

An Evaluation Of Satisfaction On Museum Interpretation To Create Educational Tourism

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Abstract

A museum is an important place reflecting people's lifestyle, tradition, culture, and the nation's valuable historical background. Focusing on a museum in order to create an educational attraction has become the background of this research. It aims to evaluate tourists' satisfaction of museum interpretation to create an educational attraction in order to propose a guideline for development. Data collection is done through a questionnaire using purposive sampling from 400 foreign tourists who have been to museums in Thailand. According to the average of respondents' satisfaction of museum interpretation to create educational tourism, it appears that overall average levels of satisfaction of the tourists with different ages are significantly different at a statistic level of 0.05 in the aspect of place, exhibited information, and museum staff. Meanwhile, overall average levels of satisfaction of the tourists with different travelling purposes are at a statistically significant level of 0.05 in the aspect of museum staff..

Keywords: satisfaction, interpretation, museum, and tourism

1. Introduction

Several countries place importance on museums as they can attract a number of tourists to visit. It is a place reflecting people's vision, value, and norm about society as well as presenting cultural and historical memories (Moscardo, 2015). It is a place that allows visitors to search for the roots of their culture. The museum shows how their policies on object collection, exhibition arrangement, and object selection are (Boonyakieat, 2019). However, the museum arrangement was not considered successful previously because of the related personnel's lack of communication skills. Several museums do not adapt communication methods to the analysis, which include group communication and interpersonal communication (Buasaruang, 2001). Moreover, many museums have emerged in Thailand recently leading to high competitiveness, so they do not understand the tourists' exact demand. As a result, it often leads to inefficient management (Ramud, 2019). So, the tourists' satisfaction of museum interpretation to create an educational attraction is extremely necessary to be studied in order to build and improve the museums to be educational attractions which benefit the economy, society, and culture. Therefore, the objectives of this research are to evaluate tourists' satisfaction of museum interpretation to create an educational attraction as well as to suggest guidelines for developing the museum interpretation to be an educational attraction.

2. Related Concepts and Theories

2.1. Concepts of Satisfaction

The tourists' satisfaction is considered as a key to successful service which can be achieved by responding to or exceeding their needs. Satisfaction is the tourists' emotional condition or mutual feeling from learning or experiencing by their personal motivation to respond to their demand for their own happiness (Javed & Cheema, 2017). Krystallis and Chrysochou (2014) add that the tourists' satisfaction level emerges after using both tangible and intangible product/services. Voutilainen et al. (2016) uses an evaluation of the tourists' satisfaction of museum interpretation with a five-level average (Likert Scale) as an indicator. According to Ramud (2019)'s study, it shows that the tourists' satisfaction of the historical attraction is at a high level in four main aspects: visitors, staff, information, and presentation. However, museum development and improvement for more efficiency is still necessary. Obviously, satisfaction is the tourists' emotional condition or feeling when using service at the museums which allows them to learn or experience from their personal motivation. It is a response to their needs that gives them a positive feeling or happiness. Tourists' satisfaction is a key for service organizations' museum service to achieve their goals.

2.2. Concepts of Interpretation

Moscardo (2015) describes interpretation as visible like a natural, cultural, and historical heritage. It should also be able to give tourists information at the same time and make them engage with the place while giving them a meaningful and valuable experience (Frew, 2012). On the other hand, Saud et al. (2014) sees interpretation as sharing a story to recipients to provide them knowledge and understanding by passing on experiences and thoughts as well as changing their attitudes based on the interpreters' objectives. Ablett and Dyer (2009) add that interpretation helps tourists understand about the attraction easier. It conveys a meaning of something to help developing their basic knowledge about the place they are visiting (Wolf, 2013). In addition, Czajkowski & Hill (2008) see an importance of providing knowledge about interpretation. It is necessary to develop an interpretation management tool by arranging messages and information signs based on the same standard and form, for example a message describing a picture, a message presented at a gallery, academic staff, or museum staff presenting the museum's information. In conclusion, interpretation is an explanation of a visible thing to make recipients understand about its story and engage with it. However, it is essential to make the recipients simply understand the information so that they can develop their basic knowledge about the place they visit.

