

**PARENTS' AND CHILDREN'S PERCEPTION OF
RESTAURANT INCLUSIVITY**

A Master's Thesis

by

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ANKARA

July 2021

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Bilkent University 2021

To my family

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RESTAURANT INCLUSIVITY**

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by

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ABSTRACT

PARENTS' AND CHILDREN'S PERCEPTION OF RESTAURANT INCLUSIVITY

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Restaurants are public spaces which everyone has the equal right to access. It matters how inclusive the restaurants are for parents and children. However, the issue of restaurant inclusiveness from the family and child perspective has not been a frequent focus on previous studies. This study aims to understand how parents and children perceive restaurants' inclusivity and to examine whether there are any differences in perceptions of them or not. Furthermore, it aims to see parents' and children's priorities in a restaurant with a comparative approach. Moreover, it addresses if there are any notable functions of the restaurant besides eating for parents and children. A mixed methodological approach was used for the study. An online questionnaire was conducted with 40 parents, one-to-one interviews were carried out with 60 children, and interviews were supported with a drawing method,

including the drawings of 30 of the children who participated in the study. The findings of the study show that there are differences between the perceptions and priorities of the parents and children in a restaurant environment. Additionally, restaurants have other notable functions besides eating for parents' and children. Especially children perceive the restaurant as a public space that allows them to play and socialize. Furthermore, children's drawing analysis method was applied in a restaurant inclusivity context for the first time and confirmed that the use of mixed methodology is beneficial for children's studies. This study helps to improve the knowledge about parent and child inclusivity in restaurant environments and also, it contributes to designers and restaurateurs regarding family inclusivity by offering recommendations and reasonable adjustments to increase inclusivity.

Keywords: Child, Child friendly, Inclusivity, Parent, Restaurant Design, Restaurant Inclusivity

ÖZET

EBEVEYNLERİN VE ÇOCUKLARIN RESTORANLARIN KAPSAYICILIĞINA İLİŞKİN ALGISI

Altıntepe, Büşra

Yüksek Lisans, İç Mimarlık ve Çevre Tasarımı Bölümü

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Restoranlar herkesin erişim hakkına sahip olduğu sosyal mekanlardır. Restoranların ebeveynler ve çocuklar için ne kadar kapsayıcı olduğu önemlidir. Ancak, aile ve çocuk perspektifinden restoran kapsayıcılığı konusuna önceki çalışmalarda yeterince odaklanılmamıştır. Bu çalışma, ebeveynlerin ve çocukların restoranların kapsayıcılığını nasıl algıladıklarını anlamayı ve algılarında herhangi bir farklılık olup olmadığını incelemeyi amaçlamaktadır. Ayrıca bu araştırma, bir restoran ortamında ebeveynlerin ve çocukların önceliklerini karşılaştırmalı bir yaklaşımla görmeyi amaçlamaktadır. Bu çalışma, restoran ortamının ebeveynler ve çocuklar için yemek yemenin yanı sıra başka önemli işlevleri olup olmadığına da değinmektedir. Çalışma için karma metodolojik yaklaşım benimsenmiştir. Kırk ebeveyn ile çevrimiçi anket yapılmış, 60 çocukla birebir görüşme yapılmış ve araştırmaya katılan çocuklardan 30

tanisinin yaptığı resimleri içeren çizim yöntemiyle görüşmeler desteklenmiştir. Araştırmanın bulguları restoran ortamında ebeveynlerin ve çocukların algıları ve öncelikleri arasında farklılıklar olduğunu göstermektedir. Ayrıca restoranın ebeveynler ve çocuklar için yemek yemenin yanı sıra başka önemli işlevleri de var. Özellikle çocuklar, restoranları oyun oynamalarına ve sosyalleşmelerine olanak tanıyan bir sosyal mekan olarak görmektedir. Bunun yanı sıra, çocuk çizimleri analizi metodu restoran kapsayıcılığı bağlamında ilk kez destekleyici bir yöntem olarak uygulanmış ve karma metodoloji kullanımının çocuk araştırmaları için faydalı olduğu doğrulanmıştır. Bu çalışma, restoran ortamlarında ebeveyn ve çocuk kapsayıcılığı ile ilgili bilgilerin geliştirilmesine yardımcı olmakta ve ayrıca kapsayıcılığı artırmak için öneriler ve makul düzenlemeler sunarak aile katılımı konusunda tasarımcılara ve restoran yöneticilerine katkıda bulunmaktadır.

Anahtar Kelimeler: Çocuk, Çocuk Dostu, Ebeveyn, Kapsayıcılık, Restoran Kapsayıcılığı, Restoran Tasarımı

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CHAPTER I

INTRODUCTION

“Achieving inclusion means embracing difference and celebrating human diversity.”

Afacan, 2012 (p.86)

Everyone has an equal right to participate in social life (Arnold, 2007). The public environments are not for a certain group, it is for everyone's use, including people of different age groups, genders, nationality, education (UNESCO, n.d.). These people may have diverse needs and expectations from the built environment. Hence, the environment, mainly public spaces, should accommodate these needs, since inclusivity can be achieved by embracing the differences and diversity.

However, the majority of the built environment is not designed for all, which means that the ones with different accessibility needs are sometimes ignored in the designing process of the public spaces. Nevertheless, to live in an equal society the environment should be inclusive for all. By all, diverse disadvantaged groups are referred to. The environment should be inclusive for women, the elderly, and people with diverse disabilities, etc. (Gümüş, 2012).

Children are within disadvantaged groups who have less access to public spaces. The reason is that their physical developments are not fully completed (Gümüş, 2012; Karatag, 2019; Lambourne, 2010). Since children have different developmental stages while growing up, they have different needs in the environment. If these needs are not met in public spaces, children face inclusivity problems. Therefore, children's inclusivity should be considered in the design of the built environment.

Previous studies reveal that children's inclusivity is discussed mostly in schools (Lalli, 2020; Tamoutseli & Polyzou, 2010), playgrounds (Burke, 2013; Burke, 2015; Caymaz et al., 2018; Endicott et al., 2010; Stafford, 2017), and parks (Krishnamurthy, 2019). These spaces are considered as the ones that children use and spend most of their time. Hence, they are called *children's spaces*. It can be said that researchers have mostly focused on these children's spaces. Yet, children participate in everyday life as well. Families spend time and socialize frequently in places categorized as *adults' spaces* such as hotels, museums, and restaurants.

Consequently, parents' and children's inclusivity should be taken into account during the design process not only in children's spaces but also in adult spaces. At this point, it should be acknowledged that children are not *small-sized adults* (UNICEF, 2009). Children's needs differ from adults in numerous aspects (Hagen, 2012). In addition to their needs, children's wants and interests are also different from adults'. It is essential to accept that they have their own culture, thoughts, tastes, and perceptions. For this reason, designers of public spaces should consider children as a different user group than adults. Furthermore, it is crucial to adopt a participatory approach in

both academic studies and designs for children. Creating child-friendly solutions is only possible by including them in the process and being aware of their needs, wants, and priorities.

Restaurants are important public spaces to research in this field. They are much more than being dining places. Restaurants are a way of socializing for the visitors. They have a wide range of user groups, and families constitute an important user group of restaurants (Bardwell, 2013). However, previous studies show that only 18% of the parents think that eating out with their children is a pleasurable experience (Bardwell, 2013). The reason why parents are not having fun dining out experiences with their children could be related to restaurants' current conditions being not inclusive for parents and children. Therefore, investigating parents' and children's perceptions of restaurant inclusivity is important for future studies and design implementation.

1.1. Problem Statement

Children and their parents cover a large percentage of the user group for the restaurants (Arnold, 2007). In this manner, receiving an inclusive service from the restaurants is within the scope of human rights for the families. However, rights need to be known to be exercised in the first place (Riggio, 2002).

In the research that was published about the built environment and its users, there is an important lack in the children's relationship with the built environment (Çakırer, 2013). Although various studies from diverse disciplines have been carried out regarding restaurants and child inclusivity separately, in general, the number of

studies that investigate parent and child inclusivity in restaurant environments is profoundly limited (Bardwell, 2013). Thus, the present study is intended to explore the inclusivity of the restaurant environment from a broad perspective by incorporating different parties, mainly parents and children to see their perceptions and recognize the relations in their perceptions.

1.2. Aim of the study

The main aim of this thesis is to understand how parents and children perceive a restaurant's inclusivity. It aims to investigate whether there is any variation in their perceptions or not. Furthermore, this study focuses on parents' and children's priorities in a restaurant environment and compares their priorities to examine the associations. Moreover, exploring alternative functions of the restaurant environment besides eating for parents and children is another objective of the study. The general framework of the study is presented in Table 1.

Table 1. The framework of the study

FRAMEWORK MATRIX					
Title	Aims of the Study	Research Questions	Hypotheses	Participants	Instruments
Parents' and Children's Perceptions of Restaurant Inclusivity	1. To understand how parents and children perceive the restaurant's inclusivity and to investigate whether there are any differences in their perceptions	RQ1a) How do parents perceive restaurants?		Parents	Questionnaire
		RQ1b) How do children perceive restaurants?		Children	Interview + Drawing
		RQ1c) Is there any difference in the perception of restaurants between parents and children?	Ho1. There is a difference between parents' and children's perception of restaurant inclusivity.	Parents Children	Questionnaire vs. Interview
	2. To see parents' and children's priorities in a restaurant and compare their priorities in order to see the relations	RQ2a) What are the parents' priorities in a restaurant?		Parents	Questionnaire
		RQ2b) What are the children's priorities in a restaurant?		Children	Interview + Drawing
		RQ2c) Is there any difference in priorities of restaurants between parents and children?	Ho2. There is a difference between parents' and children's priorities in the restaurant.	Parents Children	Questionnaire vs. Interview
	3. To address if there are any notable functions of the restaurant besides eating for them	RQ3) Is there any notable meaningful activity in a restaurant other than eating for children?	Ho3. There are notable meaningful activities in a restaurant other than eating for children.	Children	Interview + Drawing

1.3. Structure of the thesis

This study consists of six chapters. Chapter I, *Introduction* gives general information about the study as the problem statement, the aim of the study, and the structure of the thesis.

Chapter II, titled *Literature Review* involves the important findings from the previous studies that begin with the context and importance of inclusive design. After that, the restaurant as a public space was examined. Next, parents and children in the restaurant environment are discussed, and lastly, the six features that were selected to evaluate the inclusivity of a restaurant in this study are presented by the author: *facility features, layout, ambience, product and service quality, health and safety, and meaningful activities.*

Chapter III, *Methodology*, essentially involves the design of the study. It starts with the research questions and hypotheses of the study and proceeds with the background and basis of the empirical study. Afterward, data collection and data analysis procedures are exemplified. Data collection contains the participants, settings, and instruments; parent questionnaire, child interview, child drawing, and procedure of the study in detail. This chapter also covers research with children to expand the ethical considerations that should be considered while studying with children. Then, the pilot study is examined. The data analysis section includes the analysis procedure of this mixed methodology offered by the author. It starts with qualitative analysis which comprises content analysis and each instrument of the study and it proceeds with quantitative analysis.

In Chapter IV, *Results*, statistical analyses are explained, and the results of the study are presented for the qualitative and quantitative instruments of the study. Moreover, the results are compared regarding the parent and children responses. Furthermore, the association of the findings with the previous literature is discussed in Chapter V, *Discussion*.

Chapter VI, *Conclusion* contains the summary of the whole study, its possible implications on interior architecture and restaurant management, the limitations of the study, and the possible contributions to further studies.

CHAPTER II

LITERATURE REVIEW

2.1. Inclusive Design and Child Inclusivity

Burton and Mitchel (2016) define inclusivity as an approach to design products, services, and environments for people who have different abilities. Through that, in the design process, the needs of users should be met no matter what their ages, abilities, body size, nationality, or mobility are (Afacan, 2012; Connell, et al., 1997; Grosbois, 2001).

When talking about inclusive design, the first disadvantaged group that comes to mind is people with disabilities. Inclusivity has a connection with accessibility, and the most highlighted group in accessibility studies are people with disabilities due to the environmental barriers they face in public spaces. Usually, the inclusive design is reduced to the issue of accessibility of people with disabilities in public spaces (Van der Linden, Dong, & Heylighen, 2016). However, inclusive design is a broader

concept. As mentioned, being inclusive is about accepting the differences and diversity of the people, and accommodating the design according to that diversity. The main consideration in inclusive design is the needs of people while trying to bring equality between people with disabilities and people with no disabilities in terms of activities (Waller et al., 2015). The environment should be inclusive for women, the elderly, people with diverse disabilities, and children (Gümüş, 2012). Nevertheless, numerous people with different accessibility criteria face problems in accessing the built environment, especially in public spaces since most of them are not inclusive enough.

Public spaces should be inclusive for those who have different criteria in the built environment. It may not be possible to meet the needs of every disadvantaged group. However, public space should be able to meet the needs of the optimum group of people. In this respect, successful inclusive design examples present added value to multiple groups of users regarding a wider spectrum of needs in the process of design (Van der Linden, Dong, & Heylighen, 2016).

Children are a group that will be the future users of the environment. Yet, it should be remembered that children are already current users of the environment (Derr & Tarantini, 2016; Hadfield-Hill, 2013). Thus, their needs and preferences should be considered in public spaces. However, the built environment is mostly designed with an adult perspective. Nevertheless, children are not *small-sized adults* (UNICEF, 2009). They have an independent existence from adults and they have their own opinions, needs time, activity, and spaces (Elsley, 2004). Therefore, their existence in

the environment and public spaces cannot be ignored or it cannot be limited to only children's spaces.

Children are living in an adult-constructed world, and their assumed participation is reduced to children's spaces such as schools, parks, etc. (Ennew, 1994). It should be regarded that, they are not only using schools, parks, and kindergartens, they are active users of other public spaces as well (Riggio, 2002). Hence, they should always be considered while designing public spaces (Elshater, 2018). A child-friendly environment is a good environment not only for children but also for everyone (Riggio, 2002). Furthermore, previous studies show that children are affected by the quality of the built environment (Anbari & Soltanzadeh, 2015). Therefore, public spaces, as a part of the built environment, should be designed by considering children's wants and needs to ensure their wellbeing. Since children and parents are interrelated groups in the environment, parents' needs should be regarded as well. On the other hand, children's and parents' needs should not be considered the same. They might have different inclusivity expectations from public spaces, as they have different ways of perceiving the environment.

Inclusive design has been frequently discussed in previous studies. To exemplify the relevant examples from the literature, Van der Linden, Dong, and Heylighen (2016) focused on understanding the idea of inclusive design and its importance in architectural practice. They conducted a study that presents the relation between architectural practice and inclusive design. In the first part, the study presents other research from the literature to display the factors that affect the adoption of inclusive design. The second part examines the perceptions, barriers, and motivations for

inclusive design. The study was conducted with 20 different stakeholders. It was found that practitioners have a poor understanding of inclusive design. Currently, the perspective of diverse users is unknown to the designers (Van der Linden, Dong, & Heylighen, 2016). This means that practitioners are not aware of the needs and perceptions of every group of users. Therefore, public spaces are not inclusive for all. This study displays the lack of embracing and adopting inclusive design in architectural practice. However, several studies focus on the current condition of inclusive design in public spaces, as well.

Afacan (2012) examined the inclusive design and conducted a study that focuses on achieving inclusive design in public spaces. This study aimed to explore the diverse users' needs, capabilities, and expectations in public spaces. In this manner, the study was carried out in a shopping mall in Ankara. The survey instrument was a close-ended questionnaire that held 110 items grouped under the five categories. Categories, which are circulation systems, entering and exiting, wayfinding, obtaining product/services, and the public amenities, referencing the seven universal design principles. The results of the study presented an understanding of the users' priorities towards inclusive environments (Afacan, 2012).

Another study on inclusive design conveyed by Memlük (2012) investigates the notion of inclusivity in public spaces and to identify the attributes. The study was carried out in Gençlik Parkı, which is one of the largest urban parks in Turkey (Memlük, 2012). The study displays the changing inclusivity of the place regarding physical access, social access, access to activities, and access to information.

Besides the generic approach to inclusivity of public spaces, in recent years children's inclusivity started to be investigated more frequently. In this manner, nowadays children's inclusivity is being discussed in public spaces. Recent research has focused on the places in which children spend most of their time. As mentioned before, these spaces mostly consist of the children's spaces which include playgrounds, schools, urban green areas, etc.

Endicott et al. (2010) conducted a children's inclusivity study on indoor playground design. The authors investigated the nature of design guidelines for inclusive indoor play and the help of this guideline on the design. The aim was to contribute to creating a play environment accessible and inclusive for all children (Endicott et al., 2010). Within the study, drawing/collages method analyses were used with focus groups. An inclusive interior playground design guideline was proposed regarding the results of the study. The guideline was tested and implemented in the design of an interior play area (Endicott et al., 2010).

To exemplify children's inclusivity in the school environment, Tamoutseli & Polyzou (2010) investigated the effect of gender and age on the way children perceive their schoolyard environment. The study was carried out by use of the drawing method. Children were asked to draw their schoolyards, to see their opinions, interests, preferences about the schoolyard environment (Tamoutseli & Polyzou, 2010). Their drawings were analyzed using the frequency tables. The study has not been supported with any verbal methodology. The features that were covered in the drawings were analyzed within two main categories as; natural environments and built environments. Results of the study indicate that children perceive their schoolyards

as a natural habitat (Tamoutseli & Polyzou, 2010). Furthermore, the study displays that gender and age influence the perception of the built environment.

Another children's inclusivity research focused on urban public spaces is conducted by Krishnamurthy (2019). The study displays the role of urban design concerning public spaces and families with children. It was conducted via observation, survey, and workshop methods (Krishnamurthy, 2019). Both parents and children participated in the study and a mixed methodological approach was employed. The results reveal that, although the inclusivity level is increasing in urban public spaces, the parents are still concerned about the safety issue (Krishnamurthy, 2019). The author claims that children-friendly indicators should be taken into account while designing future family-friendly public spaces.

