# Museum (non-)visitors in the NEPS data –
# What can we learn from secondary data analysis?

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# 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

Cf.: Blossfeld, H.-P., Roßbach, H.-G. & von Maurice, J. (Eds.). (2011). Education as a lifelong process: The German National Educational Panel Study (NEPS) [Special Issue]. *Zeitschrift für Erziehungswissenschaft, 14*. Wiesbaden: VS Verlag für Sozialwissenschaften.
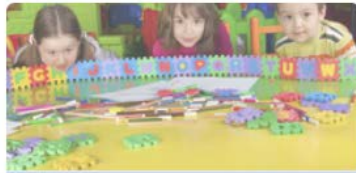
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# DESIGN OF NEPS: SAMPLES

**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**
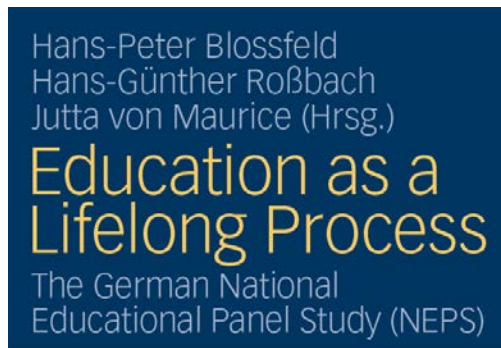Adult education and lifelong learning

**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

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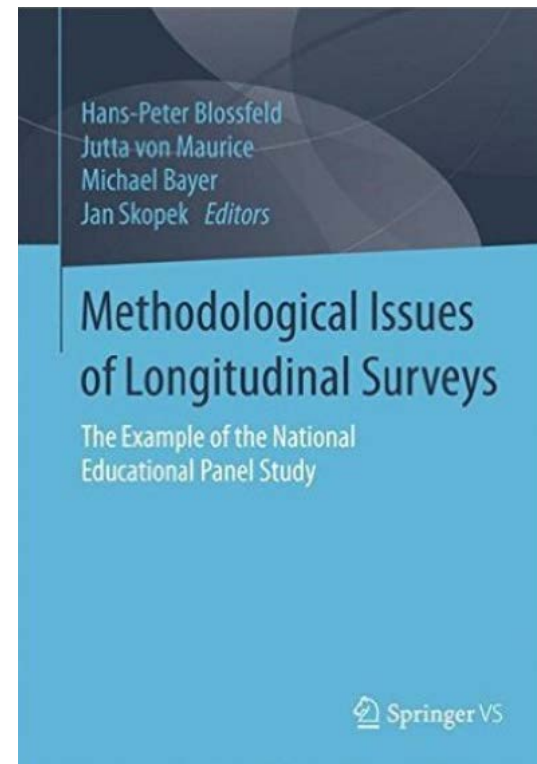
# FOCUS: VISITOR STUDIES – SECONDARY DATA ANALYSIS

- 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)

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# 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)

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# DATA MYTHS – BENEFITS

**NEPS**
**National Educational Panel Study**

- Validation of / comparison with existing visitor-structure data

| | KULMON* - Berlin (*n* = 1073 visitors) | NEPS** - Berlin (*n* = 248 visitors) |
|---|---|---|
| **Age** | $M$ = 47.51 ($SD$=18.15) (Min=14, Max=91) 17.15% age from 60 to 69 | $M$ = 48.83 ($SE$=2.48) (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 |

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# DATA MYTHS – BENEFITS

**NEPS**
**National Educational Panel Study**

- 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

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# INFORMATION ABOUT NON-VISITORS

**NEPS**
**National Educational Panel Study**

Traditionals or Hedonists

seldom go to cinema

48 years of age
Age cohort: 40-49 years

married

no children
(in household)

do not visit opera, ballet, classical concert, theatre or rock/pop-concerts

satisfied with family life

intermediate vocational qualification **or** basic vocational training, **rarely** higher tertiary education

do not own any works of art

26 to 100 books
rarely any classical literature
Leisure reading: 1 hour/week

net household income (per month): 2,500 up to below 3,000€

lower controllers **or** unskilled workers (EGP)

NEPS SC6:8.0.0, doi:10.5157/NEPS:SC6:8.0.0; weighted results

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# LESSON LEARNED I

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

(e.g. Active Lives Survey, 2015-2016; National Survey of Culture, Leisure and Sport, 2014-2015; Continuous Household Survey, 2014-2015; Cultural Capital and Social Exclusion (CCSE), 2003-2004)

■ 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

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# 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… **???**

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# WE ARE LOOKING FORWARD TO YOUR QUESTIONS AND COMMENTS!

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