children's museum has not been compared with their perceptions after the visit to the museum.

Children's museums provide several benefits. They represent free-choice learning for children whose caregivers choose to bring them. They provide learning in an informal format, which supports the formal education that is unable to meet all societal needs (Packer & Ballantyne, 2002). By being a source of informal learning, children's museums are providing a community service by being open to the public (Dillenberg, 2011). Thus the impact of children's museums can be substantial.

Although there has been an increase in children's museums over the last 100 years, the information regarding their impact is limited. Falk (2000) states that too often, the impact data has been based on attendance figures and anecdotal notes. Due to the age of the museum's key audience, caregivers are considered vital to the child's engagement and learning. The factor that serves as one of the best predictors of future museum attendance is whether the adult has visited museums in their childhood (Falk, 1998). Targeting caregivers within children's museums and gaining information before and after their visit would add to the pool of data for children's museums. Reasons for visiting a children's museum typically begin with an adult expectation for a significant experience for their child (Wolf & Wood, 2012).

There is a dearth of research focused around parental factors that influence child learning and play in children's museums. With more information, museums can more fully serve the children and adults in their community. Wolf and Wood (2012) state that children's museums are taking the gradual step toward addressing and emphasizing the importance of the adults who accompany children to children's museums. Children do

not develop in isolation, nor can they visit museums alone. Therefore, in order to meet the children's needs, it is often necessary to meet the needs and expectations of their influential adults.

Many museums have invested in visitor studies, which help institutions gain an understanding of who their audience is and what their perspective of a museum visit is. The initial question that museums ask is, "Who is visiting the museum, and who is not?" On average, those who visit museums tend to be European American, have a higher education background, and have a higher income than those who do not visit museums (Falk, 1998; Hood, 1993; Treinen, 1993). Those who attend also typically prefer exploration, discovery, knowledge, and meaningful leisure activities (Falk, 1998).

Many studies have looked into answering these questions of visitor participation and perceptions in traditional museums, but there is a lack of research in this area for children's museums. Prior expectations involve the customer having a set of perceived values that they expected to gain from the product or service (Gutman, 1982; Howard, 1977; Woodruff, 1997; Zeithaml, 1988). Purchaser satisfaction is caused by a comparison concerning the purchaser's prior expectations and the perception of the benefits that are truly received (Bolton & Drew, 1991; Fornell, 1992; Oliver, 1981; Spreng, Dixon & Olshavsky, 1993). The current study hopes to shed light on the visitor's perception, as Hood points out that participation is dependent on a person's perception of the museum benefits, not necessarily what the museum truly provides (1993). Perceived quality (benefits) is defined as the consumer's judgments about a product or service's general merit or superiority. It is a result of perceived performance and service-related benefits (Parasuraman et al., 1985; Zeithaml, 1988).

It is the visitor's perception of value for a given product or service that signifies the actual importance and value of the item, not the value determined by the supplier (Woodruff, 1997). Many studies have looked at visitor perception for various products and services (e.g., Chen & Dubinsky, 2003; Gutman, 1982; Howard, 1977; Sweeney & Soutar, 2001; Zeithaml, 1988). No research (or none that could be identified in a recent literature search), however, has examined how perceived benefits affect the value of a children's museum. A research question of interest, then, is 'How do expectations prior to entry affect adults' actualized benefits from a children's museum visit?' Also, 'How do actualized benefits affect the overall value of a children's museum?'

Purpose of Study

The purpose of the current study is to compare the adults' perceived expectations of a children's museum visit with their perceived benefits after the visit. Grounded in the theory of consumption values, caregiver expectations of a visit to a children's museum will be examined and then compared to their later perception of how successful the visit was and their overall appraisal of the value of the museum.

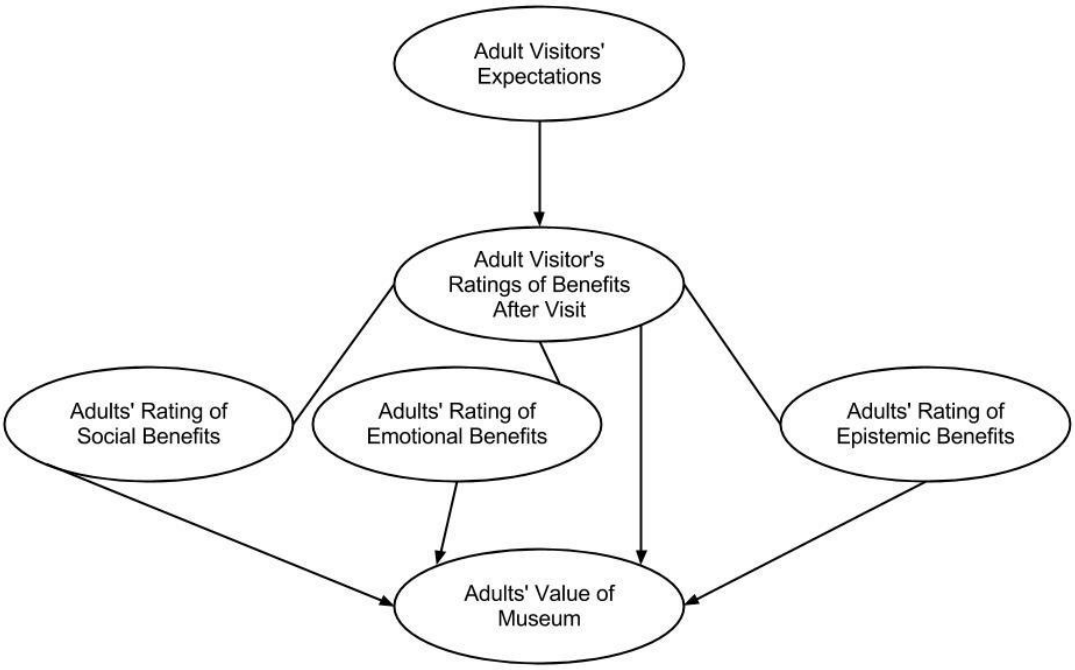

Figure 1. Children's Museum Adult-Centered Consumption Theory Model

Figure 1 shows the relationships among visitor expectations, visitors'actualized benefits after the children's museum visit, and the children's museum value. When attending a children's museum, adults expect certain benefits will be gained through outcomes of the visit (Bolton & Drew 1991; Fornell, 1992; Gutman, 1982; Howard, 1977; Oliver, 1981; Spreng et al., 1993; Woodruff, 1997; Zeithaml, 1988). After visiting the children's museum, their perceptions of the benefits they gained include social benefits, emotional benefits, and epistemic benefits (Sheth et al., 1991). These benefits after a children's museum visit are all linked to the adult visitors' perceptions of the children's museum's overall value (Bolton & Drew, 1991; Parasuraman et al., 2005; Sheth et al., 1991; Sweeney & Soutar, 2001; Woodall, 2003).

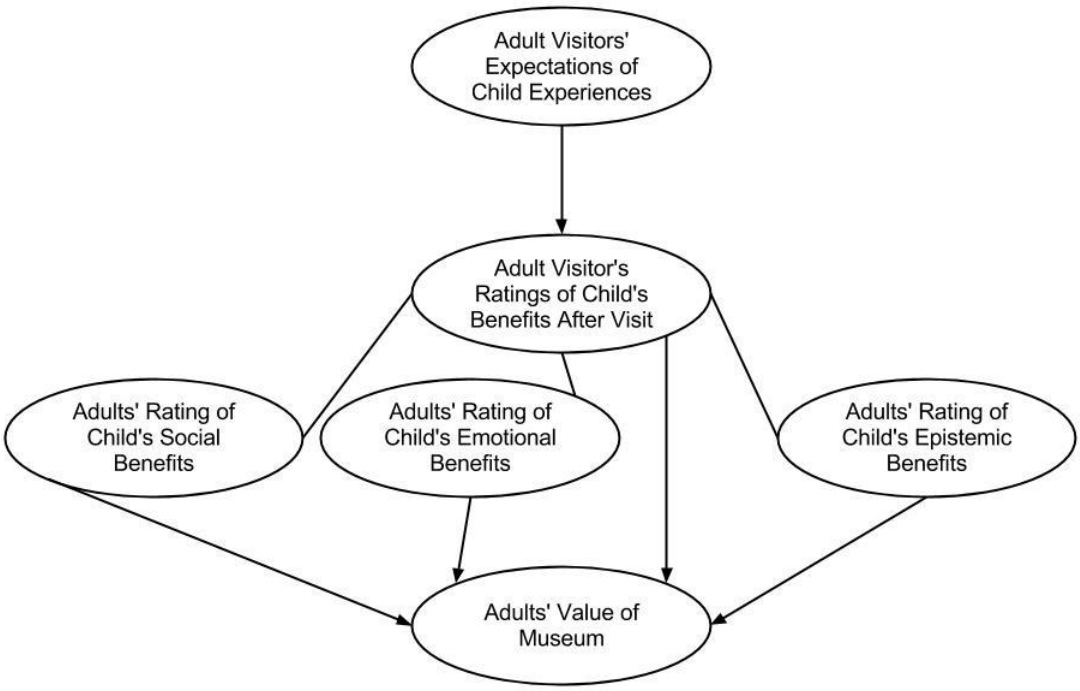

Figure 2. Children's Museum Child-Centered Consumption Theory Model

Figure 2 shows the relationships among visitor expectations for child benefits, visitors' child benefits after the children's museum visit, and the children's museum value. The same concepts apply from the children's museum adult-centered consumption theory model. An adult children's museum visitor expects certain benefits for the child, and then perceives certain benefits for the child after their visit. These benefits consist of epistemic, social, and emotional benefits and are linked to the adult's perception of the children's museum overall value. This study will aid children's museums in understanding the backgrounds and values of their visitors as well as knowing how to better promote good perceptions of visits within their museums.

Primary Research Questions

1. What is the relationship between caregiver expectations of epistemic benefits that their children could potentially receive during a children's museum visit and the child epistemic benefits actually received in a children's museum?

Hypothesis: It is hypothesized that expectations for epistemic benefits within the children's museum will be significantly different from caregiver ratings of actualized epistemic benefits for the child within the children's museum.

2. What is the relationship between caregiver expectations of epistemic benefits that they as adults could potentially receive during a children's museum visit and the adult epistemic benefits actually received in a children's museum?

Hypothesis: It is hypothesized that expectations for epistemic benefits within the children's museum will be significantly different from caregiver ratings of actualized epistemic benefits for the adult within the children's museum.

3. What is the relationship between caregiver expectations of social benefits that their children could potentially receive during a children's museum visit and the child social benefits actually received in a children's museum?

Hypothesis: It is hypothesized that expectations for social interaction within the children's museum will be significantly different from caregiver ratings of actualized social benefits for the child within the children's museum.

4. What is the relationship between caregiver expectations of social benefits that they as adults could potentially receive during a children's museum visit and the adult social benefits actually received in a children's museum?

Hypothesis: It is hypothesized that expectations for social interaction within the children's museum will be significantly different from caregiver ratings of actualized social benefits for the adult within the children's museum.

5. What is the relationship between caregiver expectations of emotional benefits that their children could potentially receive during a children's museum visit and the emotional benefits that their child actually received in a children's museum?

Hypothesis: It is hypothesized that expectations for emotional interaction within the children's museum will be significantly different from caregiver ratings of actualized emotional benefits for the child within the children's museum.

6. What is the relationship between caregiver expectations of emotional benefits that they as adults could potentially receive during a children's museum visit and the emotional benefits for the adult actually received in a children's museum?

Hypothesis: It is hypothesized that expectations for emotional interaction within the children's museum will be significantly different from caregiver ratings of actualized emotional benefits for the adult within the children's museum.

7. Do visitor expectations and actualized benefits differ based on the amount of times they have visited the children's museum?

8. Which type of expectations best predict value (child social, child emotional, child epistemic, adult social, adult emotional, or adult epistemic)?

9. Which type of actualized benefits best predict value (child social, child emotional, child epistemic, adult social, adult emotional, or adult epistemic)?

10. Does the amount of the visitor's actualized benefits impact the overall appraisal of museum value?

It is hypothesized that the overall amount of actualized benefits will be positively correlated with the appraisal of museum value.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of the present study is to examine adult expectations and actualizations of a visit to a children's museum when accompanying a child, along with subsequent ratings of the overall value of the children's museum. This chapter will include the following topics: the definition of a children's museum, the history of museums, the importance of museums, the function of exhibits in children's museums, the role of gender in children's museums, adult-child interaction in children's museums, the community surrounding the museum, various cultures that attend museums, visitor studies, and perception and value research.

Definition of a Children's Museum

A children's museum is an establishment dedicated to meeting children's interests and needs by creating things such as programs and exhibits that inspire inquisitiveness and encourage learning (ACM, 2001). Children's museums vary significantly, but many are heading up a movement that marries particular educational goals with play in informal education situations that are developmentally appropriate not only for infants, but for toddlers and children as well (ACM, 2001). It is the goal of children's museums to enrich a child's life by providing interactive learning opportunities centered around play that

support development (ACM, 2001). Within a children's museum, there are opportunities for introduction to various learning concepts, critical thinking, creativity, gross motor and fine motor development, social development, parent-child interactions, and of course, play (Borun & Dritsas, 1997; Henderson & Atencio, 2007). Children's museums are defined by their intent to "provide a safe and free place where children can see, touch, do, explore, create, imagine, and interact with their environment" as was stated by Norris (1998, p. 3) in a review of 242 children's museum's mission statements. This definition has not represented children's museums throughout the entirety of their existence; the history of children's museums shows a slow transition into the interactive centers of play and exploration that they are today.

History of Children's Museums

Children's museums have been in existence ever since the Brooklyn Children's Museum came into being in 1899 (Schofield-Bodt, 1987). Created in a renovated Victorian mansion, its goal was to give children an interactive experience in a way that museums to date had not (Schofield-Bodt, 1987). The concept of marking the importance of childhood with unique and interactive learning opportunities began to catch on across the country. Children's museums formed in Boston (1913), Detroit (1917), Hartford (1927), Jacksonville (1935), Charlotte (1947), and Duluth (1930). As new children's museums continued to form and grow, many of the institutions placed no collections at all in their museums and instead focused on entirely active experiences (Schofield-Bodt, 1987).

The Association of Children's Museums (ACM) was created in 1962 as a professional organization for the children's museum field (ACM, 2001). This association was created at the forefront of a children's museum boom that is continued today.

According to ACM (2001), there were 38 children's museums in existence in 1975. In 15 years, 80 new children's museums had opened. As many as 341 children's museums all over the world are now a part of the Association of Children's Museums (ACM, 2008). Early museums responded to an immediate and undervalued educational need of young children. As the understanding of the needs of children has changed and come into focus, children's museums have adapted and individualized their practices. As children's museums continue to grow and act as a place for young children, it is beneficial to understand how these museums benefit children and their families.

Importance of Museums

A number of studies have been created to examine the importance and effectiveness of children's museums. In an overview of museum audiences, Miles mentioned three reasons why museums have great teaching potential (1986). Learning that is not forced has more positive outcomes, allows problems to be perceived as challenges, and learning occurs according to the visitor's interests (Miles, 1986). According to the comprehensive analysis of studies done by Henderson and Atencio (2007), children's museums are valuable venues for children to experience informal learning, and for parents and teachers to practice appropriate interactions with children to intensify learning through play.

Another factor to examine when determining the benefit of children's museums is the long term effect on visitors. A study at a science museum noted that long term relationships with the museum often resulted in "increased well-being, improved self-confidence, a strengthened feeling of belonging, connecting with people who share interests and values, and spending quality time with family and friends" (Everett & Barrett, 2011, p. 443). Not only does the setting of the children's museum provide

opportunities for growth and understanding, but the exhibits provide an environment for natural scaffolding and caregiver-child interaction to occur. Learning, in a range of levels, has been shown to occur inside of children's museums. However, exhibits promote different types of learning depending on their open-endedness, much like caregivers affect learning with their hands-on or off approach with children (Puchner, Rapoport, & Gaskins, 2001). Understanding how museums promote learning means understanding the varying types of exhibits within children's museums.