In addition, Tandoğan and Ergun (2013) also focused on child inclusivity in the urban context. This study intends to create a child-friendly city by outlining the required planning and design criteria for child-friendly open public spaces. The research was focused on Küçük Ayasofya, İstanbul. In the study, multiple methods are used including observations, photography, and children surveys.

Children participate in different activities with adults in many different public spaces. Therefore, in recent years, children's inclusivity is covered in several studies which focus on the museum, hospital, urban-scale environments, etc. However, the number of studies is not sufficient yet, and enhanced analyses should be done in those public spaces (Afacan, 2012).

For instance, as a museum study, Jensen (1994) investigated how children perceive their experiences in museums compared to the other public spaces. The research suggests that children tend to categorize places according to their relationship with that place. The perceptions of 9-10 years old children were investigated to explore how they see the museums. Field trips were organized with 30 children and interviews were conducted. The children thought that museums are unique and special places of interest. The results show that most of the children like to visit museums with their families and friends (Jensen, 1994). Moreover, when other types of public spaces are asked to understand the relation, this research revealed that twenty of the children think that restaurants are fun places, and eight of them stated that restaurants are their favorite public spaces.

For the hospital content, Nourmusavi et al. (2019) carried out a study to see and use children's perspectives to evaluate the importance and impact of environmental factors on their perception and to generate children's hospital design guidelines. In the study, children's desired hospital environment and atmosphere were examined by the drawing and interview methods (Nourmusavi et al., 2019). Findings reveal that children dream of a hospital environment that provides entertainment facilities. Moreover, the design features were important for them, especially the presence of light, colorful interior design, the presence of green spaces, and the suitability of the environment for families (Nourmusavi et al., 2019). This research revealed that environmental factors are important for children and they have an impact on children's perception of the environment.

Another study focused on a similar context, which was carried out by Sfandyarifard (2013) to understand the involvement of children in children's hospital design from their perspective. The previous studies were conducted with the participation of adults, which include staff, designers, users, but it aimed to see the children's perception of hospital design (Sfandyarifard, 2013). The case study method was adopted in this study. As a result, the children's perceptions about hospital design were revealed, and guidelines were proposed (Sfandyarifard, 2013).

Children are actively participating in the studies that are mentioned above. In this way, it is possible to understand their perceptions of the issue and to learn about their needs and desires in specific public spaces. Understanding their perceptions may lead to solutions for inclusiveness in public spaces. Children's inclusivity can be possible by children's participation.

2.2. Restaurant as a Public Space

There is no single definition of public space, Miller (2007) summarizes public space as;

We tend to think of public space as having certain essential and obvious characteristics. We believe it is 'publicly owned', the opposite of private space. We believe it is open and accessible to everyone, where no one can be turned away. We imagine it as the setting for important civic events, where large groups of people come together to celebrate, protest, and mourn. We see it as somehow part of democratic life – a place for speaking out and being heard (p. ix).

In other words, public space is an indispensable part of the environment which should be a welcoming environment. It has several diverse identities and functions. Socializing is one of the most important functions of public spaces (Memlük, 2012).

People visit public spaces to socialize because they provide an opportunity to come together (Low & Smith, 2006; Watson, 2006 as cited in Magalhaes, 2010). Hence, it is *a space of participation* (Mehta, 2014). Since public spaces have a unifying characteristic, an ideal public space should be inclusive, which ought to be accessible and open to free actions in the environment (Memlük, 2012).

Still, public spaces have never been comprehensively inclusive (Mehta, 2014). In fact, they can even be exclusive in some ways (Memlük, 2012). In this case, it can be claimed that even if it is hard to achieve full inclusivity in a place, it is possible to attain a specific level. This means the inclusivity of a public space can show variety according to its context, function, size, etc. (Memlük, 2012).

In this manner, restaurants are one of the important public spaces where people gather and spend time. Although restaurants are places for basically eating and drinking, their function goes beyond satisfying hunger (Gregory & Kim, 2005). Dining out in a restaurant is more complex in terms of the experience. Restaurants are not only a part of public spaces, but also they are places that are specifically owned. Hence, besides being a public space, restaurants act as a business that is a combination production and service unit (Whyte, 1949). In this manner, they should be elaborated by considering to what degree they are a public space and to what degree they are business.

Restaurateurs have various economic and business concerns than it is assumed (Keifer, 2002). Since the restaurants want to maintain their existence in a town or city, they have to compete with each other for customers (Keifer, 2002). In this

manner, restaurants have to offer much more than the food and drink for their visitors. Hence, they are not only offering a meal but also providing a concept for their visitors based on service, presentation, ambience, etc. It is known that these dimensions affect the experience of the visitors besides the foods and drinks (Pettersson, & Fjellström, 2007). This leads restaurateurs to consider numerous social and environmental factors in their restaurant environment to ensure their visitors' having a pleasant experience there.

People visit restaurants with numerous different motivations. Kivela (1997) determined the specific occasions for visiting a restaurant as; for being hungry, for having a quick meal, for a place to meet someone, for having fun, for a specific event, for a business meeting, for celebration, or a family outing. Visitors may have different needs or demands for different occasions. For instance, the needs and the expectations of the group of four that consist of two adults and two children will be different from a group of four on a business meal (Thompson, 2010). Therefore, for different occasions, different types of restaurants could be preferred by the visitors.

There are several types of restaurants. Types of restaurants are categorized differently in various studies. Canziani et al. (2016) focused on classifying the restaurants to improve the usability of restaurant research. This study proposed a classification for restaurants considering their service status. Restaurants were classified as *limited-service restaurants and full-service restaurants*. Limited-service restaurants contain cafe/snack bar, fast-food, fast-casual, and cafeterias while full-service restaurants include moderate, midscale, upscale, and fine-dining restaurants. Chua et al. (2020) categorized the restaurants more generally as

quick-service restaurants, quick-casual restaurants, and full-service restaurants.

Quick-service restaurants, which are also named fast-food restaurants, present food prepared in a standardized fast process that allows fast ordering and consumption (Knutson, 2000). They also provide an effortless experience with a low price, quick service, convenient location, etc. (Canziani et al., 2016). *Quick-casual* restaurants are the ones that have a dining style with limited service. *Quick-casual*, also named fast-casual, restaurants provide moderately-priced food in a casual dining environment which is cheaper than full-service restaurants. *Full-service* restaurants can be defined as a restaurant that presents meal courses and provides services by well-trained personnel professionally in a midscale or upscale dining environment (Kivela, 1997). The food, service, or design of the restaurant show variety among these restaurant types.

Furthermore, every type of restaurant does not target every group of users. For example, a restaurant that serves alcohol and has loud music may not target the families with small children in their restaurants, or a restaurant where mostly hosts for business meetings may not prefer small children to be around. Restaurateurs may specify their target group of users and build their strategy for meeting the needs of that specific user group in their restaurant environment. In this manner, a great number of quick-service restaurants, quick-casual restaurants, and full-service restaurants target families as a user group. The ones that target the families should consider their needs and preferences in the restaurants in order to offer a pleasurable experience for them in a restaurant environment (Arnold, 2007).

Several previous studies investigated the restaurants as a business to contribute to the restaurant management and hospitality literature (Bertsimas & Shioda, 2003; Kiefer, 2002; Kivela, 1997; Thompson, 2010; Whyte, 1949).

The present study focuses on the restaurant as a public space, rather than the restaurant as a business. Hence, previous studies about the quality assessment of the restaurant were investigated. These studies were mostly focused on the effect of physical factors on visitor satisfaction. In these studies, the Mehrabian-Russel model was generally adopted. This model was created for explaining the influence of the physical environment on human behavior (Liu & Jang, 2009). In this manner, Liu and Jang examined the relationship between dining atmospherics, emotional responses, perceived value, and behavioral intentions of the visitors. The findings indicate that atmospherics had a notable effect on visitors' emotions, and perceived value.

Yekanielibeiglou (2015) embraced the Mehrabian-Russell model as well. This research explored the impact of physical environment features on the emotions and behavioral intentions of the visitors. The field study was conducted with 152 participants, in two different restaurant branches (Yekanielibeiglou, 2015). The results suggest that facility aesthetic has a positive effect on arousal, the layout has a positive effect on pleasure and dominance, table setup has a positive effect on pleasure, and the ambience has a positive effect on pleasure and dominance (Yekanielibeiglou, 2015).

Furthermore, several studies focused on architectural features of restaurant environments such as interior design, layout, ambience & atmosphere. Pecotić, Bazdan, and Samardžija (2014) aimed to understand the importance of interior design factors and their effects on visitor behavior. In this manner, interior design, ambient light, color, background noises, space layout, aesthetics, and the tablewares were taken as interior design factors (Pecotić, Bazdan, & Samardžija, 2014). Face-to-face questionnaires were conducted by the participation of 106 people including residents and tourists of Dubrovnik. The results indicate that gender does not make a difference, but being a tourist makes a difference in the responses (Pecotić, Bazdan, & Samardžija, 2014).

Malekshahi (2013) investigated important considerations in restaurant layout design to define them and see their relations. The purpose of the research was to provide an exposition of layout design that can be used as a guideline for restaurant design. The research was carried out by case study method, and restaurants were analyzed regarding the layout design criteria. As a result, the current layout conditions of the restaurants were presented.

Ariffin, Bibon, and Abdullah (2012) focused on young visitors' behavior in relation to the restaurant's atmospheric elements. A qualitative method was employed. Questionnaire responses of 300 youth visitors were analyzed (Ariffin, Bibon, & Abdullah, 2012). The factors that were investigated within the scope of the research were color, design, lighting, and restaurant layout. The results of the study revealed that atmospheric elements significantly contributed to the visitors' behavior.

2.3. Parents and Children in Restaurant Environment

As it is discussed in the previous heading, restaurant experience may show variety according to restaurant type, occasion, or target users. In this manner, families are one of the important target groups of restaurants, since restaurants are frequently visited by parents and children. In a study conducted by Mesalic (2010), when asked about families who eat at a restaurant with their children, only 18% of parents are satisfied with the experience. This may be because restaurants are not accessible enough. An inclusive environment should be presented for parents and children to improve their satisfaction level through the dining out experience in the restaurant environment.

Previous studies suggest that while choosing a restaurant to go to as a family, many of the parents consider their children's opinions (Bardwell, 2013; Mesalic, 2010). It can be said that children have an influence on family dining out decisions.

Furthermore, this shows that children are an important user group of the restaurants, and their needs and desires should be taken into account.

In this respect, children should be seen as a user group but they cannot be reduced to one group either. Their needs in the restaurant environment cannot be standardized. As mentioned before, since children's developmental stage is a continuous process, their wants and needs change according to their developmental stage (Anbari & Soltanzadeh, 2015). Initially, children's cognitive development varies in parallel to their ages (Göлтаş, 2021). Consequently, their way of perceiving the environment changes. It is reflecting their needs, desires, and field of interest.

For instance, infants are dependent on a caregiver and they are not fully aware of the environment (Anbari & Soltanzadeh, 2015). Their needs are met by the caregiver, which is their parent in most cases. Accordingly, in this stage, the needs of the parent are more important. If the restaurant environment can meet the parents' needs, it would be inclusive for both of them. For instance, a restaurant can be an inclusive public space for parents when they are away from the home if it provides a baby-changing room or a breastfeeding area (Arnold 2007; Pettersson & Fjellström, 2007). On the other hand, for toddlers and pre-school children, the circumstances are different. In this case, children become more aware of the environment. They start to express their needs and wants. The play need occurs. Although they start to explain their needs, toddlers that are under the age of seven, are still dependent on their parents (Aşık, 2019). In this case, besides the parents', children have inclusivity expectations from the restaurant environment as well.

According to Barraza (1999), children's minds undergo a developmental change after the age of seven. Due to that, children who are older than seven can perceive and evaluate the built environment that they had any experience in before. Also, they are aware of their wants and needs. They become more conscious about what they prefer and what they prioritize in a public space. Within the scope of the present study, the 8-11 age group is determined as a sample group because from the perspective of the children in this age group the restaurant environment would be established.

Furthermore, the children in the 8-11 age group are capable of communicating with a researcher and expressing their opinions independent from their parents.

Parents' and children's experiences in the restaurant environment are beginning to be investigated by different disciplines. As it is mentioned before, this issue is mostly approached from the hospitality, tourism, and management aspects. These studies are valuable since they create a basis for the area.

Arnold (2007) investigated how people regard children in a restaurant environment. He mainly focused on the children between 0-2 and their parents who use prams while moving with their children. It can be said that, since the sample group is determined as infants and toddlers who are dependent on their families, it is mainly aimed to discover if the public facilities are accessible for small children's parents. The author proposed the requirements of a baby-friendly restaurant environment. These can be summarized. Firstly, a mother with a baby should be welcomed in the place, and the personnel should be helpful. This place also should be smoke-free. Children's menus should be offered with children's meals and small size portions. Furthermore, the facilities should be accessible. It should be possible to move with prams, to give enough space for the circulation. Furthermore, breastfeeding and diaper changing areas should be provided for mothers with small children (Arnold, 2007). Although the author is focused on the mother, the caregiver can be a father or a babysitter in different cases. After setting the guidelines, their applicability in actual restaurant environments were researched. The research was conducted in Jyvaskyla, Finland. The researcher carried out a mixed methodology, which consisted of questionnaires and observation. The results have revealed that, although there are several inclusivity attempts, restaurants are not accessible enough for small children and parents moving with their children. It is seen that stairs, doors, breastfeeding areas, and diaper changing areas are important for parents who are moving with small

children (Arnold, 2007). The researcher presents child-friendly recommendations for the facilities and services of the restaurants.

In another research, Bardwell (2013) carried out a pilot study on the child-friendliness of restaurants. The author claims that it influences parents' decision-making. Children affect the parents' restaurant choices. Therefore, restaurants should be child-friendly to appeal to families. In this research, in order to develop an instrument to measure the child-friendliness of restaurants, a pilot study was conducted. It was aimed to determine which factors are important for parents, with children aged six and under, considering restaurant choices (Bardwell, 2013). A survey was conducted with 40 participants, and the results were examined and categorized by experts. Results reveal that these categories are facilities, service, atmosphere, activities, and the menu (Bardwell, 2013). The author suggested that, if the restaurateurs use these factors to determine the child-friendliness of their restaurant, they can improve in many areas.

Aşık (2018) conducted a study to identify the factors that influence parents with children when they select a restaurant and to see the effect of children on their selection. Furthermore, the researcher aimed to figure out if there are variations between the restaurant choice factors regarding different demographic characteristics of the families (Aşık, 2018). In a similar manner to previous studies, parents who have children under the age of six participated in this study. The reason for preferring this age group was related to younger children's dependency on their parents in public spaces. Four-hundred parents participated in the study by completing a questionnaire. According to the findings of the study, the characteristics of the food,

the value for money, the characteristics of the restaurant are important in restaurant selections of the parents with children. Furthermore, the results show that child-friendly services are also an important factor in families' restaurant choices.

From a different perspective, Pettersson and Fjellström (2007) investigated the functions of restaurants to the families by passive observation method. In this research, adults and children are observed in two burger restaurants and two department store restaurants for 12 months. As a result of the observations, it was revealed that the restaurant has different functions for the families. As it is claimed in the study, the dining-out experience is complex, besides the food and drink, the interior, the atmosphere of the restaurant, and service are included in the experience (Andersson & Mossberg, 2004; Jensen & Hansen, 2007). The menu, dining room, and atmosphere of the restaurant influence the family in terms of visiting experience (Pettersson & Fjellström, 2007).

The common point of the studies that are examined above is that all of the studies are concentrated on parents' and children's inclusivity in restaurant environments. Although they all investigated child inclusivity, the majority of the researchers incorporated children into the study. They all excluded the children, who have their independent existence, needs, and wants in the public spaces, from the study. They conducted the studies with only the parents and, instead of working with children in a field that directly concerns them, researchers preferred to work for children on their own. It displays the lack of children's inclusivity in children's research in this field. Thus, children's inclusivity in children's research in this field would contribute to the knowledge in the field.

2.4. Evaluating the Inclusivity of a Restaurant

As it is mentioned in previous sections, parents and children are an important visitor group for the restaurants (Arnold, 2007). Consequently, parent and child inclusivity should be ensured in the restaurant environment. To determine the restaurant inclusivity features, previous studies should be taken as a reference. Nevertheless, parent and child inclusivity is mainly investigated within the scope of tourism and marketing research. The research in the design field has gaps in the literature. Restaurant inclusivity measures will be defined in the following section with the help of the previous studies from different relevant fields and contributions of the researcher.

The initial step for achieving child inclusivity in a public space is considering the children's ergonomics. Children's anthropometric properties should be considered and taken as a guide while designing the built environment. Therefore, there should be strict regulations that determine the accessibility requirements for children that ensure the children's inclusivity in public spaces. These regulations should be constructed by governmental organizations. Several children's ergonomics standards are described in previous studies in the literature (ADA National Network, 2016; Department of Justice, 2010; Pheasant & Haslegrave, 2015). In Turkey, children's accessibility requirements were stated in the Accessibility Guideline that was published by the Ministry of Family and Labor General Directorate of Disabled and Elderly Services (2020) and the Building Bylaws that were published by the Ministry of Environment and Urbanisation (2017). These regulations should be applied by the designers and controlled by the authorities in order to create accessible public places for children and all. In this thesis, it is assumed that children's ergonomics are

considered and the requirements are provided in the restaurant environment. Thus, inclusivity beyond the accessibility criteria will be discussed.

