İSTANBUL BILGI UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
MARKETING MASTER'S DEGREE PROGRAM

MUSEUM MARKETING AND VALUE CO-CREATION

ORHUN ŞENER

116687010

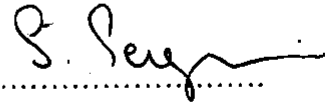**PROF. DR. SELİME SEZGİN**

ISTANBUL
2018

Museum Marketing and Value Co-creation

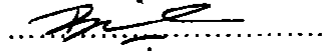Müze Pazarlaması ve Ortak Değer Yaratımı

Orhun Şener

116687010
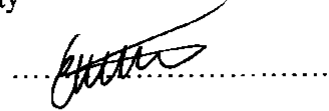
Tez Danışmanı: Prof. Dr. Selime Sezgin (İMZASI) ....

İstanbul Bilgi Üniversitesi / Istanbul Bilgi University

Jüri Üyesi: Prof. Dr. Beril Durmuş (İMZASI) ....

Marmara Üniversitesi / Marmara University

Jüri Üyesi: Asst. Prof. Esra Arıkan (İMZASI) ....

İstanbul Bilgi Üniversitesi / Istanbul Bilgi University

Tezin Onaylandığı Tarih: ....08..06..2018.......

Toplam Sayfa Sayısı: ....89..............

Anahtar Kelimeler (Türkçe)	Anahtar Kelimeler (İngilizce)
1) Müze Pazarlaması	1) Museum Marketing
2) Ortak Değer Yaratımı	2) Value Co-creation
3) Müze Öğrenimi	3) Museum Learning
4) Müze Deneyimi	4) Museum Experience
5) Poser	5) Poser

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABSTRACT

This study intends to better understand the museum visitors and their perspective about the museum visit and to describe the museum's objectives. Different museum visitor types and their tendencies about before, during, and after the museum visit time lines are investigated from the value co-creation and museum learning perspective. The museum learning theory's twelve dimensions such as motivation and expectation, prior knowledge, previous experience, prior interest of the visitor, control and choice, social group mediation, mediation by people from the outer social group, advance organizers, the orientation of the visitor within the physical environment, large-scale environment and architectural elements, design, and reinforcing experiences and events outside the museum are mentioned. Value Co-creation's five axioms, museum transformation in time periods, and their common points are explained and supported with data analysis in this study. The survey questions are prepared to test several postulates about the Turkish market to combine the marketing and museology mentality.

Based on the collected data by online survey method from a sample of 148 respondents, by using factor analysis, this study designates five factors, namely Facilitator, Professional/Hobbyist, Poser, Experience Seeker, and Explorer. General descriptive data about the respondents is explained in the study. Secondly, designated factors and their correlations with several variables are investigated by Pearson correlation analysis to get several insights about the consumers and museums. Finally, each factor's correlation results with asked matters such as participation in cultural activities, prior knowledge, pre-learning, effect of physical environment, time, price sensitiveness, cancelation reason, social group, information source, appreciation, human interaction, orientation, belongingness, enjoyment, learning, escapism, content generation, re-visiting, and source of satisfaction are shown and explained. The study provides several insights about the museum visiting experience.

Keywords: Museum marketing, value co-creation, museum learning, museum experience, Poser

ÖZET

Bu araştırmanın amacı müze ziyaretçilerini ve onların müze ziyareti hakkındaki bakış açılarını anlamak ve müzelerin hedeflerini tanımlamaktır. Farklı müze ziyaretçi tipleri ve onların müze ziyaretleri sırasındaki eğilimleri, ziyaret öncesi, ziyaret anı ve ziyaret sonrası ortak değer yaratımı ve müze öğrenimi bakış açısı ile incelenmiştir. Bu çalışmada müze öğrenimi teorisinin on iki boyutu, ortak değer yaratımının beş önermesi, zaman aralıklarındaki müze dönüşümü ve onların ortak noktaları açıklanmış ve veri analizleri ile desteklenmiştir. Anket soruları, Türkiye piyasasındaki pazarlama ve müzecilik mantalitesini bir araya getirmek amacında olan bazı varsayımları, bazı teorik bilgilerin yardımı ile test etmek hedefiyle hazırlanmıştır.

Bu çalışma, çevrimiçi anket yöntemi ile, araştırmaya katılan 148 katılımcıdan elde edilen verilere dayanarak ve faktör analizi kullanılarak Facilitator, Professional/Hobbyist, Poser, Experience Seeker, ve Explorer olmak üzere beş faktörü belirtmektedir. Araştırmaya katılan kişiler hakkında genel tanımlayıcı veriler çalışmada açıklanmıştır. Buna ek olarak, tüketiciler ve müzeler hakkında birtakım bakış açıları elde etmek amacı ile, belirtilen faktörler ve bu faktörlerin çeşitli değişkenler ile olan bağıntıları Pearson korelasyon analizi ile incelenmiştir. Son olarak, her faktörün kültürel faaliyetlere katılım, ön bilgi, ön öğrenme, fiziksel çevrenin etkisi, zaman, fiyat hassasiyeti, iptal etme sebebi, sosyal grup, bilgi kaynağı, anlama, insan etkileşimi, çevreye uyum, zevk alma, aidiyet hissi, öğrenme, dış dünyadan kaçma, içerik üretimi, tekrar ziyaret etme ve memnuniyet kaynağı gibi sorulan konular ile korelasyon sonuçları gösterilmiş ve açıklanmıştır. Çalışma, müze ziyareti deneyimi hakkında birçok öngörü sağlamaktadır.

Anahtar Kelimeler: Müze pazarlaması, ortak değer yaratımı, müze öğrenimi, müze deneyimi, Poser

INTRODUCTION

The word of museum covers several aspects like education, enjoyment, research, conservation, and so on. These elements of the museum concept have been transformed in time with the influences of several social, political, and economic variables. Defining the transformation of the museums is a complex study but trying to understand it to implement the concept of museum on marketing field is a necessary work for the survival of the museums.

From the perspective of the consumers, museum experience's personal, sociocultural, and physical dimensions should be examined like Falk and Storksdieck (2005) did. In this way, the experience's some subheadings can be explained. Also, internalization of the museum concept is required for marketer because only this way a link can be established between the consumers and museums. To internalize the concept, historical background of the museums can be the prospective narration of the future. Cause and effect relationship of the past is the lodestar to understand the today's and future's museums. For combining the both sides of the interaction, the museum and consumer, Vargo and Lusch' s (2017) value co-creation theory can be a tool to achieve that because the theory focuses on all possible actors which take place in the interaction. For reaching the level of creating value for all parties, the museums need to give scope for their consumers with recognizing different consumer types and their behaviors about museum visiting experience. In light of this mentality, this study is conducted to comprehend the museums and their consumers.

1.LITARETURE REVIEW

1.1. Museum Learning Process

"A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates, and exhibits the tangible and intangible heritage of humanity and its environment for the purposes of education, study and enjoyment."
ICOM

According to the International Council of Museums, one of the most significant purposes of museums is education. In other words, museums are places for learning. However, there are dissimilarities between museum learning and conventional school education. Basically, museums offer a free choice learning system, a setting. It means that it is the visitors who decide on how, what, and where they want to learn. Falk and Dierking (2000) use The Contextual Model of Learning as a tool for organizing the variables of the complex phenomenon of free choice learning. The model explains learning as an effort which contains a never-ending dialogue between a person and his/her physical and socio-cultural environment. The model uses of personal, physical, and sociocultural contexts. Falk and Storksdieck (2005) accepted The Contextual Model of Learning as a framework. The personal dimension of the model refers to the individual motivation and expectation about learning from the museum experience. According to the framework, motivation and expectations are shaped by a person's beliefs, interests, and prior knowledge. These factors cumulatively reveal a desire for learning with informed choice and personal control over what individual receives as information. Falk and Storksdieck (2005) point out at two different extents of the sociocultural dimension of the framework. A museum's cultural position in the society and the cultural value of free choice learning are the sociocultural influencers of museum learning. The major influencer is defined as social interaction within and also without an individual's social group. The physical environment and the context of the museum are defined as a three-

dimensional place which houses lighting, climate, exhibition objects, crowding, color, sound and so on. Falk and Storksdieck (2005) underline the need for orientation between the physical environment and the visitor for a better learning process, and, after considering hundreds of studies, they set forth twelve influential factors for a museum learning experience.

Personal Dimension

1. Motivation and expectation of the visitor
2. Prior knowledge of the visitor
3. Previous experience of the visitor
4. Prior interest of the visitor
5. Control and choice

Sociocultural Dimension

6. Social group mediation
7. Mediation by people from the outer social group

Physical Dimension

8. Advance organizers
9. The orientation of the visitor within the physical environment
10. Large-scale environment and architectural elements
11. Design
12. Reinforcing experiences and events outside the museum

These factors are chosen for determining the influencer effects of the museum learning process. When we scrutinize these twelve factors, we see that together they form the human factor. Therefore, we can conclude that visitors are the co-creators of the museum learning process, instead of being passive receptors. Hence, visitors should be part of the co-curation processes.

1.2. Value Co-creation

Service-dominant logic is based on a postulate which suggests that value creation is a reciprocal process. The customer is a party as a co-creator of value in the

process which is interactional, relational, and experiential (Vargo and Lusch, 2004, 2008; Ranjan and Read, 2014). A company's goods are the transmitter of services, and services are company's value propositions. A consumer is the determinative actor of the value; and value cannot be emerged only by a company. Its creation is about the consumer's experience or usage (Vargo and Lusch, 2004). This explanation is broadened when multiple actors are added, other than the company and customer (Vargo and Lusch, 2016). This way, value creation happens between the firm, customer and all other alterable actors.

Vargo and Lusch (2017, p.47) suggest axioms for determining the essentials of the service-dominant logic:

1. Service is the root cause of the exchange.
2. Value co-creation can be performed by multiple actors, and always with the beneficiary.
3. Economic and social agents are resource integrators.
4. The beneficiary determines the value uniquely.
5. Actor-generated institutions and institutional arrangements coordinate the value co-creation process.

In several articles on value co-creation and museum marketing, there is a confusion about the difference between consumer centricity and value co-creation. Targeting to do better or trying to find ways to attract more customers is consumer-centric, but is also linked to goods-dominant logic. From the perspective of the service-dominant logic, value creation is some sort of a support mechanism to help consumers for getting their tasks done (Bettencourt, Lusch and Vargo, 2014: 44). This means that the combination of consumers' value judgment and companies' know-how to improve the consumer experience, with what companies have to offer, are fundamental topics for service-dominant logic. For a museum, considering to add new technologies to exhibition spaces, creating a more attractive environment for visitors, and constructing new features for receiving appreciation from visitors are consumer-centric ideas; but if there is a lack of emphasis on value co-creation, such initiatives will not go beyond old-fashioned methods. Focusing on increasing customer satisfaction through new consumer-centric methods does not necessarily

mean that the performed work was carried out with a service-dominant logic behind it; because value that is offered through new methods is a production of the firm, and is transferred to the consumer at the exchange time. However, value co-creation is part of the process that goes from the moment of the company's resource integration to when the customer's tasks are done (Bettencourt, Lusch and Vargo, 2014, p.48). Because of that, the timing of value co-creation is alike before, during, and after the visit.

According to Falk and Dierking (2000, p.87-88), visitors come to the museum with their pre-knowledge, skills, beliefs, interests, and experiences. The background of the consumers affects their educational experience and their meaning-making process in the museum. There is a relationship between the museum's operant and operand resources, and the visitor's operant resources. From this point of view, the museum can offer its value proposition, and the consumers can be the editors of their experience. It shows that value creation begins before the moment of exchange, i.e. before the visit. In the Contextual Model of Learning, Falk and Storksdieck (2005) argue that the personal elements are part of the visitor's operant resources. In this case, the experience starts before the visit takes place. The differences between consumers' backgrounds may lead them to follow a different kind of visiting plan. Because of this difference, visitors' intentions and expectations from the museum may vary in terms of their interaction, learning process, and meaning-making processes.

Falk and Storksdieck (2005) argue that the physical environment and the socio-cultural settings are essential parts of the experience. As it is explained in the Contextual Model of Learning, the value of the physical environment and the socio-cultural setting is related to participation and human interaction. From the service-dominant logic perspective, participation should include cooperation, active involvement, and dialogue between the firm and the consumer, which makes the consumer a developer and creator of the experience, rather than a sole spectator.

According to Minkiewicz, Evans and Bridson (2014: 31-58), social interactions can be the basis of the experience. Visitors' in and out-group interactions and interaction with employees happen at the moment of delivery, during the visit. During the visit, visitors share the environment, the museum setting. Value co-creation process

during the visit cannot be explained only as a relation between a consumer and a firm. Other visitors and employees who share the service environment can also be influential upon an individual's experiences. From this perspective, there is a correlation between the learning and experience variables, and others who share the physical environment. The physical environment and the social-cultural settings are part of the co-creation process during the visit, but we need to remember that personal elements are also significant parts of the procedure. To sum up, personal motivation, expectation, prior knowledge, interest, and previous experience shape an individual's approach to their museum visit. The interaction between individuals includes these personal aspects too; because every visitor, who is the sole value creator and who can be an influencer of other consumers comes to the service environment with its capability as a determinant actor.

The final phase of the co-creation process is not the moment when the visit is concluded. Content generation, re-visiting plan, continued learning intention and real buying are also parts of the value co-creation after the visit. However, these elements of value creation are linked with the intervals before and during the visit. Experienced value outcomes, which this paper aims to investigate, such as learning, escapism, belongingness, aesthetics, and entertainment lead the consumers to the value co-creation stage after the visit.

According to Prahald and Ramaswamy's (2004: 4-8) model for value co-creation, companies should provide accessibility, dialogue, transparency, and risk-benefit consideration. These are defined as a sub-structure of value co-creation process. The risk-benefit consideration shows the possible adverse outcomes of value co-creation. Terblanche, (2014: 7) states that a high level of consumer participation can result in uncertainty and risk. Parties of the value co-creation process may show lack of knowledge, skill, and also unexpected manners. In this case, the process can transform into value co-destruction.

The value co-creation process requires a high level of harmony between all actors. A suitable environment and procedure for value co-creation cannot be maintained only with rules, methods, and models. For correct matching between parties, the social, political and cultural transformation of the parties need to be examined.

1.3. History of Museums

In 3rd century BC, there was a place in Egypt named *Mouseion*. *Mouseion* can be translated as the Seat of the Muses. Who were the Muses? They were the nine daughters of Zeus and Mnemosyne, and represented poetry, history, music, tragedy, hymns, dancing, comedy, and astronomy. However, *Mouseion* was not a museum! There was not a collection of artistic works or artifacts to exhibit. This place was dedicated to contemplation and philosophical discussion, but, over time, the word *Mouseion* nevertheless transformed into the word *museum*. The very first example of a museum-like concept was Lorenzo de' Medici's collection in the 15th century in Florence; but the collection, the denoted building, and the mentality of having a collection were far different from the understanding of modern museum (Lewis, 1998).

Between the 16th and 18th centuries, the most popular type of collection was the cabinets of curiosity (*Wunderkammer*). It was the interest of nobles, scholars, and members of royal families. The collection in these cabinets were a combination of chaotically collected materials. Vegetable lamps, sculptures, paintings, minerals, botanical objects, and ethnographic objects were present in the same collection without any order and installation (Barrett, 2014). The difference between modern museums and cabinets of curiosity is not only about the technical details. In a cabinet of curiosity, the owner is the center of the artificial universe of wonders. The owner, an elite in the society, who holds power, privilege and wealth, presents his collection to other elites here. Educating the society or creating a democratized place was not the objective of and reason for owning a collection, even if the collection was open to public display.

In the 19th century, understanding of museum had become more public related matter. Until this time, there was a confusion about museums' raison d'être. The found reason was basically about the public good (Lewis, 1998). The time that we are examining is significant because changes in mentality about the museum concept is related to politics. While authorities tried to shape museums, one of the major target was establishing a nationality based awareness of the society. Especially, industrialization and urbanization (Booth, 2014, p.209) triggered the

change in museums like all the changes in social life and institutions. According to Lewis (1998), the second half of the 19th century was the time of museum boom. 100 museums in Britain and 50 museums in Germany were established (Lewis, 1998). The reason for this boom cannot be explained only by needs of public about art and science. Movements of free education and idea of civic pride were influencers about the boom because exhibited pieces were introduced in schools as well. At the same time, we can see the integration of museums to the education system.