2.3. Concepts of Museum Interpretation

Recently, museums have changed their ideology about visitors' thoughts, demands, and experiences. They have attempted to present a design as well as facilities that dynamically respond to the visitors' demands and provide them with experiences, imagination, and emotions which can encourage them to feel nostalgic and engage with the society (Czajkowski & Hill, 2008). Unlike Ghaith and Gabr (2018), they see that museums are mostly built in the late 19th century or early 20th century, so they are not suitable with people's lifestyle these days who can access the information, communicate and share their opinions promptly and globally within a few seconds. Consequently, people turn their backs on the museums and look for other thrilling experiences instead. Fischer & Levinson (2010) also propose the way to create new experiences for the visitors by changing an interpretation method such as rewriting a message or description while retaining the old meaning. The museums can also combine messages or pictures with various forms of multimedia as necessary for the visitors (Hammady et al., 2018). Focusing on the satisfaction of museum interpretation to create educational tourism for foreign tourists that fits people's modern lifestyle as well as changing the interpretation method helps creating learning experiences, thoughts, attitudes, nostalgia, and social engagement which are the ways to develop museum interpretation effectively.

3. Research Methodology

3.1. Population and Sampling

This research is a quantitative research using purposive sampling for the data collection. Foreign tourists who have been to museums in Thailand is the criteria for the sampling selection which consist of 400 utilizing Yamane (1967)'s calculation method since there are more than 100,000 tourists (Ministry of Tourism and Sports, 2019). A questionnaire is used as a data collection tool.

4. Data Collection

For the first part of the questionnaire: an analysis result of respondents' personal data, the statistics used for the data analysis are frequency and percentage. For the second part of the questionnaire: an evaluation result of the respondents' satisfaction of museum interpretation to create an educational attraction, the statistics used are T-test and One-Way ANOVA. The researcher examines the standard of the data collection tool through a validity test by presenting the questionnaire to three experts. Afterwards, the researcher calculates the reliability by providing 30 sets of the questionnaire to the sampling group, then analyzing the reliability with alpha coefficient which equals 0.864. As the value is close to 1, it is considered acceptable (Bonett et al., 2015). Moreover, the researcher also examines human research ethics before actually using the questionnaire with the sampling group.

4.1. Data Analysis

The researcher analyzes the data from the questionnaire responded by 400 foreign tourists who have been to the museums in Thailand. The research's reliability level is at 95% which the number of the sampling group will be 398 people according to Yamane (1967)'s calculation method. The researcher selects 400 people to be the sampling group. To avoid the mistakes possibly caused by errors from the data in the questionnaire, the researcher uses software for statistic calculation after collecting all the questionnaires.

Regarding statistic calculation for the data analysis by using descriptive analysis, inferential statistics is used as follows. For the first objective: to evaluate tourists' satisfaction of museum interpretation to create an educational attraction, T-test and One-Way ANOVA are used for the data analysis. For the second objective: to propose guidelines for developing the museum interpretation to be an educational attraction, data synthesis is used through a literature review from reliable sources of information, like research and academic articles along with data obtained from the analysis of the first objective.

5. research results

Table 1 Demonstrating average, standard deviation, explanation, and answerers' satisfaction level about interpretation in the museum to be a tourism learning hub

Interpretation at the museum to be a tourism learning center	Level of satisfaction ($n = 400$)			
	\bar{X}	<i>S.D.</i>	Level	Rank
1. Place	3.97	0.26	High	1
2. Exhibited information	3.73	0.23	High	2

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3. Musuem Staff	3.70	0.32	High	3
4. Visitor	3.38	0.24	Average	4
Overall	3.69	0.22	High	

According to Table 1, it shows that the overall average level of the foreign tourists' satisfaction of the museum interpretation to create an educational attraction is at a high level. When considered by aspects, satisfaction comes on top, followed by exhibited information, museum staff, and visitors, respectively.