As it was discussed in previous headings, although the main function of the restaurant is satisfying hunger, the dining out activity is a more complex experience that contains multiple dimensions. In this manner, restaurant inclusivity can be evaluated by considering different measures of diverse disciplines. Environmental factors affect the dining out experience (Chua et al., 2020; Kivela, 1997; Marković, Raspor, & Šegarić, 2010). Physical environment factors influence visitors' perception. Previous research from different fields reduced that factor to the *interior design* heading in general. However, it would not be enough to illustrate the physical factors in one heading while evaluating the inclusivity of a restaurant. In this context, the physical, architectural, factors are categorized under *facility features, layout, and ambience* sections. Besides the environmental factors, the dining out experience is also dependent on the hospitality factors (Chua et al., 2020; Kivela, 1997; Marković, Raspor, & Šegarić, 2010). Therefore, *product and service quality* and *health and safety* are determined as other factors to investigate restaurant inclusivity.

Additionally, as it was claimed, although eating is the most important function of the restaurants, the restaurateurs offer more for their visitors. Therefore, the importance of the *meaningful activities* that are offered for the families is also considered in the last category.

2.4.1. Facility Features

The first section of architectural factors in evaluating restaurant inclusivity for parents and children is *facility features*. It contains several features that should be provided by the restaurant. Providing these facilities for once is not enough, physical surroundings should be maintained, changed, or improved throughout time considering the needs of the visitors (Pecotić, Bazdan, & Samardžija, 2014). *Facility features* should be designed by considering the access of all, which means inclusive for all. At this point, the parents' and children's access is prioritized.

The exterior environment of the restaurant is important because the experience starts on the outside (Pecotić, Bazdan, & Samardžija, 2014). The exterior of the restaurant provides the first impression to the customer. The exterior of the restaurant not only attracts and invites visitors inside, but also influences their dining out experience (Omar, Ariffin, & Ahmad, 2015). Therefore, accessible parking lots, accessible routes, and accessible building elements increase the inclusivity of restaurants and the pleasure of the visitors.

When it comes to the interior of the restaurant, interior circulation and circulation elements are important. Parents may prefer a one-story, easily observable small building in order to be in visual connection with their children. Also as a *facility feature*, accessible restrooms are important and they should be provided for both parents and children.

In addition, families consider open-air and green spaces in the restaurant environment. According to Endicott et al. (2010), providing green spaces in public spaces is important for children to move around freely, and release their internal energy.

Moreover, playing is an important need of children. Children start to develop independent play with their peers (Endicott et al., 2010). Therefore, the play needs of the children should be met in public spaces. To be a child-inclusive place the restaurants should have an area for children to play freely. *Facility features* have been summarized in Table 2 based on the literature review.

Table 2. Facility Features criteria

FACILITY FEATURES		
FF1	Accessible parking lot	<ul style="list-style-type: none"> ● Aşık, 2019 ● Evcil, 2009 ● McClain et al., 2009
FF2	Accessible route from the parking lot to the restaurant entrance	<ul style="list-style-type: none"> ● Evcil, 2009
FF3	Accessible building entrance	
FF4	Accessible circulation elements (stairs, ramps, elevators)	<ul style="list-style-type: none"> ● Evcil, 2009 ● McClain et al., 2009
FF5	Accessible interior circulation	<ul style="list-style-type: none"> ● Anbari & Soltanzadeh, 2015
FF6	One-story building	
FF7	Easily observable space from a standing point	
FF8	Accessible green space/backyard	<ul style="list-style-type: none"> ● Anbari & Soltanzadeh, 2015 ● Aşık, 2019
FF9	Accessible restroom	<ul style="list-style-type: none"> ● Evcil, 2009 ● McClain et al., 2009
FF10	Accessible child restroom	<ul style="list-style-type: none"> ● Aşık, 2019
FF11	Accessible interior children play area	<ul style="list-style-type: none"> ● Anbari & Soltanzadeh, 2015
FF12	Accessible exterior children play area	<ul style="list-style-type: none"> ● Anbari & Soltanzadeh, 2015

2.4.2. Layout

In addition to the existence of these facilities listed above, the *layout* also influences the user. Layout determines the way that spatial elements are arranged in the environment (Yekanalibeiglou, 2015).

When both the parents and children walk around the restaurants the layout should be suitable for them. For this reason, it should be investigated whether or not the restaurant layout allows one to move around, and find what one is looking for. Furthermore, the signs and directions are important for them to find what they are looking for in the place. In addition to that, seating arrangements and the furniture influence the dining out experience, because the seating arrangements influence comfort. Moreover, layout affects the sense of privacy and operates boundaries for the users (Lin, 2004). Layout measures have been listed in Table 3 based on the literature review.

Table 3. Layout criteria

LAYOUT		
L1	Restaurant layout that allows easy movement	<ul style="list-style-type: none"> ● Ryu & Jang, 2008 ● Tsaur, Luah & Syue, 2014
L2	Restaurant layout that allows you to find what you are looking for	<ul style="list-style-type: none"> ● Kim & Moon, 2009
L3	Transitions with adequate signs and directions	<ul style="list-style-type: none"> ● Anbari & Soltanzadeh, 2015 ● Kim & Moon, 2009
L4	Seating arrangements giving enough space to the user	<ul style="list-style-type: none"> ● Kim & Moon, 2009 ● Ryu & Jang, 2008
L5	Seating arrangements giving enough privacy to the user	<ul style="list-style-type: none"> ● Kim & Moon, 2009 ● Ryu & Jang, 2008
L6	The comfortable and spacious furniture	<ul style="list-style-type: none"> ● Aşık, 2018 ● Kim & Moon, 2009

2.4.3. Ambience

Ambience is the quality of a place that is perceived by users (Liu & Jang, 2009). It appeals to several sensory channels of the user as sight, sound, scent, and touch (Kotler, 1973). Ambience, which includes atmospheric elements of the place, influences the dining out experience in various aspects (Gregory & Kim, 2005; Omar, Ariffin, & Ahmad, 2015). Furthermore, Liu and Jang (2009) presented that, dining atmosphere has an important effect on the visitors.

In previous studies, a couple of combinations of the ambience factors were investigated. Studies focused on different ambience features. For instance, Omar, Ariffin, and Ahmad (2015) defined ambience as including numerous factors such as interior design, lighting, music, color, and etc. Besides, Liu and Jang (2009) declared that visitor satisfaction is increased when the customers like the color scheme, lighting, and music in the restaurant. Yekanielibeiglou (2015) considered scent, air quality, background music, noise level, adequate lighting, warm atmosphere as ambience factors of a restaurant to evaluate the effect of ambience on the feelings of visitors in a restaurant.

This research considers several ambient conditions regarding the previous literature. In this manner, aesthetics is stated as an important factor in previous studies. The aesthetic quality is determined by the visually appealing atmosphere, interiorscapes, and furniture. Furthermore, Omar, Ariffin, and Ahmad (2015) proposed that color is the most influential ambience factor that affects visitor's satisfaction. On the other hand, in another study carried out by Ariffin, Bibon, and Abdullah (2012) color was

found as a non-influential factor for the visitors. Therefore, color factors are included in the study to examine its influence. Lighting is another feature that influences the dining experience. Yekanalibeiglou (2015) claims that lighting acts as one of the most important physical elements in a restaurant environment. Lighting levels can affect the emotional responses and behaviors of customers. According to Endicott et al, (2010) bright environments and suitable lighting have a positive influence on children. Moreover, the crowding and density affect the dining out experience. Therefore, the crowdedness and quietness of the restaurant are important.

Table 4. Ambience criteria

AMBIENCE		
A1	Visually appealing atmosphere	<ul style="list-style-type: none"> ● Aşık, 2018 ● Jang & Namkung, 2009 ● Kim & Moon, 2009 ● Pecotić, Bazdan, & Samardžija, 2014 ● Tsaur, Luah, & Syue, 2014
A2	Visually appealing color scheme	<ul style="list-style-type: none"> ● Anbari & Soltanzadeh, 2015 ● Jang & Namkung, 2009 ● Malekshahi, 2013 ● Pecotić, Bazdan, & Samardžija, 2014 ● Tsaur, Luah & Syue, 2014
A3	Visually appealing interiorscapes	
A4	Visually appealing furniture	<ul style="list-style-type: none"> ● Ryu & Jang, 2008
A5	Adequate daylighting	<ul style="list-style-type: none"> ● Anbari & Soltanzadeh, 2015 ● Jang & Namkung, 2009 ● Kim & Moon, 2009
A6	Adequate artificial lighting	<ul style="list-style-type: none"> ● Anbari & Soltanzadeh, 2015 ● Jang & Namkung, 2009 ● Kim & Moon, 2009 ● Malekshahi, 2013
A7	Suitable room temperature	<ul style="list-style-type: none"> ● Kim & Moon, 2009 ● Malekshahi, 2013 ● Ozbek & Yıldırım, 2020 ● Ryu & Jang, 2008
A8	Pleasing background music	<ul style="list-style-type: none"> ● Jang & Namkung, 2009 ● Pecotić, Bazdan, & Samardžija, 2014 ● Tsaur, Luah & Syue, 2014
A9	Not crowded place	
A10	Quiet place	<ul style="list-style-type: none"> ● Pecotić, Bazdan, & Samardžija, 2014

Hence, each architectural element that influences the general ambience of the restaurant should be investigated. Ambience items have been summarized above based on the previous studies (See Table 4). Although the architectural factors influence visitor experience, the perception of the user is not only dependent on design features. Food, service, hygiene, and safety also have an important effect on the visitors. In this manner, the following two titles cover the *product and service quality, health and safety* features that affect parents and children's restaurant inclusivity perception.

2.4.4. Product and Service Quality

Eating is the primary function that comes to mind about restaurants. Hence, it is known that food and service quality are two notable features that influence the dining out experience. In this manner, the presentation and content of the food are important for the visitors. When the users are parents and children, the content of the meal gains more importance, because children should have access to healthy nutrition. More specifically, children need to be guided to make healthy choices at an early age, in order to encourage them to make healthy food choices throughout their life (Bardwell, 2013). Hence, restaurants are providing healthier food options for families and a children's menu (Bardwell, 2013) which consists of small portions of easy-to-eat alternatives. Furthermore, if the existing menu is not offering healthy options, it should be reformulated (Wootan, 2012). In a previous study, it was seen that the most important factor that influenced family restaurant choices was healthy and fresh food (Aşık, 2019).

Besides the food itself, service quality is an important feature in the restaurant environment as well. Personnel's general attitude and personnel's attitude towards the children matter. In this study, personnel's behaviors are also counted as an inclusivity factor. Table 5 summarizes the *product and service quality* measures based on the literature review.

Table 5. Product and service quality criteria

PRODUCT AND SERVICE QUALITY		
P1	Visually appealing food service	<ul style="list-style-type: none"> ● Jang & Namkung, 2009 ● Ozbek & Yıldırım, 2020
P2	Healthy food options	<ul style="list-style-type: none"> ● Aşık, 2018 ● Bardwell, 2013 ● Jang & Namkung, 2009
P3	Children's menu	<ul style="list-style-type: none"> ● Aşık, 2018 ● Bardwell, 2013 ● Ozbek & Yıldırım, 2020
S1	Meal served exactly as ordered	<ul style="list-style-type: none"> ● Jang & Namkung, 2009 ● Ozbek & Yıldırım, 2020
S2	Personnel who is willing to help	<ul style="list-style-type: none"> ● Jang & Namkung, 2009 ● Ozbek & Yıldırım, 2020 ● Söker, 2009
S3	Personnel who is instilling confidence	<ul style="list-style-type: none"> ● Jang & Namkung, 2009 ● Söker, 2009
S4	Personnel who is tolerant of children	<ul style="list-style-type: none"> ● Bardwell, 2013

2.4.5. Health and Safety

Previous studies highlighted the importance of health and safety measures. The findings of the study that was conducted by Aşık (2019) reveal that health, safety, and hygiene factors affect the restaurant choice of the families. According to Pecotić, Bazdan, and Samardžija (2014), the cleanliness of the environment is one of the key factors in the restaurant environment.

This study considers several health and safety factors. Various environmental characteristics influence the real and perceived safety of the public space (Mehta, 2014). In restaurants, as a public space, within the safety concerns, safe public transportation access should be regarded. Moreover, the visual and physical connection should be provided with the interior and exterior of the restaurant. Also, the feeling of being safe affects the restaurants' inclusivity.

In this thesis, hygiene is also considered as an inclusivity factor. Family inclusive restaurant environment should have a clean interior environment. Furthermore, the cleanliness of the tables and play area are the other factors.

Besides that, a new factor is added to the hygiene factors due to COVID-19 precautions. Coronavirus, which is described as COVID-19 by the World Health Organization, was first seen in December 2019 in China. It spread all around the world quickly. Afterward, it caused challenges and many changes in our social lives. To be protected from the virus, people were forced to wear masks and adopt social distance measures in public life (Jasiński, 2020). Within this scope, for specific periods public spaces stopped their service (Kim & Lee, 2020).

As a part of public spaces, restaurants also stopped their services for a while within the scope of lockdown precautions (Kim & Lee, 2020). When they started back to give service again, the service rules and hygiene measures were changed. To prevent the transmission of the coronavirus during the dining out experience, several precautions were taken.

The visitor capacity of the restaurants decreased. The pandemic brought about new terms as a *social distance* as well. The distances of the seating arrangement was re-arranged, and the distance between the tables increased since people might be carrying the coronavirus (Kim & Lee, 2020). During the pandemic, visitors' hygiene sensitivity has changed (Ozbek & Yıldırım, 2020). It becomes essential to consider COVID-19 precautions in the restaurant environment. These extraordinary changes in the dining out experience affected restaurant visitors. Therefore, besides the general hygiene precautions, considering the COVID-19 precautions become essential. *Health and safety* measures have been listed in Table 6 based on the literature review.

Table 6. Health and Safety criteria

HEALTH AND SAFETY		
S1	Safe public transportation access	<ul style="list-style-type: none"> ● Aşık, 2018 ● Evcil, 2009 ● Gamache et al., 2016 ● Mehta, 2014
S2	The visual and physical connection to the exterior of the restaurant	<ul style="list-style-type: none"> ● Mehta, 2014
S3	Guiding personnel in children play area	<ul style="list-style-type: none"> ● Aşık, 2018
S4	Making you feel safe	<ul style="list-style-type: none"> ● Alarasi, Martinez & Amer, 201877 ● Aşık, 2018 ● Ladhari, Brun & Morales, 2008 ● Mehta, 2014
H1	Clean interior environment	<ul style="list-style-type: none"> ● Ladhari, Brun & Morales, 2008 ● Ozbek & Yıldırım, 2020 ● Söker, 2009
H2	Clean tables	<ul style="list-style-type: none"> ● Bardwell, 2013
H3	Clean play area and toys	<ul style="list-style-type: none"> ● Aşık, 2019
H4	Taking the hygienic precautions	<ul style="list-style-type: none"> ● Aşık, 2018 ● Ozbek & Yıldırım, 2020
H5	Considering the COVID-19 precautions	<ul style="list-style-type: none"> ● Ozbek & Yıldırım, 2020 ● Kim & Lee, 2020

2.4.6. Meaningful Activities

Restaurants' function more than eating. Restaurants are complex public spaces that contain communication and socializing functions as well. In this manner, visitors may need activity alternatives that give a pleasant experience in the restaurant environment. Which may be called meaningful activities (Mehta, 2014). In this study, the possible meaningful activities are determined to test the importance for the parents and children.

Restaurants provide a wide range of interesting activities for children if they consider families as a visitor group of their restaurants (Bardwell, 2013). Besides other features, fun activities enable parents and children to come back to a restaurant again (Glazer, 2009).

Initially, restaurants can provide activities for families in which parents and children spend time together (Mesalic, 2010). As it is mentioned before, playing is a need for children, in fact children have a right to play (Lester & Russell, 2010). Therefore, play areas and playing equipment are important for families in the restaurant environment. Moreover, children's entertainment tools such as coloring books, pencils, technological tools, gifts, etc. are another way of entertaining the children. In this manner, as is mentioned above, children have various needs and abilities at different ages. Therefore, different toys can be offered for children of different ages and abilities in order to be more inclusive (Endicott et al., 2010).

Although parents and children’s existence in the restaurant environment is interdependent, children should be capable of moving independently of their parents. Their independent mobility would have advantages for both children and their parents. Hence, in this study, children's independent mobility is investigated by different measures such as; moving around, getting food or drink, going to a playground, using the restrooms, or running around freely. *Meaningful activities* have been presented below based on the previous studies (See Table 7).

Table 7. Meaningful activities criteria

MEANINGFUL ACTIVITIES		
MA1	Having different activities for families	<ul style="list-style-type: none"> Alarasi, Martinez & Amer, 2018
MA2	Children's entertainment tools that can be used in the seating area	<ul style="list-style-type: none"> Bardwell, 2013
MA3	Different levels of toys for different age groups	<ul style="list-style-type: none"> Bardwell, 2013
MA4	The place that allows children to move around independently	
MA5	The place that allows children to have their food or drink independently	
MA6	The place that allows children to go to the playground independently	
MA7	The place that allows children to go to the restrooms independently	
MA8	The place that allows children to run around	<ul style="list-style-type: none"> Bardwell, 2013

Restaurants are studied by various disciplines. Although parents and children are regarded in other fields, they are generally overlooked in the design field. Restaurants are studied from a general adult visitors’ perspective considering design factors rather than focusing on family inclusivity. Therefore, there is a lack in the studies that review restaurant inclusivity concerning the parents and children (Bardwell, 2013).

Based on the gaps and findings of the previous literature covering inclusive design, restaurant as a public space, parents, and children in a restaurant environment, this research aims to see the children's perspective as well. Therefore, the study will be conducted not only from the parents' perspective but also from the children's perspective. In order to understand children's perceptions, this thesis will be conducted with mixed methods.

Therefore this study investigates the parents' and children's perceptions of a restaurant's inclusivity. It is aimed to present the similarities and differences of perception and priorities among the parents and children. Furthermore, it aims to contribute to the literature by investigating if there are notable functions of restaurants other than eating.

The following chapter examines the methodology of the research. It includes data collection and data analysis of the mixed methodology which covers the research questions, hypotheses, settings, participants, instruments, and procedure of the study.

