Museum (non-)visitors in the NEPS data –
What can we learn from secondary data analysis?
THE IMPORTANCE OF EDUCATION –
THE IDEA BEHIND NEPS

Education as a lifelong process in modern societies raising new questions concerning:

- Development of educational careers and competencies throughout the life span
- Influence on competencies through learning opportunities in the family, educational institutions, workplaces, and private life
- Correlations of acquisition of competencies and educational achievement throughout the life span

However:

- Most educational studies in Germany are still cross-sectional (e.g., PISA)
- Available longitudinal studies limited concerning educational phases and/or regions
- Available studies limited in accounting for development of competencies over the life span
- Some very good longitudinal studies exist outside of Germany

NEPS

DESIGN OF NEPS: SAMPLES

Starting Cohort 1 – Early Childhood
Education from the very beginning
3,431

Starting Cohort 2 – Kindergarten
Early education from Kindergarten to elementary school
3,007

Starting Cohort 3 – Grade 5
Paths through lower secondary school: Educational pathways of students in Grade 5 and higher
6,112

Starting Cohort 4 – Grade 9
School and vocational training: Educational pathways of students in Grade 9 and higher
16,425

Starting Cohort 5 – First-Year Students
From higher education to the labor market
17,910

Starting Cohort 6 – Adults
Adult education and lifelong learning
13,576

• Values refer to gross panel sample of the first survey wave

• Participants include persons from individual context, e.g. childminders, parents, educators, teachers, principals, besides respondents themselves


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MORE INFORMATION ON NEPS

- www.neps-data.de
- Publications:

New edition forthcoming
FOCUS: VISITOR STUDIES – SECONDARY DATA ANALYSIS

- Traditional visitor studies usually focus on visitors
- Panel data provides access to information usually not accessible by visitor studies
  - Limited time, scope and methodological/technical possibilities with individual studies
  - Panels provide comprehensive data about respondents and their environments
  - Panels allow tracing changes in the lives and environments of respondents
- Secondary data analysis may be beneficial for visitor studies
  - NEPS: information about visits to a museum 12 months prior to interview
  - SC6 sample drawn to be representative of adults in Germany
  - Further data available on competence measures (reading, mathematics, sciences, ICT literacy)
    and non-cognitive skills (e.g. personality, motivation, social skills)

DATA MYTHS – CHALLENGES

- Challenges
  - Dependent on survey programme (content), timing and data release
  - Different focus than museum visitor structure (e.g. museum visit in general vs. different museum types, lack of depth)

How often have you done the following things in the past 12 months...
...visited a museum or an art exhibition?

- Skills & Prerequisites
  - Getting access to the data (Data Use Agreement)
  - Access to and ability to use statistical software (e.g. SPSS, STATA)
  - Profound statistical expertise (highly complex panel data, multiple layers of information)
DATA MYTHS – BENEFITS

- Validation of / comparison with existing visitor-structure data

|                          | KULMON* - Berlin  
|                          | (n = 1073 visitors) | NEPS** - Berlin  
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<th>(n = 248 visitors)</th>
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| **Age**                  | \[ M = 47.51 (SD=18.15) \]  
|                          | (Min=14, Max=91)    | \[ M = 48.83 (SE=2.48) \]  
|                          | 17.15% age from 60 to 69 | (Min=27, Max=70)  
|                          |                    | 18.09% age from 60 to 69 |
| **Gender**               | 46.13% male        | 45.09% male         |
| **Educational level**    | 42.78% higher tertiary education / university degree | 20.70% higher tertiary education / university degree |

* Data from “Besucher-Monitoring an tourismusaffinen Berliner Kulturinstitutionen” (KULMON), Berlin Tourismus Marketing GmbH, focus: museums, 2014 & 2015
** NEPS SC6:8.0.0, doi:10.5157/NEPS:SC6:8.0.0; weighted results
DATA MYTHS – BENEFITS

- Nationally representative and reliable information about (non-)visitors (for Germany in 2014/2015)

  Sample: NEPS SC6 wave 7, $N = 9,770$ adults

  44.74% non-visitors

  55.21% visitors of a museum or art exhibition in the past 12 months prior to interview

NEPS SC6:8.0.0, doi:10.5157/NEPS:SC6:8.0.0; weighted results
INFORMATION ABOUT NON-VISITORS

Tradionals or Hedonists

- 48 years of age
- Age cohort: 40-49 years
- Married
- No children (in household)
- Satisfied with family life
- Intermediate vocational qualification or basic vocational training, rarely higher tertiary education
- Lower controllers or unskilled workers (EGP)
- Net household income (per month): 2,500 up to below 3,000€
- Leisure reading: 1 hour/week
- Do not own any works of art
- Do not visit opera, ballet, classical concert, theatre or rock/pop-concerts
- 26 to 100 books
- Rarely any classical literature

NEPS SC6:8.0.0, doi:10.5157/NEPS:SC6:8.0.0; weighted results
LESSON LEARNED I

- Are there other (big) data sources for secondary data analysis in visitor studies?

- Potential for collaboration
  - Combining statistical knowledge with visitor study expertise in analysing the data
  - Submitting items to survey programme

- Existing data sources: Providing other (maybe also) relevant variables? → New research questions are possible
LESSON LEARNED II

- What can we learn from secondary data analysis?
  - Meaningful results based on population samples
  - Chance for interdisciplinary collaboration
  - New insights into visitors AND non-visitors
    → Foundation for audience development e.g. “personas”

- However, some questions still remain unanswered...
WE ARE LOOKING FORWARD TO YOUR QUESTIONS AND COMMENTS!

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