An example about museums and their importance about educating the society can be seen in the early 20th century. After the Russian Revolution, the position of art and culture in the society were changed systematically (Lewis, 1998). Art and culture were accepted as tools for education, educating the society according to scientific socialist forms, under the political system which is based on social ownership, equality, and democratic control. Marxist art theory indicates that art should be for the public, especially for working class and their enlightenment. Basically, art needs to be revolutionary world outlook. Private interest as egoism and empiricism were Marx's and Marxist art' s major principles to attack (Lifshitz, 1976). On the other hand, there was a different kind of target for achieving with museums in Germany. According to Lewis (1998), nationalistic tones, history of the homeland, and important figures of German history were promoted by museums after WWI. The policies of this era from museums to daily life resulted with Nazi regime.

After the Second World War, museums transformed into educational and leisure-oriented communication places. Specialists and marketing managers involved in the museums and their works. Because of these, museums became more attractive and popular in the society. American museums visited 350 million times in 1970, 566 million times in 1988 and Russian museums reached the annually 140 million visits (Lewis, 1998).

It is obvious that there are complex relations between social change, political environment, understanding of art, culture, and museums. The relationship between visitor and museum is also a relationship between object, aesthetic pattern, history, and ideas. The changed thing is not only the concept of museum. According to

Looseley (2004), history of finding a social mission in art goes back to the French Revolution. Artistic productions and collections began their journey with private ownership of rulers, nobles, and elites; but the path of time led them to the public. In other words, the democratization of world resulted with the democratization of museum and art. However, this is not a concluded process. According to the research of Antonovica and Idoeta (2012) which is mentioned by Booth's article, museum visitors are generally well-educated people who have higher income and high-status jobs in Germany (Booth, 2014). This shows that the place, museum, is accessible to the public today, but the benefits are for people who have specific types of cultural and social capitals.

1.4. Value Co-creation and Consumers

The theory of value co-creation is completely about marketing, but it focuses on various actors from the level of production to consumption. Hence, the real-life practice of value co-creation theory should cover social, cultural, economic, and political aspects, too. The relationship between the actors can be influenced by these aspects. Therefore, the theory represents more than an innovative marketing axiom. It describes what society wants in the 21st century. Implementation of value co-creation to museums can be the definer of understanding of museum concept in the 21st century. In parallel with this deduction, understanding the consumer, the visitor, is crucial for museums. To do this, finding different consumer types and their characteristics is a necessary work.

John H. Falk (2006) creates five consumer groups in his article, "An Identity-Centered Approach to Understanding Museum Learning", claiming that each group has its own visit intention, expectation, understanding of satisfaction, visiting plan, learning aim, level of interaction, interest, understanding of escapism, and relation with the environment when visiting a museum.

The Explorer's visit intention is based on curiosity and general interest. Individuals who belong to this group mostly defined themselves as curious people. In the Explorer group, there are people who self-described themselves as science lovers, learners, and discoverers too. Satisfaction of others, their social group, does not

have a direct influence on the Explorers. They see the museum visit as an individualistic experience (John H. Falk, 2006). Because of the general interest in the content, these people's visiting plan may not be designed for a specific artwork or an artifact. Institution's general concept is more significant for them. In other words, the theme of the exhibition is more important than the one particular exhibited object. Based on this, these people may have less possessed background knowledge than the people who belong to Professional/Hobbyist type. Also, they may be less selective about conveyed information than the Professionals/Hobbyists. In the matter of possessed knowledge and learning intention, Explorers seem to be more purposeful than Facilitators and Experience Seekers. Their experience is individualistic. Therefore, social interaction can be limited to them in contrast to Facilitators.

Facilitators are socially motivated consumers for their visit. In contrast to Explorers, the satisfaction of their social group is highly essential for them. Their visiting intention is shaped by their children's, boyfriend's/girlfriend's, or relative's potential perceived benefits from the visit. For the facilitator, a museum is not the firstly desired destination for an activity (John H. Falk, 2006). The Facilitator has a purpose for doing something good for his/her social group. Their source of motivation depends on others. Because of that, others' perspective about the level of satisfaction, level of enjoyment, learning, perceived benefit, and perceived quality can be influential on the Facilitator's idea about the museum experience. Obviously, Facilitator is more open to social interaction before, during, and after the visit. The interaction can happen as a group social interaction and inter-group social interaction. The Facilitator' s opinion about the museum visiting for an activity gives us a chance to interpret their expectation from the museum about getting information, information sources, quality of information sources, and enhancing their level of knowledge. These expectations tend to be lower than those of the Explorer's and Professional's/Hobbyist's. Expectations about collecting experience also tend to be different from the Experience Seekers'.

Professionals/Hobbyists possess strong knowledge and interest about the content. Museum learning and getting information is highly significant for them. Enhancing their knowledge, profession, hobby, and avocation is the major intention of their

visit. Because of that, the way of conveying information is significant for these customers (John H. Falk, 2006). Museum learning and getting information are visiting intentions for this consumer group. Because of that, their sensitivity about these matters should be the highest among other groups. Their strong knowledge about the content can lead them to experience a more professional meaning-making process. Therefore, they may tend to evaluate design elements, setup, and scenography more attentively than other groups.

The Experience Seekers' visiting intention is about collecting experience. Being in the museum space can be sufficient experience. They are generally tourists or people who are driven by other's recommendation. Remembering and learning are limited to these individuals. Their recreational identity perspective affects what they learn and remember (John H. Falk, 2006). Learning from a museum is limited for this group because their visiting intention is about the experience. Therefore, learning and information variables are fade into insignificance beside their experience of being in and discovering a new place, museum or exhibition. For this group, the critical word is "new".

The Spiritual Pilgrims' visiting intentions are rejuvenating, being enjoyed by the wonder of the place, and having spiritual/restorative experience (John H. Falk, 2006). For them, a museum is a place for escaping daily life. This group's intentions and expectations are emotional. Escapism is the visiting intention for them. Physical environment, setup, and scenography have great importance for this group. In the study of John H. Falk, The Spiritual Pilgrim group cannot be found with necessary number of consumers. Only one individual was found suitable for The Spiritual Pilgrim group. After discussing with several art history graduates, it is predicted that this group can be a part of the Professional/Hobbyist group in the Turkish market.

These groups show the unique type of consumer behaviors in terms of the museum visit. Collected variables may show differences among different societies because the concept of museum is not perceived the same way in everywhere. As seen in the historical background of the museums, transformation of the museums and transformation of the society is linked to each other. Because of that, Falk's investigated variables may show distinctness in different markets. This situation

creates alternative groups with the same topics to study. From the value co-creation perspective, there should be a relation between groups' tendency and feeling of belongingness too. Do visitors feel that museums are for them? Theoretically, museums are democratized places today. However, the perception of the consumers is significant in determining this. Therefore, belongingness and other variables should be examined attentively.

Bourdieu (1986) focuses on cultural capital, and he breaks down the capital into three distinctive forms, namely embodied, objectified and institutionalized. Having these three forms gives an individual a chance to possess a high cultural capital. People who have high cultural capital also have a good taste about culture (Hanquinet, 2016). According to Bourdieu, these people possess greater social value and elevated position in the social strata. If we consider the relationship between place and individual, we can interpret that place has a position in cultural capital concept too. Combination of embodied and objectified forms of cultural capital requires materialistic goods, ability to use them, and also economic resources. Basically, being art literate and economically sufficient to reaching cultural and artistic instruments are part of this cultural capital equation. Museum as a place which represents culture and art can be accepted as an instrument which can be placed in cultural capital concept. In this case, visiting a museum, art consumption, requires embodied and objectified forms of the capital. Cultural capital is not a stationary accumulation. There is a relationship between age, generation, and emerging forms of cultural capital (Reeves, 2016). The important part of this research is not about socio-professional strata, age, gender or education of the possible new consumer group. There are people who have the viable cultural capital for visiting a museum like a mirror effect about forms of the capital. The possible new consumer group is based on an axiom which claims that there are people who want to be placed in the different social strata and who want to have a higher social value perform museum visits because of the relationship between cultural capital and place. They are named as "Poser". This group is based on social strata and cultural capital. These consumers have a concern about their social strata or adapting their lifestyle to a specific, usually a higher strata. Consumers may position the levels of social strata in a different way, and they may also accept

themselves in different strata, but the important thing is their museum visiting details. These visitors' learning expectation, social interaction, and evaluation of the environmental instruments can be limited. Being there like a completing a duty without educational and emotional outcomes can be enough for them. These consumers tend to see the museum as a highbrow's place, elite environment, and place for reflecting individual's cultural capital. This group may show several common attitudes with aforementioned five consumer groups. However, the main difference can be about the expectations of the consumer, Poser, concerning to learning, satisfaction and emotional process that comes with the museum visiting experience.

In the literature review part, the museum learning theory's twelve dimensions such as motivation and expectation, prior knowledge, previous experience, prior interest of the visitor, control and choice, social group mediation, mediation by people from the outer social group, advance organizers, the orientation of the visitor within the physical environment, large-scale environment and architectural elements, design, and reinforcing experiences and events outside the museum are mentioned. The theory of value co-creation and the museum transformation in time periods are explained. The museum transformation is also explained for laying emphasis on necessity of progressive marketing mentality for the survival of the museums. Five different consumer types which are resultant of several research and one consumer type, namely Poser, which is built on cultural capital theory uniquely for this thesis are clarified. The consumer types are designed and determined according to all findings of the literature review.

2. METHODOLOGY

2.1. Aim of the Research

The main aim of the study is to find different factors and their correlation with the museum visiting experience. Different factors' correlation with pre-learning, learning, visiting plan, importance of museum' s physical elements, spent time, human interaction, influence of alternative plans, level of understanding the

exhibition, belongingness, enjoyment, meaning making process, escapism, content generation, re-visiting plan, and reason of satisfaction were investigated.

2.2. Sampling Design

In order to find factors and their correlation with several matters, an online survey was conducted. With survey questions, respondents' personal perspectives about general cultural activities and specific museum related ideas were investigated. Data was collected between February 2018 and May 2018. 96 people were accepted as involved individuals in the study.

2.3. Measurement

Two types of questions were asked to participants. For reaching the descriptive statistics, multiple choice questions were used. For other variables, five point Likert scale ranging from Strongly Disagree=1 to Strongly Agree=5 were used.

2.4. Hypothesis

H_1: Different consumer types differ in the frequency of participation in cultural activities.

H_2: Different consumer types differ in the level of knowledge about art, history, and science.

H_3: Different consumer types differ in the effort of increasing level of knowledge about art, history, and science.

H_4: Different consumer types differ in the reason of not doing research because of the time allocation.

H_5: Different consumer types differ in the reason of not doing research because of the prior knowledge.

H_6: Different consumer types differ in the reason of not doing research because of the information sources.

H_7: Different consumer types differ in the reason of not doing research because of the potential effect of research on experience.

H_8: Different consumer types differ in the reason of not doing research because of the purpose of experience without a learning process.

H_9: Different consumer types differ in the reason of not doing research because of the main motivation of just being in the museum environment.

H_{10}: Different consumer types differ in the usage of hypothetical information sources offered by the museums.

H_{11}: Different consumer types differ in the effect of interior and exterior design of the museum on museum visit plan.

H_{12}: Different consumer types differ in giving importance to access to the museum by public transportation.

H_{13}: Different consumer types differ in giving importance to the museum's parking lot.

H_{14}: Different consumer types differ in giving importance to spent time to reach the museum.

H_{15}: Different consumer types differ in giving importance to ticket price.

H_{16}: Different consumer types differ in giving importance to total spent time.

H_{17}: Different consumer types differ in canceling decision of the museum visiting plan because of the air temperature, precipitation or traffic.

H_{18}: Different consumer types differ in canceling decision of the museum visiting plan because of the entourage's decisions.

H_{19}: Different consumer types differ in giving importance to facilities of the museum such as restaurant, café, and garden.

H_{20}: Different consumer types differ in going to museum with someone who has more knowledge about the content of the museum/exhibition.

H_{21}: Different consumer types differ in canceling decision of the museum visiting plan because of a highly praised movie.

H_{22}: Different consumer types differ in carefulness about reading the information labels.

H_{23}: Different consumer types differ in giving importance to get guidance.

H$_{24}$: Different consumer types differ in giving importance to the facilities such as brochures, headphones, mobile application, and VR.

H$_{25}$: Different consumer types differ in level of internalizing the conveyed idea of the exhibition.

H$_{26}$: Different consumer types differ in the possessed knowledge to appreciate the artifacts.

H$_{27}$: Different consumer types differ in the effect of human interaction on the experience.

H$_{28}$: Different consumer types differ in the orientation to exhibition.

H$_{29}$: Different consumer types differ in the belongingness from the museum's perspective.

H$_{30}$: Different consumer types differ in the perceived fun.

H$_{31}$: Different consumer types differ in giving importance to have fun.

H$_{32}$: Different consumer types differ in the effect of curation and interior design on experience during the visit.

H$_{33}$: Different consumer types differ in the effect of museum's exterior architecture on experience during the visit.

H$_{34}$: Different consumer types differ in the effect of historical or architectural significance of the neighborhood, where the museum is located, on experience.

H$_{35}$: Different consumer types differ in the effect of human interaction on the learning process during the visit.

H$_{36}$: Different consumer types differ in the satisfaction level from the provided information.

H$_{37}$: Different consumer types differ in the idea of provided information has enabled them to go through a better meaning making process.

H$_{38}$: Different consumer types differ in increasing the level of knowledge during the visit about what visitor already knew.

H$_{39}$: Different consumer types differ in visualizing what visitor already knew without increasing the level of knowledge during the visit.

H$_{40}$: Different consumer types differ in the idea of learning a whole lot of new things during the visit.

H$_{41}$: Different consumer types differ in finding what they learn during the visit unnecessary.

H$_{42}$: Different consumer types differ in the idea of learning nothing from the museum during the visit.

H$_{43}$: Different consumer types differ in having a unique meaning making process.

H$_{44}$: Different consumer types differ in escapism during the visit.

H$_{45}$: Different consumer types differ in the level of satisfaction during the visit.

H$_{46}$: Different consumer types differ in the belongingness from the consumer's perspective.

H$_{47}$: Different consumer types differ in the idea of just being in the museum without an expectation.

H$_{48}$: Different consumer types differ in the effect of entourage's satisfaction on visitor's level of satisfaction.

H$_{49}$: Different consumer types differ in the effect of received information from the museum on visitor's overall satisfaction level after the visit.

H$_{50}$: Different consumer types differ in the intention of providing content to other people.

H$_{51}$: Different consumer types differ in the intention of re-visiting the same exhibition.

H$_{52}$: Different consumer types differ in the intention of visiting a new exhibition in the same museum.

H$_{53}$: Different consumer types differ in the effect of souvenir shop on the level of satisfaction.

H$_{54}$: Different consumer types differ in the hypothetical offering of more specific information to increase the consumer satisfaction.

H$_{55}$: Different consumer types differ in the hypothetical offering of more descriptive and understandable general information to increase the consumer satisfaction.

H$_{56}$: Different consumer types differ in the hypothetical offering of a better environment for feeling free from the outside world to increase the consumer satisfaction.

H_{57}: Different consumer types differ in the hypothetical offering of better time for the consumer and his/her entourage to increase the consumer satisfaction.

H_{58}: Different consumer types differ in the hypothetical offering of making consumer feel like being in the museum is a sociocultural outcome to increase the consumer satisfaction.

H_{59}: Different consumer types differ in the satisfaction source of learning

H_{60}: Different consumer types differ in the satisfaction source of feeling.

H_{61}: Different consumer types differ in the satisfaction source of sharing.

H_{62}: Different consumer types differ in the satisfaction source of being in the museum environment.

H_{63}: Different consumer types differ in the motivation of re-visiting the same exhibition to live the same experience once more.

H_{64}: Different consumer types differ in the motivation of re-visiting the same exhibition to get information and learn more.