CHAPTER III

METHODOLOGY

The following section interprets the participants, setting, instrument, and procedure of the study which was carried out to examine whether the hypotheses are supported or not. Regarding the aims of the study, the research questions which is the first and important step of the research (Wildemuth, 2016) are determined are as follows;

3.1. Research Questions and Hypothesis

RQ1: How do parents and children perceive restaurants?

- a) How do *parents* perceive restaurants?
- b) How do *children* perceive restaurants?
- c) Is there any difference in the perception of restaurants between parents and children?

RQ2: What are the parents' and children's priorities in a restaurant?

- a) What are the *parents'* priorities in a restaurant?

b) What are the *children's* priorities in a restaurant?

c) Is there any difference between the priorities of restaurants between parents and children?

RQ3: Are there any notable meaningful activities in a restaurant other than eating?

To execute the RQ1c; the following hypothesis will be investigated;

Ho1c: There is a difference between parents' and children's perception of restaurant inclusivity.

To execute the RQ2c; the following hypothesis will be investigated;

Ho2c: There is a difference between parents' and children's priorities in the restaurant.

To execute the RQ3; the following hypothesis will be investigated;

Ho3: There are notable meaningful activities in a restaurant other than eating.

The summary of the research questions and hypotheses was presented in the flowchart below (See Figure 1).

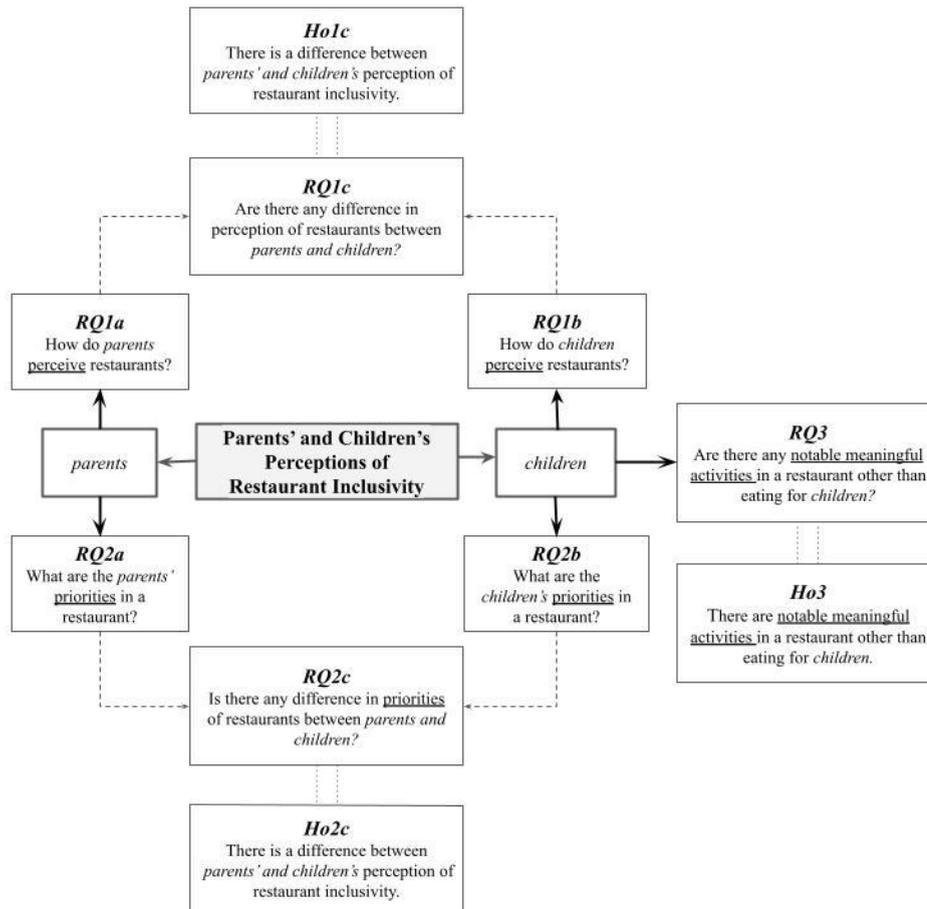


Figure 1. Flowchart for the research questions and hypotheses of the study

This thesis aims to fill the gaps in the literature by researching the perception of both the parents' and children's about the inclusivity of restaurants. In the following part of the thesis data collection process which includes participants, the settings, instrument, and procedure of that study that was conducted to test the hypotheses above will be explained.

3.2. Data Collection

The research aims to define the objective, manage the data and communicate the finding within a constructed framework (Williams, 2007). In this research, objectives

are defined as stated above. To test the hypotheses, a mixed methodology will be conducted. A mixed methodology is an approach that combines qualitative and quantitative measurement tools in a single study (Johnson et al., 2007). It provides the opportunity of testing the hypotheses with both the inductive approach of the qualitative method and the deductive approach of the quantitative method (Williams, 2007).

Since this research was conducted with two participant groups as parents and children, the mixed methodological approach allowed the use of different instruments for each group of participants. This study was initially aimed to experiment in a private primary/secondary school located in Ankara. Although the researcher contacted Bilkent Primary School and got a positive response, it was not possible to conduct the study with children in a specific school due to COVID-19 lockdown. Within the scope of this research, it was determined that the study would be carried out by snowball sampling method. Since the age range is specified, snowball sampling is a suitable method that allows reaching more children in a determined age group via peer friends or relatives.

This thesis received ethical approval from ID Bilkent University Ethical Committee (See Appendix A for Ethical Approval Form). The children and parents between the ages of 8-11 who agreed to participate in the study were informed about the research. Since it is crucial to obtain both children's consent and parental consent before including them in research (Bushin, 2007; Dockett, Einarsdottir, & Perry, 2009), verbal and written consent was obtained from both the parents and children who agreed to participate in the study (See Appendix A for the consent forms). In

addition, it was conducted under the Helsinki Declaration principles. It does not carry a risk of creating any negative situation for children.

In the first place, a pilot study was carried out to test the instruments and setting of the study at the beginning of 2021. Afterward, conditions were revised and the main study was conducted between February 10th, 2021, and April 1st, 2021. In the next section, the study will be explained in particular.

3.2.1. Participants of the Study

This research has two participant groups. Instead of researching children, it is preferred to research with children (Barker & Weller, 2003). Consequently, both children at the age of 8-11 and their parents attended the study. The prerequisite for attending the study was to have visited any restaurant as a family at least once during the COVID-19 outbreak. The reason for this is to be sure that children and parents experienced the dining out in the COVID-19 pandemic as well and they have fresh memories.

In total, 60 children participated in this study. Thirty-seven of them participated only in online interviews. Twenty-three of them participated in both interviews and drawing pictures. In addition to that, seven of the children who joined in the pilot study and drew a picture were also included in the actual study by their drawings. Interviews of these participants were not involved in the main study due to the changes in the questionnaire sheet. Hence, only pictures of the pilot study were included in the overall analysis (See Table 8).

Table 8. Participants of the study

	Questionnaire	Only Interview	Only Drawing	Both Interview and Drawing	Total
Parent	40	-	-	-	40
Children	-	37	7	23	67

Although the researcher reached 60 parents who accepted to contribute to the investigation and allowed their children to participate in the study, 20 of them did not complete the online questionnaire. In total 40 parents participated in the study.

3.2.2. Setting of the Study

While conducting a mixed methodology, there might be diverse conflicts if the study is not planned entirely. Children attempt to be influenced by parents, carers, or other children while answering the questions. However, researchers should be assured that the response of the children reflects the children's opinion. Thus, in young children's research that aims to understand the perception, conducting a group study or children & parent sessions might be problematic (Johnson, Hart, & Colvell, 2014). Hence, it is decided to carry out the study separately for parents and children with the most appropriate instruments.

At the beginning of the study, it was designed to conduct a face-to-face field study with parents and children in a restaurant environment. However, since the COVID-19 pandemic, face-to-face interactions were unsafe. Additionally, public spaces went to enclosures throughout Turkey at different times of the 2020-2021 period. Therefore, as in many areas, the research area is also shifted to online. At this point, instead of

carrying out the study with face-to-face interviews and field surveys, participants were attended to the study via online platforms. Data was gathered from the ZOOM Cloud Meetings for children interviews and Google Forms for parent surveys.

3.2.3. Instruments and Procedure of the Study

As it is mentioned above, the participants of this thesis are parents and children. Regarding the previous studies, there is a controversy about the way the researcher approaches children and adults. While some of the researchers see the research with children the same as research with adults, some of them believe the opposite (Punch, 2002). However, it should be remembered that there are differences between researching with children and adults. Therefore, the methodology should take its form regarding this relationship.

In this manner, this study proposes different instruments for children and parents according to their characteristics. Each of the instruments was developed in English and translated into Turkish later with the help of an expert (See Appendix B and C for the instruments).

3.2.3.1. Parents

3.2.3.1.1. Parent Questionnaire

In order to examine the parents' perceptions about the restaurant's inclusivity and to see their priorities in the restaurant environment questionnaire method is decided. In

this way, it was aimed to investigate the Ho1c, Ho2c with a quantitative approach. Parents were informed about the study at the beginning and an online questionnaire sheet was shared with them. They were asked to accomplish the survey offline and individually. There was no time limitation to complete the survey. The questionnaire took approximately 20 minutes to complete.

In the first part, participants shared demographic information with the researcher. In the second section, respondents were asked to answer the questions about their perception of restaurants in general. In the third section, the intention was to learn respondents' priorities on the features of the restaurant that they visit as a family.

In this manner, the third section intended to see the perception of the parents and see their priorities by testing the Ho2c. This section consists of questions in Five Point Likert Scale format: 'How important is it for you to have the following features during your visit to the restaurant with your child?' (1= Not important at all, 5=Very important). As mentioned in Chapter II, the questions were determined with the help of previous studies in the literature. Questions in this section were classified under six restaurant inclusivity features. In the fourth and the last section, predominantly open-ended questions were asked to understand restaurant choices in general and in COVID-19 pandemic conditions.

3.2.3.2. Children

Unfortunately, *working for children* is preferred over *working with children* in child research (Barker & Weller, 2003). As a result, information based on interpretations

and assumptions about children's perceptions, wishes, and needs is obtained from families. However, it is vital to involve children themselves and enable them to express their thoughts about the issue in children's research (Barker & Weller, 2003).

Various methods can be embraced while researching with children. These methods can be categorized as verbal and non-verbal tools. Photography, drawing, child-led tours, playing, games and observation are some of the non-verbal methods. On the other hand, interviews, questionnaires, and writing diaries are examples of verbal methods (Barker & Weller, 2003; Fargas-Malet et al., 2010; Johnson, Hart, & Colvell, 2014). Determining the most appropriate method is crucial in children's research.

3.2.3.2.1. Ethical Considerations in Children Research

Several ethical considerations should be granted while researching children and it is a highly debated issue among the researchers who focus on children studies (Bushin, 2007; Dockett, Einarsdottir, & Perry, 2009). To begin with, parent consent is necessary to conduct a study with children. After receiving the consent from both parent and children, children should be informed about the research because children should comprehend what is happening and should be aware of the nature of the investigation (Bushin, 2007; Cameron, 2005; Dockett, Einarsdottir, & Perry, 2009; Lahman, 2008).

Researchers should build a trustful and supporting relationship with the child and listen to their needs and demands to create a comfortable setting (Johnson, Hart, &

Colvell, 2014). Researchers should consider that children can get overwhelmed easily and their concentration period is shorter compared to adults. Thus, researchers should adopt the way of communication considering a child's condition during the study. Furthermore, researchers should be sure that the child is in a comfortable environment where there are no distractive stimuli whether from a caregiver or environment (Bushin, 2007). However, previous studies show that parents tended to do surveillance and control the children's answers and behaviors during the research (Dockett, Einarsdottir, & Perry, 2009). However, it should be known that children's thoughts shouldn't be controlled by anybody (Johnson, Hart, & Colvell, 2014). There should be simple and clear material, verbal questions, or instructions to be sure that the child is understanding the context well (Barker & Weller, 2003; Cameron, 2005).

In addition, the researcher should have a good grasp of children's communication abilities, interests, and perceptions of the environment, because their perceptions would show varieties according to the developmental processes of children (Cameron, 2005). For this reason, the developmental processes of children should also be considered by the researcher in studies with children.

3.2.3.2.2. Child Interview

The most common tool applied in child research for understanding their perception, feelings, and perspectives is interviews (Johnson, Hart, & Colvell, 2014). It is a verbal way of expressing themselves. Interviews can be one-to-one or group interviews. Group interviews may fasten the process and enable researchers to gain more data in a short amount of time (Johnson, Hart, & Colvell, 2014). Children may

learn from each other during the interview. Yet, there are several limitations of the group interview. Every child may not be comfortable talking in front of a group. Moreover, since children may get influenced by each other easily, it can affect the reliability of the study. On the other hand, children feel comfortable and feel a sense of privacy in one-to-one interviews. They can express their thoughts. Therefore, the one-to-one interview is the most common type of method that is used in child research (Johnson, Hart, & Colvell, 2014).

In the first step, the interview should be well structured and organized before meeting with the child participant. Interview questions should be simple and easy to follow. The questions should be structured with a basic language to avoid misunderstanding (Cameron, 2005). The physical surroundings should be prepared by minimizing the distractive stimuli. It can be helpful for children to focus on the process. The sample group of this study was found to be proper for the interview method, as the children aged 8-11 were able to express themselves well.

It was intended to understand the perceptions of children about the restaurant's inclusivity and explore the RQ1b, RQ2b, and RQ3. Therefore, a one-to-one interview tool which is a qualitative method was selected as an appropriate method. Interview questions prompted by the researcher are formed by considering the age of 8-11 and their capabilities. The content of the interview is adjusted from the parent questionnaire mentioned above. In the children's version, questions are simplified and turned into yes/no questions and open-ended questions rather than the Five Point Likert Scale, because it is recommended to avoid close-ended strict questions while researching with children (Waterman, Blades, & Spencer, 2001).

The researcher met with children in one-to-one ZOOM Cloud Meeting sessions. The interview took approximately 15-20 minutes. Children and the researcher conducted the interview alone. It was recommended that to avoid any interpretations of parents, siblings, or any caregiver during the study. In the beginning, the researcher asks warm-up questions to children to make them feel comfortable (Cameron, 2005). Hence, this route was followed in this investigation. Later on, the researcher informed children about the course of the events. Firstly, children completed an online questionnaire sheet with the guidance of the researcher. Since the simpler the better on behalf of the kids, the questionnaire sheet was purposefully prepared almost in *everyday language* (De Jong & Berg, 2002).

In the first section, parent and child approval was taken to start the interview. In the second section, the child participants were asked to answer the demographic questions about age, gender, education, hometown. Afterward, their general opinions about restaurants were asked in a multiple-choice format to learn their perceptions about restaurants' inclusivity. Later on, restaurant preference questions were asked to warm up the children into the study.

The following section aimed to understand and analyze children's last dining out experience and general dining out preferences. Thus, respondents were asked to answer the questions about their last dining out experience with their family, and later on, they responded to general questions about the restaurant experience. Afterward, children's favorite restaurants and their reasons were asked. Afterward, The children were asked whether they would not want to go there again, whatever situation they

encountered. In these questions, the aim was to make children think about what is important in a restaurant environment for them. These questions are generated for both parents and children. It is intended to compare their answers and see whether their preferences show similarities or differences as it is researched in the Ho1c.

In the next section, children were asked multiple-choice questions with several illustrations. In order to enhance the understanding of children, pictures are used as a tool (Fargas-Malet et al., 2010). Each of the pictures designed and drawn by the researcher represented an activity inside the restaurant. Children were asked to indicate that they like to do these activities in restaurants. They were given the right to choose multiple options. The purpose of this question was to measure what activities children care about other than eating. By this question the Ho3 about investigating what are the notable meaningful activities other than eating in a restaurant environment, if they exist, was tested.

In the last part, the researcher asked children to describe their *Dream Restaurant* in detail. However, not all children have the same willingness and ability to express themselves by speaking. As such, the information we have obtained remains incomplete. To increase the validity of the investigation, data can be overlapped by using different methods (Barker & Weller, 2003; Johnson, Hart, & Colvell, 2014; Morrow & Richards, 1996). A quantitative method can be supported by a qualitative method. About that, a drawing which is a non-verbal tool can be considered as a second method for triangulation of the produced data (Johnson, Hart, & Colvell, 2014). In case the verbal explanation of the *Dream Restaurant* was not sufficient, it was decided to support this information with a non-verbal tool: drawing.

3.2.3.1.3. Children Drawing

It is very important to get accurate information while researching with children. It may not be enough to fully understand the thoughts of the child during verbal communication. Therefore, non-verbal communication methods could be helpful for these children to express their thoughts (Cameron, 2005; Dockett, Einarsdottir, & Perry, 2009; Göлтаş, 2021; Wildemuth, 2016). Children can express their thoughts easily through drawing which is a reflection of children's minds (Çakır, 1995; Farokhi Hashemi, 2011). Since the visuals, in different mediums, are an important way of displaying the thoughts and feelings of children (Johnson, Hart, & Colvell, 2014). Drawing is a qualitative tool that allows us to understand their personality as well as having a meaning of the play, dream, and reality for the children (Davido, 2012). It means that drawing is a non-verbal communication tool for children (Özsarı & Aytar, 2020). Therefore, one of the most frequently used methods in child studies is the drawing method. It is mostly preferred to better understand the child's subconscious thoughts, wishes, and needs (Çakırer, 2013). They are inclined to reflect on what is important to them in their drawings. In environmental research, children's drawings can be used for understanding their perception through the symbols reflected in the pictures. Since, children tend to symbolize the environment as they perceive it (Anbari & Soltanzadeh, 2015).