Exhibits within Children's Museums

Children's museums engage in their missions of enhancing children's lives through the use of exhibits. Dillenburg (2011) stressed the importance of exhibits as being specific to museums and the primary means of education within a museum. These exhibits can be themed around a variety of subjects; examples include an academic subject, gross motor skills, a scientific principle, or an area in the community. Some studies of exhibits have focused on overall types of interaction and learning opportunities, whereas others focus on the ability of a specific exhibit to relay specific understanding. One such study was based around an exhibit that was called "What If I Couldn't?" The exhibit focused on children with disabilities in an effort to provide children with an understanding and empathy for those with disabilities. Through interviews, they found that a museum exhibit could indeed be effective in informing large groups of children about disabilities. They also found that abstract concepts were less effective and that parental involvement was influential in child involvement (Melton, 1977).

Another study, conducted by Guberman, Flexer, Flexer, and Topping (1999), looked at the work of Project Math-Muse, which worked to bring mathematics in a child-

friendly way into museums. Upon observing two different math exhibits in a children's museum, the researchers found that children often engaged in an exhibit for longer if a staff member was there to facilitate it. They also found that it was important to place the exhibit in a quiet place, away from distractions (Guberman et al., 1999). Not only are these studies valuable in their review of specific exhibit themes, they also benefit the overall understanding of what characteristics can contribute to an engaging exhibit. Gender is another such characteristic that influences the museum experience.

Gender Differences in Play in Children's Museums

An exhibit's effectiveness not only derives from factors within the exhibit, but also from characteristics of the children who are playing in the children's museum. Multiple studies have looked at gender in relation to how children interact with children's museum exhibits. The research of Wöhrer and Harrasser (2011) showed gender-related differences in play, even if the museum attempts to provide activities that are equally engaging for both girls and boys. While the topic needs to be explored further, their findings suggested that boys were more likely to use exhibits for immediate play and games of competence, fun, and power. Girls, however, more often attempted to understand the meaning of the items and strove to become proficient in working with the item (Wöhrer & Harrasser, 2011).

In Greenfield's (1995) study, a different explanation was produced for the variance in gender play. While they found that boys tended to flock overwhelmingly to active and technology-based exhibits, the amount of time they spent on these activities could simply have given girls less of an opportunity to interact with those types of exhibits (Greenfield, 1995). Their observations showed that it was not the preference that

differed among genders, but rather the willingness to approach a child playing in an exhibit and wait for a turn. Boys were much more likely to wait in line, whereas girls showed interest but preferred to move on rather than to wait (Greenfield, 1995). This finding can lead museum coordinators to examine exhibit structure to see if it encourages multiple visitor interaction, or if it limits the number of participants.

Different aspects of gender were studied by Luria and Herzog (1991), who essentially looked at who and what girls and boys play with in a children's museum. They found that the majority of boys played in the automobile exhibit, whereas the majority of girls played in the grocery store exhibit. Roughly 25% of both girls and boys went to the opposite exhibit. The major finding for this study was that children's museums typically do not support gender segregation, and that the segregation was indeed relaxed in comparison to other important childhood settings such as the playground (Luria & Herzog, 1991). Understanding how to lessen gender segregation in a children's museum while at the same time understanding that it will inevitably occur are beneficial concepts to museum staff as they strive to provide the best learning experiences possible for each child. Learning experiences and the overall museum visit are also greatly impacted by parent-child interactions.

Adult-Child Conversational Interactions

As was alluded to in the review of aforementioned studies, children do not learn in isolation. They benefit from interactions both with staff as well as family members. Understanding this concept, adult-child interactions in various types of museums has been a large topic of study for several years now. Looking in the context of an evolution exhibit, researchers wanted to know how parents supported their children's learning

through conversations. They found that parents must view the topic of the exhibit as significant enough for the child to need to understand it, as these attitudes greatly affected the conversation. The parents' level of conversation was also found at times to be in response to the child's level of interest and questioning (Tare et al., 2011).

Another study looked not only at parent-child conversations, but also how to instruct parents about conversations and what the subsequent learning outcomes were. Parents in a children's museum were provided with varying levels of instruction on how to interact with their child in a building exhibit. Child understanding of the exhibit's concepts was found to be the highest when the parent was instructed on and engaged in "wh- questions" such as who, what, when, where, and why (Benjamin, Haden, & Wilkerson, 2010). This study brings to light the fact that not all caregiver-child interactions produce the same result, and that the quality of the conversations is key to a child's conceptual understanding. Another type of interaction relevant to a child's conceptual understanding is parent-child social play.

Adult-Child Play Interactions

Play involves not only the child, but can involve the adult as well. One study acknowledged the potential benefits of play, and looked to see if parents in a children's museum were accessing the full potential for such interactions. Through observation and interview, Shine and Acosta (2000) gained insight into how parents interact and play with their children, as well as their perceptions of the visit. The researchers found that "parent-child play interactions we observed may have been too structured, too didactic, or too brief to engender the benefits of engaged social pretend play" (Shine & Acosta, 2000, p. 51). The implications of these findings for museum staff are to challenge them to make

ways for adults to viably enter into quality social play in an area that is entirely created for children.

Other research findings showed that many parents did not even attempt interaction with their child in a children's museum setting. A pattern of sitting back and watching was determined for the majority of parents in one such study (Wood & Wolf, 2008). Referring back to Benjamin et al.'s study (2008), some of the disparity in parental interaction may have to do with their understandings and level of instruction of appropriate engagement techniques. Even though many of the parents in Wood and Wolf's (2008) study did not play with their child, they still valued its importance, and both the parents and the children desired hands-on activities. The implications again point to the importance of providing supports for not only the child, but also the adult who will inevitably influence the child's experience within the children's museum. Certain exhibit characteristics lend themselves to supporting the adults within the adult-child interactions.

Exhibit Characteristics to Promote Caregiver-Child Interaction

In response to some of the studies focusing on family interaction, four science institutions within the Philadelphia area joined together in a group called Philadelphia-Camden Informal Science Education Collaborative (PISEC) to research and develop exhibits based around family learning. After thorough review of previous research combined with their own studies, PISEC developed seven key characteristics of an exhibit that would qualify it as effectively inspiring family learning (Borun & Dritsas, 1997). The first exhibit characteristic listed was "multi-sided", meaning that the family has the ability to group together and still be able to be around and interact with the exhibit. The second

characteristic was “multi-user”, meaning that multiple people are able to comfortably engage in an activity at the same time. The third characteristic was “accessible”, meaning that the exhibit was available to both children and adults, as well as those with adaptive needs such as a wheelchair. The fourth characteristic was “multi-outcome”, meaning that the end-result of the exhibit was open-ended enough to encourage discussion. The fifth characteristic was “multi-modal”, meaning that for various ages and abilities within the family there would be activities appealing to their learning style and knowledge-level. The sixth characteristic was “readable”, meaning that any text presented was accessible and understandable in comprehensible segments. The seventh and final characteristic was “relevant”, meaning that the family’s prior knowledge was linked to the exhibit in some way to promote engagement (Borun & Dritsas, 1997, p. 180).

Although incorporating all of these aspects of family exhibits is a lofty goal, PISEC stresses the importance of including this population, as they account for 62% of weekend visitors at PISEC institutions (Borun & Dritsas, 1997). This can easily be applied to children’s museums as well, considering the fact that a facility geared towards children will inevitably involve at least some type of caregiver. These characteristics would be an excellent starting point to encouraging parents and other caregivers to interact with their children in a meaningful way within children’s museums exhibits. Interactions, however, may not look the same depending on the individual’s community and culture.

Community and Culture in Children's Museums

A child's experience and the way that family members interact with each other within a children's museum greatly depends on a visitor's culture and values, which establish the foundation of their understanding. Multiple studies have looked at how experiences and interactions differ among cultures within children's museums. One research study looked at a science center, a natural and social history museum, an art/social history museum, and an art gallery in order to examine child experiences in a variety of museum settings. Upon reviewing the programs for ten weeks and interviewing children about their experiences, the researchers concluded that programs and exhibits within museums that offer associations to the child's culture will have a greater effect and meaning than decontextualized displays (Anderson, Piscitelli, Weier, Everett, & Tayler, 2002). It is not a far stretch to utilize this conclusion in a children's museum, where children are actively making their own meaning of the objects and experiences around them. Caregivers who are able to make cultural connections may also feel more comfortable in the museum setting, and therefore engage more frequently in meaningful interactions with their child.

With the understanding of the importance of culture to the children's museum experience, the next logical step is to see how that relates to the museum's immediate community. A children's museum and a school district banded together to implement an intervention for children's science learning. The kindergarten classrooms participated in a lesson related to the science concept and then visited the children's museum to experience the concept in a hands-on environment. By comparing pre and post interviews, the researchers found that children who had the lesson as well as visited the science exhibit understood more complex concepts and more correct concepts than

students who only participated in the classroom lesson (Tenenbaum, Rappolt-Schlichtmann, & Zanger, 2004). An important factor of collaborating with the community is that the children's museum needs to understand and respect the various cultures and values of that community. Not only can the predominant culture influence how the curriculum is relayed to the children within classrooms, the children's culture can also affect their prior knowledge and how they understand an exhibit.

Another study that focused on culture examined family behavior and interactions in a Mexican science museum. Their study revealed the relevance of *educacion,* which relates to families imparting ethical, social, and personal responsibilities to their children (Briseño-Garzón & Anderson, 2012). This finding again supports the argument for increased opportunities for adult-child interaction within children's museums. The researchers clearly state that along with the benefits of cognitive development, children's museums provide an important avenue for socio-cultural identity construction through family interaction (Briseño-Garzón & Anderson, 2012). Implications for museum staff are similar to implications already stated: children do not develop in isolation, therefore it is important to include the entire family in the children's museum experience.

Continuing the examination of the museum perspective between countries, one researcher studied the Taiwanese perception of museums in relation to Western countries' perceptions. The goal of the study was to identify the deterrents of museum non-visitors in Taiwan. Although lack of interest, similar to Western countries, was cited as the key deterrent, the reasoning behind the lack of interest varied greatly from Western reasoning. Some of the cited opinions of museums in the UK were that they were unwelcoming and that the exhibits were uninteresting and unchanging. In Taiwan,

however, the deterrent was the overwhelming focus on education. The educational aspect overshadowed any potential for leisurely entertainment and exploration in the eyes of Taiwanese non-visitors (Lin, 2006). It is important for museum staff to keep in mind that generalizations often do not extend to different cultures, and that addressing culture within children's museums is vital to active engagement among all families. In addition to looking at how various cultures interact with museums and the different reasons behind lack of visitation, an entire field of study has been devoted to visitor studies and how to best understand those who attend museums.

Visitor Studies

Many museums have invested in visitor studies, which help institutions gain an understanding of who their audience is and what their perspective of a museum visit is. The initial question that museums ask is, "Who is visiting the museum, and who is not?" Falk (1998) reviewed visitor studies literature up to 1998 and provided valuable feedback. Falk's review stated that persons from a European American background who had higher education and income were much more likely to visit museums than their minority counterparts with lower education and income (1998). Hood, who conducted a similar review of visitor studies, cited the same findings of museum goers averaging a higher socioeconomic status (1993). On a related note, those who do not visit museums have been found to be less educated and with less occupational qualifications (Treinen, 1993). While this is a helpful pattern to be aware of, Falk makes sure to state that certain demographic characteristics do not guarantee attendance (1998). Although a demographic trend has been found for traditional museums, this type of research is lacking for children's museums. Falk (1998) also reviewed studies that utilized psychographics,

which looks at a person's psychological and motivational characteristics. When examining the psychographic profile of museum goers, it has been found that they rank exploration, discovery, knowledge, and meaningful leisure activities as important (Falk, 1998). Hood's review cited these same factors (1993). Hood also mentions the "occasional visitor" whose motivations for visiting center more around social factors as well as active participation and comfort within the environment (Hood, 1993, p. 17). Children's museums, again, lack this type of data.

In 1986, Miles defined three different types of audiences within museums. The "actual audience" are those who attend, the "potential audience" constitutes the entire population that could attend, and the "target audience" is the business definition of who is desired to attend (Miles, 1986, p. 73). A children's museum's potential audience could be the population of community and surrounding communities, as well as those visiting the community. The target audience could be children ages birth through twelve years along with their caregivers and adults. The actual audience is unknown. According to Miles (1986), however, the ideal museum setting would include the entire target audience within the actual audience, which includes the majority of the population. For traditional museums, Miles identifies two perceptions. The scholarly perception includes the ideas that the museum has for visits to be centered on learning rather than leisure (Miles, 1986). The visitor perception, which naturally includes the museum-goers ideas, categorizes the visit as more of a social event with no real line drawn between learning and leisure (Miles, 1986). The concern from a mismatch in perceptions is the potential that visitors will not perceive benefits in their visit. According to others (e.g., Packer,

2008) it is not until the benefits of the visit are ascertained that the meaning and value of the will visit be determined.

Regardless of resources, individuals will still attend leisure activities if they deem them worthwhile and satisfactory (Falk, 1998). Hood (1993) defines leisure as "time when we voluntarily choose to do whatever gives us satisfaction and enjoyment." (p. 19). If there is no satisfaction or expectations are not met, then individuals will not attend that activity. Furthermore, participation is dependent on a person's perception of the museum benefits, which is not always what the museum truly provides (Hood, 1993). Variability of outcomes within a children's museum range not only from previous understanding to curiosity and experience, but also to individual motivation and expectations (Falk & Adelman, 2003). From a museum perspective, education is prioritized the majority of the time (Bitgood & Shettel, 1997). However, as Treinen (1993) points out in a review of museum visitors, the actual experience within a museum is not usually aligned with a deep goal of educational achievement. It is not that learning is deemed undesirable, it is simply not the top priority of an outing.

Pekarik, Doering, and Karns (1999) identified four different types of satisfying experiences within a museum. Object experiences involve being "moved by beauty" and "seeing the real thing" (Pekarik et al., 1999, p. 155). Cognitive experiences involve "enriching understanding" and "gaining information or knowledge" (Pekarik et al., 1999, p. 155). Introspective experiences include "reflecting on the meaning", "recalling past experiences", and "feeling a sense of belonging" (Pekarik et al., 1999, p. 155). Lastly, social experiences include "spending time with friends/family/other people" and "seeing my children learn new things" (Pekarik et al., 1999, p. 155). These perspectives are

geared toward a traditional museum, but could also relate to a children's museum visit. Cognitive, introspective, and social experiences could all be attained through an interactive exhibit experienced with others, although the object experience may be less likely without collections within the museum.

Examining this topic further, Sandifer (1997) found in a study of time-based behaviors in science museums that family groups were more in line with exhibit and education-centered goals than other visitor groups. Relating back to Mile's study (1986) of museum perceptions, though there are outliers that lean to the extremes of either leisure or learning, the majority of museum visitors rest in the middle with the potential to gain from social and learning outcomes. Although there is a potential disconnect between the expectations of museums and their visitors, there is still a link of benefits between them. Referring back to Hood's review (1993), good intentions will not attract visitors unless museum-goer expectations are recognized and visitor perceptions are considered during the exhibit and event planning process. Clearly, the overwhelming majority of the research is about art, history, and other traditional museums. These characteristics of museum visitors have not been studied in children's museums. In order to study visitors within children's museums, one would benefit from first relating children's museums visitors to a theory of consumption values.