H_{65}: Different consumer types differ in the motivation of re-visiting the same exhibition to visit with people consumer recommended to.

H_{66}: Different consumer types differ in the motivation of re-visiting the same exhibition to feel free from the outside world and relax.

H_{67}: Different consumer types differ in the motivation of re-visiting the same exhibition for the sociocultural value of simply being in the museum.

3. RESEARCH FINDINGS

3.1 Data Analysis

Collected data was analyzed using SPSS 24.0 (Statistical Package for Social Sciences) program. Exploratory Factor Analysis was used for discovering the factors. During the factor analysis, KMO (Kaiser-Meyer-Olkin) and Bartlett's test of Sphericity results were checked. Cronbach's Alpha measures were checked for internal consistency. In this part of the analysis, factors were found and specified.

Descriptive analysis techniques (mean, standard deviation, minimum, maximum), frequency analysis, and Pearson's correlation analysis were used at the second stage of the analysis.

3.2 Factor Analysis

The aim of the factor analysis is to determine the sets of variables which have high interrelations (Hair et al. 2006). Factor analysis is executed to examine the relationship between content categories and construct. In this research, factor analysis is done for finding different factor groups that are theoretically created. Questions for designing factors are not cited from another study. Therefore, adequacy of the data should be checked. For this reason, Keiser-Meyer-Olkin (KMO) and Bartlett's test of Sphericity are done to find out that the data is appropriate to apply the factor analysis or not (Hair, 2016, p.114). According to Hair (2006, p.115), lower limit for KMO result is 0.50. If the KMO is higher than the point of 0.50, data is a set of variables which have homogeneity and correlation between them. Bartlett's test shows inter-correlation between variables (Hair, 2006). Result of Bartlett's test, p, should be lower than the result of 0.05.

3.3 KMO, Bartlett's Test of Sphericity and Factor Analysis Results of Consumer Types

For designing the factors, related questions of the survey were analyzed. Results (KMO=0.69, χ^2 Bartlett's test=1534,81 and p=0,00) show us that appropriateness of the data is enough for the factor analysis.

Table 3.3.1. KMO, Bartlett's Test Results of Consumer Types

KMO (Kaiser-Meyer-Olkin Measure)		0,69
	χ^2	1534,81
Bartlett's Test of Sphericity	df	465
	p	0.00

After checking necessary assumptions, factor analysis was conducted. Analysis resulted with several factors which have eigenvalues over one. These factors were retained. The items which have factor loadings lower than the 0.50 and high cross loadings were excluded. Scree plot graphic in the SPSS shows that 6th point is the place where the curve is leveling off. In the light of this information, five number of factors (Facilitator, Poser, Explorer, Experience Seeker, and Professional/Hobbyist) are designated for the research. After this stage, exploratory factor analysis is repeated and Varimax rotation method was used for minimizing the number of variables which have high loadings about each factor. According to results of the factor analysis, some items were excluded because of the cross loadings and factor loadings results. According to Comrey and Lee (1992), factor loadings higher than 0.71 is excellent, between 0.71 and 0.63 is very good, between 0.63 and 0.55 is good, between 0.55 and 0.45 moderate, and between 0.45 and 0.32 is explained as weak. For this research, factor loading of 0.55 is assigned for the designation process. Five items were excluded one by one and factor analysis were repeated several times because excluding an item can affect other factor loadings. Results can be seen on the Table 3.3.2.

Table 3.3.2. Factor Analysis of Consumer Types

Items	Factor 1 Facilitator	Factor 2 Professional/ Hobbyist	Factor 3 Poser	Factor 4 Experience Seeker	Factor 5 Explorer
Q18	.878				
Q15	.872				
Q16	.844				
Q17	.842				
Q20	.805				
Q19	.715				
Q23		.842			
Q24		.836			
Q22		.807			
Q21		.728			
Q30		.682			
Q32		.676			
Q31		.626			
Q34			.791		
Q35			.778		
Q33			.765		

Q39			.758		
Q38			.583		
Q36			.556		
Q26				.806	
Q27				.735	
Q37				.670	
Q29				.609	
Q12					.866
Q11					.860
Q14					.711
Eigenvalues	5.82	4.04	3.67	2.23	1.92
Variance explained (%)	22.37	15.53	12.95	8.57	7.40

According to results, Facilitator has six, Poser has seven, Professional/Hobbyist has seven, Experience Seeker has four, and Explorer has three items. Factor loadings of Facilitator were found between 0.878 and 0.715, Poser's factor loadings were found between 0.791 and 0.556, Professional/Hobbyist's factor loadings were found between 0.842 and 0.626, Experience Seeker's factor loadings were found between 0.806 and 0.609, and Explorer's factor loadings were found between 0.866 and 0.711. Eigenvalue and Variance Explained are 5.82 (22.37%) for Facilitator, 3.67 (12.95%) for Poser, 4.04 (15.53%) for Professional/Hobbyist, 2.23 (8.57%) for Experience Seeker, and 1.92 (7.40%) for Explorer. Cumulatively, five factors' total variance is 66,83%.

For measuring the reliability, Cronbach Alfa internal consistency results were found. According to Tavşancıl (2005), reliability coefficient 0.7 and higher can be acceptable. Findings show us that consistency and internal consistency of the set is reliable.

Table 3.3.3. Cronbach Alfa Results of Consumer Types

Factors	N of Items	Cronbach Alfa
Facilitator	6	0.91
Poser	6	0.81
Professional/Hobbyist	7	0.88
Experience Seeker	4	0.74
Explorer	3	0.79

	Frequency	Percent
TOTAL	26	0.83

3.4. Descriptive Statistics

3.4.1. Gender

Three different gender groups were found. Respondents' 55.2% are female, 41.7% are male, and 3.1% are defined as others.

Table 3.4.1.1. Frequency of Gender

		Frequency	Percent
	Female	53	55.2
Gender	Male	40	41.7
	Others	3	3.1

Figure 3.4.1.1. Gender Pie Chart

Gender

■ Female ■ Male ■ Others ■
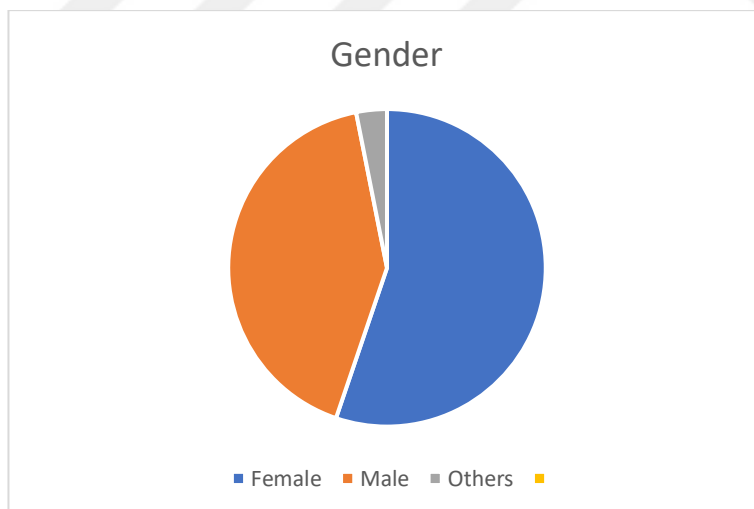
3.4.2. Educational Level

In the survey, there are respondents who have different educational levels. 4.2% of the participants are high school graduates, 66.7% of the participants are BA

graduates, 22.9% of the respondents are MA graduates, and 6.3% of the participants are PhD graduates.

Table 3.4.2.1. Frequency of Educational Level

		Frequency	Percent
	High School	4	4.2
Educational Level	BA	64	66.7
	MA	22	22.9
	PhD	6	6.3

Figure 3.4.2.1 Educational Level Pie Chart
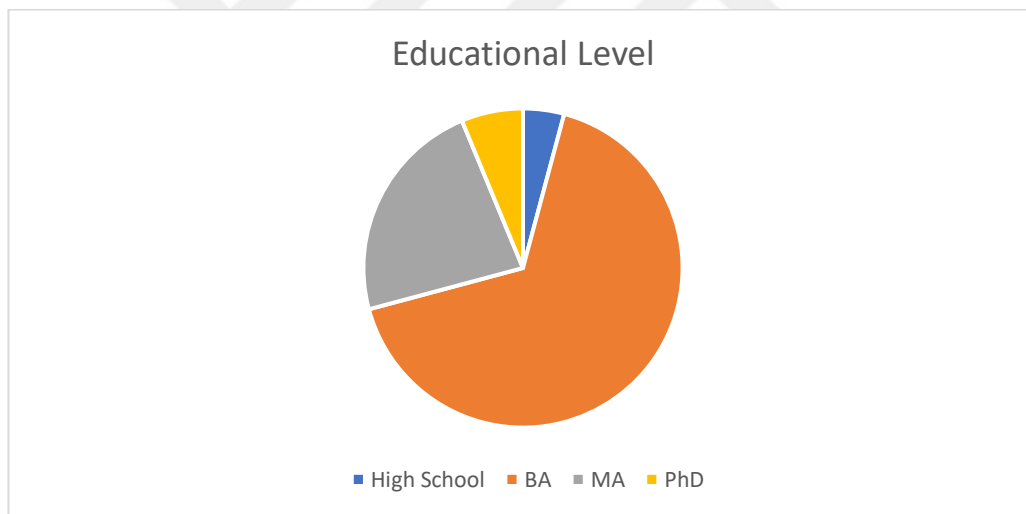
3.4.3. Faculty of Education

In the survey, there are respondents who have different educational paths. 17.7% of the participants come from Faculty of Economics and Administrative Sciences, 7.3% of them come from Faculty of Science, 34.4% of them come from Humanities and Social Sciences, 32.3% of them come from Faculty of Engineering, 6.3% of them come from Faculty of Law, and 2.1% of them come from Medical Faculty.

Table 3.4.3.1. Frequency of Faculty of Education

		Frequency	Percent
	Faculty of Economics and Administrative Sciences	17	17.7
	Faculty of Science	7	7.3
Faculty	Humanities and Social Sciences	33	34.4
	Faculty of Engineering	31	32.3
	Faculty of Law	6	6.3
	Medical Faculty	2	2.1

Figure 3.4.3.1. Faculty of Education Pie Chart

Educational Paths (Faculties)

- Faculty of Economics and Administrative Sciences
- Faculty of Science
- Humanities and Social Sciences
- Faculty of Engineering
- Faculty of Law
- Medical Faculty
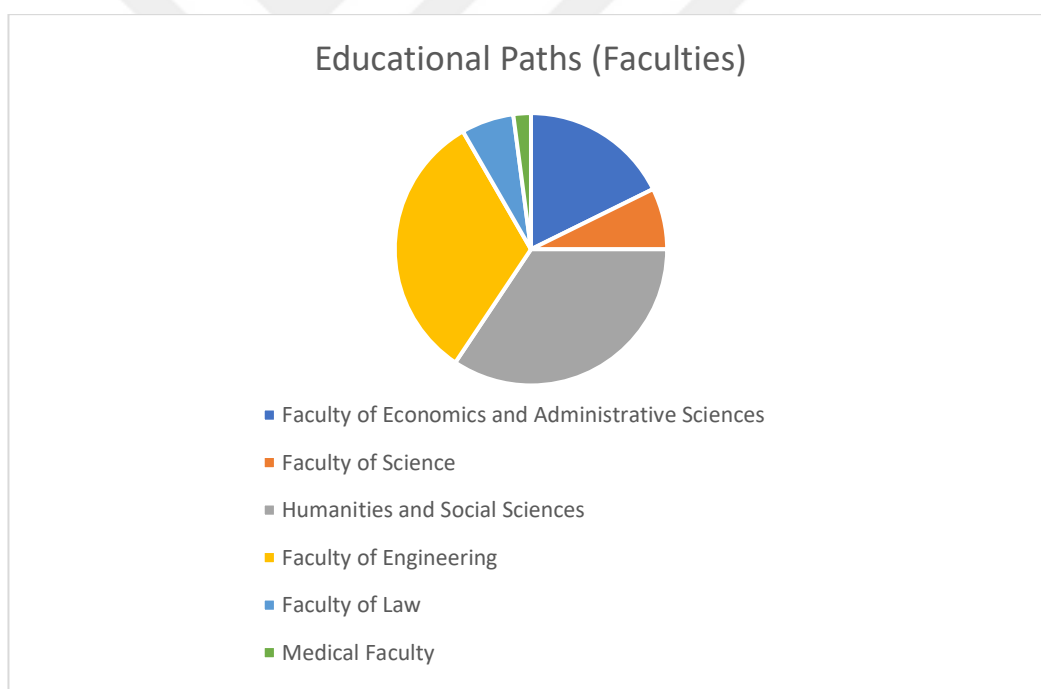
3.4.4. Occupational Groups

In the survey, there are respondents who work in different occupational groups. 30.2% of the participants are students. 9.4% of the participants work in public sector and 60.4% of the participants works in private sector.

Table 3.4.4.1. Frequency of Occupational Groups

		Frequency	Percent
	Student	29	30.2
Occupational Group	Public Sector	9	9.4
	Private Sector	58	60.4

Figure 3.4.4.1. Occupational Group Pie Chart

Occupational Groups

■ Student ■ Public Sector ■ Private Sector
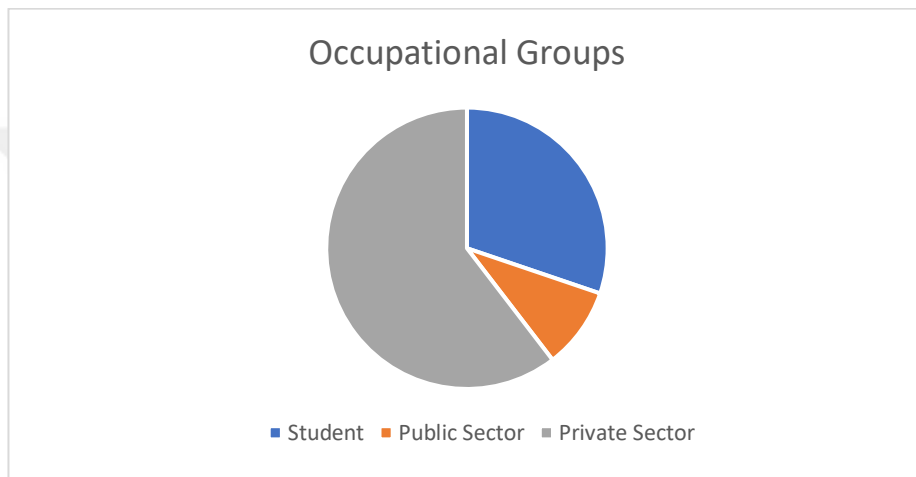
3.4.5. Income Level

In this survey, there are participants who have different income levels. 4.2% of the participants have earned less than 1600TL, 10.4% of the participants have an income level between 1600TL and 2000TL, 25% of the participants have an income level between 2001TL and 4000TL, 31.2% of the participants have an income level between 4001TL and 8000TL, 15.6% of the participants have an income level between 8000TL and 12000TL, and 13.5% of the participants have earned more than 12001TL.