Table 2 Demonstrating an analysis of the respondents' satisfaction level about interpretation in the museum to be a tourism learning hub based on the comparison of age

Interpretation at the museum to be a tourism learning center	Source of variation	SS	df	MS	F	p
1. Place	Between group	0849	5	0170	2468*	032
	Within group	27111	394	0069		
Total		27960	399			
2. Exhibited information	Between group	0650	5	0130	2597*	025
	Within group	19722	394	0050		
Total		20372	399			
3. Musuem Staff	Between group	1131	5	0226	2308*	044
	Within group	38701	394	0098		
Total		39832	399			
4. Visitor	Between group	0587	5	0117	2046	071
	Within group	22608	394	0057		
Total		23190	399			
Overall	Between group	0670	5	0134	2836*	016
	Within group	18620	394	0047		
Total		19290	399			

* $p < .05$

According to table 2, it is found that different age impacts the difference of an overall average level of the satisfaction of the museum interpretation to create an educational attraction at a statistically significant level of .05. When considering by aspects, it appears that place, exhibited information, and museum staff is at a statistically significant level of .05.

Table 3 Demonstrating an analysis of the respondents' satisfaction level about interpretation of the museum to be a tourism learning hub based on the comparison of reasons for travelling to Thailand

Interpretation of the museum to be a tourism learning center	Source of variation	SS	df	MS	F	p
1.Place	Between group	0.587	4	0.147	2.117	.078
	Within group	27.373	395	0.069		
Total		27.960	399			
2.Exhibited information	Between group	.299	4	.075	1.473	.210
	Within group	20.073	395	.051		
Total		20.372	399			
3.Museum Staff	Between group	1.051	4	0.263	2.677*	.032
	Within group	38.781	395	0.098		
Total		39.832	399			
4.Visitor	Between group	0.335	4	0.084	1.449	.217
	Within group	22.855	395	0.058		
Total		23.190	399			
Overall	Between group	0.418	4	0.105	2.188	.070
	Within group	18.872	395	0.048		
Total		19.290	399			

* $p < .05$

According to table 3, obviously different travelling purposes affect the overall average level of the satisfaction of the museum interpretation to create an educational attraction in the aspect of museum staff. This at a statistically significant level of .05.

6. Discussion and Conclusion

Regarding the study about tourists' satisfaction level of museum interpretation to create an educational attraction, it appears that when considered by age, the satisfaction of the museum interpretation to create an educational attraction are different at a statistically significant level. When considered by aspects, it is apparent that place, exhibited information and museum staff are different at a statistically significant level of .05. When considered by travelling purposes, the average level of the satisfaction of the museum interpretation to create an educational attraction in the aspect of museum staff are different at a statistically significant level of .05 as well. Therefore, the museum should focus on categorizing the tourists based on their age and travelling purposes as they are the factors impacting the satisfaction of the museum interpretation.

According to a study by Tangsub and Untachai (2020) and Vesce et al. (2020), it shows that age and travelling purposes affect the difference of satisfaction levels significantly in terms of statistics which is different from Del Chiappa et al. (2014)'s study indicating that social condition and demography do not influence the satisfaction significantly. On the other hand, Radojevic (2018)'s and Mouratidis (2019)'s study shows that the tourists' travelling purpose is the factor impacting their satisfaction level significantly in the aspect of 1) visitors: they are regarded as one of the important elements for the museum as it is an educational site that gives value to experience-based learning (Shapiro et al., 2017). Most of the scholars see education as the heart of museum service (Komarac et al., 2014). According to Ramud (2019)'s previous studies, regarding visitor aspect, museums should improve and create more souvenir shops. They can present and create unique souvenirs and packaging along with adding value to them through story telling. Unlike Vesce et al. (2020)'s study, it proposes that the museums should understand the context of the exhibited art works regarded as a medium connecting the tourists' satisfaction and experience. Visitors will look for holistic and complex experiences which are not only knowledge and understanding, but also includes emotional and social experience (Del Chiappa et al., 2014; Brida et al., 2016). To develop the visitors' learning process, it is vital to provide knowledge to them along with designing a process of emotional and social experience building so that they can earn the highest benefit from the visit. In addition, to help developing the tourists' learning process, providing knowledge during the visit to offer them the highest benefit becomes another significant issue. 2) Museum staff: Ramud (2019) suggests that the museum staff should describe the places. However, it might not be enough for