Theory of Consumption Values

Sheth, Newman, and Gross (1991) present a theory of consumption values that explains why consumers choose to participate in or purchase a specific product. When describing the theory, they list three propositions about values that are vital to its premise. The three propositions are that (1) multiple values play a part in customer choice; (2) these values

can vary their affects depending on the situation; and (3) the values are independent of each other (Sheth et al., 1991). There are five values that they are referring to when they discuss these propositions. The first value is "functional value", and is defined as an item or experience being valued for its characteristics such as dependability, durability, and cost (Sheth et al., 1991, p. 160). The second value is "social value", and is defined as the perceived benefit from the image it portrays or services shared with others, such as clothing, gifts, or items for entertaining (Sheth et al., 1991, p. 161). The third value is "emotional value", and is defined as an association with specific feelings such as a romantic dinner, scary movie, religious service, or even comfort food (Sheth et al., 1991, p. 161). The fourth value is "epistemic value", and is associated with elevated curiosity, sense of newness, or knowledge gain (Sheth et al., 1991, p. 162). The fifth value is "conditional value", and is defined as a choice that is motivated by factors that are present only in certain situations. This includes seasonal items and activities, weddings, emergencies, or even popcorn at the movies (Sheth et al., 1991, p. 162). Having been tested in over 200 applications, the theory of consumer value has consistent predictive validity and can predict, describe, and explain. The authors make a point to state that this theory is applicable to all consumer research as long as it is individual, systemic, and voluntary choice (Sheth et al., 1991). Studies of visitor perceptions and values have been conducted based on this theory and others similar to it.

Visitor Perceptions and Values

Perceived value is a concept that has intrigued many researchers over the past few decades. It has the possibility to lead into further purchases or visits to a specific institution if the perceived value is high, which is appealing to all who work with

consumers (Spreng, Dixon, & Olshavsky, 1993). According to Zeithaml (1988), perceived value is a "consumers' overall assessment of the utility of a product (or service) based on perceptions of what is received and what is given" (p. 14). Perceptions of what is received are essentially referring to the perceived benefits, and what is given is essentially the cost. Prior to a perception of benefits, consumers have expectations of what a product or service will accomplish prior to trying it out (Bolton & Drew, 1991). Expectations are defined by Spreng et al. (1993) as being the ideas of how a product or service will perform as related to the future sacrifices throughout the purchase and the service. In order to test this, Bolton and Drew (1991) studied service quality surveys from a national probability sample of residential telephone subscribers. They found that service quality could be found by relating their expectations prior to use and the perceived performance (benefits) afterwards (Bolton & Drew, 1991). Service value was also positively related to perceived service quality (Bolton & Drew, 1991). Service quality is more closely related to meeting the perceived expectations, whereas service value is more in line with what benefits are perceived from the product or service (Bolton & Drew, 1991).

Although Bolton and Drew (1991) looked at a national sample from a telephone company, Sweden was the first country that had researchers conduct a nationwide study for the perception of value and consumer satisfaction. With the mindset of improving quality and becoming more competitive, the Customer Satisfaction Barometer (CSB) was developed to examine surveys from roughly 100 leading companies within Sweden (Fornell, 1992). The CSB provided industry comparisons, comparisons of specific organizations with the industry norm, comparisons over time, estimates of continuing

performance, and responses to particular queries such as perceived quality. Their comprehensive findings suggested that although consumers in Sweden were not excessively satisfied, the recent trend was moving upward. This study was the first of its magnitude, and gave invaluable data through cross-company and consumer comparisons. A similar study across children's museums in the United States could provide valuable data about visitor trends and motives.

Another study looking at perceived value focused on customer purchase processes online and how value was influenced (Chen & Dubinsky, 2003). One hundred questionnaires were examined that reviewed online shopping as well as perceived quality and perceived value. Their findings suggested that increasing the perception of quality while reducing the cost would positively affect the perception of value (Chen & Dubinsky, 2003). It is very possible that these findings could be translated into the children's museum setting by examining their perception of value and what factors play into that perception. Parasuraman, Zeithaml, and Berry (1985) also looked into perceived quality, using an exploratory investigation involving focus groups with consumers and interviews with executives. The researchers found that there was a gap between executive understanding of quality and a consumer understanding of quality (Parasuraman et al., 1985). It was also found that consumer perception of quality could be positively affected by external communications that denoted a respect and full effort towards quality by the company (Parasuraman et al., 1985). As has been found by multiple studies, Parasuraman et al. (1985) also found service quality to be a combination of the factors of consumer expectations and consumer perceived service.

Five dimensions of value are listed by Sheth et al. (1991) in an explanation of a theory of consumption values. It is these five dimensions that provide the most suitable basis for value constructs due to its validation through extensive investigation and discussion by a variety of fields such as economics and social and clinical psychology (Sweeney & Soutar, 2001). Note that Sheth et al.'s use of the word *value* is equal to this study's term *benefits*. The five dimensions are: (1) functional value (practical benefits), (2) social value (social benefits), (3) emotional value (emotional benefits), (4) epistemic value (learning benefits), and (5) conditional value (benefits unique to certain situations) (Sheth et al., 1991; Sweeney & Soutar, 2001; Woodall, 2003). Of these perceived visitor benefits, traditional museum visitors have been found to link epistemic, social, and emotional benefits to overall museum value (Bitgood & Shettel, 1997; Hood, 1993; Miles, 1986; Treinen, 1993).

Based on the Sheth et al. (1991) five dimensions of value, a study was conducted that tested the PERVAL scale the authors developed to examine perceived benefits and value (Sweeney & Soutar, 2001). Their findings highlighted the importance of emotional value as an incentive to utilize a product or service, which had not previously been showcased (Sweeney & Soutar, 2001). They also found that retail service quality as linked to emotional and social values can greatly influence a consumer's decision to buy a product or take part in a service (Sweeney & Soutar, 2001). This suggests implications for companies to invest time and money into appropriate staff recruitment and training. Another effort to gain insight into consumer perceptions of quality and value was conducted through an exploratory investigation into a juice company by Zeithaml (1988). Not only did Zeithaml (1998) find consumer interests to be constantly evolving, she also

found four consumer definitions of value. These definitions include: Value is a price that is adequately small, Value is the features that I desire in a product, Value is the fair trade-off of price and quality, and Value is what is received for what is given (Zeithaml, 1988). It is important for companies to see and understand the consumer's perception of value and not just their own idea of the value of their product or service (Zeithaml, 1988).

Gutman (1982) noted that "building values into marketing planning created the potential to target products and messages more closely to valued states or goals considered by the consumer to be of prime importance" (p. 70). A successful product of service is not just about the actual quality or value that it has, but also has to do greatly with how the consumers perceive it. Whether customer service has tainted their perception of quality, or the consumers' expectations are not lined up with the benefits of the product, or the consumer values vary from the company's, customer perceptions must be taken into account for successful marketing (Gutman, 1982; Zeithaml, 1988).
Many studies have looked at visitor perception for various products and services (e.g., Chen & Dubinsky, 2003; Gutman, 1982; Howard, 1977; Sweeney & Soutar 2001; Zeithaml, 1988). No research, however, has examined how perceived benefits affect the value of a children's museum. Questions of interest would then be: What is the relationship between caregiver expectations of a children's museum visit and their ratings of actualized child epistemic benefits in a children's museums? What is the relationship between caregiver expectations of a children's museum visit and their ratings of actualized adult epistemic benefits in a children's museums? What is the relationship between caregiver expectations of a children's museum visit and their ratings of actualized child social benefits in a children's museums? What is the relationship

between caregiver expectations of a children's museum visit and their ratings of actualized adult social benefits in a children's museums? What is the relationship between caregiver expectations of a children's museum visit and their ratings of actualized emotional benefits for the child in a children's museum? What is the relationship between caregiver expectations of a children's museum visit and their ratings of actualized emotional benefits for the adult in a children's museum? Do visitor expectations and actualized benefits differ based on the amount of times they have visited the children's museum? Which type of expectations best predicts value (child social, child emotional, child epistemic, adult social, adult emotional, or adult epistemic)? Which type of actualized benefits best predicts value (child social, child emotional, child epistemic, adult social, adult emotional, or adult epistemic)? Lastly, does the amount of the visitor's actualized benefits impact the overall appraisal of museum value?

Upon exploring these questions via questionnaire with children's museum visitors, the following hypotheses were examined. Hypothesis 1 stated that expectations for epistemic benefits within the children's museum will be significantly different from caregiver ratings of actualized epistemic benefits for the child within the children's museum. Hypothesis 2 stated that expectations for epistemic benefits within the children's museum will be significantly different from caregiver ratings of actualized epistemic benefits for the adult within the children's museum. Hypothesis 3 stated that expectations for social interaction within the children's museum will be significantly different from caregiver ratings of actualized social benefits for the child within the children's museum. Hypothesis 4 stated that expectations for social interaction within the children's museum will be significantly different from caregiver ratings of actualized

social benefits for the adult within the children's museum. Hypothesis 5 stated that expectations for emotional interaction within the children's museum will be significantly different from caregiver ratings of actualized emotional benefits for the child within the children's museum. Hypothesis 6 stated that expectations for emotional interaction within the children's museum will be significantly different from caregiver ratings of actualized emotional benefits for the adult within the children's museum. Lastly, Hypothesis 7 stated that the overall amount of actualized benefits will be positively correlated with the appraisal of museum value.

CHAPTER III

METHODOLOGY

Research Design

The current study is correlational. According to Leary (2012), correlational research attempts to describe the relationship between specific variables. This study attempts to describe the relationship between expectations before a children's museum visit, benefits after a children's museum visit, and the overall value of the children's museum. Using a questionnaire, this study explored the views of the adult who is accompanying a child to the children's museum.

Participants

Convenience sampling was used to obtain participants. Convenience sampling includes choosing participants who are readily available (Leary, 2012). For this study, readily available means those who were visiting the museum during data collection. Participants were selected based on several criteria. The main criteria were that the participant was the main caregiving adult, aged 18 and older, in attendance (parents, babysitter, grandparents, etc.), they were accompanying a child, and they were not visiting the museum for the purpose of an extra event such as a birthday party. A target of 50-70

participants was set. A total of 51 questionnaires were obtained. In order to become familiar with the data, the researcher ran simple frequencies. Demographic information is provided in Table 1. A researcher was waiting at the front desk to invite visitors to participate as they entered the children's museum.

Procedure

This study began after the Institutional Review Board granted permission to the researcher (see Appendix A). This study took place in a children's museum in a Midwestern city; approval to conduct the research was given by the children's museum director (see Appendix B). All adults (ages 18 and older) who were accompanying children to the museum were invited to participate in the research when they entered the site. A general and brief statement was used to assess interest, such as "Hello, I am a graduate student at OSU and I am conducting research about the value of a children's museum. Would you be interested in participating and filling out a short questionnaire?" If they agreed, they were given more information (see Appendix C). There was typically one adult who volunteered or was volunteered by other people in their party to fill out the questionnaires. There seemed to be an understanding that were they to agree, one person knew they would be the one to fill it out. They were also given a participant information form to explain all benefits/costs of participation (see Appendix D). Then they were asked to complete a pre-assessment questionnaire, which takes about 10-15 minutes (see Appendix E). Upon exiting the exhibits, they were asked to complete a post-assessment questionnaire, which also takes about 10-15 minutes (see Appendix F). The questionnaires were anonymous, and were matched by a code on the top of the pre- and post-visit questionnaires. The adults were able to fill out the first questionnaire on a

Table 1

Participant Demographic Information

Demographic Variable	**%**	**Demographic Variable**	**%**	**Demographic Variable**	**%**
Age		**Who Came With You**		**Daily Occupation**	
Under 20	-	Child	88.2%	Paid Employment	58.8%
20-29	33.3%	My Friend	7.8%	Unemployed	2.0%
30-39	47.1%	Child I am Caring For	-	Student	9.8%
40-49	9.8%	Spouse/Significant Other	21.6%	Retired	3.9%
50-59	3.9%	Child's Friends	9.8%	Home Duties	17.6%
60 & Over	3.9%	Other Family Members	15.7%	**Household Income**	
Gender		**Child Ages**		Under $25,000	15.7%
Male	27.5%	Under 2 Years	29.4	$25,000-$50,000	25.5%
Female	68.6%	2-3 Years	49.0%	$50,000-$75,000	25.5%
Place of Residence		4-6 Years	54.9%	Over $75,000	23.5%
Stillwater	70.6%	7-10 Years	17.6%		
Other OK Towns	29.4%	10-12 Years	-		
# of Prior Visits		12 & Over	2.0%		
First Time	17.6%	**Relationship**			
Second Time	5.9%	Mother/Father	84.3%		
2-5 Times Before	15.7%	Babysitter/Nanny	-		
Monthly	15.7%	Sibling	-		
5-10 Times Before	17.6%	Grandparent	5.9%		
Weekly	17.6%	Aunt/Uncle	2.0%		
		Family Friend	-		

clipboard inside the museum, which they returned upon finishing. When they returned the first part of the questionnaire they received a piece of paper that had the same code as their questionnaire. When the adult exited the museum to leave they showed the slip of paper with the code written on it and were given the matching post-questionnaire. The first part of their questionnaire was placed in a numbered envelope upon its return. Once the post-questionnaire was returned, the envelopes were sealed. The questionnaires pertained to expected and actualized benefits of the children's museum. All data were transferred from the museum and stored safely in a locked filing cabinet.

Measures

A modified version of Packer's Motivation Questionnaire (2004) was created for use in this study (see Appendix G). The original questionnaire was used to study a museum, an art gallery, and an aquarium to determine the visitors' prior expectations, their perceived learning, and motivated learning activities (Packer & Ballantyne, 2002). An adapted version of this scale was provided from Packer via personal communication (J. Packer, personal communication, November 20, 2012). This adapted version served as a guide to deleting certain invalid items from the questionnaire (see Appendix H). Packer's original questionnaire (before entry) asked about the visitors' expectations prior to entry, their opinions on thinking and learning, and demographic questions. Packer's original questionnaire (after entry) asked about their appraisal of the institution as a 'learning place', what interested them, the extent of their active learning, the amount of effort put into their learning, how learning related to the other benefits of the visit, their perceived benefits, and their overall satisfaction with the visit (Packer, 2008).

This study's first questionnaire ("pre-visit", i.e., before entry into the exhibits) has 3 questions, and the second questionnaire ("post-visit", i.e., completed at the end of the

visit) has 9 questions (see Appendix E and Appendix F). For the pre-visit questionnaire: Question 1 asks about the adults' expectations for their own benefit at the children's museum visit; Question 2 asks about the adults' expectations for their child at the children's museum; and Question 3 asks demographic questions. For the post-visit questionnaire: Question 4 asks about actualized epistemic benefits for the adult; Question 5 asks about actualized epistemic benefits for the child; Question 6 asks about actualized social benefits for the adult; Question 7 asks about actualized social benefits for the child; Question 8 asks about actualized emotional benefits for the adult; Question 9 asks about actualized emotional benefits for the child; Question 10 asks about other benefits possible received; Question 11 asks about overall satisfaction with the children's museum visit; and lastly, Question 12 asks about the overall rating of the children's museum. Packer's Questionnaire was originally created by modifying and combining items from previous studies (Packer, 2004). This study's questionnaire provided the same questions from pre- to post, simply in a different order. The questions on the pre-assessment questionnaire were not divided out by category or benefit, whereas in the post assessment questionnaire they were divided out by category.

Adult epistemic expectations. The main caregiving adult for each participating group of visitors reported on the expectations for their own epistemic (learning) outcomes before the group's visit to the children's museum. Epistemic expectations (Adult Pre-Epistemic) were measured with a 5-item scale ranging from 1 (not important) to 6 (extremely important). Reliability was assessed using Cronbach's alpha for inter-item consistency. The alpha coefficient for Adult Epistemic Expectations was .94. All five of

the items were taken from Packer's Motivation Scale, specifically the Learning and Discovery subscale (Packer, 2004).