Table 3.4.5.1. Frequency of Income Level

		Frequency	Percent
Income Level	Less than 1600TL	4	4.2
	1600TL-2000TL	10	10.4

2001TL-4000TL	24	25
4001TL-8000TL	30	31.2
8000-12000TL	15	15.6
More than 12001	13	13.5

Figure 3.4.5.1. Income Level Pie Chart
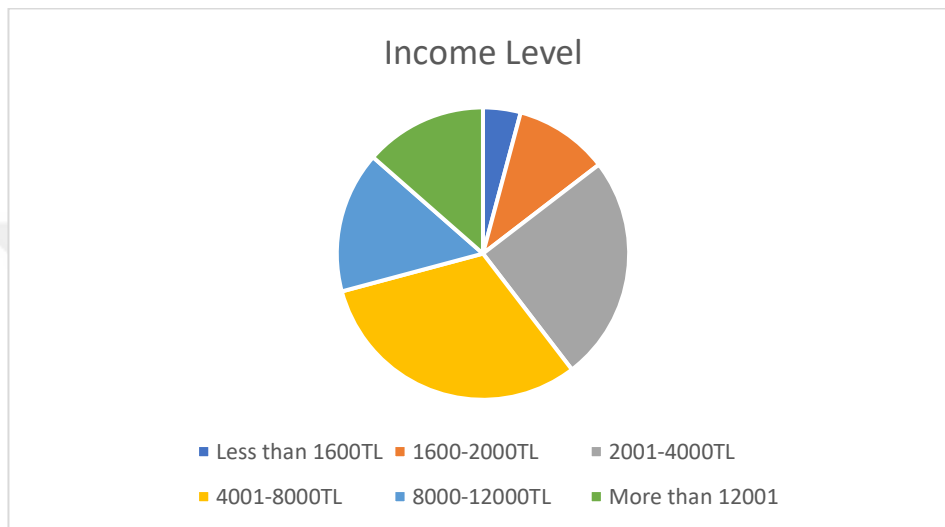
3.4.6. Cultural Activity Choices

In this survey, a question which is about consumer's first choice for performing a cultural activity was asked. There are participants who have different decisions about this question. 35.4% of the participants selected the cinema option, 12.5% of the participants selected the theater option, 9.4% of the participants selected the concert or opera option, 7.3% of the participants selected the museum option, 30.2% of the participants selected the discovering the historical or architectural patterns of the city option, and 5.2% of the participants selected the trekking option. We can see that cinema and discovering the historical or architectural patterns of the city options are more preferred activities than visiting a museum. All participants that analyzed in this study performed a museum visit recently. However, results show us that visiting a museum is a first choice only for 6.8% of them. From this perspective, competitors of the museums in the market are not only

other museums. These results can be accepted as a useful insight for understanding the consumers.

Table 3.4.6.1. Frequency of Cultural Activity Choices

		Frequency	Percent
10-First choice for performing a cultural activity	Going to cinema	34	35.4
	Going to theater	12	12.5
	Going to concert or opera	9	9.4
	Visiting a museum	7	7.3
	Discovering the historical or architectural patterns of the city	29	30.2
	Going for trekking	5	5.2

Figure 3.4.6.1. Cultural Activity Choices Pie Chart

First choice for performing a cultural activity

- Going to cinema
- Going to theater
- Going to concert or opera
- Visiting a museum
- Discovering the historical or architectural patterns of the city
- Going for trekking
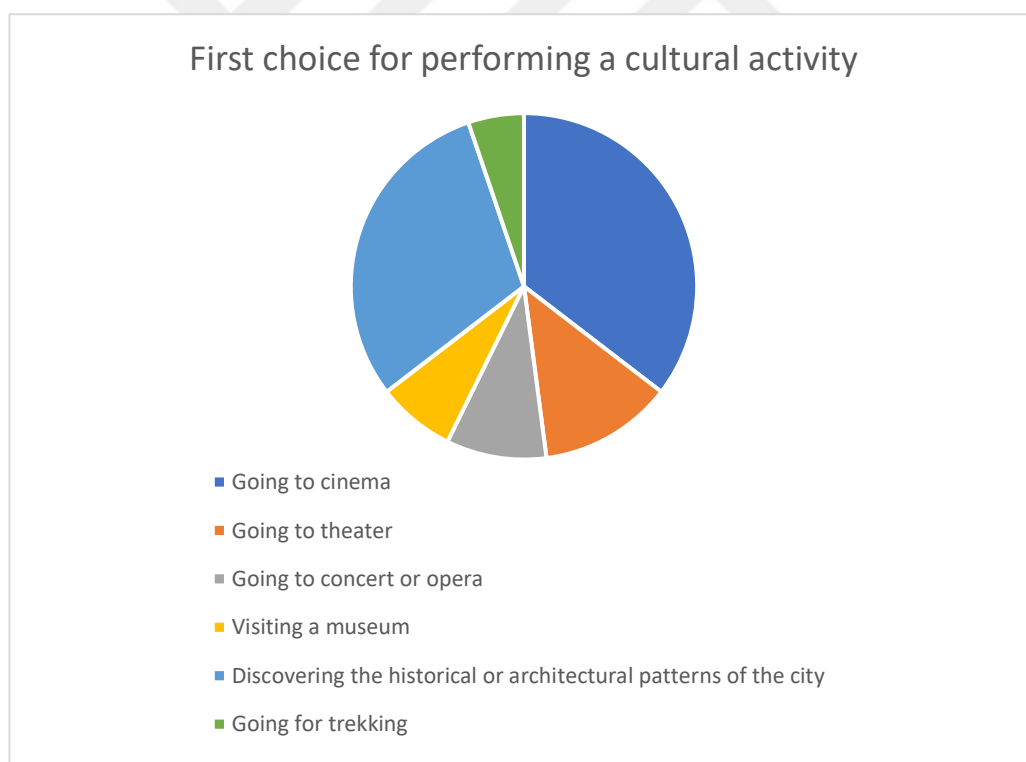
3.4.7. Consumer Types Descriptive Statistics

Respondents tendency about factors can be seen on the Table 3.4.7.1. Found results are 3.45±0.93 (Facilitator), 3.10 ±0.78 (Poser), 3.12±0.98 (Professional/Hobbyist), 3.23±0.88 (Experience Seeker), and 4.05±0.74 (Explorer) for the factors. According to results, respondents have moderate tendency about Poser, Professional/Hobbyist, and Experience Seeker factors. On the other hand, respondents have strong tendency about Facilitator and Explorer factors.

Table 3.4.7.1. Consumer Types Mean and Std. Deviation Results

Factors	N	Minimum	Maximum	Mean	Std. Deviation	Level
Facilitator	96	1.00	5.00	3.45	0.93	Strong
Poser	96	1.00	4.83	3.10	0.78	Moderate
Professional/Hobbyist	96	1.14	4.86	3.12	0.98	Moderate
Experience Seeker	96	1.00	5.00	3.23	0.88	Moderate
Explorer	96	2.67	5.00	4.05	0.74	Strong

3.5 Explanation for the Data Analysis

Further data analysis which is explained in this research is based on correlations. There are several statistical methods to find correlations, for example linear regression, co-variation, and analysis of correlation. In the majority of conducted research in the field, it can be seen that multiple regression analysis is the desired method. However, the insights which are targeted to reach with help of this analysis should not be grouped like "effect of physical environment on consumers" because the aim is finding insights like effect of interior design before, during, and after the visit periods according to factors. Even if the findings of grouped questions are statistically meaningful, the insights can be limited or misleading. Therefore, the rest of the data is analyzed with Pearson Correlation method to find meaningful correlations between factors and asked matters with questions one by one. In this way, interpretations which are about behavior of the factors can be about more

specific subjects, and perspective of value co-creation can be set up on museum related issues.

The coefficient result varies from -1 to +1. If r=0, there is no linear relation between parameters. If $r > 0$, there is a positive correlation between parameters. If $r < 0$, there is a negative correlation between parameters. For having a meaningful-significant result, p number should be $p < 0.05$. The symbol of "*" indicates $p < 0.05$, and the symbol of "**" indicates $p < 0.01$. If r is between 0 and 0.29, correlation is weak. If r is between 0.30 and 0.69, correlation is moderate. If r is between 0.70 and 1.0, correlation is strong. This scale works with both way, negative or positive (Çokluk et al, 2012).

3.6. Pearson Correlation Analysis and Interpretations

3.6.1. Participation in Cultural Activities

H_1: Different consumer types differ in the frequency of participation in cultural activities.

Table 3.6.1.1. Pearson Correlation Results of Consumer Types with Questions from Seven to Nine

H_1-H_2-H_3	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
7-Participation in cultural activities	-0.043	0.012	0.125	-0.305**	0.149
8-Knowledge level of art, history, and science	-0.057	-0.064	0.704**	-0.201	0.186
9-Effort to increase level of knowledge about art, history, and science	-0.124	-0.023	0.217	-0.360**	0.202

*p<0.05   **p<0.01

Question seven, how often do you prefer to participate in cultural activities, is asked to the respondents. This matter is about prior interest of the visitor which is mentioned in the contextual model of learning. Experience Seeker factor has a significant negative moderate correlation (r= -0.305**) with participation frequency. Therefore, H_1 is accepted as a partially corrected hypothesis.

3.6.2. Knowledge level of Art, History, and Science

H_2: Different consumer types differ in the level of knowledge about art, history, and science.

The meaningful correlation result between the factors and knowledge level of respondents about art, history, and science is found for Professional/Hobbyist factor. The question is about the personal dimension's prior knowledge aspect. Professional/Hobbyist factor has a positive strong correlation (r= 0.704**) with the knowledge level. Therefore, H_2 is accepted as a partially corrected hypothesis.

When level of knowledge increase, tendency of being Professional/Hobbyist increase as well. Theoretically, Professionals/Hobbyists possess strong knowledge about the content (John H. Falk, 2006). Data analysis supports this theory.

3.6.3. Effort to Increase Level of Knowledge About Art, History, and Science

H_3: Different consumer types differ in the effort of increasing level of knowledge about art, history, and science.

The meaningful correlation result between the factors and effort to increase level of knowledge is found for Experience Seeker factor. Experience Seeker factor has a negative moderate correlation (r= -0.360**) with increasing the level of knowledge. Therefore, H_3 is accepted as a partially corrected hypothesis.

Experience Seeker factor's negative correlation with the effort of increasing level of knowledge can be accepted as an insight about the prior knowledge of the consumers. The correlation cannot explain their level of prior knowledge, it can only be an insight. Also, a question cannot explain what they know and what they do not know. Because of that, having a correlation to interpret the tendency is more

meaningful. Therefore, insight that Experience Seekers have limited tendency about knowledge can be emphasized.

3.6.4. No Time to Research

H_4: Different consumer types differ in the reason of not doing research because of the time allocation.

The meaningful correlation result between factors and the reason of having no time to research before visiting a museum is found for Experience Seeker factor. Experience Seeker factor has a positive moderate correlation ($r= 0.384^{**}$) with having no time to research. Therefore, H_4 is accepted as a partially corrected hypothesis.

Research before visiting the museum can be explained as a pre-learning process. According to correlation results, Experience Seekers' reason for skipping this process before visiting the museum is based on allocating time.

3.6.5. Having Enough Knowledge

H_5: Different consumer types differ in the reason of not doing research because of the prior knowledge.

The meaningful correlation result between factors and the reason of having enough knowledge to not doing a research before visiting a museum is found for Professional/Hobbyist factor. The question is about the contextual model of learning's prior knowledge of personal dimension. Professional/Hobbyist factor has a positive moderate correlation ($r=0.584^{**}$) with this reason. Therefore, H_5 is accepted as a partially corrected hypothesis.

Professional/Hobbyist factor has a positive strong correlation ($r= 0.704^{**}$) with knowledge level. When level of knowledge increases, tendency of being a Professional/Hobbyist also increases. If we interpret both results together, we can see the connection between knowledge and Professionals/Hobbyists.

Table 3.6.5.1. Pearson Correlation Results of Consumer Types with Questions from Forty-two to Forty-seven

Before you visit the museum, if you haven't done detailed research about the exhibits; how much do the following reasons explain the reason for it?

H_4-H_5-H_6-H_7-H_8-H_9	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
42- I have no time to research.	0.100	0.074	0.046	0.384**	-0.025
43- I already have enough knowledge.	0.083	-0.051	0.584**	0.120	0.101
44- I could not find a source or there was not any source.	-0.321*	-0.058	-0.460**	-0.356**	-0.098
45- I do not want the research to affect the experience.	0.179	-0.144	0.397**	0.312**	-0.037
46- My purpose is to just experience, not to learn.	-0.043	0.230*	-0.163	0.394**	-0.078
47- My main motivation is to be there, learning is of secondary importance.	-0.053	0.205	-0.091	0.348**	-0.067

*p<0.05   **p<0.01

3.6.6. Could Not Find a Source for Information

H_6: Different consumer types differ in the reason of not doing research because of the information sources.

Could not finding a source as a reason for not doing a research and factors have meaningful correlations. Facilitator factor has a negative moderate correlation (r=-0.321*), Professional/Hobbyist factor has a negative moderate correlation (r=-0.460**), and Experience Seeker factor has a negative moderate correlation (r=-0.356**) with the asked reason. Therefore, H_6 is accepted as a partially corrected hypothesis.

According to results, meaningful positive correlation cannot be found. Because of that, lack of information sources is not the situation for not doing a research before the visit for any of the consumer types.

3.6.7. Effect of Research on Experience

H_7: Different consumer types differ in the reason of not doing research because of the potential effect of research on experience.

Question forty-five indicates that consumer does not want the research because doing a research may affect the experience. Two significant correlation results are found for this reason. Professional/Hobbyist factor has a positive moderate correlation ($r=0.397**$), and Experience Seeker factor has a positive moderate correlation ($r=0.312**$) with the given reason. Therefore, H_7 is accepted as a partially corrected hypothesis.

3.6.8. Just Experience, Not Learning

H_8: Different consumer types differ in the reason of not doing research because of the purpose of experience without a learning process.

Question forty-six separates the experience and learning from each other. Reason of not doing a research for this question is having a purpose of experience. Two meaningful correlation results are found for this reason. Poser factor has a positive weak correlation ($r=0.230*$) and Experience Seeker factor has a positive moderate correlation ($r=0.394**$) with the reason. Therefore, H_8 is accepted as a partially corrected hypothesis.

According to John H. Falk (2006), Experience Seekers' visiting intention is about collecting experience. Their positive correlation with the reason supports the theoretical assumption.

3.6.9. Motivation of Being There Instead of Learning

H_9: Different consumer types differ in the reason of not doing research because of the main motivation of just being in the museum environment.

Question forty-seven indicates that consumer's main motivation is to be there and learning is of secondary importance. Experience Seeker factor has a positive moderate correlation ($r=0.348**$) with the reason. Therefore, H_9 is accepted as a partially corrected hypothesis.

The theoretical framework indicates that being in the museum is enough for Experience Seeker in many cases (John H. Falk, 2006). The result supports the theoretical implication.

3.6.10. If Museum Offers Resources

H_{10}: Different consumer types differ in the usage of hypothetical information sources offered by the museums.

The question offers hypothetical resources for explanation of the artifacts. Meaningful correlation result between factors and using these resources is found for Experience Seeker factor. Experience Seeker factor has a negative moderate correlation ($r=-0.399**$) with using them. Therefore, H_{10} is accepted as a partially corrected hypothesis.

Essence of the question is about pre-learning process of the consumers. Question offers an internet source, a book, and a video to explain exhibited objects before the visit. There is not any positive meaningful correlation about using them before the visit. When tendency of being Experience Seeker increases, using these sources before the visit decreases moderately. Experience Seeker's results for question nine "My purpose is to just experience, not to learn" $r=0.394**$ and results for question ten "My main motivation is to be there, learning is of secondary importance" $r=0.348**$ give us an insight about their pre-learning tendency. Before the visit period, Experience Seekers' concentration is not on learning.

Table 3.6.10.1. Pearson Correlation Results of Consumer Types with Question Forty-eight

H$_{10}$	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
48- How much do you agree with the sentence "If museums explained their artifacts with an internet source, a book or a video, I would definitely use these resources before the visit."?	-0.170	-0.013	0.052	-0.399**	0.130

*p<0.05   **p<0.01

3.6.11. Effect of Interior and Exterior Designs Before the Visit

H$_{11}$: Different consumer types differ in the effect of interior and exterior design of the museum on museum visit plan.

Question forty-nine asks the effect of interior and exterior designs on museum visiting plan. The contextual model of learning's physical dimension matters are questioned for before the visiting phase of the consumer. One meaningful result is found for Facilitator factor. Facilitator factor has a negative weak correlation (r=-0.246*) with the asked matter. Therefore, H$_{11}$ is accepted as a partially corrected hypothesis.

Table 3.6.11.1 Pearson Correlation Results of Consumer Types with Question Forty-nine

H$_{11}$	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
49- How much do the interior and exterior	-0.246*	0.002	-0.006	-0.161	-0.037

design/architecture

of the museum

affect your

museum visit plan?

*p<0.05   **p<0.01

3.6.12. Access to Museum by Public Transportation

H_{12}: Different consumer types differ in giving importance to access to the museum by public transportation.