Reading and analyzing the pictures of the children belong to the field of psychology (Barraza, 1999). However, previous studies show that drawing is a valuable tool to gather information about the children's perception of their environment (Barraza, 1999). Hence, as a designer who is interested in environmental psychology, it is also

our responsibility to analyze children's perception of the built environment, which we produce for enhancing the standards of the built environment (Çakırer, 2013). As a consequence of examining the pictures of the children, it can be interpreted what should or should not be done in line with the wishes and needs of the children in user-oriented inclusive design.

According to the previous studies, Bushin (2007) reveals that it is seen that there is no one superior method while studying with children, instead a diversity of methods are more general. Therefore, the mixed methodology was carried out in this thesis to receive the most valid and reliable data from the children and support the answers by comparing the answers (Creswell & Plano Clark, 2011; Gehl & Svarre, 2013). Hence, an interview is going to be the first method to carry out the study with children, and drawing a picture will be the supportive method.

In order to support the interview method, the drawing method was carried out as a verbal expression. In this way, it is aimed to see children's perceptions about restaurant inclusivity regarding the RQ1b and learn their priorities regarding the RQ2b, and investigate notable meaningful activities that they care about regarding the RQ3b. In the last part of the children's interview, respondents were asked to draw their *Dream Restaurant* on an A4 paper if they are willing to do so. After the interview, children drew their pictures and either children or the parents send them to the researcher through email. There were no time limitations, no interruption by the researcher while the child was drawing. Furthermore, in order not to limit children's creativity, there was no limitation for the coloring equipment. Children drew their *Dream Restaurant* freely which contributed to the accuracy of the study.

As is explained above, the mixed methodology is adopted for this thesis. Quantitative and qualitative methods investigate different things in the study (Williams, 2007). The quantitative method will be the parent questionnaire for this research, which is conducted to gather numerical data in a realistic way to investigate parents' perceptions of restaurant inclusivity. A qualitative method, interview, and children drawings are carried out to discover, describe and interpret children's perception of restaurant inclusivity with a holistic approach. The main purpose is to strengthen the study, improve its validity and minimize weaknesses of the research (Williams, 2007). Table 9 presents the summary of the research design.

Table 9. Instruments and procedures related to research questions

INSTRUMENTS AND PROCEDURE			
	Questionnaire	Interview	Drawing a picture
Participant	Parents	Children	Children
Aim	To get general information about parents' perception of restaurant inclusivity	To get general verbal information about children's perception of restaurant inclusivity	To support and increase the validity of children's perception on restaurant inclusivity by non-verbal communication
Instrument	Online survey questionnaire	Online interview	Drawing
Setting	Google Forms	ZOOM Cloud Meetings	Offline (sent via e-mail)
Procedure	Formal questions	Informal questions	-
	Snowball sampling	Snowball sampling	Snowball sampling
	5 Point Likert questions open-ended questions	YES/NO questions open-ended questions	Instruction: 'Please draw your Dream Restaurant to an A4 paper however you like'

3.2.3.3 Pilot Study

Instruments of the study should be tested to ensure it is valid and reliable (Wildemuth, 2016). Thus, a pilot study was carried out for the sake of testing the instruments' validity, reliability and examining the process of the online study. The pilot test wasn't carried out for the parents' questionnaire instrument. However, as the offered instrument for the children is combined, and unique it needed to be tested.

Consequently, the pilot test was conducted with 11 children aged between 8-12. To test the efficiency of face-to-face interviews, half of the participants completed the questionnaire offline. The other half of the children met with the researcher in ZOOM Cloud Meetings. At the end of the pilot study, the researcher had four main inferences that should be considered while designing the final study;

The first feedback of the pilot study was related to the setting of the study. According to the experience, children are quickly adapted to online meetings. None of the children faced a technical problem while using the online platforms. They easily adapted to the experiment. Compared to the offline experience, online sessions seemed more advantageous in several aspects. Having face-to-face conversations enabled children to relax and focus on the topic more. The chance of intervention to process when it is necessary is possible in meetings. Therefore, ZOOM Cloud Meetings are determined as the setting of the study.

The second feedback of the pilot study was related to the wording/explanations. It is seen that wording is important. The unclear explanations led to misunderstandings. Everything should be simple and clear to ease the understanding of the children. For instance, when the question is asked as ‘What did you like in that restaurant mostly’ children hardly ever mention the environment. Instead, they mention their likes and dislikes about the food. Therefore, the question was revised as ‘What did you like in that restaurant’s environment mostly’ to get a wider and accurate response.

The third feedback of the pilot study was related to the willingness of the children. Children were willing to participate in the study. As it is asked at the end of the study,

each of the children stated that they did not get bored and questions were fun. In the drawing section, children's willingness showed variety. eight out of 11 children had their dream restaurant picture at the end of the meeting. Some of the children were willing to draw their *Dream Restaurant* some others were not willing to do. A child's eagerness to draw depends on the child's personality and age.

The fourth and the last feedback of the pilot study was related to age. As it is expected children's answers showed varieties according to their age group, their educational level, family background, etc. However, children at the age of 12 were separated from other age groups. It is seen that they care about different features than the younger ones. Therefore, in the final version of the study 12 age groups are eliminated and the age range is determined as 8-11.

After the pilot test, minor revisions were done and the study was formed into the final version. Subsequently, the experiment is conducted in a synchronized way with children and parents. Every participant participated in the study individually.

The procedure and the questions related to research questions in three instruments; parent questionnaire, children interview, and children drawing are categorized. Initially, the demographic questions are asked. Demographic questions include the questions between q1-q11. The questions right after the demographic questions are categorized according to the content. It can be seen in Figure 2 below.

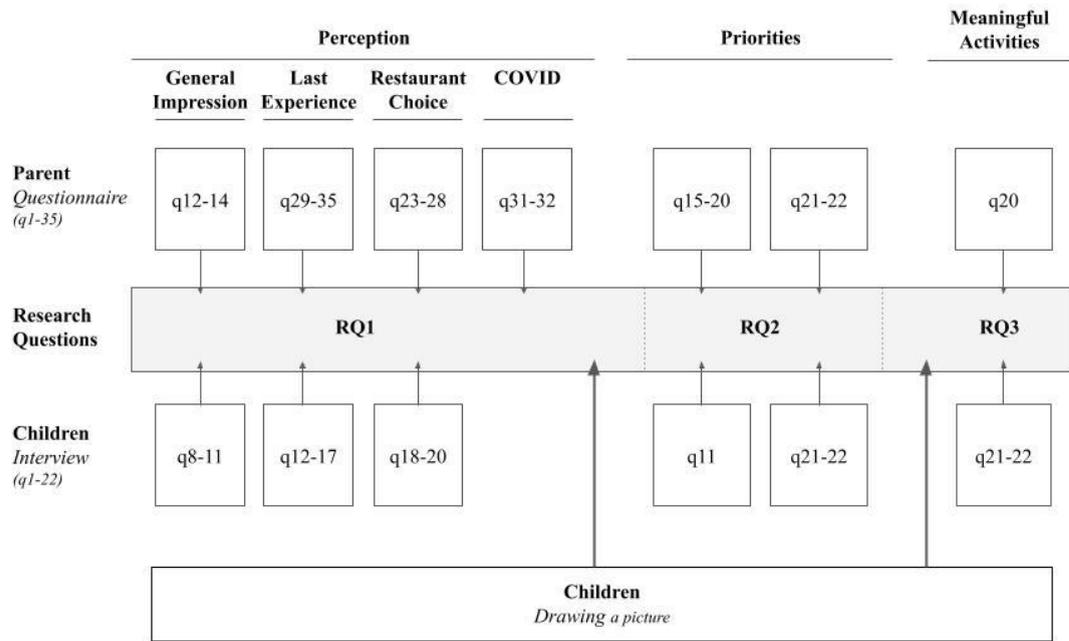


Figure 2. Content of the instruments related to research questions

To sum up, after conducting a pilot study, instruments were revised and the final study was carried out. The participants were selected with snowball sampling and the study was conducted on online platforms. By these two instruments, it was also aimed to learn their priorities in the restaurant environment. Children were asked to draw their *Dream Restaurant* without any other instructions and shared their pictures with the researcher via e-mail.

In the previous paragraphs, the aim of the study and data collection process is explained in detail. In the following headings, the data analysis procedure will be explained.

3.3. Data Analysis

3.3.1. Qualitative Analysis

The qualitative method offers the opportunity to involve in the study more for the researcher (Williams, 2007). In other words, in a qualitative method researchers can participate in the study more and be allowed to communicate with the participants and understand their opinion directly. Furthermore, the qualitative method aims to describe, explain and interpret the data (Williams, 2007). A qualitative method is preferred for this study to deeply understand the perception of the participants towards the restaurant's inclusivity.

Qualitative data is gathered in this study with each instrument. In the parents' questionnaire and the children's interview, qualitative data is gathered by open-ended questions. Additionally, children's drawings, which is the third instrument of the study, were mainly based on a non-verbal qualitative tool.

3.3.1.1. Content Analysis for Responses to Open-ended Questions

In this manner, the qualitative data gathered in each instrument required to be analyzed to identify patterns and themes in the data (Williams, 2007). Therefore, content analysis was carried out. Content analysis is a widely used tool in qualitative research (Hsieh & Shannon, 2005). It is a tool formed to analyze the message in the text or visual materials such as in journals, interviews, drawings (Wildemuth, 2016). Data was analyzed step by step systematically (Mayring, 2004).

After the collection of the data, as the first step of content analysis, all the answers were re-read by the researcher to familiarize with the data and take initial notes (Braun & Clarke, 2006). In the second step, all the raw data was transferred into Microsoft Excel Software. In this way, it was possible to see every item. Consequently, a long list of codes was created. In the third phase, data categorization and simplification were done (Mayring, 2004). Categorization was an important part of the analysis. Hsieh & Shannon (2005) suggest that the success of content analysis is based on the coding process. In this research, each response was categorized into groups by referring to the six restaurant inclusivity features of Likert Scale Questions in the parent questionnaire. The reason for using these categories was to ensure consistency between the data and to compare the results of both instruments of the study. In the fourth step, data and category consistency were double-checked and it was seen that there might be a need for creating additional categories in several cases (Braun & Clarke, 2006). Furthermore, categories that are used in the parent questionnaire Likert scale question were revised according to the content of the new codes as well. Categorization can be seen in the following figure.

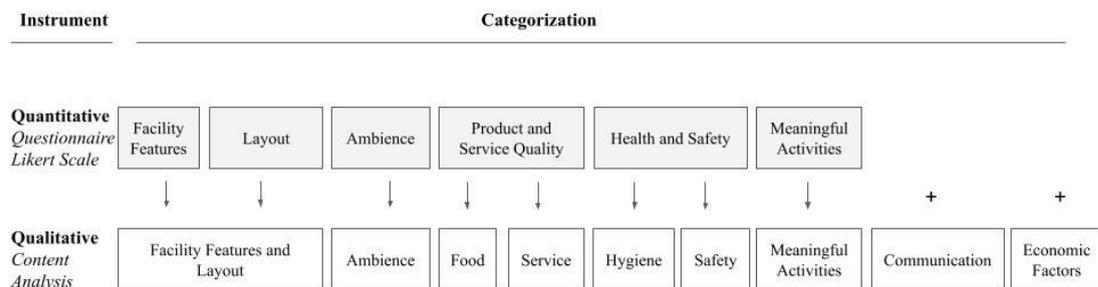


Figure 3. Categorization for qualitative content analysis

In the fifth phase of the content analysis, the data was analyzed and visualized within frequency tables. Afterward, these frequencies were adopted into SPSS to shift to use the data in quantitative analysis as a last phase of the qualitative content analysis. All procedures that are mentioned can be seen in Table 10 below as well.

Table 10. Phases of the qualitative content analysis

PHASES OF QUALITATIVE CONTENT ANALYSIS	
Phases	Description of the Process
1- Familiarizing with the data	Reading the open-ended questions multiple times
2- Generating initial codes	Data is transferred to Excel and initial codes were generated
3- Searching for the categories	Initial codes were matched with the six main categories that were generated for the parent questionnaire: (1) <i>facility features</i> , (2) <i>layout</i> , (3) <i>ambience</i> , (4) <i>product and service quality</i> , (5) <i>health and safety</i> , (6) <i>meaningful activities</i> .
4- Revising the categories	Categories are checked and revised as (1) <i>facility features and layout</i> , (2) <i>food</i> , (3) <i>service</i> , (4) <i>hygiene</i> , (5) <i>safety</i> , (6) <i>meaningful activities</i> . New categories (7) <i>communication</i> , (8) <i>economic factors</i> were generated for the unexpected codes
5- Producing the report	The process involving all categories is reported and visualized
6- Comparing it with the other data sets of study	The results were compared with the other relevant data sets of the study

After the content-coding method was developed and tested, it was applied to analyze all qualitative data. In this way, qualitative sections of the parent questionnaire and children's interview were analyzed.

To exemplify how the open-ended questions were evaluated by the content analysis in this research, there is a statement of the children that participated in the study

below. For instance when children are asked to define the three important things for them in their restaurant visit an example of a statement is,

“The presentation of the food (*food*), and the toys (*meaningful activities*) are important. Also, I won't go to restaurants if there is no park (*facility feature and layout*) in there.” (P14)

In this example, the statements of the child are clear. It was easy to place in a categorization. This statement includes food, especially the presentation of the *food* is directly stated by the child. Secondly, toys are coded as playing with toys as a *meaningful activity*. Lastly, the child stated the importance of the play area, especially the exterior play area as a park which is also referred to as a *facility feature and layout*.

Furthermore, as a second example when it is asked to describe their *Dream Restaurant*, in question 22, children make longer descriptions. A related statement example for this question;

In some restaurants, they do not want to keep pets and do not feed them. In my dream restaurant, people can feed pets (*meaningful activities*). I would like an open space (*facility features and layout*) where the children can take a breath. I would set more rules for them to observe social distancing (*hygiene*). I think blue is a pleasing color, I would like my dream restaurant to be blue. Also, I want some paintings on the walls (*ambience*). The children's drawings may be hung on the walls (*ambience*) of the restaurant. (P12)

It is seen that the child likes the animals and wants to feed them in a restaurant. Feeding a pet is a *meaningful activity*. Furthermore, the child has an open place to breathe. This statement can be coded as having a green space/backyard which is related to the *facility features and layout*. Furthermore, the child considers the

hygiene especially concerns about the COVID-19 precautions in the restaurant visit. As an inferring it can be said that the child considers *ambience* of the restaurant, so she defined her preferences on the color, and ‘interiorscapes’. Besides the parent questionnaire and children interview instruments, children’s drawings are entirely analyzed by the content analysis method (See appendix F for content analyses).

3.3.1.2. Children’s Drawing

For evaluating the *Dream Restaurant* pictures drawn by children at the age of 8-11, besides benefiting from the drawing analysis sources in the literature, people who have worked in this field were contacted and their opinions were taken. Since the drawing analysis method is a subjective method similar to the other qualitative method, It is useful to evaluate the inferences from a second expert’s perspective (Çakırer, 2013).

Since children have diverse perception levels and different motor skills at different age periods, their way of reflecting also varies regarding their age and their cognitive development stage. The stages according to these age groups are as follows: scribble stage (2-4 years), pre-schema period (4-7 years), schema period (7-9 years), reality/grouping period (9-12 years), and visible naturalism period (12-14 years old) (Çakırer, 2013; Göltaş, 2021). Accordingly, the children participating in this study take part in the schema phase and the reality phase. Children’s drawings were analyzed concerning these developmental stages.

To ensure the reliability of the analysis, the researcher received certificated training on children drawing analysis (See Appendix E for the children drawing analysis certificate). This enabled the researcher to obtain experience on analyzing children's drawings. The training also included the issues of children's developmental stage's impact on their drawings, children's way of expressing themselves with the drawing method, and the dominant features which should be taken into account while analyzing children's drawings.

The qualitative data collected with children's pictures was rearranged so that they can be matched and compared with other data. The obtained data were reprocessed with content coding. In the first phase, children's pictures were examined one by one with the child picture analysis specialist, in general. In this initial review of the general attitudes of the children, the contents of the overall pictures were seen. There are several samples from the initial evaluation of the drawings that were carried out by the children drawing analyst Sedef Göltaş and the author.

In the analysis phase, it was important to start the analysis by interpreting the general impression of the drawing. Whether the pictures were suitable for the child's cognitive development was mainly investigated. Eventually, the child's emotional state and his feelings towards restaurants were reviewed in general. Hereinafter examples of pictures with general analysis regarding the literature presented.



Figure 4. Example of Children Drawings (8, G)

This picture, Figure 4, was drawn by an eight-year-old girl (8, G). At the age of eight, she should be in the schematic period. It can be said that the cognitive development of the child is appropriate for his age by considering the details such as the relationship with the environment, placing the picture on the ground line, and adding details to the human figures. The picture makes a positive impression at first glance. By looking at people's facial expressions and the colors used, it can be said that the child has positive thoughts about restaurants. What was striking here is that the child does not include hands, feet, and fingers in the human figures that include many details. From this, it is understood that the child wants to be safe. The reason for this may be the fear of going out due to the COVID-19 period.

In the picture of the child, it was seen that she includes foods such as hamburgers, ketchup, and mayonnaise, and *service* items such as signs and plates. This shows that she cares about service elements, service quality, and food in a restaurant she goes to. When the painting was examined in terms of inclusiveness with architectural factors; it appears that the child has drawn the picture from an external perspective. The

outdoor elements were included, and she cares about the relationship of the restaurant with the external environment. When she goes to the restaurant, she might be enjoying sitting outdoors and eating in the garden. In addition, there were no seating elements in the interior, which may indicate that the seating choice is in favor of the garden. Transparency was striking in the picture. The fact that it includes interiorscapes inside shows that it pays attention to the *ambiance* of the place. It was noteworthy that the child does not include any figures related to the game and the playground in her painting. There were no items related to *hygiene* and *safety* in the picture either. As a spatial function, she only depicted the eating area. This emphasizes that the most important activity for the child in the restaurant is eating.