Child epistemic expectations. The main caregiving adult for each participating group of visitors reported on the expectations for the child's epistemic (learning) outcomes before the group's visit to the children's museum. Epistemic expectations (Child Pre-Epistemic) were measured with a 5-item scale ranging from 1 (not important) to 6 (extremely important). Reliability was assessed by using Cronbach's alpha for inter-item consistency. The alpha coefficient for Child Epistemic Expectations was .81. All five of the items were taken from Packer's Motivation Scale, specifically the Learning and Discovery subscale (Packer, 2004).

Adult social expectations. The main caregiving adult for each participating group of visitors reported on the expectations for their own social outcomes before the group's visit to the children's museum. Social expectations (Adult Pre-Social) were measured with a 7-item scale ranging from 1 (not important) to 6 (extremely important). Reliability was assessed using Cronbach's alpha for inter-item consistency. Two items brought the reliability score down, and were deemed to not aid the inter-item consistency score in any way; therefore, they were removed. The first item stated that the adults hoped to spend quality time with their family during their visit. The second item stated that the adults hoped that the museum would provide less monitored playtime during their visit. The original alpha coefficient for Adult Social Expectations was .83. The alpha coefficient with two items removed for Adult Social Expectations was .90. All seven of the items were taken from Packer's Motivation Scale, specifically the Social subscale (Packer, 2004).

Child social expectations. The main caregiving adult for each participating group of visitors reported on the expectations for the child's social outcomes before the group's visit to the children's museum. Social expectations (Child Pre-Social) were measured with a 7-item scale ranging from 1 (not important) to 6 (extremely important). Reliability was assessed using Cronbach's alpha for inter-item consistency. Two items brought the reliability score down, and were deemed to not aid the inter-item consistency score in any way; therefore, they were removed. The first item stated that the adults hoped for their child to spend quality time with their family during their visit. The second item stated that the adults hoped that the museum would give their child something to do without needing them. The original alpha coefficient for Child Social Expectations was .75. The alpha coefficient with two items removed for Child Social Expectations was .86. All seven of the items were taken from Packer's Motivation Scale, specifically the Social subscale (Packer, 2004).

Adult emotional expectations. The main caregiving adult for each participating group of visitors reported on the expectations for their own emotional outcomes before the group's visit to the children's museum. Emotional expectations (Adult Pre-Emotional) were measured with a 5-item scale that ranges from 1 (not important) to 6 (extremely important). Reliability was assessed using Cronbach's alpha for inter-item consistency. The alpha coefficient for Adult Emotional Expectations was .88. All five of the items were taken from Packer's Motivation Scale, specifically the Enjoyment subscale (Packer, 2004). An additional open-ended item at the end allowed the participants a chance to give additional information not accounted for by the previous items.

Child emotional expectations. The main caregiving adult for each participating group of visitors reported on the expectations for the child's emotional outcomes before the group's visit to the children's museum. Emotional expectations (Child Pre-Emotional) were measured with a 5-item scale ranging from 1 (not important) to 6 (extremely important). Reliability was assessed using Cronbach's alpha for inter-item consistency. The alpha coefficient for Child Emotional Expectations was .84. All five of the items were taken from Packer's Motivation Scale, specifically the Enjoyment subscale (Packer, 2004).

Actualized adult epistemic benefits. The main caregiving adult for each participating group of visitors reported on the perceptions of their own epistemic (learning) benefits after the group's visit to the children's museum. Actualized epistemic benefits (Adult Post-Epistemic) were measured with a 5-item scale ranging from 1 (not true) to 6 (extremely true). Reliability was assessed using Cronbach's alpha for inter-item consistency. The alpha coefficient for Actualized Adult Epistemic Benefits was .92. All five of the items were taken from Packer's Motivation Scale, specifically the Learning and Discovery subscale (Packer, 2004).

Actualized child epistemic benefits. The main caregiving adult for each participating group of visitors reported on the perceptions of the child's epistemic (learning) benefits after the group's visit to the children's museum. Actualized epistemic benefits (Child Post-Epistemic) were measured with a 5-item scale ranging from 1 (not true) to 6 (extremely true). Reliability was assessed by using Cronbach's alpha for inter-item consistency. The alpha coefficient for Actualized Child Epistemic Benefits was .86.

All five of the items were taken from Packer's Motivation Scale, specifically the Learning and Discovery subscale (Packer, 2004).

Actualized adult social benefits. The main caregiving adult for each participating group of visitors reported on the perceptions of their own social benefits after the group's visit to the children's museum. Actualized social benefits (Adult Post-Social) were measured with a 7-item scale ranging from 1 (not true) to 6 (extremely true). Reliability was assessed using Cronbach's alpha for inter-item consistency. Two items brought the reliability score down, and were deemed to not aid the inter-item consistency score in any way; therefore, they were removed. The first item stated that the adults hoped to spend quality time with their family during their visit. The second item stated that the adults hoped that the museum would provide less monitored playtime during their visit. The original alpha coefficient for Actualized Adult Social Benefits was .84. The alpha coefficient with two items removed for Actualized Adult Social Benefits was .88. All seven of the items were taken from Packer's Motivation Scale, specifically the Social subscale (Packer, 2004).

Actualized child social benefits. The main caregiving adult for each participating group of visitors reported on the perceptions of the child's social benefits after the group's visit to the children's museum. Actualized social benefits (Child Post-Social) were measured with a 7-item scale that ranges from 1 (not true) to 6 (extremely true). Reliability was assessed using Cronbach's alpha for inter-item consistency. Two items brought the reliability score down, and were deemed to not aid the inter-item consistency score in any way; therefore, they were removed. The first item stated that the adults hoped for their child to spend quality time with their family during their visit. The second

item stated that the adults hoped that the museum would give their child something to do without needing them. The original alpha coefficient for Actualized Child Social Benefits was .87. The alpha coefficient with two items removed for Actualized Child Social Benefits was .88. All seven of the items were taken from Packer's Motivation Scale, specifically the Social subscale (Packer, 2004).

Actualized adult emotional benefits. The main caregiving adult for each participating group of visitors reported on the perceptions of their own emotional benefits after the group's visit to the children's museum. Actualized emotional benefits (Adult Post-Emotional) were measured with a 5-item scale that ranges from 1 (not true) to 6 (extremely true). Reliability was assessed using Cronbach's alpha for inter-item consistency. The alpha coefficient for Actualized Adult Emotional Benefits was .97. All five of the items were taken from Packer's Motivation Scale, specifically the Enjoyment subscale (Packer, 2004).

Actualized child emotional benefits. The main caregiving adult for each participating group of visitors reported on the perceptions of the child's emotional benefits after the group's visit to the children's museum. Actualized emotional benefits (Child Post-Emotional) were measured with a 5 item scale ranging from 1 (not true) to 6 (extremely true). Reliability was assessed using Cronbach's alpha for inter-item consistency. The alpha coefficient for Actualized Child Emotional Benefits was .99. All five of the items were taken from Packer's Motivation Scale, specifically the Enjoyment subscale (Packer, 2004).

Visit satisfaction. The main caregiving adult for each participating group of visitors reported on satisfaction with the group's visit to the children's museum. Visit

Satisfaction will be measured with a 5-item scale ranging from 1 (not true) to 6 (extremely true). Reliability was assessed using Cronbach's alpha for inter-item consistency. The alpha coefficient for Visit Satisfaction was .91. All five of the items were taken from Packer's Motivation Scale (Packer, 2004). The items in this scale consist of phrases such as "the visit was as good as I had hoped" and "if I had the opportunity, I would like to come back here again".

Value of children's museum. The main caregiving adult for each participating group of visitors reported on their ratings of children's museum value after the group's visit to the children's museum. Children's museum value was measured with a 7-item scale ranging from 1 (not true) to 6 (extremely true). All seven items were created for use in the current study. Reliability was assessed using Cronbach's alpha for inter-item consistency. The alpha coefficient for Total Museum Value was .83. Items measuring children's museum value were created because no existing scale was found that examined overall value in a children's museum from the adult's perspective related to their perceived expectations and benefits. The items in this scale consist of phrases such as "overall, this is a quality children's museum" and "this children's museum is valuable to the community".

ATTENDANCE The caregiver's report on how many times they have visited the children's museum (ATTENDX) was divided into two levels (high and low). The low level included first time visiting, second time visiting, 2 -5 previous visits, and monthly visits. The high level consisted of 5-10 previous visits and weekly visits.

TOTAL VALUE. The scores for each adult's perception of museum value were averaged into a Museum Total Value score. This score was compared to other averaged scores to determine predictors of museum value.

TOTAL EXPECTED BENEFITS. The scores for each adult's individual type of expected benefits (Expected Adult Epistemic Benefits, Expected Child Social Benefits, etc.) were averaged into Total Expected Benefit scores (Total Expected Adult Epistemic Benefits, Total Expected Child Social Benefits, etc.). These scores were compared to Museum Total Value to determine predictors of museum value.

TOTAL ACTUALIZED BENEFITS. The scores for each adult's individual type of actualized benefits (Actualized Adult Epistemic Benefits, Actualized Child Social Benefits, etc.) were averaged into Total Actualized Benefit scores (Total Actualized Adult Epistemic Benefits, Total Actualized Child Social Benefits, etc.). These scores were compared to Museum Total Value to determine predictors of museum value.

AVERAGE ACTUALIZED BENEFITS. The adults' scores for the benefits they perceived for both themselves and their children (Actualized Adult Epistemic Benefits, Actualized Child Social Benefits, etc.) were averaged to find the total score for each participant's actualized benefits (Average Actualized Benefits).

Data Analysis

Data obtained from the modified Packer's Questionnaire were collected and coded. SPSS software was utilized to analyze the data. Data were entered into the computer directly from each questionnaire. ANOVAs, *t*-tests, and ANCOVAs were computed to test for mean differences in dependent variables at different levels of independent variables;

correlations and regressions were computed to examine relations and among independent and dependent variables.

Hypothesis 1, which stated that expectations for epistemic benefits within the children's museum will be significantly different from caregiver ratings of actualized epistemic benefits for the child within the children's museum, was tested using both a correlational analysis and a paired samples *t*-test to find significant differences. Hypothesis 2, which stated that expectations for epistemic benefits within the children's museum will be significantly different from caregiver ratings of actualized epistemic benefits for the adult within the children's museum, was tested using both a correlational analysis and a paired samples *t*-test to find significant differences. Hypothesis 3, which stated that expectations for social interaction within the children's museum will be significantly different from caregiver ratings of actualized social benefits for the child within the children's museum, was tested using both a correlational analysis and a paired samples *t*-test to find significant differences. Hypothesis 4, which stated that expectations for social interaction within the children's museum will be significantly different from caregiver ratings of actualized social benefits for the adult within the children's museum, was tested using both a correlational analysis and a paired samples *t*-test to find significant differences. Hypothesis 5, which stated that expectations for emotional interaction within the children's museum will be significantly different from caregiver ratings of actualized emotional benefits for the child within the children's museum, was tested using both a correlational analysis and a paired samples *t*-test to find significant differences. Hypothesis 6, which stated that expectations for emotional interaction within the children's museum will be significantly different from caregiver ratings of actualized

emotional benefits for the adult within the children's museum, was tested using both a correlational analysis and a paired samples *t*-test to find significant differences. Lastly, Hypothesis 7, which stated that the overall amount of actualized benefits will be positively correlated with the appraisal of museum value, was tested using regression analysis.

Means, standard deviations, and ranges were calculated for the item scores (see Methodology). All analyses included these means. Not enough "other" responses were given by participants to be included as a new variable. Adequate reliability and construct and internal validity were demonstrated in Packer's (2004) study and reliability in the current study was acceptable-to-high (see Methodology).

CHAPTER IV

RESULTS

Expected Benefits Compared to Actualized Benefits Using Correlational Analyses

Adult reports on expected benefits were compared to their report of actualized benefits using correlational analyses. Adult Epistemic Expectations and Actualized Adult Epistemic Benefits were significantly correlated (see Table 2). Child Epistemic Expectations and Actualized Child Epistemic Benefits were not significantly correlated (see Table 2). Adult Social Expectations and Actualized Adult Social Benefits were significantly correlated with two items removed (see Table 2). Child Social Expectations and Actualized Child Social Benefits were significantly correlated with two items removed (see Table 2). Adult Emotional Expectations and Actualized Adult Emotional Benefits were significantly correlated (see Table 2). Child Emotional Expectations and Actualized Child Emotional Benefits were significantly correlated (see Table 2).

Table 2

Pearson Correlation Matrix among Adult Ratings of Adult and Child Expectations and Actualized Adult and Child Benefits (n=51)

	Adult Pre-Epistemic	Adult Pre-Social	Adult Pre-Emotional	Adult Post-Epistemic	Adult Post-Social	Adult Post-Emotional	Child Pre-Epistemic	Child Pre-Social	Child Pre-Emotional	Child Post-Epistemic	Child Post-Social	Child Post-Emotional
Adult Pre-Epistemic	1.00											
Adult Pre- Social	.720**	1.00										
Adult Pre- Emotional	.726**	.559**	1.00									
Adult Post- Epistemic	.680**	.561**	.475**	1.00								
Adult Post- Social	.252*	.461**	.174	.437**	1.00							
Adult Post-Emotional	.285*	.320*	.420**	.226	.293*	1.00						
Child Pre-Epistemic	.457**	.440**	.359**	.178	.242*	.234	1.00					
Child Pre- Social	.520**	.751**	.438**	.422**	.429**	.464**	.361**	1.00				
Child Pre- Emotional	.200	.179	.345**	-.017	.110	.317*	.608**	.272*	1.00			
Child Post- Epistemic	.318*	.258*	.282*	.441**	.180	.432**	.161	.356**	.125	1.00		
Child Post- Social	.290*	.433**	.219	.440**	.792**	.323*	.060	.518**	.011	.260*	1.00	
Child Post-Emotional	.130	.232	.202	-.048	.138	.699**	.301*	.375**	.319*	.417**	.130	1.00

**p < 0.01

* p < 0.05

Adult Epistemic Expectations Compared to Actualized Adult Epistemic Benefits

Adults reported on their expectations of epistemic benefits that they as adults could potentially receive from the children's museum, as well as their ratings of epistemic benefits actually received. The mean ratings of Adult Epistemic Expectations and Actualized Adult Epistemic Benefits were 4.23 and 3.68, respectively (see Table 3). As hypothesized, these means significantly differed ($t = .000$; $p < .001$).

Table 3

Means, Standard, Deviations, and Ranges for Ratings of Adult Expectations and Actualized Adult Benefits

	Questionnaire Time of Distribution							
	Pre				Post			
Benefit Type	N	Range[†]	Mean	SD	N	Range[†]	Mean	SD
Epistemic***	51	1.00-6.00	4.23	1.32	50	1.20-6.00	3.68	1.10
Social	51	1.00-6.00	3.28	1.26	49	1.00-6.00	2.99	1.31
Emotional	51	1.40-6.00	4.86	.933	49	3.00-6.00	5.15	.869

[†] 1-2= not true; 3-4= moderately true; 5-6= extremely true
Note: ***=Pre/Post difference is significant at the .001 level, tested via *t*-test.

Child Epistemic Expectations Compared to Actualized Child Epistemic Benefits

Adults reported on their expectations of epistemic benefits that their children could potentially receive from the children's museum, as well as their ratings of epistemic benefits that their children actually received. The mean ratings of and Actualized Child Epistemic Benefits were 5.39 and 4.98, respectively (see Table 4). As hypothesized, these means significantly differed (t = .002; p <. 01).