One significant result is found about the correlation between the factors and importance of accessing to museum by public transportation. Professional/Hobbyist factor has a negative weak correlation (r=-0.262*) with giving a consequence to access to the museum by public transportation. Therefore, H_{12} is accepted as a partially corrected hypothesis.

3.6.12.1. Pearson Correlation Results of Consumer Types with Question Fifty

H_{12}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
50- How important is the access to the museum by public transportation when planning your visit?	-0.204	-0.104	-0.262*	-0.143	0.037

*p<0.05   **p<0.01

3.6.13. Parking Lot and Visiting Plan

H_{13}: Different consumer types differ in giving importance to the museum's parking lot.

The meaningful correlation result between the factors and question fifty-one is found for Professional/Hobbyist factor. This factor has a negative moderate correlation (r=-0.495**) with giving importance to museum's parking lot.

Table 3.6.13.1. Pearson Correlation Results of Consumer Types with Question Fifty-one

H$_{13}$	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
51- When planning your visit, how important whether the museum has a parking lot?	-0.016	-0.007	-0.495**	-0.216	-0.052

*p<0.05   **p<0.01

3.6.14. Spent Time to Reach the Museum

H$_{14}$: Different consumer types differ in giving importance to spent time to reach the museum.

Professional/Hobbyist factor has a negative moderate correlation (r=-0.466**) with giving importance to amount of spent time to reach the museum from house of the consumer.

Negative correlation of Professional/Hobbyist factor provides an insight that Professionals/Hobbyists time sensitiveness is relatively low in the planning period.

Table 3.6.14.1. Pearson Correlation Results of Consumer Types with Question Fifty-two

H$_{14}$	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
52- When planning your visit, how important is the amount of time you spend to reach the museum from your house to you?	0.067	0.164	-0.466**	0.218	0.025

*p<0.05   **p<0.01

3.6.15. Ticket Price and Visiting Plan

H[15]: Different consumer types differ in giving importance to ticket price.

Two meaningful positive correlation results are found. Professional/Hobbyist factor has a positive moderate correlation (r=0.579**), and Experience Seeker factor has a positive moderate correlation (r=0.413**) with the importance of ticket prices. Price sensitivity of the consumers is a significant detail for a museum. If a museum has high number of consumers who have tendencies of being a Professional/Hobbyist, ticket price is an important factor for establishing a value co-creation based museum offering sets.

Table 3.6.15.1. Pearson Correlation Results of Consumer Types with Question Fifty-three

H[15]	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
53- When planning your visit, how important is ticket prices to you?	0.200	-0.058	0.579**	0.413**	0.157

*p<0.05   **p<0.01

3.6.16. Total Spent Time and Visiting Plan

H[16]: Different consumer types differ in giving importance to total spent time.

Question fifty-four examines just before the visiting period. However, question seventeen asks also during the visit and after the visit periods. Professional/Hobbyist factor has a negative moderate correlation (r=-476**), and Experience Seeker factor has a positive moderate correlation (r=0.316**) with effect of total spent time on visiting plan. When tendencies of being Experience Seeker increases, giving importance to total spent time also increases. Contrast situation can be seen on Professional/Hobbyist factor. When tendency of being a Professional/Hobbyist increases, giving importance to total spent time decreases. The results show similarities with question fifty-two which examines only the period of before the visit.

Table 3.6.16.1. Pearson Correlation Results of Consumer Types with Question Fifty-four

H_{16}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
54- When you think about the total time you will spend to reach the museum, visit the exhibition and return to your home, how much would the length of the visit affect your plan?	-0.069	0.074	-0.476**	0.316**	-0.161

*p<0.05   **p<0.01

3.6.17. Effect of Air Temperature, Precipitation, and Traffic on Canceling the Visiting Plan

H_{17}: Different consumer types differ in canceling decision of the museum visiting plan because of the air temperature, precipitation or traffic.

Canceling the plan is an option for the consumers. For cancelation, infinite number of reasons can be determined. One of the reason that the research mention is about precipitation, traffic, and air temperature. Two meaningful correlation results are found for this cancelation reason which is asked with question fifty-five. Professional/Hobbyist factor has a negative moderate correlation (r=-0.434**), and Experience Seeker factor has a positive moderate correlation (r=0.392**) with the given reason.

3.6.18. Effect of People Who Consumer is Going to Museum with and Canceling Visiting Plan

H_{18}: Different consumer types differ in canceling decision of the museum visiting plan because of the entourage's decisions.

For the cancelation reason, effect of entourage, three meaningful results are found. Facilitator factor has a positive moderate correlation ($r=0.390**$), Professional/Hobbyist factor has a negative moderate correlation ($r=-0.306**$), with the effect of entourage's decision of canceling museum visiting plan.

As it is mentioned in the theoretical framework of the study, Facilitators are socially motivated for their visit. Therefore, the result supports this perspective. When tendency of being a Facilitator increases, entourage's effect also increases.

Table 3.6.18.1. Pearson Correlation Results of Consumer Types with Questions Fifty-five and Fifty-six

H_{17}-H_{18}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
55- How much do the variables such as air temperature, precipitation, or traffic affect your decision to cancel your plan to visit the museum?	0.019	0.015	-0.434**	0.392**	-0.105
56- How much do people you are going to the museum with changing their plans affect your plan?	0.390**	0.027	-0.306**	0.120	-0.125

*p<0.05   **p<0.01

3.6.19. Importance of Facilities and Visiting Plan

H_{19}: Different consumer types differ in giving importance to facilities of the museum such as restaurant, café, and garden.

These facilities, restaurants, cafes, and gardens, can be accepted as the value added side of the museum visiting experience. In the planning phase of the visiting, giving importance to facilities such as restaurant, café, and garden have significant correlation with one factor. Professional/Hobbyist factor has a negative moderate correlation ($r=-0.441**$) with giving importance to the value added side of the museum.

Table 3.6.19.1. Pearson Correlation Results of Consumer Types with Question Fifty-seven

H_{19}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
57- When planning your visit, how important are the places such as restaurants, cafes, gardens etc. that the museum has for you?	-0.199	0.171	-0.441[**]	-0.087	0.048

*p<0.05   **p<0.01

3.6.20. Going to Museum with Someone Who Has More Knowledge About the Content

H_{20}: Different consumer types differ in going to museum with someone who has more knowledge about the content of the museum/exhibition.

Going to museum with someone who has more knowledge can be interpreted as going to museum with an information source. Someone who has knowledge can offer explanation and information. Therefore, going with that person is about learning intention of the consumer. Only one meaningful correlation is found for question fifty-eight. Experience Seeker factor has a negative moderate correlation ($r=-0.332**$) with the question.

The result of question forty-six also shows us that Experience Seekers want experience instead of learning. For the case of the question fifty-eight, the situation can be interpreted in a similar way to a certain extent.

Table 3.6.20.1. Pearson Correlation Results of Consumer Types with Question Fifty-eight

H_{20}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
58-. I would like to go with someone who has more knowledge about the content of the museum/exhibition.	-0.045	0.035	0.072	-0.332**	0.083

*p<0.05   **p<0.01

3.6.21. Highly Praised Movie Coming to the Cinema

H_{21}: Different consumer types differ in canceling decision of the museum visiting plan because of a highly praised movie.

Professional/Hobbyist factor has a negative moderate correlation (r=-696**) with canceling the museum visiting plan because of a highly praised movie. The correlation result show us that Professional/Hobbyist factor tend to not cancel his/her visit because of a movie. This information is significant because descriptive data about the consumer's first choice for cultural activity indicates that going to a movie is the mostly desired cultural activity.

Table 3.6.21.1. Pearson Correlation Results of Consumer Types with Question Fifty-nine

H_{21}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
59- A new and highly praised	-0.138	0.013	-0.696**	0.201	-0.084

movie coming to the

cinema

*p<0.05   **p<0.01

3.6.22. Information Labels

H_{22}: Different consumer types differ in carefulness about reading the information labels.

Labels are the major source of information in the museum environment. More careful reading shows us that there is more demand for information. Professional/Hobbyist factor has a positive moderate correlation (r=0.532**), and Experience Seeker factor has a negative weak correlation (r=-0.256*) with the level of carefulness about reading the information labels.

Table 3.6.22.1. Pearson Correlation Results of Consumer Types with Questions from Sixty to Sixty-two

H_{22}-H_{23}-H_{24}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
60- How carefully do you read the information labels when visiting the museum?	0.092	-0.199	0.508**	-0.256*	0.117
61- How important is it to you to get guidance when looking around the museum?	0.210	-0.026	0.632**	0.263*	0.134
62- How important are the facilities such as brochures, headphones, mobile application and VR to inform you about the artifacts while looking around the museum?	0.204	-0.064	0.692**	0.271*	0.199

*p<0.05   **p<0.01

3.6.23. Getting Guidance

H_{23}: Different consumer types differ in giving importance to get guidance.

Guidance is another source of information like the labels. Professional/Hobbyist factor has a positive moderate correlation (r=0.632**) and Experience Seeker has a positive weak correlation (r=0.263*) with giving importance to getting a guidance during the visit.

3.6.24. Importance of Brochure, Headphone, Mobile Application, and VR

H24: Different consumer types differ in giving importance to the facilities such as brochures, headphones, mobile application, and VR.

These given facilities are also about information sources like labels and guidance. Professional/Hobbyist factor has a positive moderate correlation (r=0.658**) and Experience Seeker has a positive weak correlation (r=0.271*) with giving importance to the mentioned facilities.

3.6.25. Level of Internalizing the Conveyed Idea

H25: Different consumer types differ in level of internalizing the conveyed idea of the exhibition.

Conveyed idea of the exhibition is about the meaning of the artifacts. Internalizing the idea means understanding the exhibition. Experience Seeker factor has a negative weak correlation (r=-0.265*) with the level of internalizing the conveyed idea.

Table 3.6.25.1. Pearson Correlation Results of Consumer Types with Question Sixty-three

H_{25}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
63- If there is an idea conveyed through the exhibits, at what level do you think you internalized it?	-0.164	-0.057	0.225	-0.265[*]	0.025

*p<0.05   **p<0.01

3.6.26. Appreciating the Artifact and Level of Knowledge

H_{26}: Different consumer types differ in the possessed knowledge to appreciate the artifacts.

The question compares the level of knowledge and appreciation of the respondents. Professional/Hobbyist factor has a positive strong correlation ($r=0.712^{**}$). It means that Professional/Hobbyist's level of knowledge is enough to appreciate the artifacts that are exhibited in the museum. It is important to mention that found insights are kind of tendencies, not causalities. Therefore, we cannot say that higher level of knowledge leads to consumers better appreciation about the artifacts. On the other hand, Professional/Hobbyist factor shows several positively meaningful correlations with the questions which are about knowledge. At that stage of the analysis, we can see that this factor, Professional/Hobbyist, has a link with the knowledge variables so far.

Table 3.6.26.1. Pearson Correlation Results of Consumer Types with Question Sixty-four

H_{26}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
64- How enough was your knowledge to appreciate the artifacts exhibited in the museum?	-0.059	-0.103	0.712^{**}	-0.140	0.172

$*p<0.05$ $**p<0.01$

3.6.27. Human Interaction and Experience

H_{27}: Different consumer types differ in the effect of human interaction on the experience.

Three significant correlation results are found for Facilitator, Professional/Hobbyist, and Experience Seeker factors. Facilitator and Experience Seeker factors have positive weak and positive moderate correlations ($r=0.250^*$; $r=0.364^{**}$) and Professional/Hobbyist factor has a positive moderate correlation ($r=0.409^{**}$) with question sixty-five which examines the effect of human interaction on museum visiting experience.

Table 3.6.27.1. Pearson Correlation Results of Consumer Types with Question Sixty-five

H_{27}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
65- How much does being in contact with other people while visiting museums (other visitors or museum personnel) affect your experience?	0.250^*	0.046	0.409^{**}	0.364^{**}	0.142

*p<0.05   **p<0.01

3.6.28. Orientation of the Consumer to the Exhibition

H_{28}: Different consumer types differ in the orientation to exhibition.

Question sixty-six examines the visitor's orientation to the exhibition. Facilitator factors has negative weak correlations (r=-0.246*) with the orientation. Professional/Hobbyist factor has a positive moderate correlation (r=0.558**) with the orientation.

As it mentioned in the literature review, orientation of the visitor is an element in the museum learning process. Professional/Hobbyist shows this attribute but there is not any evidence about other factors' affirmatively orientation to the exhibition.

Table 3.6.28.1. Pearson Correlation Results of Consumer Types with Questions Sixty-six and Sixty-seven

H_{28}-H_{29}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
66- How much do you agree with the statement, "I felt like I was a part of the exhibition, not just an observer.?	-0.246^*	-0.049	0.558^{**}	-0.140	-0.039
67- "The museums expect people like me to visit them."?	-0.115	-0.130	0.656^{**}	-0.143	0.104

*p<0.05   **p<0.01

3.6.29. Belongingness and Museum

H$_{29}$: Different consumer types differ in the belongingness from the museum's perspective.

The result of correlation analysis between factor and question sixty-seven (r=0.656**) shows us that Professionals/Hobbyists feel that they belong to the museum because they think that museums expect people like Professionals/Hobbyists to visit them.

Belongingness is an important detail to think about it because value co-creation is a reciprocal process. Without a feeling of belonging to somewhere, reciprocal interaction between a museum and a consumer can be problematical. Also, historical changes of the museums are explained in this thesis. Final phase of the museum is determined as a democratic place. However, having only one significant positive result show us that there is a fundamental problem about the museum concept from the perspective of consumers.

3.6.30. Having Fun During the Visit

H$_{30}$: Different consumer types differ in the perceived fun.

According to the correlation results of question sixty-eight (r=0.415**; r=-0.260*), we see that Professional/Hobbyist had fun during their visit but opposite situation can be interpreted for Experience Seekers. So far, we found several insights about Professional/Hobbyist factor which are about pre-learning, learning and knowledge. The result of the correlation analysis for the Professional/Hobbyist (r=0.415**), positive moderate correlation, show us that having fun during the visit is part of the Professional/Hobbyist's experience.

Table 3.6.30.1. Pearson Correlation Results of Consumer Types with Questions Sixty-eight and Sixty-nine

H$_{30}$-H$_{31}$	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer

	Facilitator	Poser	Professional/Hobbyist	Experience Seeker	Explorer
68- How much fun did you have when you were looking around inside the museum?	-0.052	-0.074	0.415**	-0.260*	0.130
69- How important is it to you to have fun while visiting in the museum?	-0.131	0.063	-0.476**	0.125	-0.049

*p<0.05   **p<0.01

3.6.31. Importance of Having Fun During the Visit

H_{31}: Different consumer types differ in giving importance to have fun.

In the previous question, question sixty-eight, correlation between experienced fun and factors are examined. The importance of having fun during the visit for consumers is asked with question sixty-nine. The interesting result (r=-0.476**) for Professional/Hobbyist factor is found. The factor has a correlation with having fun in a positive way (r=0.415**) but it also has a negative moderate correlation (r=-0.476**) with the importance of having fun.

3.6.32. Effect of Curation and Interior Design

H_{32}: Different consumer types differ in the effect of curation and interior design on experience during the visit.

Only one meaningful correlation result is found for Professional/Hobbyist factor. Professional/Hobbyist factor has a positive weak correlation (r=0.243*) with the effect of curation and interior design on experience.

Table 3.6.32.1. Pearson Correlation Results of Consumer Types with Questions Seventy and Seventy-one

H_{32}-H_{33}	Facilitator	Poser	Professional/Hobbyist	Experience Seeker	Explorer

	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
70- How much did the curation and interior design of the exhibition in the museum affect your experience?	-0.026	-0.155	0.243*	-0.224	0.147
71- How much did the museum's exterior architecture affect your experience?	0.043	0.112	0.041	-0.182	0.171

*p<0.05   **p<0.01

3.6.33. Effect of Exterior Architecture

H_{33}: Different consumer types differ in the effect of museum's exterior architecture on experience during the visit.