developing the museum staff's skills to support the tourists as the museum is a part of service field which is responsible for greeting the visitors or tourists. There should be development of the staff's excellent service skills as well in order to build the tourists' satisfaction which is a key for the organization to achieve their goal (Javed & Cheema, 2017; Kowalska & Ostrega, 2020; Pop & Borza, 2016). They should be able to explain about the tourist attractions (Czajkowski & Hill, 2008) whereas Markovic et al. (2013) sees that, besides exhibition and presentation skills, the staff should be competent and have expertise. Their skills should be developed in all aspects to be well-prepared and able to present the information in the same form and standard. 3) Exhibited information: a museum's exhibition needs to present the information about the exhibited objects precisely in various and interesting ways (Ramud, 2019). Likewise, Trunfio et al. (2020) says that, to present the information, innovation for museum service should be applied to help increasing the tourists' satisfaction and experience. In addition, improving international language skills like English and Chinese in the presentation is essential as well. The information should be presented interestingly in simple language using an appropriate number of words. Boonyakieat (2019) proposes that the museum's elements should reflect a globalized society, open to new development, adjust its design and strategy to attract visitors, be aware of the responsibility to preserve the community's collection, and consider arranging an exhibition using different communication methods based on different groups of visitors in each region. To create the most efficient information presentation at the museum, the presented information must be relevant to the exhibited object, outstanding and complete. Innovation for museum service should also be applied to help creating inspiration and enjoyment for the tourists. 4) Place: it is a key factor that the museums should particularly pay attention to since it should be able to encourage the tourists' learning experience. Hence, the place should be clean and tidy while offering convenient facilities and a tourist information center to assist them. Furthermore, it should be easily accessible and appropriate for being an educational attraction. Place is a significant element for the organization, so it should be paid attention to closely (Jackowicz et al., 2020).

7.Recommendations

7.1. Improve the museums' activities to enhance value, learning, and experience for the tourists

The museums should offer more activities to the tourists of different ages to support their learning and create new experiences which will make the place more memorable. Educational activities can help them understand more about what they are watching, be entertained, and have a chance to create artwork by themselves. Particularly, the suitable activities related to age can also motivate them to be interested in the exhibition and would like to learn more.

7. 2. Develop presentation skills for the museum's staff

Developing the staff's presentation skills is also another issue to be addressed. A presenter should be profoundly knowledgeable in what they are presenting, able to present interestingly and seamlessly, and able to communicate with audiences with simple content in a proper sequence. However, the most important thing to be developed is service mind. The staff should be ready to welcome the tourists, pay attention to detail, and be willing to offer a good service to them. A story-telling activity is considered as a key for building visitors' experiences because it can create enjoyment and awareness on the value of the artworks at the same time in order to encourage the visitors to preserve the artworks exhibited at the museum.

7.3. Develop international language skills for the museum's staff

Since the museum's staff is one of the elements that can bring impression and satisfaction to the tourists, the museums should focus on developing them to be well-rounded, especially in international language skills. The tourists in this generation throughout the world tend to travel more in search of new knowledge and experience, and visiting a museum can meet their desire. Therefore, preparing the staff to be efficient in international languages like English and Chinese can help them to communicate or interpret the content at the museum to the tourists easily and profoundly. It will become another way to impress them.

7.4. Develop museum interpretation's form and technique to fit in the present time

Due to a vast change in tourists' behavior nowadays, studying their demands and behaviors is necessary in order to improve the museums to fit with the changing behaviors. To expand the various tourists' learning experiences, this study can present a variety of technologies to upgrade the tourism learning hub based on the difference of age and ability to use technology. New innovation and technology are required for a museum's development in the digital era to create entertainment, education, and engagement for the tourists. For example, applying applications that can access the museum's location and information; adapting AR to display a picture, animation, or soundtrack to create more spectacular content; arranging a live actor to help interpreting a historical story; using a new interpretation technique by rearranging a message or description to be more

memorable; using sound, video, or a movie to provide a variety of experience to the tourists; and applying technology to create a digital story-telling to make a complicated historical story to be more concrete and understandable. It can be concluded that guidelines for the museum interpretation development to create an educational attraction consists of four techniques: improve the museums' activities to enhance value, learning, and experience for the tourists; develop presentation skills for the museum's staff; develop international language skills for the museum's staff; and develop museum interpretation's form and technique to fit in the present time. Furthermore, the study can help improving the effectiveness of other topics by aspects to complete the museum to be a tourism learning hub. However, the mentioned guidelines still need to be adjusted to fit each museum's context so that it can be useful and practical.

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