Table 4

Means, Standard, Deviations, and Ranges for Adult Ratings of Child Expectations and Actualized Child Benefits

	Questionnaire							
	Pre				Post			
Benefit Type	N	Range[†]	Mean	SD	N	Range[†]	Mean	SD
Epistemic**	51	3.80-6.00	5.39	.619	51	3.40-6.00	4.98	.750
Social	51	2.20-6.00	4.07	.964	49	1.60-6.00	3.81	1.26
Emotional	51	4.60-6.00	5.51	.479	49	4.00-6.00	5.61	.599

[†] 1-2= not true; 3-4= moderately true; 5-6= extremely true
Note: **= Pre/Post difference is significant at the .01 level, tested via *t*-test.

Adult Social Expectations Compared to Actualized Adult Social Benefits

Adults reported on their expectations of social benefits that they as adults could potentially receive from the children's museum, as well as their ratings of social benefits actually received. The mean ratings of Adult Social Expectations and Actualized Adult Social Benefits with two items removed were 3.28 and 2.99, respectively (see Table 3). These means were not significantly different (t = .129).

Child Social Expectations Compared to Actualized Child Social Benefits

Adults reported on their expectations of social benefits that their children could potentially receive from the children's museum, as well as their ratings of social benefits that their children actually received. The mean ratings of Child Social Expectations and Actualized Child Social Benefits with two items removed were 4.07 and 3.81, respectively (see Table 4). These means were not significantly different (t = .117).

Adult Emotional Expectations Compared to Actualized Adult Emotional Benefits

Adults reported on their expectations of emotional benefits that they as adults could potentially receive from the children's museum, as well as their ratings of emotional benefits actually received. The mean ratings of Adult Emotional Expectations and Actualized Adult Emotional Benefits were 4.86 and 5.15, respectively (see Table 3). These means had a marginally significant difference (t = .062).

Child Emotional Expectations Compared to Actualized Child Emotional Benefits

Adults reported on their expectations of emotional benefits that their children could potentially receive from the children's museum, as well as their ratings of emotional

benefits their children actually received. The mean ratings of Child Emotional Expectations and Actualized Child Emotional Benefits were 5.51 and 5.61, respectively (see Table 4). These means were not significantly different (t = .290).

Expectations and Actualized Benefits Compared to Quantity of Museum Visits

The caregiver's report on how many times they have visited the children's museum was divided into two levels (high and low). The mean level of museum value for the two groups were compared using a *t*-test. A significant difference was not found .Next, ANCOVA's were computed to see if specific types of actualized benefits were affected by the number of museum visits ("Attendance) when the pre-test expected benefits were controlled for. No significant results were found (see Tables 5-10).

Table 5

Analysis of Covariance Summary for Actualized Adult Epistemic Benefits

Source	Sum of Squares	df	Mean Square	*F*	Partial Eta Squared
Adult Pre-Epistemic	20.714	1	20.714	29.933**	.416
Attendance	.283	1	.283	.409	.010
Error	29.065	42	.692		

**$p < 0.01$

Table 6

Analysis of Covariance Summary for Actualized Adult Social Benefits

Source	Sum of Squares	df	Mean Square	*F*	Partial Eta Squared
Adult Pre-Social	21.528	1	21.528	15.009**	.268
Attendance	.174	1	.174	.121	.003
Error	58.806	41	1.434		

**$p < 0.01$

Table 7

Analysis of Covariance Summary for Actualized Adult Emotional Benefits

Source	Sum of Squares	df	Mean Square	*F*	Partial Eta Squared
Adult Pre-Emotional	7.032	1	7.032	10.807*	.205
Attendance	.012	1	.012	.019	.000
Error	27.329	42	.651		

*$p < 0.05$

Table 8

Analysis of Covariance Summary for Actualized Child Epistemic Benefits

Source	Sum of Squares	df	Mean Square	*F*	Partial Eta Squared
Child Pre-Epistemic	1.052	1	1.052	1.854	.041
Attendance	.084	1	.084	.148	.003
Error	24.405	43	.568		

Table 9

Analysis of Covariance Summary for Actualized Child Social Benefits

Source	Sum of Squares	df	Mean Square	*F*	Partial Eta Squared
Child Pre-Social	20.362	1	20.362	15.549**	.270
Attendance	.931	1	.931	.711	.017
Error	55.003	42	1.310		

**$p < 0.01$

Table 10

Analysis of Covariance Summary for Actualized Child Emotional Benefits

Source	Sum of Squares	df	Mean Square	*F*	Partial Eta Squared
Child Pre-Emotional	1.835	1	1.835	5.217*	.110
Attendance	.034	1	.034	.097	.002
Error	14.772	42	.352		

*$p < 0.05$

Type of Expectation as a Predictor of Museum Value

The total scores for each individual type of expectation as well as the total score for each adult's rating of museum value were examined within a regression analysis. The Expected Child Emotional Benefits had a significant beta-coefficient (see Table 11) in the equation predicting Museum Total Value. All other types of expected benefits (child social, child epistemic, adult social, adult emotional, and adult epistemic) were not found to have significant beta-coefficients (see Table 11).

Type of Actualized Benefit as a Predictor of Museum Value

The total scores for each individual type of actualized benefits as well as the total score for each adult's rating of museum value were examined within a regression analysis. Actualized Adult Emotional Benefits and Actualized Adult Social Benefits had significant beta-coefficients (see Table 12) in the equation predicting Museum Total Value. Actualized Child Social Benefit's beta-coefficient has a trend level significance when predicting Museum Total Value. All other types of benefits (child emotional, child epistemic, and adult epistemic) were not found to significantly related to Museum Total Value (i.e., the beta-coefficient was not signicant; see Table 12).

Table 11
Regression of Expected Benefits Categories on Museum Value Total Score (n=51)

Criterion/Predictor	β	R^2 =.174
Expected Adult Benefits		
Adult Epistemic Benefits	.026	
Adult Social Benefits	-.016	
Adult Emotional Benefits	.051	
Expected Child Benefits		
Child Epistemic Benefits	.059	
Child Social Benefits	.132	
Child Emotional Benefits	.379*	

Notes. β s are standardized beta coefficients in the final equation. R^2 is for the final equation with all 6 independent variables included in the model.
*$p < .05$

Table 12
Regression of Actualized Benefits Categories on Museum Value Total Score (n=51)

Criterion/Predictor	β	R^2 = .080
Actualized Adult Benefits		
Adult Epistemic Benefits	-.064	
Adult Social Benefits	.428*	
Adult Emotional Benefits	.592**	
Actualized Child Benefits		
Child Epistemic Benefits	-.169	
Child Social Benefits	-.394†	
Child Emotional Benefits	.092	

Notes. β s are standardized beta coefficients in the final equation. R^2 is for the final equation with all 6 independent variables included in the model.
†$p < .10$, *$p < .05$, **$p < .01$

Relation between Actualized Benefits Total Score and Museum Value Total Score

A bivariate correlation was computed to examine the relationship between the Actualized Benefits Total Score and the Museum Value Total Score. A significant positive correlation was found, $r = .30$, $p < .05$.

CHAPTER V

DISCUSSION

Adult and Child Expectations and Benefits

The purpose of this study was to explore adults' perceptions about expected benefits as well as their actual received benefits both for themselves and for the children in their care while at the children's museum. The expected and actualized benefits include epistemic, social, and emotional benefits. General trends existed in both Adult Benefits as well as Child Benefits. Adult Emotional benefits were rated the highest at both pre (expected) and post (actualized), followed by Epistemic benefits, then Social benefits, although differences in pre and post mean scores were only significant for Epistemic benefits. Likewise, Child Emotional benefits (expected and actualized) were also highest, followed by epistemic then social, with epistemic pre and post means being significantly different. For both adults and children, the means from pre- to post significantly decreased for epistemic benefits, meaning that actualized benefits were lower than what they expected to receive. Social benefits also decreased from pre- to post for both adults and children, however the differences were not significant. This could be due to museum programming that does not meet the visitor's needs, or it could also be due to the emotional benefits becoming more important upon entrance into the museum.

The adults' and children's means for emotional benefits both increased from pre- to post, suggesting that their experience in the museum exceeded their expectations for emotional benefits.

Although non-significant, means for both expected benefits and actualized benefits showed a greater increase for children than for adults. This finding suggests that caregiver's expect more benefits for their children than for themselves, which can be explained by the clear child focus promoted by the children's museum. Although non-significant, the higher means for Actualized Child Benefits could be due to the fact that children's museums focus their programming on the child, or also that caregivers came into the museum with higher expectations for child benefits, and therefore perceived higher child actual benefits. Possible ratings for each item included Not Important, Moderately Important, and Extremely Important for the pre-questionnaire, and Not True, Moderately True, and Extremely True for the post questionnaire. The means (although not significantly different) indicate that the majority of Expected Adult and Child Benefits were scored as Moderately Important, with the exception of Expected Child Epistemic and Emotional Benefits being rated more as Very Important. Means for Actualized Adult Epistemic Benefits, Actualized Adult Social Benefits, and Actualized Child Social Benefits indicated that the majority were rated as Moderately True. Means for Actualized Adult Emotional Benefits, Actualized Child Epistemic Benefits, and Actualized Child Emotional Benefits indicated that the majority were rated as Very True. These findings suggest that the majority of museum visitors identified with expected and actualized benefits at either a moderate or high level.

Relation between Adult Epistemic Expectations and Actualized Adult Epistemic Benefits

Participants' report on their expectations of epistemic benefits that they as adults could potentially receive from the children's museum was significantly different from and significantly positively correlated with the participants' report on their ratings of epistemic benefits that they as adults actually received. There was a significant decrease from expected benefits (pre) to actualized benefits (post). In general, benefits were lower after the visit than before the visit. Epistemic value can be described as being linked with elevated curiosity, a sense of newness, and knowledge gain (Sheth et al., 1991, p. 162). Items measuring epistemic value within this questionnaire included phrases like "to discover new things" and "to be mentally stimulated". The children's museum had many learning opportunities with the potential to engage both children and adults, such as their "Discovery Diner" exhibit, which was displaying interactive activities focusing on the concept of balance at the time. Some parents, however, choose to disengage from their children and take a hands-off approach at the children's museum. The hands-off approach, where parents do not interact with their children or engage in play, has been found to be prevalent in children's museums in previous research (Wood & Wolf, 2008). It is hypothesized that the adults who expected greater epistemic benefits for themselves then actively engaged in activities that would benefit them intellectually. Due to their own ambition to engage, they also perceived greater epistemic benefits for themselves at the end of their visit. Falk and Adelman (2003) found that children's museum outcomes can vary based on a visitor's prior knowledge, experience, curiosity, motivation, and expectations. The overall decrease in benefits from pre- to post could be due to the

general crowded nature of the weekends, which could lead to fewer opportunities to engage in meaningful interactions with the exhibits.

The Relation between Child Epistemic Expectations and Actualized Child Epistemic Benefits

Participants' report on their expectations of epistemic benefits that their children could potentially receive from the children's museum significantly differed from, but was not significantly correlated with, the participants' report on their ratings of epistemic benefits that their children actually received. The actualized benefits score was found to be significantly lower than the expected benefits score, but also that the expected benefits score did not impact the actualized benefits score. Just as with the adult's epistemic benefits, epistemic benefits for the child involve traits such as elevated curiosity, a sense of newness, and knowledge gain (Sheth et al., 1991, p. 162). The same items for the adult epistemic benefits were used for child epistemic benefits. Examples of phrases used in this set of items include "for my child to expand their interests" and "for my child to explore the unknown". One potential reason that benefit scores decreased from time one (expected benefits) to time two (actualized benefits) could be that the questionnaires were collected during weekends. At this children's museum, weekends are a great deal busier and include birthday parties and other events. The crowds within the museum and the swift flow of traffic through the exhibits could have contributed to the lowered actualized benefits. The child's perspective was also never taken into account. Previous literature states that a parent's attitude of a topic and the child's level of interest are significant predictors of higher-level parent-child conversations (Tare et al., 2011). If the museum was crowded and extended play at an exhibit not easily accomplished, the parent's

attitude and child's interest level may be adversely affected. Alternatively, the lack of correlation could possibly be from the caregiver's motives for visiting the children's museum lying elsewhere, and therefore full attention not being paid to the questions regarding epistemic benefits.

The Relation between Adult Social Expectations and Actualized Adult Social Benefits

Participants' report on their expectations of social benefits that they as adults could potentially receive from the children's museum was significantly positively correlated with, but did not significantly differ from, the participants' report on their ratings of social benefits that they as adults actually received. Social benefits or "satisfying social experiences" are described as "spending time with friends/family/other people" (Pekarik et al., 1999, p.155). The findings suggest that if the caregiver came in expecting a high amount of social benefits, then they perceived a high amount of social benefits after their visit as well. Because their expected (pre) and actualized (post) did not significantly differ, it can be hypothesized that the participants had accurate expectations of what the museum could offer them in the form of Adult Social Benefits. Examples of phrases used in these items include "to meet new people" and "develop close friendships". Two items were removed from these analyses to improve reliability. The two removed items stated that the adults hoped to spend quality time with their family during their visit, and that the adults hoped that the museum would provide less monitored playtime during their visit. It is hypothesized that spending quality time brought down the reliability of the set because it was more related to emotional benefits in the eyes of the participants. Sheth et al. (1991) defined emotional value as an association with specific feelings. Quality family

time could stir up more of an emotional response than a social response in certain visitors. While spending time with family is a social experience, the emotional benefits of such an experience are perhaps what make it of value to the visitors. The second item, which focused on the museum providing less monitored playtime, was thought to bring down reliability because the question was unclear and confusing. The point of this item was to subtly inquire if the parents found value not in interacting with their child in the museum, but rather in using the museum as a 'babysitter' of sorts. Wood and Wolf (2008) mention hands-off parents, but no research has been conducted on the use of a children's museum as an escape for parents to provide safe and monitored play without being involved. It is thought that the subtlety used made the item too confusing. The lack of a significant difference simply means that the caregivers perceived the same amount of benefits after their visit as they expected at the beginning of their visit.

The Relation between Child Social Expectations and Actualized Child Social Benefits

Participants' report on their expectations of social benefits that their children could potentially receive from the children's museum was significantly positively correlated with, but not significantly different from, the participants' report on their ratings of social benefits that their children actually received. This is similar to the findings for Adult Social Expectations and Benefits, and means that high expectations for Child Social Benefits were related to a rating of high Child Social Benefits after the children's museum visit. The lack of significant differences points to the conclusion that adults had accurate expectations for the Child Social Benefits that they could receive from the children's museum. Social benefits in both the adult and child context can be described

similarly to a “satisfying social experience”, which involves “spending time with friends/family/other people” (Pekarik et al., 1999, p.155). Phrases used in these social benefit items include “for my child to spend quality time with their friends” and “for my child to interact with others”. Two items were removed from these analyses to improve reliability. The two removed items stated that the adults hoped for their child to spend quality time with their family during their visit, and that the adults hoped that the museum would give their child something to do without needing them. The same reasons for why the adult items brought down the inter-item reliability are hypothesized for the child items. Children spending quality time with their family can be viewed as an emotional benefit rather than a social benefit, and the museum giving the child something to do without needing them is strangely worded and potentially confusing. Theorized visitor’s perceptions for traditional museums involves the visit being categorized as a social event without a distinction between learning and leisure (Miles, 1986). This appears to hold true in a children’s museum, with significant social benefits findings and a mix of other benefits proving significant in different scenarios. Because of this, it makes sense that “spending quality time with family” is just simply not perceived as a social benefit. Again, just like the adult social benefits, the lack of a significant difference likely means that caregiver’s expected child social benefits going in was similar to actualized child social benefits upon leaving the children’s museum.