For the H_{33}, significant correlation is result could not be found. Therefore, hypothesis is rejected. The result means that factors do not have a significant correlation with the asked matter but it does not mean that exterior architecture does not affect consumers. The analysis is based on factors, is not based on single consumer opinion. Hence, there can be consumers who may evaluate exterior architecture.

3.6.34. Museum Location and Experience

H_{34}: Different consumer types differ in the effect of historical or architectural significance of the neighborhood, where the museum is located, on experience.

Only one significant correlation result is found for question seventy-two. Experience Seeker has a negative moderate correlation (r=-0.321**) with the asked matter.

Table 3.6.34.1. Pearson Correlation Results of Consumer Types with Question Seventy-two

H_{34}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
72- How much does the historical or architectural significance of the	-0.075	0.097	-0.055	-0.321**	0.008

neighborhood/area where the museum is located affect your experience?			

*p<0.05   **p<0.01

3.6.35. Human Interaction and Learning Process

H_{35}: Different consumer types differ in the effect of human interaction on the learning process during the visit.

Question seventy-three examines the effect of the communication on the visitors learning process. Facilitator and Professional/Hobbyist have positive moderate correlations (r=0.441**; r=0.421**), and Experience Seeker has a positive weak correlation (r=0.248*) with the defined effect. Theoretically, Facilitators tend to perform their visits with group of people. The result show us that people who come to museum with Facilitator have an impact on Facilitator's learning process. Also, the communication can be in or out group communication. For the Professional/Hobbyist and Experience Seeker factors, communication with other people has an impact too.

Table 3.6.35.1. Pearson Correlation Results of Consumer Types with Question Seventy-three

H_{35}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
73- How much did your communication with the people in the museum affect your learning process?	0.441**	-0.063	0.421**	0.248*	0.028

*p<0.05   **p<0.01

3.6.36. Satisfaction from the Provided Information

H_{36}: Different consumer types differ in the satisfaction level from the provided information.

Question seventy-four asks about consumer's satisfaction level about the provided information. Professional/Hobbyist has a positive moderate correlation (r=0.645**) with the asked topic.

Especially, Professional/Hobbyist' s satisfaction from the provided information is significant because consumers who have tendencies like Professional/Hobbyist can be more judgmental about the information sources than other consumers. Even if the correlation method shows one particular result about two things, it is possible to interpret that Professional/Hobbyist' s total satisfaction level about the museum visiting experience can be affected by his/her satisfaction level about the provided information.

Table 3.6.36.1. Pearson Correlation Results of Consumer Types with Question Seventy-four

H_{36}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
74- How satisfied were you with the information the museum provides about the artifacts?	0.003	-0.056	0.645**	-0.090	0.224

*p<0.05   **p<0.01

3.6.37. Provided Information and Making of Meaning

H_{37}: Different consumer types differ in the idea of provided information has enabled them to go through a better meaning making process.

Only one positive meaningful result was found about the correlation between the factors and going through a better meaning making process with help from the provided information. Professional/Hobbyist factor has a positive moderate correlation (r=0.451**) with having a better meaning making process with help from the provided information.

Table 3.6.37.1. Pearson Correlation Results of Consumer Types with Question Seventy-five

H_{37}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
75- "Provided information has enabled me to go through a better meaning-making process. "?	0.042	-0.139	0.451^{**}	-0.158	0.119

*$p<0.05$ **$p<0.01$

3.6.38. Perceived Outcomes of the Learning Process

H_{38}: Different consumer types differ in increasing the level of knowledge during the visit about what visitor already knew.

H_{39}: Different consumer types differ in visualizing what visitor already knew without increasing the level of knowledge during the visit.

H_{40}: Different consumer types differ in the idea of learning a whole lot of new things during the visit.

H_{41}: Different consumer types differ in finding what they learn during the visit unnecessary.

H_{42}: Different consumer types differ in the idea of learning nothing from the museum during the visit.

Perceived outcomes of the learning process were asked to the respondents. Positive and stronger correlations can provide us some insights about the consumer's learning process. Professionals/Hobbyists have a positive strong correlation($r=0.793^{**}$) with increasing their level of knowledge about the topics they already knew. Also, Professionals/Hobbyists have a positive moderate correlation ($r=0.494^{**}$) with visualizing what they knew without increasing the level of knowledge. Both questions have a link with prior knowledge of the consumers and we see that Professional/Hobbyist factor has positive correlations with these questions. Therefore, we can see that Professional/Hobbyist' s learning process associate with prior knowledge of the consumers.

About learning lot of new things, Explorer has a positive weak correlation ($r=0.244^{*}$). Experience Seeker finds learned things unnecessary and has a positive

moderate correlation (r=0.524**) with this idea. Experience Seeker has a positive weak correlation (r=0.259*) with the idea of learning nothing. Facilitator has positive weak correlation (r=0.247*) with finding learned things unnecessary.

Table 3.6.38.1. Pearson Correlation Results of Consumer Types with Questions from Seventy-six to Eighty

H_{38}-H_{39}-H_{40}-H_{41}-H_{42}	Facilitator	Poser	Professional / Hobbyist	Experience Seeker	Explorer
76- During my visit to the museum, my knowledge about the topics I already knew increased.	0.028	-0.130	0.793**	-0.078	0.018
77- During my visit to the museum, I had the opportunity to visualize what I knew, but my level of knowledge did not increase.	0.171	-0.141	0.494**	0.187	0.052
78- During my visit to the museum, I learned a whole lot of new things.	0.055	0.017	0.122	-0.054	0.244*
79- Many things I learned during my visit to the museum is unnecessary for me, I think I will forget most of them.	0.247*	0.133	-0.262*	0.524**	-0.194
80- I believe that I have learned anything during my visit to the museum.	0.109	0.154	0.109	0.259*	-0.024

*p<0.05   **p<0.01

3.6.39. Unique Meaning Making Process

H_{43}: Different consumer types differ in having a unique meaning making process. Without using any source of information, meaning making process can be performed. Professional/Hobbyist factor has a positive moderate correlation (r=0.301**) with the unique meaning making process. Facilitator has a negative moderate correlation (r=-0.359**) with the asked matter.

Table 3.6.39.1. Pearson Correlation Results of Consumer Types with Question Eighty-one

H_{43}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
81- Apart from all the sources of information related to artifacts and exhibitions, I also draw out my own distinct meanings about the artifacts.	-0.359**	-0.080	0.301**	-0.149	0.166

*p<0.05   **p<0.01

3.6.40. Escapism During the Visit

H_{44}: Different consumer types differ in escapism during the visit.

Question eighty-two is about escapism outcome of the museum visiting. Facilitator and Experience Seeker have positive weak moderate correlations (r=0.239**; r=0.305**) and Professional/Hobbyist has a positive strong correlation (r=0.747**) with the escapism. These positive meaningful results show us that these three factors have a correlation with escapism in different level of strength. For the museum visiting experience, escapism is a significant outcome because it requires diving into atmosphere and feeling free from the outside world.

Table 3.6.40.1. Pearson Correlation Results of Consumer Types with Question Eighty-two

H_{44}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
82- How much do you agree with the statement, "During the visit I dived into the atmosphere of the museum or the artifacts, I felt free from the outside world. "?	0.239*	-0.018	0.747**	0.305**	0.187

*p<0.05   **p<0.01

3.6.41. Met Expectations During the Visit

H$_{45}$: Different consumer types differ in the level of satisfaction during the visit.

Question eighty-three is linked with satisfaction during the visit. Professional/Hobbyist has a positive moderate correlation (r=0.304**) with the asked matter.

Except from Professional/Hobbyist factor, there is not any positive moderate or strong correlation about the met expectations during the visit. In other saying, level of satisfaction during the visit is a problematic topic for the museums. The service provider, the museum, should satisfy its visitors, consumers. Otherwise, all other outcomes like revisiting, content generation, or learning can be problematic too. Basically, marketing studies' one of the major target is about having satisfied consumers.

Table 3.6.41.1. Pearson Correlation Results of Consumer Types with Question Eighty-three

H$_{45}$	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
83- How well do you think your expectations before your visit are met by the museum during your visit?	-0.086	0.211	0.304**	-0.098	0.182

*p<0.05   **p<0.01

3.6.42. Belongingness and Visitor

H$_{46}$: Different consumer types differ in the belongingness from the consumer's perspective.

Belongingness of the consumer is asked with question eighty-four in a more specific way. The question's core message includes the statement which is mentioned as people like the respondents. Only Professional/Hobbyist factor has a meaningful positive strong correlation (r=0.770**) with the belongingness question.

Table 3.6.42.1. Pearson Correlation Results of Consumer Types with Question Eighty-four

H_{46}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
84- How suitable do you think the museums are for you and for people like you?	-0.014	-0.197	0.770**	-0.051	0.076

*p<0.05   **p<0.01

3.6.43. Visiting Without an Expectation

H_{47}: Different consumer types differ in the idea of just being in the museum without an expectation.

Just being in the museum without an expectation is a case for some consumers. Experience Seeker factor has moderate correlation (r=0.555**) with this case.

Table 3.6.43.1. Pearson Correlation Results of Consumer Types with Questions from Eighty-five to Eighty-seven

H_{47}-H_{48}-H_{49}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
85- How much do you agree with the statement, "I did not visit the museum with an expectation, it was enough for me to be there"?	0.032	0.129	-0.056	0.555**	0.000
86- How much did the satisfaction of the people you visited the museum with affect your satisfaction level?	0.494**	0.042	-0.091	0.228	-0.119
87- After your visit, how much did the information you received from the museum affect your overall satisfaction level?	-0.145	-0.123	0.483**	-0.368**	0.097

*p<0.05   **p<0.01

3.6.44. Entourage and Satisfaction

H_{48}: Different consumer types differ in the effect of entourage's satisfaction on visitor's level of satisfaction.

Satisfaction of people who consumer visits the museum with can affect the consumer's satisfaction level. According to results, Facilitator has a positive moderate correlation (r=0.494**) with this effect. Theoretically, Facilitator visits the museum with a companion or a group of people. These people's effect can be seen with the correlation result for Facilitator.

3.6.45. Information and Satisfaction

H_{49}: Different consumer types differ in the effect of received information from the museum on visitor's overall satisfaction level after the visit.

Question eighty-seven investigates the relation between received information and overall satisfaction of the consumer. Professional/Hobbyist factor has a positive moderate correlation (r=0.483**) and Experience Seeker has a negative moderate correlation (r=-0.358**) with the investigated topic. According to results, only Professional/Hobbyist has a positive correlation with the impact of information on the overall satisfaction.

3.6.46. Content Generation

H_{50}: Different consumer types differ in the intention of providing content to other people.

About the content generation, Professional/Hobbyist has a positive moderate correlation (r=0.579**), Experience Seeker and Explorer has positive weak correlations (r=0.253*; r=0.295*) with the question. According to results, we may interpret that these consumer types tend to generate content for other people.

Table 3.6.46.1. Pearson Correlation Results of Consumer Types with Question Eighty-eight

H_{50}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer

88- . How much content about the museum do you intend to provide to other people?	-0.007	-0.074	0.579**	0.253*	0.295*

*p<0.05   **p<0.01

3.6.47. Re-visiting the Same Exhibition

H_{51}: Different consumer types differ in the intention of re-visiting the same exhibition.

Only Professional/Hobbyist factor has a positive moderate correlation (r=0.377**) with the decision of re-visiting the same exhibition. Facilitator, Poser, Explorer and Experience Seeker factors do not have significant correlations with the re-visiting intention of the same exhibition.

Table 3.6.47.1. Pearson Correlation Results of Consumer Types with Questions Eighty-nine and Ninety

H_{51}-H_{52}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
89- How much do you intend to visit the same exhibition in the museum again?	-0.168	-0.216	0.377**	-0.181	0.134
90- When a new exhibition opens in the museum, how much do you intend to visit?	-0.175	0.190	0.322**	-0.284*	0.166

*p<0.05   **p<0.01

3.6.48. Visiting a New Exhibition

H_{52}: Different consumer types differ in the intention of visiting a new exhibition in the same museum.

Professional/Hobbyist factor has a positive moderate correlation (r=0.322**) with the intention of visiting a new exhibition in the museum. On the other hand, Experience Seeker has a negative weak correlation (r=-0.284*) with the idea of visiting a new exhibition in the museum.

3.6.49. Effect of Souvenir Shop

H_{53}: Different consumer types differ in the effect of souvenir shop on the level of satisfaction.

Question ninety-one investigates the effect of souvenir shop on the visitors' satisfaction level. Only one meaningful correlation result was found for. Explorer factor has a positive weak correlation ($r=0.252^*$) with the effect of souvenir shop. In other saying, souvenir shop has an impact on Explorer type of consumers' level of satisfaction from the museum visiting experience.

Table 3.6.49.1. Pearson Correlation Results of Consumer Types with Question Ninety-one

H_{53}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
91- How much did the museum's souvenir shop affect your satisfaction level?	-0.057	0.075	0.018	0.056	0.252*

*p<0.05   **p<0.01

3.6.50. Level of Satisfaction and Hypothetical Offerings

H_{54}: Different consumer types differ in the hypothetical offering of more specific information to increase the consumer satisfaction.

H_{55}: Different consumer types differ in the hypothetical offering of more descriptive and understandable general information to increase the consumer satisfaction.

H_{56}: Different consumer types differ in the hypothetical offering of a better environment for feeling free from the outside world to increase the consumer satisfaction.

H_{57}: Different consumer types differ in the hypothetical offering of better time for the consumer and his/her entourage to increase the consumer satisfaction.

H_{58}: Different consumer types differ in the hypothetical offering of making consumer feel like being in the museum is a sociocultural outcome to increase the consumer satisfaction.

Table 3.6.50.1. Pearson Correlation Results of Consumer Types with Questions from Ninety-two to Ninety-six

Which of the followings would increase your satisfaction with the experience if the museum offered them?

H_{54}-H_{55}-H_{56}-H_{57}-H_{58}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
92- More specific information.	-0.034	-0.085	0.745**	-0.091	0.049
93- More descriptive and understandable general information.	0.118	0.074	-0.344**	0.202	0.133
94- A better environment to relax and to feel free from the outside world.	0.262*	-0.029	0.681**	0.243*	0.129
95- Opportunities to provide me a better time with the people I come with.	0.547**	0.116	0.170	0.319**	-0.045
96- To be provided with an environment that makes me feel like being there is a sociocultural outcome.	0.131	0.146	0.489**	0.410**	-0.009

*p<0.05   **p<0.01

This question offers different hypothetical options about the museum offerings and asks for how much they increase the visitor's level of satisfaction. Professional/Hobbyist has a positive strong correlation (r=0.745**) with the offering of more specific information, positive moderate correlation (r=0.681**) with the offering of a better environment to relax and to feel free from the outside world, positive moderate correlation (r=0.489**) with the offering of an environment that makes consumer feels like being there is a sociocultural outcome. Facilitator has positive moderate correlation (r=0.547**) with the offering of opportunities to provide the visitor a better time with the people he/she comes with and also have positive weak correlation (r=0.262*) with the offering of an environment to relax and to feel free from the outside world. Experience Seeker has a positive moderate correlation (r=0.410**) with the offering of an environment that makes consumer feels like being there is a sociocultural outcome, positive moderate correlation (r=0.319**) with the offering of opportunities to provide the

visitor a better time with the people he/she comes with, and Experience Seeker has a positive weak correlation (r=243*) with the offering of an environment to relax and to feel free from the outside world. Poser and Explorer factors do not have any positive significant correlation results about the offerings. The questions offer specific reasons. Because of that, weak correlations were not taken under consideration to have significant insights.

3.6.51. Source of Satisfaction

H_{59}: Different consumer types differ in the satisfaction source of learning

H_{60}: Different consumer types differ in the satisfaction source of feeling.

H_{61}: Different consumer types differ in the satisfaction source of sharing.

H_{62}: Different consumer types differ in the satisfaction source of being in the museum environment.

Their source of satisfaction from the museum experience was asked to the respondents. Professional/Hobbyist has four positive correlations with learning (r=0.562**), feeling (r=0.733**), sharing (348**), and being in the environment (r=0.241*). Facilitator has a positive moderate correlation (r=0.606**) with sharing and positive weak correlation (r=0.239*) with feeling. Experience Seeker has positive moderate correlations (r=0.480**; r=0.359**) with being in the environment and feeling. Experience Seeker has positive weak correlation with sharing and negative weak correlation with learning. Poser and Explorer factors does not have any positive moderate or strong correlations. Poser has a positive weak correlation (r=0.290*) with being in the environment and Explorer has a positive weak correlation (r=0.255*) with learning.