Figure 5. Example of Children Drawings (9, G)

The drawing in Figure 5 belongs to a nine-year-old girl (9, G). The first look at the picture creates a positive effect. The cognitive development of the child is appropriate for her age. The picture was drawn from inside the space with a view from above. Traces of the perspective experiment were visible. It was striking that there were no human figures in the drawing.

The child did not include any outdoor elements to her drawing. The exterior can only be seen through the small window in the picture. In addition to the dining area in the interior, the kitchen stands out. From this point of view, it can be said that the child also pays attention to the preparation and service of the meal. Regular service drawing at all tables again shows that she cares about service. When the spatial elements were examined, it was seen that the child cares about the ambience. It was seen that she added interior elements such as carpets and curtains to her drawing. Based on this, it can be deduced that the child wants to feel at home in restaurants and to connect with the place.

The picture shows the traces of the child's desire to play. Drawing an indoor playground right in the middle of the paper shows that she prioritizes the playing activity. Compared to the previous picture, it can be said that spatial elements are more important for this respondent.



Figure 6. Example of Children Drawings (11, B)

This picture, Figure 6, was drawn by an 11-year-old boy (11, B). The impression of the drawing at first glance is positive. The boy drew the picture from inside the restaurant, apparently from the opposite side. In the drawing, a simplified, realistic approach was seen in parallel to the requirements of the age of 11. The child did not include colors in his drawing. In addition to the figures, he supported what he wanted to state in his painting with written expression.

The child only used the interior in the restaurant. Multiple functions were nested inside each other. In the drawing, the pizza oven stands out in the open kitchen system. It also has a counter desk. The staff behind the counter desk has a positive facial expression. Hence, it can be said that the child attaches importance to the quality of *food* and *service* in restaurants. In addition, informative signs and rules on the back of the cash register may indicate that the child also has wishes and rules. Here, the child only painted the table where he would sit and did not mention its relationship with other tables in the dining area. No figures related to games, toys, or playgrounds were found in the picture. Considering the age of the child, it can be said that he does not care about the playground while spending time in restaurants.

Above the samples of detail presents how the content analyses were carried out. After that, all the items included in the children's drawings were listed. The items that children included in the picture were then categorized to ready the items for content analysis. Items during the categorization process were gathered under six restaurant inclusivity features determined under the title of Evaluating the Inclusivity of Restaurants mentioned in the literature. These titles are respectively *facility features*, *layout*, *ambience*, *product and service quality*, *health and safety*, and *meaningful*

activities. Since Likert scale questions in the parent questionnaire are also examined under these features, it was possible to compare the two groups with each other while analyzing the data set. However, in addition to this, after analyzing all child drawings, a revision was required. It became necessary to present two more headings called *communication* and *economic factors*, as there were items that could not be included under other features. Afterward, the categorization was finalized and data was coded (1= yes and 0= no). In this way, the qualitative data was transformed into quantitative data. Each characteristic in categories was represented by frequency tables to analyze and correlate the results.

3.3.2. Quantitative Analysis

3.3.2.1. Parent Questionnaire

Parent questionnaire consists of demographic questions, open-ended questions, multiple-choice questions, and Likert scale questions. As it is mentioned above, open-ended questions were analyzed by content analysis. The rest of the data was quantitative data. Quantitative data was obtained in Google Forms, transformed into Microsoft Excel. As a final step, all the quantitative data was analyzed in the Statistical Package for the Social Science (SPSS). It analyzed under the two headings:

At first, descriptive statistics were used to analyze the demographic data of the participants. Afterward, to explore the RQ1a, parents' perception of the restaurant, descriptive statistics were used as a tool. By use of frequency tables, parents'

perceptions and preferences were analyzed. It leads to a comparison between parents' and children's results.

To investigate RQ2b and investigate what are the parents' priorities in a restaurant environment, both descriptive and inferential statistics were used. The parents' priorities were analyzed under the six restaurant inclusivity features. The Five-Point Likert Scale was used to learn the importance of each of these restaurant inclusivity factors for the parents.

Afterward, in order to test the reliability of the questionnaire prepared by the researcher, a reliability test was conducted. The reliability test reflects the level of cohesiveness in between the scale items. This test is an indirect indicator of convergent validity (Parasuraman, Berry, & Zeithaml, 1991). To test it, the Cronbach Alpha reliability test was run.

Inferential statistical analysis was conducted with Friedman ANOVA and post-hoc Wilcoxon Signed Ranks with applying Bonferroni Correction to see if parents perceived any of these features significantly more than the others. The priorities of the parents in the restaurant environment are assessed by this method.

3.3.2.2. Children Interview

Children's interview contains demographic questions, multiple-choice questions, and open-ended questions. As mentioned, a content analysis method was used to analyze

the open-ended questions. On the other hand, the demographic and multiple-choice questions were analyzed as:

Similar to the parent questionnaire's analysis, descriptive statistics were used to analyze the demographic information of the children at the beginning. Later on, children's preferences were analyzed by frequency tables to understand children's perception of inclusivity as mentioned in RQ1b. In the following chapter, the findings of the study are presented.

CHAPTER IV

RESULTS

This chapter of the thesis covers the findings of the study. To begin with the reliability test, Mallery (1999) divided the values of Cronbach alpha test into five groups, excellent ($\alpha \geq 0.9$), good ($0.7 \leq \alpha < 0.9$), acceptable ($0.6 \leq \alpha < 0.7$), poor ($0.5 \leq \alpha < 0.6$), and unacceptable ($\alpha < 0.5$). The results show that Cronbach's alpha value is 0.936 for the six restaurant inclusivity features, which indicates excellent reliability and consistency for the survey questions. When items of the six inclusivity features were analyzed within each other the results showed that Cronbach's alpha value of the *facility features* was 0.916, the *layout* was 0.887, *ambience* was 0.932, *product and service quality* was 0.923, *health and safety* was 0.905, and the *meaningful activities* was 0.873. Each item (52 inclusivity measures) in these six categories has a Cronbach's alpha value higher than 0.70 which indicates the consistency of the items are between good and excellent (See Appendix G, Table G1-2).

4.1. Demographic Data Results of the Respondents

The online survey was conducted with 40 parents who had a child at the age of 8-11. Although there was not any restriction in the gender of the parents, the majority 38 (95%) of the participants were mothers and only two (5%) of them were fathers. The majority of the attendees were between the ages between 31-44 and most of them had a bachelors' degree. All the participants who attended the study were living in Turkey. While the majority, 29 (76.3%), of them were living in Ankara, six (15.9%) were living in İstanbul, and three (5.1%) of them were living in different cities in Turkey. While 17 (42.5%) of the participants were working in a full-time job, seven (17.5%) of them were working part-time. Moreover, 14 (35%) of the participants were unemployed and two (5%) of them were retired. A majority of the participants were the parents of two children (See Table 11).

The interview was conducted with 60 children between the ages of 8-11. There were 27 (45%) boys, 33 (55%) girls participants and the age of participants was equally distributed. Even if the age of the children was equally distributed, their education level was varied. While 18 (30%) were second-grade students; 15 (25%) were in third grade, 11 (18.3%) were in fourth grade, 11 (18.3%) were in fifth grade, four (6.7%) of them were in sixth grade and lastly one (1.7%) of the children was in seventh grade. All the children who participated in the study live in Turkey. The majority, 47 (79.7%) were living in Ankara, while nine (15.3%) were living in İstanbul. Besides, three (5.1%) of them were living in different cities of Turkey (See Table 12).

Table 11. Demographic characteristics of the parent participants

DEMOGRAPHIC CHARACTERISTICS OF THE PARENTS (N:40)			
Characteristic	Variables	n	%
Gender	Female	38	95
	Male	2	5
Age	30 and below	1	2.5
	31-44	29	72.5
	45-54	10	25
	Primary School	1	2.5
Education Level	Secondary School	7	17.5
	Bachelor's Degree	25	62.5
	Masters Degree	7	17.5
Hometown	Ankara	29	76.3
	İstanbul	6	15.9
	Other cities in Turkey	3	7.8
Job Status	Full time	17	42.5
	Part-time	7	17.5
	Unemployed	14	35
	Retired	2	5
Number of Children	1	6	15
	2	27	67.5
	3-4	7	17.5

Table 12. Demographic characteristics of the child participants

DEMOGRAPHIC CHARACTERISTICS OF THE CHILDREN (N:60)			
Characteristic	Variables	n	%
Gender	Female	33	55
	Male	27	45
Age	Eight (8)	15	25
	Nine (9)	15	25
	Ten (10)	15	25
	Eleven (11)	15	25
Education	2. Grade	18	30
	3. Grade	15	25
	4. Grade	11	18.3
	5. Grade	11	18.3
	6-7. Grade	5	8.4
Hometown	Ankara	47	79.7
	İstanbul	9	15.3
	Other cities in Turkey	3	5.1

4.2. General Perception of Restaurants

In order to understand the general perceptions of the respondents, as investigated in RQ1, questions were asked about the general restaurant impressions and general restaurant choices of the respondents.

4.2.1. Parents' General Perception of Restaurants

4.2.1.1. General Impression of Restaurants

Initially, their thoughts were asked about the restaurants. Nine (22.5%) believe that restaurants are fun places, yet only one (2.5%) of them think that restaurants are boring. Besides, six (15%) of the parent participants think the restaurants are neutral while 24 (60%) think it is changeable. Then again 31 (77.5%) attendee likes to go to a restaurant with their children while one (2.5%) of them does not like and for the eight (20%) of the parents, it is changeable. Table 13 summarizes the general restaurant perception of the parents.

Table 13. General restaurant perception of the parents

GENERAL RESTAURANT PERCEPTIONS OF THE PARENTS (N:40)			
Questions	Variables	n	%
How do you think restaurants are?	Fun	9	22.5
	Boring	1	2.5
	Neutral	6	15
	Changeable	24	60
Do you like going to the restaurant with your child?	Yes	31	77.5
	No	1	2.5
	Maybe	-	-
	Changeable	8	20

4.2.1.2. General Restaurant Choices

Participants were asked to name their favorite and least favorite restaurant in these questions. In order to understand if the favorite restaurant perception differs regarding the management features and the physical features of the restaurant, the question is divided into two sub-questions. The results revealed that whether considering the food & service or physical features of the restaurant, almost none of the parents stated *quick-service* (fast-food) restaurants or *quick-casual* (fast-casual) restaurants as their favorite restaurants to visit with their children. The majority of them named a full-service restaurant such as Günaydın Steakhouse, Quick China, Timboo as their favorite restaurant in terms of both food & service and physical features. On the other hand, when the parents were asked to name their least favorite restaurant that they visit with their children the results revealed that *quick-service* restaurants and *full-service* restaurants were named equally. It can be inferred that *quick service* or *quick casual* restaurants are not parents' favorite restaurant type while dining out with their children (See Table 14).

Table 14. General restaurant choices of the parents

GENERAL RESTAURANT CHOICES OF THE PARENTS (N:40)						
Restaurant types	Quick service		Quick casual		Full service	
	n	%	n	%	n	%
Favorite restaurant in terms of food and service	0	0	2	5	29	72.5
Favorite restaurant in terms of physical features	1	2.5	1	2.5	31	77.25
Least liked restaurant	13	32.5	1	2.5	13	32.5

Furthermore, parents were asked if they had taken their child's opinion when deciding to go to a restaurant. It was aimed to understand children's influence on

families dining out decisions as previous studies investigated (Bardwell, 2013; Mesalic, 2010). The results revealed that the majority of the parents considered their children's opinions while selecting a restaurant to dine out. While 84.6% of the parents were asking for their children's opinion, 10.2% of them were not (See Figure 7). Additionally, 5.1% of the parents were neutral about the issue. It indicates that children's opinions are mostly considered by the parents in family dining out activity, and children influence family dining out decisions.

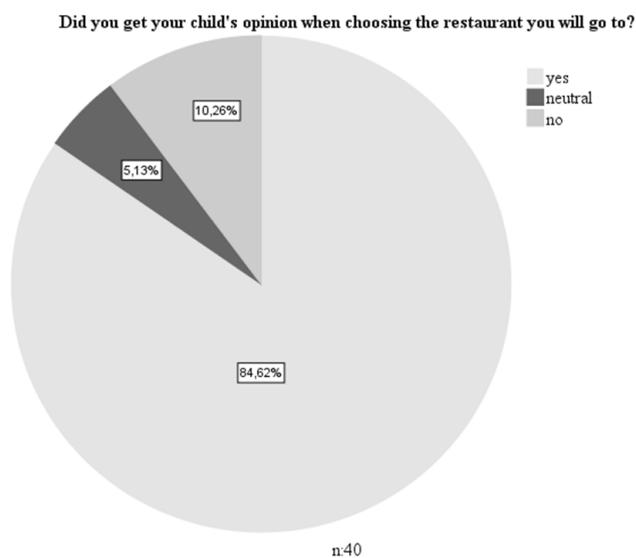


Figure 7. A chart illustrating if parents asking their children's opinion while choosing a restaurant

4.2.2. Children's General Perception of Restaurants

4.2.2.1. General Impression of Restaurants

When children's current thoughts about restaurants are analyzed it was seen that the majority of the children, 27 (45%), think that restaurants are fun places whereas six (10%) of them think that restaurants are boring. Furthermore, seven (11.7%) of the children perceive the restaurants as neutral while 20 (33.3%) think that the

restaurants are changeable. Besides that, the majority 49 (81.7%) of the children like to go to restaurants by far. On the contrary three (5%) of them were hesitant and it is changeable for four (6.7%) of the children. Table 15 summarizes the general restaurant perception of the children.

Table 15. General restaurant perception of the children

GENERAL RESTAURANT PERCEPTIONS OF THE CHILDREN (N:60)			
Questions	Variables	n	%
How do you think restaurants are?	Fun	27	45
	Boring	6	10
	Neutral	7	11.7
	Changeable	20	33.3
Do you like going to restaurants?	Yes	49	81.7
	No	4	6.7
	Maybe	3	5
	Changeable	4	6.7

4.2.2.2. General Restaurant Choices

Different from the parents, children were only asked to name their favorite restaurant in general in order to be more understandable for them, especially the younger children. The results revealed that 16 (26.7%) of the children named a quick-service restaurant such as McDonald's, HMBRGR, Dominos Pizza as their favorite restaurant to dine out while five (8.3%) of them stated a quick casual restaurant such as HD İskender, Bay Döner. Besides, more than half, 34 (56.7%) named a full-service restaurant as their favorite restaurant such as Kavaklı Restaurant, Nusret, Sushico (See Table 16).

Table 16. General restaurant choice of the children

GENERAL RESTAURANT CHOICE OF THE CHILDREN (N:60)						
Restaurant types	Quick service		Quick casual		Full service	
	n	%	n	%	n	%
Favorite restaurant	16	26.7	5	8.3	34	56.7

4.2.3. Comparison of Parents' and Children's Perception of Restaurants

4.2.3.1. Comparison of General Impression of Restaurants

The answers of the child group and the parent group to the same question were compared to each other. According to the findings, the perceptions of the restaurants depends on the participant group. Results revealed that there is a notable difference between parents' and children's perceptions about restaurants being *fun* places. However, there is no difference in restaurants between their perceptions about restaurants being *boring* places or thinking that it is *neutral*. Moreover, there is a difference in restaurants between their perceptions about restaurants being *changeable* places. The results indicated that parents' and children's general thoughts of restaurants are different from each other. The majority of the parents think their restaurant thoughts are *changeable*, while the majority of the children think restaurants are *fun* places. Furthermore, the results revealed that there is no important difference between parents' and children's willingness to go to a restaurant with their child/parents. Most of the parents and children like to go to a restaurant with their children/parents. Although their restaurant perception may show a difference they are both willing to have dining out experience in restaurants.

4.2.3.2. Comparison of General Restaurant Choices

The results explained that, when their favorite restaurants were asked to either parents or the children, the most stated restaurant type is full-service restaurants. Their perception of *full-service* restaurants is positive. Furthermore, *quick-casual* restaurants were almost never named as a favorite restaurant for both parents and children. However, the *quick-service* restaurants were controversial. The perception of parents and children were not the same. The results indicated that there is a significant difference between parents' and children's perception of quick-service restaurants. Children tend to like going to a quick-service restaurant more than their parents.

4.3. Priorities in Restaurants

In order to investigate the RQ2, the priorities of the respondents were analyzed. The section covers qualitative and quantitative analysis for both parents' and children's inclusivity feature priorities. Furthermore, the results of the parents and children were compared to see the differences between their priorities.

4.3.1. Parents' Priorities in Restaurants

4.3.1.1. Likert Scale Questionnaire

Parents' inclusivity priorities were analyzed within the scope of investigating RQ2a, and RQ3. Descriptive statistics were carried out to understand the prioritizations

about each restaurant’s inclusivity feature and the possible differences between these features by referring to the research question RQ2a. Initially, the descriptive statistics were assessed and ranked.

The descriptive statistics for restaurant inclusivity show that *health and safety* were prioritized most by the parents. *Product and service quality* is the second important feature for them. It was followed by the *layout* and the *facility features*. Results revealed that the least important features were *ambience* and *meaningful activities* for the parents in this section. It was seen that each of the six inclusivity features has a mean higher than 3.5. The means of these four features are located between four and 4.5 which means it is in between ‘important’ and ‘very important’ for the parents. On the other hand, *ambience* and *meaningful activities* are closer to four which refers to ‘important’ in the scale (See Table 17).

Table 17. Prioritization of Restaurant Inclusivity Features

PRIORITIZATION OF RESTAURANT INCLUSIVITY FEATURES (N:40)		
Item	Mean	Std.
Facility Features	4.05	0.60
Layout	4.21	0.63
Ambience	3.98	0.62
Product and Service Quality	4.35	0.70
Meaningful Activities	3.71	0.69
Health and Safety	4.42	0.60

(Likert Scale 1 to 5)

1=not important at all, 2=not important, 3=neutral, 4=important, 5=very important)

After examining the parents' prioritization of restaurant inclusivity features in general, each of the headings was analyzed independently in order to see the variations within each restaurant inclusivity feature. *Facility features* results revealed that the most essential item for parents was accessible restrooms, and it was followed by accessible child restrooms. It indicates that the restroom facility is highly considered by the parents who visit the restaurants with their children. On the other hand, one-story buildings were not prioritized by the parents (See Table 18).