The Relation between Adult Emotional Expectations and Actualized Adult Emotional Benefits

Participants’ report on their expectations of emotional benefits that they as adults could potentially receive from the children’s museum had a marginally significant difference

from, and was significantly positively correlated with, the participants' report on their ratings of emotional benefits that they as adults actually received. This means that in general, high caregiver expectations of adult emotional benefits pre-visit are associated with high ratings of adult emotional benefits post-visit. This also means that it can be interpreted with caution that the caregiver's rating of emotional benefits for themselves increased from their expectations of emotional benefits at the beginning of their visit. It was hypothesized that expected emotional benefits would be positively correlated with actualized emotional benefits, and these results support that hypothesis. Packer (2008) makes the point that the benefits of the visit must come before the value of the visit is determined. Improved benefits will result in improved museum value. Therefore, it is also an excellent quality of a children's museum to have emotional benefits perceived more greatly after their museum experience than before, as was found in the current study.

Emotional benefits, for the purpose of this study, can be described as an association with specific feelings such as happiness, love, and enjoyment (Sheth et al., 1991). The items in this scale consisted of phrases such as "to have a good time" and "to be pleasantly occupied". It is possible that a positive correlation was found because if the parents did not expect many emotional benefits, they were not open to receiving emotional benefits once they were in the children's museum. This in turn would lead to low ratings of emotional benefits if they had low expectations, and high ratings of emotional benefits if they had high expectations and were open to emotional benefits from their interactions within the children's museum.

The Relation between Child Emotional Expectations Compared and Child Emotional Benefits

Participants' report on their expectations of emotional benefits that their children could potentially receive from the children's museum did not significantly differ from, but was significantly positively correlated with, the participants' report on their ratings of emotional benefits that their children actually received. This essentially means that not only were the caregiver's scores accurate representations from pre (expected benefits) to post (actualized benefits), but also that high expected child emotional benefits were associated with high actualized child emotional benefits. These findings are consistent with the hypothesis that Expected Child Emotional Benefits would be positively correlated with Actualized Child Emotional Benefits.

One reason that these two variables could be positively correlated is that caregivers who come into the museum expecting many emotional benefits for their child may actively promote emotional benefits within the children's museum more so than caregivers who do not expect such emotional benefits to occur. The children's museum can provide the same activities and opportunities to all visitors, but it is how the visitors perceive and interact with the opportunities that determines what benefits will actually be perceived by any given visitor. The data suggests that due to the non-significant differences, adults interacted with their children and the exhibits in a way that actualized the amount of benefits they had expected to receive. Prior to a perception of benefits, consumers have expectations of what a product or service will accomplish prior to trying it out (Bolton & Drew, 1991). The parent and child emotional benefit scales consisted of the same items, and were interpreted the same way. For the sake of this study, emotional

benefits can be described as an association with specific feelings such as happiness, love, and enjoyment (Sheth et al., 1991). The items in this scale consisted of phrases such as "for my child to enjoy themselves" and "for my child to feel happy and satisfied". The lack of differences in expected benefits and actualized benefits may be due to the fact that caregivers accurately assumed the levels of benefits they could receive from the visit, and then worked to actualize those benefits through the types of interactions they pursued within the children's museum.

The Relation between Expectations and Actualized Benefits and Quantity of Museum Visits

The number of times that the participants had visited the museum was divided into two levels and then compared to the average rating of museum value using a *t*-test. A significant difference was not found. Next, ANCOVA's were run to see if specific types of actualized benefits were affected by the number of museum visits when the pre-test expected benefits were controlled for. Again, significant differences were not found. These findings suggest that the number of times that the participants visited the museum did not affect their expectations of benefits or their actualized benefits. It could be that no differences were found because the museum is perceived in the same way by both frequent and infrequent visitors. It is also speculated that caregivers have similar expectations of benefits regardless of quantity of museum visits.

Type of Expectation as a Predictor of Museum Value

The total scores for each individual type of expectation (child social benefits, child emotional benefits, child epistemic benefits, adult social benefits, adult emotional benefits, and adult epistemic benefits) as well as the total score for each adult's rating of

museum value were examined within a regression analysis. Expectations are defined by Spreng et al. (1993) as being the ideas of how a product or service will perform as related to the future sacrifices throughout the purchase and the service. The type of expected benefits that contributed the most to overall museum value was Child Emotional Benefits. No other types of expected benefits were found to significantly contribute to museum value. According to Zeithaml (1988), perceived value is a "consumer's overall assessment of the utility of a product (or service) based on perceptions of what is received and what is given." (p. 14). This definition was applied to the value of a children's museum by examining the visitor's assessment of the worth of the 'service' of the museum based on their expectations and perceptions of benefits and the worthwhile nature of the outing. Examples of museum's value rating items include "it is necessary to keep this children's museum in the community" and "overall, this is a quality children's museum". It is hypothesized that Expected Child Emotional Benefits contributed to the variance in museum value because caregivers rated child emotional benefits as the most important of the benefits that could be potentially received. It could be that caregivers who place a high value on expected child emotional benefits will in turn see the museum differently (and value it more highly) than caregivers who do not expect to see many child emotional benefits. This assumption requires further research in order to support it. Bolton and Drew (1991) found that service quality could be found by relating their expectations prior to use and the perceived performance (benefits) afterwards. It is important to look at what the visitor expected prior to entry before one begins to interpret the results of perceived benefits.

Type of Actualized Benefit as a Predictor of Museum Value

The total scores for each individual type of actualized benefits (child social benefits, child emotional benefits, child epistemic benefits, adult social benefits, adult emotional benefits, and adult epistemic benefits) as well as the total score for each adult's rating of museum value were examined within a regression analysis. The types of actualized benefits that contributed the most to overall museum value were Actualized Adult Emotional Benefits and Actualized Adult Social Benefits. Actualized Child Social Benefits could potentially contribute to the overall museum value, but the significance was marginal. No other types of actualized benefits were found to contribute to museum value. Whether customer service has tainted their perception of quality, or the consumers' expectations are not lined up with the benefits of the product, or the consumer values vary from the company's, customer perceptions must be taken into account for successful marketing (Gutman, 1982; Zeithaml, 1988). Examples of overall children's museum's value rating items include "this children's museum is valuable to me" and "this children's museum is worth the money to enter". It could be that Actualized Adult Emotional Benefits and Actualized Adult Social Benefits contributed to the variance in museum value because both of these benefits are felt specifically by the caregiver, and thus are the most personally relevant. Significance may not have been found for child actualized benefits because caregivers can only assume these benefits and do not experience them, so their relationship to museum value is secondary to their own experiences.

The Relation between Actualized Benefits Categories and Museum Value Total Score

The adults' scores for the benefits they perceived for both themselves and their children were averaged to find the total score for each participant's benefits. The adults' scores for their appraisal of museum value were also averaged to find the total score for each participant's value of the museum. The actualized benefits total score and museum value total score were found to be significantly positively correlated. In other words, the more overall benefits that a caregiver perceived, the greater value they placed upon the children's museum. It is speculated that this is because the caregiver's value of the children's museum is tied to the benefits that they perceived to have received. Previous research has come to this conclusion as well. Actualized benefits after a children's museum visit are all linked to the adult visitors' perceptions of the children's museum's overall value (Bolton & Drew, 1991; Parasuraman et al., 2005; Sheth et al., 1991; Sweeney & Soutar, 2001; Woodall, 2003). If caregivers feel like they and their child received ample benefits, they will rate the museum highly. If they feel that they did not receive a significant amount of benefits, then they will not highly value the children's museum. It is important for companies to see and understand the consumer's perception of value and not just their own idea of the value of their product or service (Zeithaml, 1988).

Limitations

This study has certain limitations in part due to the nature of questionnaires. Questionnaires require time to be devoted to reading and answering the questions, which was not an enticing prospect to parents or grandparents who came to watch over and

spend time with their children. It could be that some questionnaires were not filled out completely or participation was declined due to the time required to complete the questionnaires. For the same reason, post questionnaires regarding actualized benefits may not have been given full attention by the caregivers because caregivers and children were ready to go home and the children were not occupied in the museum anymore. The mere fact that there was a pre and post of the same questionnaire may have influenced the results. Testing effects could have led the participants to specifically seek out benefits listed in the questionnaire, whether they were likely to seek them out initially or not. The participants may have interpreted the items in the questionnaire as of greater importance, partially due to the testing effects and also due to the fact that the researcher was a notable employee and "symbol" of the museum.

Although some museum visitors did come from out of town, the majority of the participants were native to the city where the museum is located. This limits the generalizability of the study to other regions and other children's museums. Certain limitations are also due to other events going on within the museum at the time of data collection. The questionnaires were collected mainly on weekends, when birthdays and other events occur. The parameters of the study limited participant involvement to those who came for general play, and therefore the majority of the weekend crowd was excluded. Furthermore, the larger crowd could have decreased perceived benefits within the museum. Other days of the week showcased different programming as well as smaller crowds at the children's museum. Further studies involving larger sample sizes, visitors from different days of the week, and children's museums in different areas could expand the research base.

Implications

Understanding the importance of visitors' perceptions of a children's museum is vital to the support and sustainability of that children's museum. These data can help children's museum coordinators understand what caregivers expect to receive when they enter the museum, so that they can tailor the museum programming to those expectations. When considering these expectations, it is important for museum coordinators to keep the adults in mind. Although it is a *children's* museum, adults clearly have opinions and expect benefits that affect the value of the museum.

These data also help children's museum coordinators see what benefits visitors actually perceive to have received. This will help to further guide programming as coordinators can assess their existing exhibit programs to see if they meet the goals of the visitors' expected benefits. This can also automatically contribute to an increased perception of museum value, because caregivers have a chance to voice their opinions and feel that their feelings are being heard.

Not only does this questionnaire tell this particular children's museum coordinator who is coming into their museum and where they are coming from, it also paints a picture of how their museum is valued within the community. This is beneficial when they evaluate their overall purpose and mission, and can also aid a non-profit organization when they need proof-of-concept for grants and donations that sustain their operations. This study shows that in order to improve a visitor's rating of museum value, you must take into consideration that they are likely expecting benefits for their child, but leave with significant perceptions of the benefits that they themselves received. If this

information is taken into account and incorporated into museum programming, visitors will more than likely highly value the children's museum.

Future Research Directions

Children were not interviewed about their expectations or actualized benefits, as the purpose of the current study was specifically to understand the adult caregiver's perspective as the decision maker to visit a children's museum. Although children typically benefit from children's museums because of their caregiver's perception of the museum, useful data could be received from the children themselves. It would be interesting to see how a child's expectations of benefits and perception of actual benefits received compares to their caregivers. It would also be helpful to see if a child's value of a children's museum is correlated with their caregiver's rating of the museum. Research of that nature would do well to include all children within the community, not just those who attend children's museums. Researchers could examine not only why people visit a children's museum, but also why others choose not to visit. Although a place to record the time when entering and leaving the museum, most participants did not complete it. Future research could make this portion of the questionnaire more prominent and remind participants to fill it out for both pre- and post. This could lead to interesting data about the relationship between amount of time spent in the museum and benefits and museum value. Gathering research throughout the week as well as on weekends could also potentially examine differences between weekday and weekend crowds. Important research questions to ask in the future include: What are the expectations of benefits and actualized benefits of a children's museum from the child's perspective? Do the results of this study reflect visitor opinions within children's museums across the United States?

What is the difference in expected benefits and in overall children's museum value when comparing children's museum visitors and non-children's museum visitors? Answers to questions such as these would add salient information to the literature base on children's museums.

Conclusion

Children's museums continue to lack a substantial foundation of research upon which to grow. This study is one more contribution to the growing research regarding families and children's museums. The research within this study benefits museum coordinators in that it provides valuable information with which beneficial, effective, and valued programming can be implemented. This research benefits the community because it provides an excellent snapshot into the value of a children's museum and who within that community is benefiting from it. Children's museums provide enrichment to children's lives through interactive learning opportunities that promote adult-child interactions, cognitive development, social development, and emotional development--all through play.

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APPENDICES

Appendix A

Oklahoma State University Institutional Review Board

Date:	Thursday, February 21, 2013
IRB Application No	HE1310
Proposal Title:	Adults' Expectations and Perceptions of a Visit While Accompanying a Child to a Children's Museum
Reviewed and Processed as:	Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 2/20/2014

Principal Investigator(s):

Carrie Grove	Amy Tate	Amanda W Harrist
818 N Husband #38	1114 Main Hall, OSUTulsa	323 HES
Stillwater, OK 74075	Tulsa, OK 74106	Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI, advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

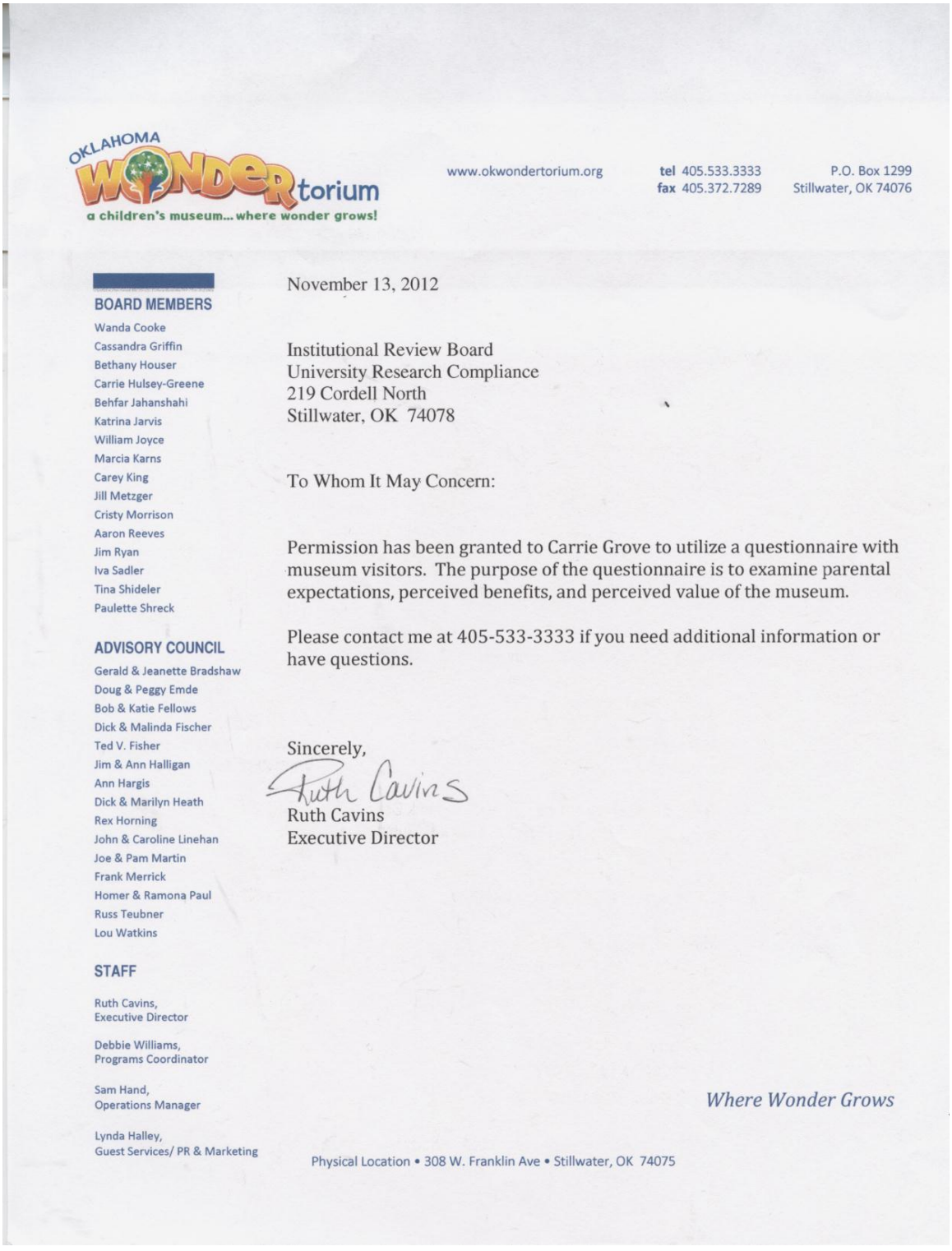
Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

Shelia N. Kennison

Shelia Kennison, Chair
Institutional Review Board

Appendix B



OKLAHOMA WONDERtorium
a children's museum... where wonder grows!

www.okwondertorium.org
tel 405.533.3333
fax 405.372.7289
P.O. Box 1299
Stillwater, OK 74076

November 13, 2012

Institutional Review Board
University Research Compliance
219 Cordell North
Stillwater, OK 74078

To Whom It May Concern:

Permission has been granted to Carrie Grove to utilize a questionnaire with museum visitors. The purpose of the questionnaire is to examine parental expectations, perceived benefits, and perceived value of the museum.