Table 3.6.51.1. Pearson Correlation Results of Consumer Types with Question from Ninety-seven to One Hundred

How well do the following define the main factor that enabled you to be satisfied with your experience in the museum?

H_{59}-H_{60}-H_{61}-H_{62}	Facilitator	Poser	Professional/ Hobbyist	Experience Seeker	Explorer
97. What I have learned.	-0.165	-0.197	0.562**	-0.295*	0.255*

	Facilitator	Poser	Professional/Hobbyist	Experience Seeker	Explorer
98. What I have felt.	0.239*	-0.087	0.733**	0.359**	0.199
99. What I have shared.	0.606**	-0.039	0.348**	0.252*	-0.031
100. Being in that environment	0.092	0.290*	0.241*	0.480**	0.048

*p<0.05   **p<0.01

3.6.52 Motivation of Re-visiting

H_{63}: Different consumer types differ in the motivation of re-visiting the same exhibition to live the same experience once more.

H_{64}: Different consumer types differ in the motivation of re-visiting the same exhibition to get information and learn more.

H_{65}: Different consumer types differ in the motivation of re-visiting the same exhibition to visit with people consumer recommended to.

H_{66}: Different consumer types differ in the motivation of re-visiting the same exhibition to feel free from the outside world and relax.

H_{67}: Different consumer types differ in the motivation of re-visiting the same exhibition for the sociocultural value of simply being in the museum.

Respondents' motivation of re-visiting the museum was asked with the survey questions. According to results, Professional/Hobbyist factor has positive moderate correlations with experience (r=0.540**), learning (r=0.457**), escapism (r=0.677**), and socio-cultural value of simply being there (r=0.332**). Experience Seeker has a positive moderate correlation (r=0.458**) with socio-cultural value of simply being there. Poser factor has a positive moderate correlation (r=0.364**) with socio-cultural value of simply being there. The questions offer specific reasons. Because of that weak correlations were not taken under consideration to have significant insights.

Table 3.6.52.1. Pearson Correlation Results of Consumer Types with Questions from 101 to 105

How well do the following explain your motivation to visit the exhibition again?

H_{63}-H_{64}-H_{65}-H_{66}-H_{67}	Facilitator	Poser	Professional/Hobbyist	Experience Seeker	Explorer

101- To live the same experience once more.	0.155	-0.006	0.540**	-0.083	0.252*
102- To get information and learn more	-0.193	-0.166	0.457**	-0.304**	0.205
103- To visit with people I recommended to.	0.256*	0.141	0.134	0.230*	0.100
104- To feel free from the outside world and relax.	0.255*	-0.022	0.677**	0.316*	0.202
105- Because simply being there is a socio-cultural value.	0.125	0.364**	0.332**	0.458**	0.097

*p<0.05   **p<0.01

For the results of the all hypothesis, please look at the Table A.1 in the appendix.

CONCLUSION

With help from factor analysis and the Pearson correlation analysis, factors and their correlations with several subjects were found. In this way, various insights were reached about the museum visitors and their tendencies relative to museum visiting experience. Facilitator, Poser, Professional/Hobbyist, Experience Seeker, and Explorer factors expressed different kind of ideas and behaviors with varied strength of correlation about the museum visiting experience. If we accept that each factor represents a group of people, we can explain their profiles. Below, all factors and their correlation results are explained as such.

While Facilitators plan to visit the museum interior design and exterior design have no impact on them. If people who Facilitators going with to the museum cancel their visit, Facilitators tend to cancel the visiting plan too. Cancelation of their plan related with their in-group decisions. Communication with other people effects their experience and their learning process. Their group's level of satisfaction from the experience affects Facilitators' level of satisfaction too. They think that learned things from the museum are unnecessary. They do not have unique meaning-

making process. Also, they do not have an orientation to the exhibition. Providing them with better options to socialize with the people who accompany the Facilitators and opportunities of escapism can increase this group's level of satisfaction. Their source of satisfaction is based on what they share and what they feel during the visit. Escapism is part of their museum experience.

Posers predicted as visitors who have limited learning expectation, social interaction, and evaluation of the environmental instruments. Being there like a completing a duty without educational and emotional outcomes can be enough for them. The findings indicate that their source of satisfaction comes from simply being in the museum environment. They do not do research because they have a purpose of experience without a learning process. Their source of motivation to re-visit the exhibition is based on the sociocultural value of simply being there.

Professionals/Hobbyists have high level of knowledge about art, history, and science. If they do not do research, their reasons are that they already have enough knowledge about the exhibition and potential effect of research on experience. Their knowledge is enough to appreciate the exhibited artifacts. They are not time sensitive and they do not give importance to reaching the museum with public transportation or the museum's parking lot. However, they are price sensitive consumers. Ticket prices are important for them. They do not have any tendency to cancel their plan due to temperature, traffic, group decisions or cinema. They carefully read the information labels and facilities like guidance, brochure, headphone, mobile application, and VR are important for them. Professional/Hobbyist can orient to the exhibition place. They have a sense of belonging to the museum. Human interaction effects their museum visiting experience and their museum learning process. Having fun during the visit is not important for them. Provided information have an impact on their experience. They feel satisfied with the provided information. Also, they think that provided information enable them to go through a better meaning making process and unique meaning making is part of their experience. They tend to generate content which is about the museum to other people. Professionals/Hobbyists believe that their level

of knowledge about what they already know increases, and they visualize what they know with the museum visit. Received information affects their overall satisfaction level. Escapism is part of their experience. They think that their expectations are usually met by the museum. They want to re-visit the same exhibition again and to learn more, feel the escapism, sociocultural value of being there, and have the same experience again. They desire more specific information about the exhibited objects, an environment to relax, and an environment which makes them feel like being there is a sociocultural outcome to increase their level of satisfaction. Their source of satisfaction is based on what they learn, what they share, and what they feel.

Experience Seekers' participation to cultural activities is limited. They have low level of effort to increase their level of knowledge about art, history, and science. Their reasons of not doing research are based on their intention of having an experience without the learning process, time allocation, and motivation of simply being there. If the museum offers them sources of information about the exhibited objects, Experience Seekers do not want to use them. They are time and price sensitive consumers. Air temperature, traffic, and precipitation can be the reasons for canceling their museum visiting plan. Human interaction affects their museum visiting experience and museum learning process but they do not want to go to the museum with someone who has a higher level of knowledge than them. Experience Seekers do not read the information labels carefully. They find that learned things from the museum are unnecessary. However, they give importance to guidance, brochure, headphone, mobile application, and VR like facilities. Escapism is part of their experience. They tend to provide content about the museum. An environment to provide better time to Experience Seeker and the people who Experience Seeker comes with and an environment that makes Experience Seeker feels like being in the museum is a socio-cultural outcome can increase their level of satisfaction. Their sources of satisfaction are based on what they share, what they feel, and being in the museum environment. Their motivations of re-visiting are based on escapism and sociocultural value of simply being there.

Explorers believes that they can learn lot of new things with visiting a museum. They tend to generate content about the museum. Also, their source of satisfaction is about what they learn from the museum. Their re-visiting intention is based on having the same experience once more. The only consumer type which indicates that museum souvenir shop has an impact on satisfaction level is Explorer. Very limited insights are reached about the Explorers but it can be seen that there is a link between Explorer and museum learning.

Different consumer types have varied perspectives about the museum visiting experience. It can be said that their understanding of the museum concept differs from each other. This generalized insight is so valuable for designing a service environment to have satisfied consumers because the findings make the museums able to segment their visitors according to consumer's needs and interests. The main idea of the marketer should be about why the consumers choose to visit the museum instead of another museum and another activity option which are offered in the market. From this perspective, designing a museum visiting experience which is more attractive, satisfactory, and informative can only be possible with identifying the consumers. Experience Seekers and Professionals/Hobbyist differ greatly in several aspects of the museum visiting experience such as outcome expectation, perceived value, and perceived satisfaction. The approach of one size fit all cannot be the method for a museum to satisfy both types of consumers. Customizing the offerings of the museum according to the needs of the specific consumer type is the required work for the museum marketing.

Some limitation of the dissertation should be mentioned. Relatively small sample size is used for the study. Because of the limited time, the results cannot be implemented on a specific museum to observing the frequency and percent of the consumer types. Also, there are few quantitative academic sources about the research area of the value co-creation based museum marketing. Future research should focus on the correlation of different hypothesis with one another to find cause and effect relations. Also, Posers should be examined attentively for detailed clarification.

MANAGERIAL IMPLICATIONS

Research indicates that different consumer types differ in several ideas and choices about the museum visiting experience. Museum sets should be designed according to consumers' expectations, demands, and needs. In this way, higher consumer satisfaction and increased number of visitors can be reached. Only authenticity or rule based museum sets have lower opportunity to be a successful offering from the perspective of consumers. For establishing a bond between the consumer and a museum, the necessary work is to identify the consumer types and their behaviors. A museum may have high number of visitors who are generally accepted as Experience Seekers. In this case, a museum should know that its customers are people who have low level of participation in cultural activities, low level of effort to increase their knowledge. Also, these consumers are time and price sensitive visitors. The source of satisfaction for the Experience Seeker is just being in the museum environment. In this case, offering much more information to people who do not want to learn from the museum is not the efficient method for a museum. Enhancing the experience according to consumer expectations is the logical option for a museum. Experience Seeker desires an environment for having an experience with his/her entourages. Curation, inner design, museum activities, and architectural elements of the museum should be installed according to the consumer's desire. On the other hand, Professional demands information and opportunity to increase his/her level of knowledge from a museum. Professional's source of satisfaction is learning. The important point is to provide desirable museum set for both consumer types. However, this cannot be done after establishing the exhibitions. Each exhibition's target customers should be found with help of marketing and the exhibition should be set according to consumers before the curation period. Obviously, it is impossible to divide museums for different consumer types because a visitor can be a Poser in one museum and he/she can be a Facilitator in the other one. Therefore, managers need to consider that different exhibitions in the museum can be suitable for different consumer types. A museum can be suitable for all types of consumers with different kind of exhibitions. One of the most important thing is to invite consumers into the very

first moment of the preparation. Doing something with consumers instead of doing something for consumers should be the preferred mentality for this period. With this mentality, service dominant logic, the study found five different consumer types. The mentality, findings, and suggestions can be helpful for the museum managers.

REFERENCES

Barrett, K. (2014). A Sense of Wonder. *Apollo: The International Magazine for Collectors, 179*(617), 54-58.

Bettencourt, L. A., Lusch, F., Vargo, S. L. (2014). A Service Lens on Value Creation: Marketing's Role in Achieving Strategic Advantage. *California Management Review, 57*(1), 44-66. Doi: 10.1525/cmr.2014.57.1.44.

Booth, K. (2014). The Democratization of Art: A Contextual Approach. *Visitor Studies, 17*(2), 207-221. Doi: https://doi.org/10.1080/10655578.2014.945353

Bourdieu, P. (1986). The forms of capital. *In J. Richardson (Ed.) Handbook of Theory and Research for the Sociology of Education (New York, Greenwood)*, 241-258.

Comrey, A. L., Lee, H. B. (1992). *A first course in factor analysis* (2nd ed.). Hillsdale, NJ: Erlbaum.

Falk, J. H., Dierking, L. D. (2000). *Learning from Museums: Visitor Experiences and the Making of Meaning*. Walnut Creek, CA: AltaMira Press.

Falk, J. H., Storksdieck, M. (2005). Using the Contextual Model of Learning to Understand Visitor Learning from a Science Center Exhibition. *Science Education, 89*(5), 744-778. Doi:10.1002/sce.20078.

Falk, J. H. (2006). An Identity-Centered Approach to Understand Museum Learning. *Curator: The Museum Journal, 49*(2), 151-166. Doi: 10.1111/j.2151-6952.2006.tb00209.x

Hair, J., Black, W., Babin., Anderson, R., Tatham, R. (2006). *Multivariate Data Analysis* (6th ed.). Upper Saddle River, NJ. Pearson Prentice Hall. ISIN:

B008WDEUO4

Hanquinet, L. (2016). Place and Cultural Capital: Art Museum Visitors across Space. *Museum and Society, 14*(1), 65-81.

ICOM Museum Definition. (22nd General Assembly in Vienna, Austria, 24 Aug. 2017). http://icom.museum/the-vision/museum-definition/

Lewis, G. D. (1998). History of museums. *Encyclopædia Britannica.* Retrieved from https://www.britannica.com/topic/history-of-museums-398827

Lifshits, M. A. (1976). The philosophy of art of Karl Marx. *Pluto Press, 2.* Retrieved from https://rosswolfe.files.wordpress.com/2012/01/mikhail-lifshitz-the-philosophy-of-art-of-karl-marx.pdf

Looseley, D. (2004). The development of a social exclusion agenda in French cultural policy. *Cultural Trends*, *13*(2), 15–27. Doi: https://doi.org/10.1080/0954896042000267125

Minkiewicz, J., Evans, J., Bridson, K. (2014). How Do Consumer Co-create Their Experience? An Exploration in the Heritage Sector. *Journal of Marketing Management, 30*(12), 30-59.

Prahalad, C. K., Ramaswamy, V. (2004). Co-creating unique value with customers. *Strategy and Leadership, 32*(3), 4-9. Doi: 10.1108/10878570410699249.

Ranjan, K. R., Read, S. (2014). Value co-creation: concept and measurement. *Journal of the Academy of Marketing Science, 44*(3), 290-315. Doi: 10.1007/s11747-014-0397-2

Reeves, A. (2016). Age-period-cohort and cultural engagement, in Hanquinet, L., Savage, M. *Routledge International Handbook of the Sociology of Art and Culture*, 116-131.

Tavşancıl, E. (2005). *Tutumların ölçülmesi ve SPSS ile veri analizi.* Ankara. Nobel Yayıncılık.

Terblanche, N. S. (2014). Some theoretical perspectives of co-creation and co-production of value by customers. *Acta Commercii, 14*(2), 1-8. Doi: https://doi.org/10.4102/ac.v14i2.237.