Table 18. Prioritization of Facility Features Items

PRIORITIZATION OF FACILITY FEATURE ITEMS (N:40)				
Item	Mean	Std.	Min.	Max.
Accessible parking lot	4.05	0.93	1	5
Accessible route from the parking lot to the restaurant entrance	3.75	0.98	1	5
Accessible building entrance	3.98	0.86	1	5
Accessible circulation elements (stairs, ramps, elevators)	4.1	0.87	2	5
Accessible interior circulation	4.2	0.82	2	5
One-story building	2.78	0.97	1	5
Easily observable space from a standing point	3.98	0.86	1	5
Accessible green space/backyard	4.36	0.62	2	5
Accessible restroom	4.63	0.62	2	5
Accessible child restroom	4.48	0.71	2	5
Accessible interior children play area	4.25	0.77	2	5
Accessible exterior children play area	4.18	0.93	1	5

Layout results confirmed that all factors are of approximately similar importance. Yet, it can be assumed that parents care about the seating arrangement that gives them enough space the most. Within this section transitions with adequate signs and directions were the least crucial feature in the restaurant environment (See Table 19).

Table 19. Prioritization of Layout Items

PRIORITIZATION OF LAYOUT ITEMS (N:40)				
Item	Mean	Std.	Min.	Max.
Restaurant layout that allows easy movement	4.25	0.63	2	5
Restaurant layout that allows you to find what you are looking for	4.28	0.59	2	5
Transitions with adequate signs and directions	3.95	0.94	1	5
Seating arrangements giving enough space to the user	4.41	0.67	2	5
Seating arrangements giving enough privacy to the user	4.23	1.00	1	5
The comfortable and spacious furniture	4.18	0.78	2	5

Ambience results showed that the quietness of the place is the most essential point for the parents. It was followed by a suitable room temperature. It revealed that the least prioritized features in this heading were visually appealing color schemes and visually appealing furniture. Similarly, the other features that highlight the visual appealingness, aesthetic, seem less prioritized items according to the parents' responses (See Table 20).

Table 20. Prioritization of Ambience Items

PRIORITIZATION OF AMBIENCE ITEMS (N:40)				
Item	Mean	Std.	Min.	Max.
Visually appealing atmosphere	3.88	0.75	2	5
Visually appealing color scheme	3.63	0.80	2	5
Visually appealing interiorscapes	3.73	0.78	2	5
Visually appealing furniture	3.63	0.83	2	5
Adequate daylighting	4.13	0.93	2	5
Adequate artificial lighting	3.63	0.86	1	5
Suitable room temperature	4.45	0.74	2	5
Pleasant background music	3.9	0.74	1	5
Not crowded place	4.38	0.77	2	5
Quiet place	4.55	0.71	2	5

Product and service quality results revealed both food and service factors for the parents. However, the service functions including the personnel attitudes are more valuable for them (See Table 21).

Table 21. Prioritization of Product and Service Quality Items

PRIORITIZATION OF PRODUCT AND SERVICE QUALITY ITEMS (N:40)				
Item	Mean	Std.	Min.	Max.
Visually appealing food service	4.08	0.82	1	5
Healthy food options	4.38	0.80	2	5
Children's menu	4.1	1.11	1	5
Meal served exactly as ordered	4.48	0.75	2	5
Personnel who is willing to help	4.43	0.84	1	5
Personnel who is instilling confidence	4.53	0.75	2	5
Personnel who is tolerant of children	4.48	0.78	1	5

Health and safety results displayed that the *hygiene* measures were more important for parents' compared to the *safety* features. In this manner, all the general hygiene factors were important for the parents. The least prioritized item within these was the safe public transportation access. It may have a relation with the socio-demographic data of the participants. If they prefer personal cars instead of public transportation during their restaurant visit, that item may lose its importance (See Table 22).

Table 22. Prioritization of Health and Safety Items

PRIORITIZATION OF HEALTH AND SAFETY ITEMS (N:40)				
Item	Mean	Std.	Min.	Max.
Safe public transportation access	3.6	1.194	1	5
The visual and physical connection to the exterior of the restaurant	3.8	1.01	1	5
Guiding personnel in children play area	4.23	0.98	1	5
Making you feel safe	4.63	0.71	2	5
Clean interior environment	4.73	0.59	2	5
Clean tables	4.75	0.58	2	5
Clean play area and toys	4.75	0.58	2	5
General hygienic precautions	4.75	0.58	2	5
COVID-19 precautions	4.64	0.84	1	5

Meaningful activities results showed that parents prioritize children’s activities rather than an activity that is offered for the entire family. In this manner, different activities for families are the least important feature for parents in this section. Parents do not expect restaurants to provide joyful activities for them. On the other hand, children’s independent mobility, which refers to the children moving around, was the most important item for the respondents (See Table 23).

Table 23. Prioritization of Meaningful Activities Items

PRIORITIZATION OF MEANINGFUL ACTIVITIES ITEMS (N:40)				
Item	Mean	Std.	Min.	Max.
Different activities for families	2.7	0.96	1	5
Children's entertainment tools that can be used in the seating area	3.65	1.02	2	5
Different levels of toys for different age groups	3.63	1.07	1	5
The place that allows children to move around independently	4.35	0.7	2	5
The place that allows children to have their food or drink independently	3.72	0.85	1	5
The place that allows children to go to the playground independently	4.08	0.91	2	5
The place that allows children to go to the restrooms independently	3.93	1.02	1	5
The place that allows children to run around	3.68	1.07	1	5

After analyzing the descriptive statistics, inferential statistics were carried out to see whether there is a difference between the prioritizations between the restaurant inclusivity features for the parents. The Friedman ANOVA test was run to test this. The significance level of the test is .000 ($p < 0.05$) which means we reject the null hypothesis that the distributions of these six restaurant inclusivity features are equal (See Table 24). There is a difference between the distributions of these categories.

Table 24. Friedman ANOVA outcomes of the Restaurant Inclusivity Features

FRIEDMAN ANOVA OUTCOMES OF THE RESTAURANT INCLUSIVITY FEATURES (N:40)	
Chi-Square	78.587
df	5
Asymp. Sig.	.000

Friedman’s ANOVA test is a type of non-parametric test. Therefore, the mean ranks were considered in the analysis. The mean ranks of the inclusivity are 4.88 for *health and safety*, 4.51 for *product and service quality*, 4.05 for *layout*, 2.89 for *facility features*, 2.8 for *ambience*, and 1.88 for *meaningful activities* (See Table 25).

Estimates can be made from these ANOVA results as *health and safety* is the most important factor for the parents' restaurant visit and *meaningful activities* is the least important one. However, it is not enough for understanding which of the restaurant's inclusivity features exactly differs from each other. To understand where the difference is, a post-hoc test needs to be run.

Table 25. Mean Ranks of the Restaurant Inclusivity Features

MEAN RANKS OF THE RESTAURANT INCLUSIVITY FEATURES (N:40)	
Restaurant Inclusivity feature	Mean Rank
Facility Features	2.89
Layout	4.05
Ambience	2.8
Product and Service Quality	4.51
Meaningful Activities	1.88
Health and Safety	4.88

To test the relations between each restaurant’s inclusivity features, the Wilcoxon test was run with the Bonferroni Correction. Bonferroni Correction changes the p-value

for the test according to the variables that compare when several variables are compared (Weisstein, 2004).

The difference between each restaurant's inclusivity features was examined. The findings show there are significant differences between several inclusivity features. The *health and safety* and *product and service quality* features are significantly more important for the parents compared to the *facility features* and the rest of the features. Furthermore, the results revealed that *layout* has significantly higher priority in comparison to *ambience* and *meaningful activities*. On the other hand, *product and service quality* is prioritized considerably more for parents when compared with *ambience*. Furthermore, *health and safety* is a significantly more important factor as against the *ambience* features as well (See Appendix G).

4.3.2.1. Important Features to Go to a Restaurant

Besides the inferential statistics, descriptive statistics were used in order to understand parents' priorities. As an open-ended question 1, both parents and children were asked to state the three most important factors for them in that restaurant except the food when you go to a restaurant (with your parent/child). This question is posed at almost the beginning of the study. The aim was to see their perceptions about restaurants, what is important for them before they get deep into the study.

To begin with *facility features and layout*, seven (17.5%) of the parents stated them in the three most important factors in the restaurant environment. There are four

items stated by the parents in this category. The frequency of the items is close to each other. Green space/backyard was mentioned by four people. Having a good view was named by one participant while seating arrangements are stated by two, layout stated by two parent participants (See Table 26).

Table 26. Frequency of Facility Features and Layout items stated by parents for q1

Restaurant Inclusivity Feature (N:40)	n	%
Facility Features and Layout	7	17.5
Green space/backyard	4	10
Having a good view	1	2.5
Seating arrangements	2	5
Layout	2	5

Ambience was mentioned as important by more than half of the parents, and 21 (52.5%) of them mentioned *ambience* factors. Nine items appear in this category. *Ambience*, in general, was said by three people. Visually appealing atmospheres, visually appealing interiorscapes, adequate lighting, and suitable temperature were stated only once. Being a not crowded place stated twice while being a quiet place was affirmed by four of the participants. Being a spacious place that was mentioned by eight participants was the most stated factor for this category (See Table 27).

Moreover, five of the parents (12.5%) named *food*. There are three items shown in this heading one of them mentioned only food without any specifications. The taste of the food was prioritized for three of them, and the content of the food was important for one of them. *Service* was expressed by 19 (47.5%) of the parents. *Service*, in general, was named for four people while service quality and service speed were mentioned by three participants. Personnel's attention was considered

important for five participants, personnel being respectful for one, and personnel being cheerful/nice for five participants (See Table 28).

Table 27. Frequency of Ambience items stated by parents for q14

Restaurant Inclusivity Feature (N:40)	n	%
Ambience	21	52.5
Ambience in general	3	7.5
Visually appealing atmosphere	1	2.5
Visually appealing interiorscapes	1	2.5
Adequate lighting	1	2.5
Suitable temperature	1	2.5
Being a not crowded place	2	5
Being a quiet place	4	10
Being a spacious place	8	20
Being a comfortable place	4	10

Table 28. Frequency of Food and Service items stated by parents for q14

Restaurant Inclusivity Feature (N:40)	n	%
Food	5	12.5
Food in general	1	2.5
Taste of the food	3	7.5
Content of the food	1	2.5
Service	19	47.5
Service in general	4	10
Service quality	3	7.5
Service speed	3	7.5
Personnel's attention	5	12.5
Personnel being respectful	1	2.5
Personnel being cheerful/nice	5	12.5

Hygiene was considered by 33 (82.5%) of the respondents. There are four items related to this feature. Most of the participants, 30, think hygiene is very important without any specifications. The hygiene of the environment was named twice and the COVID-19 precautions were mentioned once by the participants. *Safety* was stated by three participants (See Table 29).

Table 29. Frequency of Hygiene and Safety items stated by parents for q14

Restaurant Inclusivity Feature (N:40)	n	%
Hygiene	33	82.5
Hygiene in general	30	75
Hygiene of the environment	2	5
COVID-19 precautions	1	2.5
Safety	3	7.5

Meaningful activities were mentioned by 12 (30%) people. There are three measures that participants stated. The children's entertainment tools mentioned by two, feeding a pet was mentioned by one respondent. The play area was named by nine of the parents as one of the most important features in the restaurant environment (See Table 28).

Table 30. Frequency of Meaningful Activities items stated by parents for q14

Restaurant Inclusivity Feature (N:40)	n	%
Meaningful Activities	12	30
Children entertainment tools	2	5
Feeding a pet	1	2.5
Play area	9	22.5

Communication was stated by three (7.5%) participants and all of them mentioned the importance of nice customers. Only one (2.5%) of the parents named *economic factors* in a restaurant regarding the importance of being cheap (See Table 31).

Table 31. Frequency of Communication and Economic Factors items stated by parents for q14

Restaurant Inclusivity Feature (N:40)	n	%
Communication	3	7.5
Nice customers	3	7.5
Economic Factors	1	2.5
Being cheap place	1	2.5

Some several related statements of the parents are;

The customer profile (*communication*) of a restaurant affects my choice of a restaurant when I visit with my child. Having an outdoor space (*facility features and layout*) is important for me since I smoke. There should also be a backyard (*facility features and layout*) for my child to run around (*meaningful activities*) and feed a pet (*meaningful activities*) after eating so that he can spend time. Otherwise, he wants to leave the place quickly. (P8)

“First of all, cleanliness (*hygiene*) is important. Then I care about the fast service (*service*) and the respectfulness of the employees (*service*).” (P37)

“A quiet and spacious place (*ambience*), seating arrangements that are not arranged close to each other (*facility features and layout*), and the cleanliness of the restaurant (*hygiene*).” (P10)

The results confirm that *safety* and *communication* were not appearing as one of the most important features for parents while visiting a restaurant with their child.

Hygiene was considered the most important factor for the parents. Instead of specifying the hygiene of the food or environment, they stated general hygiene is important. Followingly, *ambience* was the second feature that was stated most by the parents. Although *ambience* factors were stated in close numbers, being a spacious place is the most essential item in this section. Although they were asked to specify three factors other than *food*, the participants still mentioned that as one of the things they care about most. In the *facility features and layout* heading, the numbers are close to each other. When *meaningful activities* were analyzed, it was seen that the play area is an important factor for parents.

4.3.1.3. Important Features to Not Go to a Restaurant

It was intended to extend the information about participants' priorities in the restaurant environment regarding the RQ2. Hence, in order to support the qualitative

data gained from the previous question, it was also asked participants as a second open-ended question: In what case would you feel uncomfortable and stop going to a restaurant that you visit with your parents/child? The results were discussed in the following section.

Table 32. Frequency of Facility Features and Layout items stated by parents for q22

Restaurant Inclusivity Feature (N:40)	n	%
Facility Features and Layout	2	5
Layout problems	1	2.5
Seating arrangement problems	1	2.5

To begin with, *facility features and layout* two (5%) of the parents mentioned that, and one response was the layout and one response was seating arrangement problems (See Table 32). *Ambience* was affirmed by eight (20%) of the parents. There are four items in this heading, and four of the participants mentioned being in a noisy place. Followingly, three people stated not child-friendly design, one being a narrow place and one being a crowded place as a factor that can make them uncomfortable (See Table 33).

Table 33. Frequency of Ambience items stated by parents for q22

Restaurant Inclusivity Feature (N:40)	n	%
Ambience	8	20
Not child-friendly design	3	7.5
Being a crowded place	1	2.5
Being a noisy place	4	10
Being a narrow place	1	2.5

Food was stated only by three (7.5%) participants as well. These respondents stated they would feel uncomfortable and stop going to a restaurant with their child again if there is a problem with the food. *Service* was a highly considered restaurant

inclusivity feature. It was considered by twenty-five (62.5%) of the parents. In this heading four items consist of parent answers. The most frequent one was personnel being disrespectful/rude, and 20 of the participants affirmed that as a factor that can make them feel uncomfortable. Followingly, service problems in general, service quality problems, and not-child friendly personnel were expressed by two people each (See Table 34).

Table 34. Frequency of Food and Service items stated by parents for q22

Restaurant Inclusivity Feature (N:40)	n	%
Food	3	7.5
Food problems in general	3	7.5
Service	25	62.5
Service problems in general	2	5
Service quality problems	2	5
Not child-friendly personnel	2	5
Personnel being disrespectful/rude	20	50

Moreover, 21 (52.5 %) of the parents stated *hygiene* in this question. There are four items declared by the parents in this heading. General hygiene problems were stated by 13 participants as the highest one. Followingly, an unclean environment was mentioned by four parents and each of the unclean food and no COVID-19 precautions were stated by three respondents. *Safety* was mentioned only three (7.5%) times. All of the participants mentioned safety as feeling unsafe would make them uncomfortable (See Table 35).

Table 35. Frequency of Hygiene and Safety items stated by parents for q22

Restaurant Inclusivity Feature (N:40)	n	%
Hygiene	21	52.5
Hygiene problems in general	13	32.5
Unclean food	3	7.5
Unclean environment	4	10
No COVID- 19 precautions	3	7.5
Safety	3	7.5
Feeling unsafe	3	7.5

Meaningful activities were not remarked upon very frequently. Only two (5%) participants mentioned this category. Two of them mentioned the no play area in the place and one of them mentioned the place not allowing them to move around would make them uncomfortable and they would stop going to that restaurant with their child (See Table 36).

Table 36. Frequency of Meaningful Activities items stated by parents for q22

Restaurant Inclusivity Feature (N:40)	n	%
Meaningful Activities	2	5
Not allowing to move around	1	2.5
No play area	2	5

Communication features were expressed by two (5%) of the participants. The ones who considered communication declared that they would feel uncomfortable with rude customers. Similarly to communication, the *economic factors* were mentioned by two (5%) of the respondents. Two people expressed that they would feel uncomfortable if the place was expensive (See Table 37).

Table 37. Frequency of Communication and Economic Factors items stated by parents for q22

Restaurant Inclusivity Feature (N:40)	n	%
Communication	2	5
Rude customers	2	5
Economic Factors	2	5
Being an expensive place	2	5

Some related statements of the parent participants are,

“If the restaurant staff is indifferent (*service*), the tables are dirty (*hygiene*), the environment is disturbingly loud (*ambience*), the food is bad (*food*), or the toilets are not clean (*hygiene*), I would not want to go to that restaurant again.” (P11)

“I would stop going to that restaurant when I doubt the hygiene of the food (*hygiene*) or when I see the negative attitude of the restaurant employees (*service*). Those factors are enough for me to stop going to a restaurant.” (P8)

“If the interior playground is not clean (*hygiene*), too crowded or too narrow (*ambience*) I would not go there again.” (P26)

4.3.2. Children’s Priorities in Restaurants

Afterward, children’s inclusivity priorities are analyzed to investigate RQ2b and RQ3 of the study. Initially, the same open-ended questions that were asked to parent participants were posed to children as well. Afterward, children are asked to describe their *Dream Restaurant* environment in both verbal and non-verbal forms.