Please contact me at 405-533-3333 if you need additional information or have questions.

Sincerely,

Ruth Cavins

Ruth Cavins
Executive Director

Where Wonder Grows

Physical Location • 308 W. Franklin Ave • Stillwater, OK 74075

Appendix C

Dear Visitor,

I am conducting research into adult expectations and perceptions of a visit to a children's museum. It would be greatly appreciated if you would be willing to spend some time to answer some questions about your visit here today. Most of the questions will involve ticking boxes or circling numbers on a rating scale. None of the questions are particularly personal and you will not be asked to give your name. Feel free to stop at any time. The information you provide will allow children's museums to better satisfy all visitors and understand their varied needs and interests. The questionnaire will take approximately 10-15 minutes at the start of your visit, and another 10-15 minutes at the end.

Please return the completed questionnaire to me at the end of your visit.

If you have any questions about this research, please feel free to contact me with the following information:

Ms. Carrie Grove
Oklahoma State University
Graduate Student

Email: carrie.grove@okstate.edu

I want to thank you for taking the time to help with this research. A large print version of the questionnaire is available if preferred.

Appendix D

PARTICIPANT INFORMATION
OKLAHOMA STATE UNIVERSITY

Title: Adult's Expectations and Perceptions of a Visit While Accompanying a Child To a Children's Museum

Investigator(s): Carrie Grove, B.S. in Early Childhood Education

Purpose: The purpose of the current research study is to examine the adult's perceived expectations of a children's museum visit with their perceived benefits after the visit. Caregiver expectations of a visit to a children's museum will be examined and then compared to their later perception of how the visit went and their overall appraisal of the value of the museum. As a caregiver you are being asked to participate because your perspective is respected as an important factor of the children's museum's overall value. This study will aid children's museums in understanding the backgrounds and values of their visitors as well as knowing how to better promote good perceptions of visits within their museums. You must be 18 years or older to participate.

What to Expect: Participation in this research will involve completion of two questionnaires. The first questionnaire will ask for information about what you hope to get out of the visit as well as some information about yourself. The second questionnaire will ask for your thoughts of the children's museum as a learning place, a social place, and an emotional place, as well as your satisfaction with the visit and your overall rating of the museum's quality. The majority of the questions require you to rate your answer depending on how much you agree or disagree. You must complete each question before moving on to the next. You will be expected to complete the first questionnaire once upon arrival at the museum, and the second questionnaire once directly before exiting the museum. It should take you about 10-15 minutes to complete the first questionnaire, and an additional 10-15 minutes to complete the second questionnaire.

Risks: The principle risks associated with this study are those associated with a breach in confidentiality. To minimize these risks no identifiers are to be associated with your data and no signed record of your consent will be collected. "

Benefits: You may gain an appreciation and understanding of how research is conducted, as well as contribute to the children's museum's understanding of their visitors' perspectives.

Compensation: No compensation will be provided for participation within this study.

Your Rights: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time, without penalty.

Confidentiality: All information about you will be kept confidential and will not be released. You will turn in your form to the researcher inside of a sealed envelope, which will then be placed inside of a locked box until such time that the data will be analyzed. No sensitive information will have been recorded on the questionnaire, but it will remain locked up until such time that it can be examined. The locked box will be stored in the committee chair's office. Questionnaires and record forms will be assigned identification numbers, rather than names. The main researcher will be the only person who has a key to the box. Upon analysis of data, (within two weeks of data collection), all forms will be destroyed using a paper shredder.

Contacts: You may contact any of the researchers at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: Carrie Grove, B.S., College of Human Sciences, 405-714-1122, or Amy Tate, Ph.D., College of Human Sciences, Dept. of Human Development and Family Science, Oklahoma State University, Tulsa, OK 74106, 918-594-8169. If you have questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

If you choose to participate: Complete all questions on the questionnaire by ticking the appropriate boxes. Complete the first half of the questionnaire prior to entrance into the museum, and complete the last half of the questionnaire upon exiting the museum. A researcher will be waiting at the front desk to receive your questionnaire. Returning your completed survey in the envelope provided indicates your willingness to participate in this research study.

Appendix E

Pre-Visit Questionnaire

Please complete **Sections 1-3 before** commencing your visit, and **Sections 4-12 at the end** of your visit.

Please record the date and time: ___/___-/12 ___:___am/pm

*When asked questions about "Your Child/Children" please think of the child/children in your care at the children's museum during this visit.

1. What Do You Hope For <u>You</u> To Get Out Of Your Visit?

The list below contains many different reasons that people might have for visiting a children's museum. Some of the reasons may be very important to you in your visit here today. Other reasons may not be at all important in your visit today, although they may be important in other activities. Please indicate how important each of the following is **to you** as a **reason for coming today**. (Circle one number for each item.)

		Not Important				Moderately Important	Extremely Important
1.	To be pleasantly occupied	1	2	3	4	5	6
2.	To have a good time	1	2	3	4	5	6
3.	To feel happy and satisfied	1	2	3	4	5	6
4.	To spend quality time with my family	1	2	3	4	5	6
5.	To spend quality time with my friends	1	2	3	4	5	6
6.	To build friendships with new people	1	2	3	4	5	6
7.	To meet new people	1	2	3	4	5	6
8.	To interact with others	1	2	3	4	5	6
9.	To discover new things	1	2	3	4	5	6
10.	To be entertained	1	2	3	4	5	6
11.	To develop close friendships	1	2	3	4	5	6
12.	To explore the unknown	1	2	3	4	5	6
13.	To enjoy myself	1	2	3	4	5	6

14.	To expand my interests	1	2	3	4	5	6
15.	To be mentally stimulated	1	2	3	4	5	6
16.	To give my child something to do without needing me	1	2	3	4	5	6
17.	To be better informed	1	2	3	4	5	6
18.	To provide less monitored playtime	1	2	3	4	5	6
19.	Other:	1	2	3	4	5	6

2. What Do You Hope For <u>Your Child/Children</u> To Get Out Of This Visit?

The list below contains many different reasons that people might have for visiting a children's museum. Some of the reasons may be very important to you in your visit here today. Other reasons may not be at all important in your visit today, although they may be important in other activities. Please indicate how important to you each of the following is **for your child/children** as a **reason for coming today**. (Circle one number for each item.)

		Not Important				Moderately Important	Extremely Important
1.	For my children to build friendships with new people	1	2	3	4	5	6
2.	For my child to be pleasantly occupied	1	2	3	4	5	6
3.	For my child to have a good time	1	2	3	4	5	6
4.	For my child to feel happy and satisfied	1	2	3	4	5	6
5.	For my children to spend quality time with their family	1	2	3	4	5	6
6.	For my children to spend quality time with their friends	1	2	3	4	5	6
7.	For my child to meet new people	1	2	3	4	5	6
8.	For my child to interact with others	1	2	3	4	5	6
9.	For my child to discover new things	1	2	3	4	5	6
10.	For my child to be entertained	1	2	3	4	5	6
11.	For my child to develop close friendships	1	2	3	4	5	6

12.	For my child to explore the unknown	1	2	3	4	5	6
13.	For my child to enjoy themselves	1	2	3	4	5	6
14.	For my child to expand his/her interests	1	2	3	4	5	6
15.	For my child to be mentally stimulated	1	2	3	4	5	6
16.	For my child to be better informed	1	2	3	4	5	6
17.	Other:	1	2	3	4	5	6

3. Some Questions About Yourself

Age group: (check one)

Under 20 ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60 & Over ☐

Gender: Male ☐ Female ☐

Usual place of residence:

_____

(town/city) (country)

How many times have you visited this children's museum?

This will be the first time ☐ 2-5 times before ☐

This will be the second time ☐ 5-10 times before ☐

Weekly ☐ Monthly ☐

Other: _____ ☐

Who accompanied you on your visit here today? (check all that apply)

My child/children (**#:** ____) ☐ My spouse/ significant other ☐

My friend ☐ My child's friends (**#:** ____) ☐

Children I am caring for (**#:**____) ☐ Other family members ☐

Other: _____ ☐

What are the ages of the children with you today? (check all that apply)

Under 1 yr.	2-3 yrs.	4-6 yrs.	7-10 yrs.	10-12 yrs.	12 & Over
☐	☐	☐	☐	☐	☐

What is your relationship to the child/children who are visiting with you today?

Mother/ Father	☐	Grandparent	☐
Babysitter/Nanny	☐	Aunt/Uncle	☐
Sibling	☐	Family Friend	☐
Other: _____			☐

Which of the following best describes your usual daily occupation?

Paid employment	☐	Student	☐	Home Duties	☐
Unemployed	☐	Retired	☐	Other _____	☐

What is your average household income?

Under $25,000	☐	$25,000-$50,000	☐
$50,000-$75,000	☐	Over $75,000	☐

PLEASE COMPLETE THE REMAINING QUESTIONS WHEN YOU HAVE FINISHED YOUR VISIT

Appendix F

Post-Visit Questionnaire

Please record the time now: ____:____ am/pm

4. What did you think of this children's museum as a learning place for <u>YOU</u>?

Please think about your visit today and indicate how much you find the following statements true or not true. These questions are in regard to **YOUR** experience. (For each item, circle one of the numbers from 1 to 6).

	Not True			Moderately True		Extremely True
This visit helped me explore the unknown	1	2	3	4	5	6
The visit mentally stimulated me	1	2	3	4	5	6
The visit expanded my interests	1	2	3	4	5	6
I discovered new things today	1	2	3	4	5	6
I became better informed today	1	2	3	4	5	6

Other thoughts of this museum as a learning place for you:

5. What did you think of this children's museum as a learning place for <u>YOUR CHILD/CHILDREN</u>?

Please think about your visit today and indicate how much you find the following statements true or not true. These questions are in regard to **YOUR CHILD/CHILDREN's** experience. (For each item, circle one of the numbers from 1 to 6).

	Not True			Moderately True		Extremely True
This visit helped my child explore the unknown	1	2	3	4	5	6
The visit mentally stimulated my child	1	2	3	4	5	6

The visit expanded my child's interests	1	2	3	4	5	6
My child discovered new things today	1	2	3	4	5	6
My child became better informed today	1	2	3	4	5	6

Other thoughts of this museum as a learning place for your child:

6. What did you think of this children's museum as a social place for <u>YOU</u>?

Please think about your visit today and indicate how much you find the following statements true or not true. These questions are in regard to **YOUR** experience. (For each item, circle one of the numbers from 1 to 6).

	Not True		Moderately True		Extremely True	
I spent quality time with my friends	1	2	3	4	5	6
I interacted with others during this visit	1	2	3	4	5	6
This visit helped me build friendships with new people	1	2	3	4	5	6
The visit helped me spend quality time with my family	1	2	3	4	5	6
I developed close friendships during this visit	1	2	3	4	5	6
This visit helped me meet new people	1	2	3	4	5	6
This visit provided less monitored playtime	1	2	3	4	5	6

Other thoughts of this museum as social place for you:

7. What did you think of this children's museum as a social place for <u>YOUR CHILD/ CHILDREN</u>?

Please think about your visit today and indicate how much you find the following statements true or not true. These questions are in regard to **YOUR CHILD/CHILDREN's** experience. (For each item, circle one of the numbers from 1 to 6).

	Not True		Moderately True		Extremely True	
My children spent quality time with their friends	1	2	3	4	5	6
This visit helped my child interact with others	1	2	3	4	5	6
This visit helped my child build friendships with new people	1	2	3	4	5	6
The visit helped my child spend quality time with the family	1	2	3	4	5	6
My child developed close friendships during this visit	1	2	3	4	5	6
This visit helped my child meet new people	1	2	3	4	5	6
This visit gave my child something to do without needing me	1	2	3	4	5	6

Other thoughts of this museum as social place for your child:

8. What did you think of this children's museum as an emotional place for <u>YOU</u>?

Please think about your visit today and indicate how much you find the following statements true or not true. These questions are in regard to **YOUR** experience. (For each item, circle one of the numbers from 1 to 6).

	Not True		Moderately True		Extremely True	
I enjoyed myself during this visit	1	2	3	4	5	6
I was entertained during this visit	1	2	3	4	5	6
I had a good time during this visit	1	2	3	4	5	6
I felt happy and satisfied after this visit	1	2	3	4	5	6
I was pleasantly occupied during this visit	1	2	3	4	5	6

Other thoughts of this museum as an emotional place for you:

9. What did you think of this children's museum as an emotional place for <u>YOUR CHILD/CHILDREN</u>?

Please think about your visit today and indicate how much you find the following statements true or not true. These questions are in regard to **YOUR CHILD/CHILDREN's** experience. (For each item, circle one of the numbers from 1 to 6).

	Not True		Moderately True		Extremely True	
My children enjoyed themselves during this visit	1	2	3	4	5	6
My child was entertained during this visit	1	2	3	4	5	6
My child had a good time during this visit	1	2	3	4	5	6
My child felt happy and satisfied after this visit	1	2	3	4	5	6
My child was pleasantly occupied during this visit	1	2	3	4	5	6

Other thoughts of this museum as an emotional place for your child:

10. Are there any thoughts you have about the benefits you and your child received from this children's museum?

_____

_____

_____

11. How satisfied were you with this visit?

Please think about your visit today and indicate how much you find the following statements true or not true. (For each item, circle one of the numbers from 1 to 6).

	Not		Moderately		Extremely	

	True		True		True	
I feel I benefited from coming here today	1	2	3	4	5	6
I found this visit worthwhile	1	2	3	4	5	6
The visit was as good as I had hoped	1	2	3	4	5	6
I would recommend this place to a friend	1	2	3	4	5	6
I would like to come back here again	1	2	3	4	5	6
Overall, I was satisfied with the visit	1	2	3	4	5	6

12. What is your overall rating of the children's museum's quality?

Please think about your visit today and indicate how much you find the following statements true or not true. (For each item, circle one of the numbers from 1 to 6).

	Not		Moderately		Extremely	
	True		True		True	
This children's museum is valuable to the community	1	2	3	4	5	6
This children's museum is valuable to me	1	2	3	4	5	6
This children's museum is worth the money to enter	1	2	3	4	5	6
I would choose this children's museum over other children's museums in nearby areas	1	2	3	4	5	6
It is necessary to keep this children's museum in the community	1	2	3	4	5	6
Overall, this is a quality children's museum	1	2	3	4	5	6

Other thoughts of this children's museum quality:

Thank you for taking the time to complete these questions

Appendix G

Please complete Sections 1-3 before commencing your visit, and Sections 4-10 at the end of your visit. Space is allowed on the back page if you would like to comment in more detail about any of your responses.