Vargo, S. L., Lusch, R. F. (2004). Evolving to a new dominant logic for marketing. *Journal of Marketing, 68*(1), 1-17. Doi: https://doi.org/10.1509/jmkg.68.1.1.24036

Vargo, S. L., Lusch, R. F. (2008). Service-dominant logic: continuing the evolution. *Journal of the Academy of Marketing Science, 36*(1), 1-10. Doi: https://doi.org/10.1007/s11747-007-0069-6

Vargo, S. L., Lusch, R. F. (2016). Institutions and axioms: An extension and update of service-dominant logic. *Journal of the Academy of Marketing Science, 44*(1), 5–23. Doi: 10.1007/s11747-015-0456-3

Vargo, S. L., Lusch, R. F. (2017). Service-dominant logic 2025. *International Journal of Research in Marketing*, *34*(1), 46-67. DOI: 10.1016/j.ijresmar.2016.11.001

Çokluk, O., Şekercioğlu, G., Büyüköztürk, Ş. (2012). *Sosyal bilimler için çok değişkenli SPSS ve LISREL uygulamaları.* Ankara. Pegem Akademi Yayıncılık. ISBN: 978-605-5885-67-0

APPENDIX

Table A.1 Hypothesis Results

	Facilitator	Poser	Professional/Hobbyist	Experience Seeker	Explorer	RESULT
H_1				-0.305**		Partially accepted
H_2			0.704**			Partially accepted
H_3				-0.360**		Partially accepted
H_4				0.384**		Partially accepted
H_5			0.584**			Partially accepted
H_6	-0.321*		-0.460**	-0.356**		Partially accepted
H_7			0.397**	0.312**		Partially accepted
H_8		0.230*		0.394**		Partially accepted
H_9				0.348**		Partially accepted
H_{10}				-0.399**		Partially accepted
H_{11}	-0.246*					Partially accepted
H_{12}			-0.262*			Partially accepted
H_{13}			-0.495**			Partially accepted
H_{14}			-0.466**			Partially accepted
H_{15}			0.579**	0.413**		Partially accepted
H_{16}			-0.476**	0.316**		Partially accepted
H_{17}			-0.434**	0.392**		Partially accepted
H_{18}	0.390**		-0.306**			Partially accepted
H_{19}			-0.441**			Partially accepted
H_{20}				-0.332**		Partially accepted

H₂₁			-0.696**			Partially accepted
H₂₂			0.508**	-0.256*		Partially accepted
H₂₃			0.632**	0.263*		Partially accepted
H₂₄			0.692**	0.271*		Partially accepted
H₂₅				-265*		Partially accepted
H₂₆			0.712**			Partially accepted
H₂₇	0.250*		0.409**	0.364**		Partially accepted
H₂₈			0.558**			Partially accepted
H₂₉			0.656**			Partially accepted
H₃₀			0.415**	-0.260*		Partially accepted
H₃₁			-0.476**			Partially accepted
H₃₂			0.243*			Partially accepted
H₃₃						Rejected
H₃₄				-0.321**		Partially accepted
H₃₅	0.441**		0.421**	0.248*		Partially accepted
H₃₆			0.645**			Partially accepted
H₃₇			0.451**			Partially accepted
H₃₈			0.793**			Partially accepted
H₃₉			0.494**			Partially accepted
H₄₀					0.244*	Partially accepted
H₄₁	0.247*			0.524**		Partially Accepted
H₄₂				0.259*		Partially accepted
H₄₃	-0.359**		0.301**			Partially accepted
H₄₄	0.239*		0.747**	0.305**		Partially accepted
H₄₅			0.304**			Partially accepted

H$_{46}$			0.770**			Partially accepted
H$_{47}$				0.555**		Partially accepted
H$_{48}$	0.494**					Partially accepted
H$_{49}$			0.483**	-0.368**		Partially accepted
H$_{50}$			0.579**	0.253*	0.295*	Partially accepted
H$_{51}$			0.377**			Partially accepted
H$_{52}$			0.322**	0.284*		Partially accepted
H$_{53}$					0.252*	Partially accepted
H$_{54}$			0.745**			Partially accepted
H$_{55}$			-0.344**			Partially accepted
H$_{56}$	0.262*		0.681**	0.243*		Partially accepted
H$_{57}$	0.547**			0.319**		Partially accepted
H$_{58}$			0.489**	0.410**		Partially accepted
H$_{59}$			0.562**	-0.295*	0.255*	Partially Accepted
H$_{60}$	0.239*		0.733*	0.359**		Partially accepted
H$_{61}$	0.606**		0.348**	0.252*		Partially accepted
H$_{62}$		0.290*	0.241*	0.480**		Partially accepted
H$_{63}$			0.540**			Partially accepted
H$_{64}$			0.457**	-0.304**		Partially Accepted
H$_{65}$	0.256*			0.230*		Partially accepted
H$_{66}$			0.677**	0.316*		Partially accepted
H$_{67}$		0.364**	0.332**	0.458**		Partially accepted

SURVEY QUESTIONS

Survey

Answer these questions based on your general opinions about museum visits and your recent visit to a museum.

1. Sex

Mark only one oval.

    a. Female

    b. Male

    c. Other

2. What is the highest level of education you have studied? *

Mark only one oval.

    a. High school

    b. Undergraduate

    c. Master's degree

    d. Postgraduate

3. Which of the following faculties is your education related to? *

Mark only one oval.

    a. Economics and Administrative Sciences

    b. Faculty of Science

    c. Humanities and Literature / Social Sciences

    d. Engineering Faculty

    e. Faculty of Law

    f. Medical School

4. Select the appropriate option for your occupation. *

Mark only one oval.

    a. Student

    b. Public sector

c. Private sector

5. Which of the following intervals is suitable for your monthly household income?
*

Mark only one oval.

    a. Less than 1600

    b. 1600-2000

    c. 2001-4000

    d. 4001-8000

    e. 8000-12000

    f. 12001 and above

6. Have you visited a museum recently? *

Mark only one oval.

    a. Yes

    b. No

7. How often do you prefer to participate in cultural activities? *

Mark only one oval.

1   2   3   4   5

8. Rate your knowledge of art, history, and science from 1 to 5. *

Mark only one oval.

1   2   3   4   5

9. Rate YOUR EFFORT TO INCREASE your knowledge of art, history, and science from 1 to 5.

Mark only one oval.

1   2   3   4   5

10. Which of the following would be your first choice for a cultural activity? *

Mark only one oval.

    a. Going to the cinema

    b. Going to the theater

    c. Going to a concert or an opera

    d. Visiting a museum

    e. Exploring the city's architectural or historic fabric

     f.   Trekking

Mark how much you agree with the following statements.

1 = Strongly disagree.

5 = Strongly agree.

---

11. I am a curious person. *

Mark only one oval.

1   2   3   4   5

12. Activities I do must intrigue me. *

Mark only one oval.

1   2   3   4   5

13. I see myself as an art lover. *

Mark only one oval.

1   2   3   4   5

14. When I participate in an activity, I act like an explorer, my desire to explore motivates me.

*

Mark only one oval.

1   2   3   4   5

15. I prefer to do activities with people from my social circle. *

Mark only one oval.

1   2   3   4   5

16. It is very important to me that people I go to activities with are satisfied.

*

Mark only one oval.

1   2   3   4   5

17. I want to be in constant contact with people I go to activities with, I want to live the moment with them. *

Mark only one oval.

1   2   3   4   5

18. My social circle has a big impact on what I do, I make plans with my family or friends. *

Mark only one oval.

 1   2   3   4   5

19. When planning events with my social circle, I accept or make plans that are not my first choice. *

Mark only one oval.

 1   2   3   4   5

20. I like to make useful social/cultural activity plans for my friends or family. *

Mark only one oval.

 1   2   3   4   5

21. When participating in cultural activities, I prefer areas that I know about or interested in.
*

Mark only one oval.

 1   2   3   4   5

22. I have a high level of knowledge in the field of art, culture, and science. *

Mark only one oval.

 1   2   3   4   5

23. For me, it is important to learn and improve my knowledge level when participating in cultural activities. *

Mark only one oval.

 1   2   3   4   5

24. The cultural activities I participate in are linked to my hobbies, my occupation, and my actions. *

Mark only one oval.

 1   2   3   4   5

25. What matters to me in the activities is the experience I will have. *

Mark only one oval.

 1   2   3   4   5

26. Participating in cultural activities or even being there is enough for me in some cases. *

Mark only one oval.

1   2   3   4   5

27. I usually carry out cultural activities as a tourist. *

Mark only one oval.

1   2   3   4   5

28. I am not very focused on learning during cultural activities, but I remember some details. *

Mark only one oval.

1   2   3   4   5

29. It is very important for me to experience new things. *

Mark only one oval.

1   2   3   4   5

30. I feel free and isolated from the outside world when I participate in cultural activities. *

Mark only one oval.

1   2   3   4   5

31. I feel like participating in cultural activities is an escape from the daily life. *

Mark only one oval.

1   2   3   4   5

32. I want to feel relaxed when participating in cultural activities. *

Mark only one oval.

1   2   3   4   5

33. Participating in certain cultural activities is a social class indicator. *

Mark only one oval.

1   2   3   4   5

34. The cultural activities a person participates in are directly linked to how sophisticated that person is. *

Mark only one oval.

1   2   3   4   5

35. People must participate in certain cultural activities if they want to raise their social class. *

Mark only one oval.

1   2   3   4   5

36. Many of the cultural places are for intellectual people. *

Mark only one oval.

1   2   3   4   5

37. I don't think I must learn or feel something when participating in cultural activities. *

Mark only one oval.

1   2   3   4   5

38. Some places represent culture and art. *

Mark only one oval.

1   2   3   4   5

39. Cultural and artistic tendency is a social class indicator. *

Mark only one oval.

1   2   3   4   5

40. I desire to be seen higher in the society than I really am. *

Mark only one oval.

1   2   3   4   5

41. It makes me happy when other people define me as a more sophisticated person than I really am. *

Mark only one oval.

1   2   3   4   5

Before you visit the museum, if you haven't done detailed research about the exhibits; how much do the following reasons explain the reason for it?
1 = Strongly disagree. 5 = Strongly Agree.

42. I have no time to research. *

Mark only one oval.

1   2   3   4   5

43. I already have enough information. *

Mark only one oval.

1 2 3 4 5

44. I couldn't do research because I couldn't find a source or there wasn't any source. *

Mark only one oval.

1 2 3 4 5

45. I don't want the research to affect the experience when I visit exhibitions. *

Mark only one oval.

1 2 3 4 5

46. My purpose is to just experience, not to learn. *

Mark only one oval.

1 2 3 4 5

47. My main motivation is to be there, learning is of secondary importance. *

Mark only one oval.

1 2 3 4 5

48. How much do you agree with the sentence "If museums explained their artifacts with an internet source, a book or a video, I would definitely use these resources before the visit."?

Mark only one oval.

1 2 3 4 5

Answer the following questions considering the fact that 1 = Has no impact. 5 = Has high impact.

---

49. How much do the interior and exterior design/architecture of the museum affect your museum visit plan? *

Mark only one oval.

1 2 3 4 5

50. How important is the access to the museum by public transportation when planning your visit? *

Mark only one oval.

1 2 3 4 5

51. When planning your visit, how important whether the museum has a parking lot? *

Mark only one oval.

1   2   3   4   5

52. When planning your visit, how important is the amount of time you spend to reach the museum from your house to you? *

Mark only one oval.

1   2   3   4   5

53. When planning your visit, how important is ticket prices to you? *

Mark only one oval.

1   2   3   4   5

54. When you think about the total time you will spend to reach the museum, visit the exhibition and return to your home, how much would the length of the visit affect your plan? *

Mark only one oval.

1   2   3   4   5

55. How much do the variables such as air temperature, precipitation or traffic affect your decision to cancel your plan to visit the museum? *

Mark only one oval.

1   2   3   4   5

56. How much do people you are going to the museum with changing their plans affect your plan? *

Mark only one oval.

1   2   3   4   5

57. When planning your visit, how important are the places such as restaurants, cafes, gardens etc. that the museum has for you? *

Mark only one oval.

1   2   3   4   5

58. I would like to go with someone who has a more knowledge about the content of the museum/exhibition. *

Mark only one oval.

1   2   3   4   5

How effective is the following situation when deciding whether to cancel or postpone your visit to the museum?

1 = Strongly disagree 5 = Strongly agree

59. A new and highly praised movie coming to the cinema. *

Mark only one oval.

1   2   3   4   5

Please pick the appropriate option for the following questions and expressions.

60. How carefully do you read the information labels when visiting the museum? *

Mark only one oval.

1   2   3   4   5

61. How important is it to you to get guidance when looking around the museum? *

Mark only one oval.

1   2   3   4   5

62. How important are the facilities such as brochures, headphones, mobile application and VR to inform you about the artifacts while looking around the museum? *

Mark only one oval.

1   2   3   4   5

63. If there is an idea conveyed through the exhibits, at what level do you think you internalized it? *

Mark only one oval.

1   2   3   4   5

64. How enough was your knowledge to appreciate the artifacts exhibited in the museum?

*

Mark only one oval.

1   2   3   4   5

65. How much does being in contact with other people while visiting museums (other visitors or museum personnel) affect your experience? *

Mark only one oval.

1   2   3   4   5

66. How much do you agree with the statement, "I felt like I was a part of the exhibition, not just an observer.? " *

Mark only one oval.

1   2   3   4   5

67. How much do you agree with the statement, "The museums expect people like me to visit them."? *

Mark only one oval.

1   2   3   4   5

68. How much fun did you have when you were looking around the museum? *

Mark only one oval.

1   2   3   4   5

69. How important is it to you to have fun while visiting in the museum? *

Mark only one oval.

1   2   3   4   5

70. How much do the curation and interior design of the exhibition in the museum affect your experience? *

Mark only one oval.

1   2   3   4   5

71. How much does the museum's exterior architecture affect your experience? *

Mark only one oval.

1   2   3   4   5

72. How much does the historical or architectural significance of the neighborhood/area where the museum is located affect your experience? *

Mark only one oval.

1   2   3   4   5

73. How much did your communication with the people in the museum affect your learning process? *

Mark only one oval.

1   2   3   4   5

74. How satisfied were you with the information the museum provides about the artifacts? *

Mark only one oval.

1   2   3   4   5

75. How much do you agree with the statement, "The information provided by the museum has enabled me to go through a better meaning-making process. "?*

Mark only one oval.

1   2   3   4   5

76. During my visit to the museum, my knowledge about the topics I already knew increased. *

Mark only one oval.

1   2   3   4   5

77. During my visit to the museum, I had the opportunity to visualize what I knew, but my level of knowledge did not increase. *

Mark only one oval.

1   2   3   4   5

78. During my visit to the museum, I learned a whole lot of new things. *

Mark only one oval.

1   2   3   4   5

79. Many things I learned during my visit to the museum is unnecessary for me, I think I will forget most of them. *

Mark only one oval.

1   2   3   4   5

80. I believe that I have learned anything during my visit to the museum. *

Mark only one oval.

1   2   3   4   5

81. Apart from all the sources of information related to artifacts and exhibitions, I also draw out my own distinct meanings about the artifacts. *

Mark only one oval.

1   2   3   4   5

82. How much do you agree with the statement, "During the visit I dived into the atmosphere of the museum or the artifacts, I felt free from the outside world. "?*

Mark only one oval.

1   2   3   4   5

83. How well do you think your expectations before your visit are met by the museum during your visit? *

Mark only one oval.

1   2   3   4   5

84. How suitable do you think the museums are for you and for people like you? *

Mark only one oval.

1   2   3   4   5

85. How much do you agree with the statement, "I did not visit the museum with an expectation, it was enough for me to be there"? *

Mark only one oval.

1   2   3   4   5

86. How much did the satisfaction of the people you visited the museum with affect your satisfaction level? *

Mark only one oval.

1   2   3   4   5

87. After your visit, how much did the information you received from the museum affect your overall satisfaction level? *

Mark only one oval.

1   2   3   4   5

88. How much content about the museum do you intend to provide to other people? *

Mark only one oval.

1   2   3   4   5

89. How much do you intend to visit the exhibition in the museum again? *

Mark only one oval.

1   2   3   4   5

90. When a new exhibition opens in the museum, how much do you intend to visit? *

Mark only one oval.

1   2   3   4   5

91. How much did the museum's souvenir shop affect your satisfaction level? *

Mark only one oval.

1   2   3   4   5

Which of the followings would increase your satisfaction with the experience if the museum offered them?

1 = Strongly disagree. 5 = Strongly agree.

92. More specific information. *

Mark only one oval.

1   2   3   4   5

93. More descriptive and understandable general information. *

Mark only one oval.

1   2   3   4   5

94. A better environment to relax and to feel free from the outside world. *

Mark only one oval.

1   2   3   4   5

95. Opportunities to provide me a better time with the people I come with. *

Mark only one oval.

1   2   3   4   5

96. To be provided with an environment that makes me feel like being there is a sociocultural outcome. *

Mark only one oval.

1   2   3   4   5

How well do the following define the main factor that enabled you to be satisfied with your experience in the museum?

1 = Strongly disagree.

5 = Strongly agree.

97. What I have learned. *

Mark only one oval.

 1   2   3   4   5

98. What I have felt. *

Mark only one oval.

 1   2   3   4   5

99. What I have shared. *

Mark only one oval.

 1   2   3   4   5

100. Being in that environment. *

Mark only one oval.

 1   2   3   4   5

How well do the following explain your motivation to visit the exhibition again?

1 = Strongly disagree. 5 = Strongly agree.

101. To live the same experience once more. *

Mark only one oval.

 1   2   3   4   5

102. To get information and learn more. *

Mark only one oval.

 1   2   3   4   5

103. To visit with people I recommended to. *

Mark only one oval.

 1   2   3   4   5

104. To feel free from the outside world and relax. *

Mark only one oval.

 1   2   3   4   5

105. Because simply being there is a socio-cultural value. *

Mark only one oval.

1   2   3   4   5