Please record the date and time: __ /__ /01 ___ : ___ am/pm

1. WHAT DO YOU HOPE TO GET OUT OF YOUR VISIT?

The list below contains many different reasons that people might have for participating in a leisure activity. Some of these reasons may be very important to you in your visit here today. Other reasons may not be at all important in your visit today, although they may be important in other leisure activities. Please indicate how important each of the following is to you as a reason for coming today. (Circle one number for each item.)

	Not Important			Moderately important			Extremely important
To be pleasantly occupied	0	1	2	3	4	5	6
To feel good about myself	0	1	2	3	4	5	6
To let my mind slow down for a while	0	1	2	3	4	5	6
To use my imagination	0	1	2	3	4	5	6
To feel happy and satisfied	0	1	2	3	4	5	6
To do things with my companions	0	1	2	3	4	5	6
To build friendships with new people	0	1	2	3	4	5	6
To satisfy my curiosity	0	1	2	3	4	5	6
To challenge my abilities	0	1	2	3	4	5	6
To help bring the family together more	0	1	2	3	4	5	6
To make things more meaningful for me	0	1	2	3	4	5	6
To discover more about myself	0	1	2	3	4	5	6
To interact with others	0	1	2	3	4	5	6
To get a feeling of achievement	0	1	2	3	4	5	6
To spend quality time with family or friends	0	1	2	3	4	5	6
To expand my knowledge	0	1	2	3	4	5	6
To alleviate boredom	0	1	2	3	4	5	6

	Not Important					Moderately important	Extremely important
To feel more confident about my own abilities	0	1	2	3	4	5	6
To discover new things	0	1	2	3	4	5	6
To be entertained	0	1	2	3	4	5	6
To recover from the stress and tension of everyday life	0	1	2	3	4	5	6
To think about my personal values	0	1	2	3	4	5	6
To enjoy myself	0	1	2	3	4	5	6
To relax physically	0	1	2	3	4	5	6
To relax mentally	0	1	2	3	4	5	6
To have a change from my daily routine	0	1	2	3	4	5	6
To develop close friendships	0	1	2	3	4	5	6
To experience something new or unusual	0	1	2	3	4	5	6
To develop my spirituality	0	1	2	3	4	5	6
To feel I am functioning at my peak	0	1	2	3	4	5	6
To use my mind	0	1	2	3	4	5	6
To meet new people	0	1	2	3	4	5	6
To explore new ideas	0	1	2	3	4	5	6
To get away from the responsibilities of everyday life	0	1	2	3	4	5	6
To do something exciting	0	1	2	3	4	5	6
To expand my interests	0	1	2	3	4	5	6
To be mentally stimulated	0	1	2	3	4	5	6
To find some peace and tranquility	0	1	2	3	4	5	6
To explore the unknown	0	1	2	3	4	5	6
To be better informed	0	1	2	3	4	5	6

2. HOW DO YOU FEEL ABOUT THINKING?

Some people enjoy activities that involve a lot of thinking, while others prefer activities that require little thought. Before commencing your visit, please indicate how you feel in general about activities that require thought. (Circle one number for each item, using the scale below.)

- 4	very strong disagreement	+ 4	very strong agreement
- 3	strong disagreement	+ 3	strong agreement
- 2	moderate disagreement	+ 2	moderate agreement
- 1	slight disagreement	+ 1	slight agreement
0	neither agreement nor disagreement		

I would prefer complex to simple problems.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I like to have the responsibility of handling a situation that requires a lot of thinking.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
Thinking is not my idea of fun.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I would rather do something that requires little thought than something that is sure to challenge my thinking abilities.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I try to anticipate and avoid situations where there is a likely chance I will have to think in depth about something.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I find satisfaction in deliberating hard and for long hours.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I only think as hard as I have to.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I prefer to think about small, daily projects to long-term ones.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I like tasks that require little thought once I've learned them.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
The idea of relying on thought to make my way to the top appeals to me.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I really enjoy a task that involves coming up with new solutions to problems.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
Learning new ways to think doesn't excite me very much.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
I prefer my life to be filled with puzzles that I must solve.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
It's enough for me that something gets the job done; I don't care how or why it works.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4
The notion of thinking abstractly is appealing to me.	- 4	- 3	- 2	- 1	0	+ 1	+ 2	+ 3	+ 4

I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but does not require much thought.	-4	-3	-2	-1	0	+1	+2	+3	+4
I feel relief rather than satisfaction after completing a task that required a lot of mental effort.	-4	-3	-2	-1	0	+1	+2	+3	+4
I usually end up deliberating about issues even when they do not affect me personally.	-4	-3	-2	-1	0	+1	+2	+3	+4

3. SOME QUESTIONS ABOUT YOURSELF

Age group: (tick one)

Under 20	20-29	30-39	40-49	50-59	60 & over
‰	‰	‰	‰	‰	‰

Gender: Male ‰ Female ‰

Usual place of residence: _____
(town/city) (country)

How many times have you visited this centre or taken this tour?

This will be the first time ‰ 2-5 times before ‰

This will be the second time ‰ More than 5 times before ‰

Who accompanied you on your visit here today?

Came alone ‰ A child or family group ‰

One other adult ‰ 6 or more other adults ‰

2-5 other adults ‰ Other _____ ‰

Which of the following best describes your usual daily occupation?

Paid employment ‰ Student ‰ Home Duties ‰

Unemployed ‰ Retired ‰ Other _____ ‰

To what extent does your daily occupation involve working with your mind?

Hardly ever	Some of the time	About half the time	Most of the time	All of the time
‰	‰	‰	‰	‰

PLEASE COMPLETE THE REMAINING QUESTIONS
WHEN YOU HAVE FINISHED YOUR VISIT

PLEASE COMPLETE THESE SECTIONS AFTER YOUR VISIT

Please record the time now: ___ : ___ am/pm

4. WHAT DID YOU THINK OF THIS AS A LEARNING PLACE?

Some leisure settings or tourist activities are more conducive to learning than others. Please think about your visit or tour today and indicate how much you agree or disagree with each of the following statements. (For each item, circle one of the numbers from - 3 to + 3.)

	strongly disagree					strongly agree
There are lots of opportunities to learn here.	- 3	- 2	- 1	+ 1	+ 2	+ 3
It takes a lot of effort to learn things here.	- 3	- 2	- 1	+ 1	+ 2	+ 3
Understanding the information presented here is important to me.	- 3	- 2	- 1	+ 1	+ 2	+ 3
Learning here is a relaxing thing to do.	- 3	- 2	- 1	+ 1	+ 2	+ 3
Learning here is a fun thing to do.	- 3	- 2	- 1	+ 1	+ 2	+ 3
Learning here is difficult.	- 3	- 2	- 1	+ 1	+ 2	+ 3
The visit or tour was educational.	- 3	- 2	- 1	+ 1	+ 2	+ 3
The visit or tour was entertaining.	- 3	- 2	- 1	+ 1	+ 2	+ 3

5. HOW WAS YOUR INTEREST AROUSED?

Sometimes, things happen during a visit or tour that make you interested in topics, ideas or issues that didn't particularly interest you before. Please indicate the extent to which each of the following was true of your visit today.

	strongly disagree					strongly agree
During my visit, the information/displays captured my interest.	- 3	- 2	- 1	+ 1	+ 2	+ 3
During my visit, I became interested in things that didn't previously interest me.	- 3	- 2	- 1	+ 1	+ 2	+ 3
During my visit, the information/displays made me want to learn.	- 3	- 2	- 1	+ 1	+ 2	+ 3

Please indicate the extent to which each of the following was true of your visit by circling one of the numbers from - 3 to + 3.

		strongly disagree					strongly agree
	The information was presented in an interesting way.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	I was reminded of something I already knew or had experienced.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	I had the opportunity to participate actively.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	The topic 'clicked' with some of my personal interests.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	The information was relevant to my life.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	It provided 'food for thought'.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	The information was surprising or unexpected.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	The information was new to me.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	I was able to discuss the information with a companion.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	The information appealed to my emotions.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	The information appealed to my imagination.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	I had the opportunity to ask questions.	- 3	- 2	- 1	+ 1	+ 2	+ 3
	I was able to see the real things or places the information referred to.	- 3	- 2	- 1	+ 1	+ 2	+ 3

In the left-hand column above, please tick those aspects (if any) that were important in arousing your interest during the visit.

Please comment briefly on why or how the ticked aspects aroused your interest:

Please indicate any other aspects that were important in arousing your interest:

6. TO WHAT EXTENT DID YOU SEEK OUT LEARNING EXPERIENCES?

Please indicate the extent to which each of the following was true for you during your visit.

	strongly disagree					strongly agree
I deliberately set out to learn something or to think about issues.	- 3	- 2	- 1	+ 1	+ 2	+ 3
I looked for opportunities to exercise my mind.	- 3	- 2	- 1	+ 1	+ 2	+ 3
I just let learning happen naturally, without really thinking about it.	- 3	- 2	- 1	+ 1	+ 2	+ 3
I tried to improve myself in some way.	- 3	- 2	- 1	+ 1	+ 2	+ 3
I tried to see as much as I could even if that meant skipping over things quickly.	- 3	- 2	- 1	+ 1	+ 2	+ 3
I kept thinking about information or issues until I understood it.	- 3	- 2	- 1	+ 1	+ 2	+ 3
I avoided or dismissed topics and issues that were difficult to understand.	- 3	- 2	- 1	+ 1	+ 2	+ 3

7. HOW MUCH EFFORT DID IT TAKE?

During your visit, how much did you:

	Not at All			A moderate degree			A great deal
Concentrate on the information presented	0	1	2	3	4	5	6
Try to understand the information presented	0	1	2	3	4	5	6
Try to link the information with what you already knew	0	1	2	3	4	5	6
Think about the relevance of the information to yourself and your family	0	1	2	3	4	5	6
Question the information presented	0	1	2	3	4	5	6
Explore or analyse the information presented	0	1	2	3	4	5	6
Discuss the information presented with others	0	1	2	3	4	5	6

8. HOW DID LEARNING FIT IN WITH OTHER ASPECTS OF THE VISIT?

Some people find that learning and exploring new ideas fits in well with other aspects of their visit, such as relaxing, being entertained, and spending time with friends or family. Other people find that learning and exploring new ideas 'gets in the way' of the other things they want to experience. Please indicate how much the following things either helped or made it harder for you to enjoy the various aspects of your visit. (Circle one number for each item.)

	Made it a lot harder	Made it a little harder	Had no influence	Helped a little	Helped a lot
During my visit, learning and exploring new ideas helped or made it harder for me to relax and forget the stresses of everyday life.	-2	-1	0	+1	+2
During my visit, learning and exploring new ideas helped or made it harder to keep me entertained.	-2	-1	0	+1	+2
During my visit, learning and exploring new ideas helped or made it harder for me to have a good time with my friends, family or other people.	-2	-1	0	+1	+2
During my visit, feeling relaxed helped or made it harder for me to learn and explore new ideas.	-2	-1	0	+1	+2
During my visit, having information presented in entertaining ways helped or made it harder for me to learn and explore new ideas.	-2	-1	0	+1	+2
During my visit, being with my friends, family or other people helped or made it harder for me to learn and explore new ideas.	-2	-1	0	+1	+2

9. WHAT DID YOU GET OUT OF THE VISIT?

For each item below, please use X to indicate the extent to which you actually experienced this during your visit, and O to indicate the extent to which you would like to have experienced this during your visit. Please ensure that you make two different marks on each line, as in the sample below:

SAMPLE: if you actually interacted with others only a little, but would like to have interacted a lot, you might respond to that item as follows:

	Not at All		Moderate degree		A great deal
Interacting with others		X		O	

Use X to indicate how much you actually did experience;
Use O to indicate how much you would have liked to experience.

	Not at All	Moderate degree	A great deal
Interacting with others			
Being mentally stimulated			
Feeling relaxed and at ease			
Being entertained			
Discovering new and different things			
Feeling good about myself			
Spending quality time with family or friends			
Learning and making sense of things			
Recovering from the stress and tension of everyday life			
Enjoying myself			
Rethinking my personal values			
Feeling I've achieved something worthwhile			

10. HOW SATISFIED WERE YOU WITH YOUR VISIT?

Please indicate the extent to which you agree or disagree with each of the following statements. (Circle one number for each item.)

	strongly disagree					strongly agree
I feel I benefited from having come here today.	- 3	- 2	- 1	+ 1	+ 2	+ 3
I found the visit worthwhile.	- 3	- 2	- 1	+ 1	+ 2	+ 3
The visit was as good as I had hoped.	- 3	- 2	- 1	+ 1	+ 2	+ 3
I would recommend this place or tour to a friend.	- 3	- 2	- 1	+ 1	+ 2	+ 3
If I had the opportunity, I would like to come back here again.	- 3	- 2	- 1	+ 1	+ 2	+ 3
Overall, I was satisfied with the visit.	- 3	- 2	- 1	+ 1	+ 2	+ 3

Thank you for taking the time to complete these questions.

Appendix H

Please indicate how important each of the following is to you as a reason for coming here <u>today</u>. (Circle one number for each item.)

	Not Important			Moderately important			Extremely important
To discover new things	1	2	3	4	5	6	7
To be pleasantly occupied	1	2	3	4	5	6	7
To build friendships with new people	1	2	3	4	5	6	7
To recover from the stress and tension of everyday life	1	2	3	4	5	6	7
To discover more about myself	1	2	3	4	5	6	7
To be better informed	1	2	3	4	5	6	7
To get a feeling of achievement	1	2	3	4	5	6	7
To spend quality time with family or friends	1	2	3	4	5	6	7
To enjoy myself	1	2	3	4	5	6	7
To feel more confident about my own abilities	1	2	3	4	5	6	7
To interact with others	1	2	3	4	5	6	7
To be entertained	1	2	3	4	5	6	7
To think about my personal values	1	2	3	4	5	6	7
To relax physically	1	2	3	4	5	6	7
To relax mentally	1	2	3	4	5	6	7
To develop close friendships	1	2	3	4	5	6	7
To feel I am functioning at my peak	1	2	3	4	5	6	7
To meet new people	1	2	3	4	5	6	7
To get away from the responsibilities of everyday life	1	2	3	4	5	6	7
To have a good time	1	2	3	4	5	6	7

To expand my interests	1	2	3	4	5	6	7
To be mentally stimulated	1	2	3	4	5	6	7
To find some peace and tranquillity	1	2	3	4	5	6	7
To explore the unknown	1	2	3	4	5	6	7
To feel happy and satisfied	1	2	3	4	5	6	7

5 sub-scales:

Learning and Discovery
Enjoyment
Restorative
Social
Self Fulfilment

VITA

Carrie Grove

Candidate for the Degree of

Master of Science

Thesis: ADULTS' EXPECTATIONS AND PERCEPTIONS OF A VISIT WHILE ACCOMPANYING A CHILD TO A CHILDREN'S MUSEUM

Major Field: Human Development and Family Science – Early Childhood Education

Biographical:

Education:

Completed the requirements for the Master of Science in your Human Development and Family Science – Early Childhood Education at Oklahoma State University, Stillwater, Oklahoma in May, 2013.

Completed the requirements for the Bachelor of Science in Human Development and Family Science – Early Childhood Education at Oklahoma State University, Stillwater, Oklahoma in May, 2012.

Experience:

ECE Primary Student Teaching Spring 2012
Agra Elementary School Agra, OK

- Assisted in classroom set-up.
- Observed and assisted cooperating teacher.
- Wrote and implemented lesson plans
- Attended parent teacher conferences
- Created and implemented a three-week integrated unit about insects for a first grade class.
- Attended Love and Logic Professional Development

ECE Kindergarten Student Teaching Fall 2011
Highland Park Elementary School Stillwater, OK

- Assisted in classroom set-up.
- Created and maintained parent communication within the class
- Observed and assisted cooperating teacher.
- Created and implemented a two-week integrated unit about trees for kindergarten class.
- Worked in a diverse class including children with IEPs