4.3.2.1. Important Features To Go To a Restaurant

Initially, *facility features and layout* is named by 15 (25%) of the children as one of the most important factors in the restaurant environment. There are six items that the children mentioned. Green space/backyard was stated by five children, while sports area was two, library and children restroom was one. More common items were

seating arrangements and layout. Each of these was affirmed by seven children (See Table 38).

Table 38. Frequency of Facility Features and Layout items stated by children for q11

Restaurant Inclusivity Feature (N:60)	n	%
Facility Features and Layout	15	25.0
Green space/backyard	5	8.3
Sport area	2	3.3
Library	1	1.7
Children restroom	1	1.7
Seating arrangements	7	11.7
Layout	7	11.7

Table 39. Frequency of Ambience items stated by children for q11

Restaurant Inclusivity Feature (N:60)	n	%
Ambience	19	31.7
Visually appealing atmosphere	7	11.7
Visually appealing interiorscapes	2	3.3
Visually appealing furniture	1	1.7
Suitable temperature	3	5.0
Background music	3	5.0
Being crowded place	1	1.7
Being quiet place	1	1.7
Being spacious place	2	3.3
Being comfortable place	2	3.3

Moreover, 19 (31.7%) of the children stated an item about *ambience*. Initially, nine different items appeared in this heading. The visually appealing atmosphere was the most common statement which was expressed by seven children. Visually appealing interiorscapes were two, visually appealing furniture was one time said. Suitable temperature and background music were each named by three participants.

Moreover, being a crowded place and being a quiet place were defined as important

for only one participant. Lastly, being a spacious place and being a comfortable place were important for two of the children (See Table 39).

As it is mentioned in the parent section, the question was: what are the three most important factors for you in that restaurant except the food? The *food* was excluded from the question because it was intended to see what other factors are considered by the visitors besides the *food* which is the main component of a restaurant. However, *food* was expressed as an important factor although it was excluded. It shows that *food* is important for them. Eleven of the children mentioned the food. Three of them stated just food, five of them considered the taste of the food, three of them the content of the food, and two of the presentation of the food. As the same with the previous feature, 11 (18.3%) of the participants declared the *service*. There are four items in this category. Two of the children cared about service without any specifications while four of them mentioned service quality. Moreover, each of the personnel being respectful and cheerful was stated as important by five children (See Table 40).

Table 40. Frequency of Food and Service items stated by children for q11

Restaurant Inclusivity Feature (N:60)	n	%
Food	11	18.3
Food in general	3	5.0
Taste of the food	5	8.3
Content of the food	3	5.0
Presentation of the food	2	3.3
Service	11	18.3
Service in general	2	3.3
Service quality	4	6.7
Personnel being respectful	5	8.3
Personnel being cheerful/nice	5	8.3

Hygiene was expressed by 18 (30%) of the children. It consists of four items. These are hygiene in general which was mentioned by nine children, hygiene of the food mentioned only once, hygiene of the environment mentioned by six children, and COVID-19 precautions defined by three children. In children's statements, none of the children mentioned *safety* as an important factor in restaurant visits (See Table 41).

Table 41. Frequency of Hygiene and Safety items stated by children for q11

Restaurant Inclusivity Feature (N:60)	n	%
Hygiene	18	30.0
Hygiene in general	9	15.0
Hygiene of the food	1	1.7
Hygiene of the environment	6	10.0
COVID- 19 precautions	3	5.0
Safety	0	0.0

Meaningful activities were stated as an important factor by 11 (18.3%) of the children. The items in this category are so wide. The play area is the most frequent item, which was named by 22 children. Followingly 11 of the participants referred to the activity of playing (See Table 42).

Communication was stated by 15 (25%) of the respondents. Children mentioned five items related to communication. The frequencies of these items are close to each other. None of the children made a statement that was related to *economic factors* in this question (See Table 43).

Table 42. Frequency of Meaningful Activities items stated by children for q11

Restaurant Inclusivity Feature (N:60)	n	%
Meaningful Activities	32	53.3
Children entertainment tools	5	8.3
Moving around	1	1.7
Discovering new things	2	3.3
Feeding a pet	2	3.3
Food shows	1	1.7
Watching the view	1	1.7
Relation with nature	1	1.7
Playing	11	18.3
Playing with toys	4	6.7
Playing with mobile devices	2	3.3
Play area	22	36.7
Interior children play area	5	8.3
Exterior children play area (park)	7	11.7

Table 43. Frequency of Communication and Economic Factors items stated by children for q11

Restaurant Inclusivity Feature (N:60)	n	%
Communication	15	25.0
Chatting	3	5.0
Making new friends	6	10.0
Spending time with family	4	6.7
Nice customers	1	1.7
Economic Factors	0	0.0

Some related statements of the child participants are,

“A place for reading a book (*meaningful activities*), a playground and parks (*facility features and layout, meaningful activities*) are important for me.”(P47)

“I think the restaurant should be clean (*hygiene*). Chairs and tables should be neat in order, not messy (*facility features and layout*). Also, the restaurant should have beautiful simple decoration without exaggeration (*ambience*).” (P57)

“Chatting with my family (*communication*), discovering new things (*meaningful activities*), and meeting with new people (*meaningful activities*)”

4.3.2.2. Important Features to Not Go to a Restaurant

The results are derived from the open-ended question which asks children: in what case would you feel uncomfortable and stop going to a restaurant? To begin with, *facility features and layout* were not commonly indicated in this question. Only two (3.3%) children mentioned it. Each of the *layout* problems, no green space/backyard, and seating arrangement problems were stated for once as a factor that makes children uncomfortable and stops them from going to that restaurant (See Table 44).

Table 44. Frequency of Facility Features and Layout items stated by children for q20

Restaurant Inclusivity Feature (N:60)	n	%
Facility Features and Layout	2	3.3
No green space/backyard	1	1.7
Layout problems	1	1.7
Seating arrangement problems	1	1.7

For the *ambience* which was declared by 13 (21.7%) of the children, there are five items stated. Being a noisy place mentioned by seven, being a crowded place mentioned by six, visually not the appealing atmosphere was stated for three of the participants. Followingly, being a narrow place and being a dark place is stated once (See Table 45).

Table 45. Frequency of Ambience items stated by children for q20

Restaurant Inclusivity Feature (N:60)	n	%
Ambience	13	21.7
Visually not the appealing atmosphere	3	5.0
Being a dark place	1	1.7
Being a crowded place	6	10.0
Being a noisy place	7	11.7
Being a narrow place	1	1.7

Moreover, 14 (23.3%) of the children remarked on the *food* in this question. Three items have close frequencies in this category. While food problems, in general, were stated by six children, tasteless food stated by five, and content problems of the food were declared by four children. Furthermore, *service* features were pointed out by 21 (35%) participants. Personnel being disrespectful/rude was the most frequent item. It was stated by 12 (20%) of the children. Followingly, each of the general service problems and service quality problems was mentioned by five children (See Table 46).

Table 46. Frequency of Food and Service items stated by children for q20

Restaurant Inclusivity Feature (N:60)	n	%
Food	14	23.3
Food problems in general	6	10.0
Tasteless food	5	8.3
Content problems of the food	4	6.7
Service	21	35.0
General service problems	5	8.3
Service quality problems	5	8.3
Personnel being disrespectful/rude	12	20.0

Hygiene was expressed by 20 (33.3%) of the children. There are four items in this heading. The unclean environment was stated as a factor that makes them uncomfortable and stops them from going to a restaurant by the eight of the children. Followingly each of the unclean food and general hygiene was mentioned by seven children. Lastly, two children stated if there are no COVID-19 precautions in a restaurant they would feel uncomfortable. On the other hand, the *safety* measure was not stated by any of the children participants of the study as one of the important factors in the restaurant environment (See Table 47).

Table 47. Frequency of Hygiene and Safety items stated by children for q20

Restaurant Inclusivity Feature (N:60)	n	%
Hygiene	20	33.3
General hygiene problems	7	11.7
Unclean food	7	11.7
Unclean environment	8	13.3
No COVID-19 precautions	2	3.3
Safety	0	0.0

The *meaningful activities* features were referred to in only two (3.3%) of the answers. There are two items seen in this category. Two of the children considered if there is no play area and one of the children mentioned if there is no interior play area they might feel uncomfortable (See Table 48).

Table 48. Frequency of Meaningful activities items stated by children for q20

Restaurant Inclusivity Feature (N:60)	n	%
Meaningful activities	2	3.3
No play area	2	3.3
No interior children play area	1	1.7

For the *communication*, five (8.3%) of the children remarked an answer. There are four items listed. Rude customers in the restaurant environment would make four (6.7%) of them feel uncomfortable. Furthermore, being alone was stated by one participant as a factor. Only two (3.3%) of the children mentioned *economic factors*. The factor that makes children uncomfortable in a restaurant environment and stops them from visiting that restaurant would be the restaurant being expensive (See Table 49).

Table 49. Frequency of Communication and Economic Factors items stated by children for q20

Restaurant Inclusivity Feature (N:60)	n	%
Communication	5	8.3
Not finding new friends	1	1.7
Being alone	1	1.7
Rude customers	4	6.7
Economic Factors	2	3.3
Being expensive place	2	3.3

Some related statements of the child participants are,

“I would not go there if there are no seating area or no playground.” (P16)

“I feel uncomfortable in a crowded environment (*ambience*) and I feel uncomfortable if the employees are angry (*service*). I would not go there again if the restaurant is crowded.” (P24)

“If the employees are not wearing masks during the covid period (*hygiene*), I would not want to go there again. Also, sometimes the floor gets wet or food spills on the floor (*hygiene*). I am so disgusted by this.” (P37)

4.3.2.3. Dream Restaurants of the Children

As a major aim of the study, children’s restaurant perception and priorities were investigated regarding RQ1b, RQ2b, and RQ3. This question was asked to support the previous data with a detailed verbal explanation. Therefore, to achieve that, another open-ended question was asked to the children: Can you describe the perfect restaurant environment in your mind? (See Appendix C for the Children Interview questions).

To begin with *facility features and layout*, almost half of the children described their architectural preferences in their dream restaurant expression. Twenty-nine (48.3%) of them mentioned these. The most considered aspect was the green area/backyard. It

was stated by 17 of the children. Followingly, seating arrangement preferences were described by 14 children. Fifteen of the children mentioned the layout, five of the children wanted a library, three of them wanted a sports area, two of them wanted cottages in their dream restaurant. Furthermore, having a good view was specified by four children while having a good view was stated by four and seeing the kitchen was mentioned by three of them. Five of them stated their dream restaurant should be a multi-story building and two stated it should have a parking lot (See Table 50).

Table 50. Frequency of Facility Features and Layout items stated by children for q22

Restaurant Inclusivity Feature (N:60)	n	%
Facility Features and Layout	29	48.3
Layout	15	25.0
Parking lot	2	3.3
Accessible walking path	1	1.7
Multi-story building	5	8.3
Cottages	2	3.3
Green space/backyard	17	28.3
Sport area	3	5.0
Having a good view	4	6.7
Library	5	8.3
Relation with nature	3	5.0
Seeing the kitchen	3	5.0
Seating arrangements	14	23.3

As the questions emphasize the environment of the dream restaurant, most of the children mentioned *ambience* features in their statements, and 41 of the children mentioned *ambience* items. At most, 16 of the children wanted visually appealing interiorscapes in their dream restaurant. Followingly, 16 of the children stated a visually appealing atmosphere, 14 of them stated being a spacious place, seven of them stated visually appealing furniture. Also, six children care about the background music. Four of them stated it should be a comfortable place and four of them wanted

their restaurant to be a quiet place. On the contrary, two children stated that they did not want a crowded place (See Table 51).

Table 51. Frequency of Ambience items stated by children for q22

Restaurant Inclusivity Feature (N:60)	n	%
Ambience	41	68.3
Visually appealing atmosphere	16	26.7
Visually appealing colors	3	5.0
Visually appealing interiorscapes	18	30.0
Visually appealing furniture	7	11.7
Adequate lighting	3	5.0
Background music	6	10.0
Not crowded place	2	3.3
Quiet place	4	6.7
Being spacious place	14	23.3
Being tiny space	2	3.3
Being comfortable place	4	6.7

Moreover, 18 (30%) of the children mentioned *food* in this question. The taste of the food was the most stated item, which was expressed by seven children. Followingly, content on the food was expressed by five, food, in general, was expressed by four children. The presentation of the food and children's menu was mentioned only once. *Service* included 15 (25%) of the children's dream restaurant expressions. The most considered item in this heading was personnel being cheerful/nice. It was mentioned by 11 of the children. Two children mentioned service in general, two mentioned service speed and one mentioned service quality in their expressions Furthermore, one child expressed that as personnel being respectful. (See Table 52).

While telling about their dream restaurants, nine (15%) of the children mentioned the *hygiene* factors. There are four items stated, hygiene of the food told by four

children; while hygiene in general, hygiene of the environment, and COVID-19 precautions are told by three children each. None of the children made statements about the *safety* feature in this question (See Table 53).

Table 52. Frequency of Food and Service items stated by children for q22

Restaurant Inclusivity Feature (N:60)	n	%
Food	18	30.0
Food in general	4	6.7
Taste of food	7	11.7
Content of food	5	8.3
Presentation of food	1	1.7
Children's menu	1	1.7
Service	15	25.0
Service in general	2	3.3
Service quality	1	1.7
Service speed	2	3.3
Personnel being respectful	1	1.7
Personnel being cheerful/nice	11	18.3

Table 53. Frequency of Hygiene and Safety items stated by children for q22

Restaurant Inclusivity Feature (N:60)	n	%
Hygiene	9	15.0
Hygiene in general	3	5.0
Hygiene of the food	4	6.7
Hygiene of the environment	3	5.0
COVID-19 precautions	3	5.0
Safety	0	0.0

More than half of the children, 33 (55%), mentioned *meaningful activities* that they want to be in their dream restaurant environment. The majority of them mentioned playing and its variations. Playing, in general, was declared by seven, playing with toys stated by four, and playing with mobile devices was said by three of the participants. Furthermore, the play area was stated by 24 of the children. While four of them did not specify what kind of play area, 13 of the children stated an interior

children’s play area and nine of them mentioned an exterior children’s play area/park. Furthermore, feeding a pet was considered by eight children, children entertainment tools defined by four, cooking their meal and different activities for families stated by two children. Each of the food shows and moving around was stated once in this category. Finally, nine of the children stated that they want a restaurant that is for children only (See Table 54).

Communication features were included in the three (5%) children’s dream restaurant expressions. While two of them mentioned spending time with family, one of them declared making new friends is essential while expressing their dream. *Economic factors* take a part in three (5%) of the children's expressions. Commonly they stated that they want free payment in their dream restaurant (See Table 55).

Table 54. Frequency of Meaningful activities items stated by children for q22

Restaurant Inclusivity Feature (N:60)	n	%
Meaningful activities	33	55.0
Children entertainment tools	4	6.7
Moving around	1	1.7
Feeding a pet	8	13.3
Food shows	1	1.7
Different activities for families	2	3.3
Running around	1	1.7
Cooking my own food	2	3.3
Playing in general	2	3.3
Playing with toys	4	6.7
Playing with mobile devices	3	5.0
Play area in general	4	6.7
Interior children play area	13	21.7
Exterior children play area (park)	9	15.0
Being for children only	9	15.0

Table 55. Frequency of Communication and Economic Factors items stated by children for q22

Restaurant Inclusivity Feature (N:60)	n	%
Communication	3	5.0
Making new friends	1	1.7
Spending time with my family	2	3.3
Economic Features	3	5.0
Free pay	3	5.0

In addition to the earlier questions, when it was asked from children to describe their dream restaurant environment they also stated *color*. Twenty (33.3%) of the children mentioned their color preferences in this question. While five of them described a colorful environment, two of them described a neat environment. Two children stated dark colors and two of them mentioned bright colors. When their color preference was analyzed, the most repeated colors were pink and white. Followingly they mentioned other primary and secondary colors except for green. None of the children mentioned green in their dream restaurant environment.

Some related statements of the child participants are,

“It would be a quiet environment (*ambience*). I wish the surroundings and seats were in dark colors (*ambience*). The waiters are respectful and always smiling (*service*). I want the food and the environment to be clean (*hygiene*).” (P12)

I would like my dream restaurant to be in the form of an authentic cottage (*facility features and layout*). I would like to have trees next to them. I want it to have a beautiful view (*ambience*). Let it be bright and floral-scented (*ambience*). Let most of the items be pink and white. The walls are also blue (*ambience*). The waiters there should always be girls and wear beautiful dresses (*service*). I would like to have ice cream there too (*food*). (P13)

I would like to make my dream restaurant look like a magical place but at the same time, it would look modern and stylish from the outside (*facility features and layout*). I would like their meals to be interesting and very different, for example, dishes that we cannot imagine (*food*). I wish the restaurant was hovering (*facility features and layout*). I would like to have activities that are not available in a traditional restaurant, such as making your

food (*meaningful activities*). I also wish the pets had a table (*meaningful activities*). (P36)

There are always many children in my dream restaurant. This is a pretty big area. There are huge parks, bike and skating roads. There are also walking paths (*facility features and layout*). There are cats and dogs here (*meaningful activities*). There are sitting areas and picnic areas (*facility features and layout*). The inside of the restaurant is very big and there are tables, chairs, and a kitchen area inside the restaurant (*facility features and layout*). We can choose our own meals by seeing them in the kitchen. (P46)

4.3.2.4. Meaningful Activity Priorities in Restaurants

After the restaurant choice questions, multiple-choice format questions were asked to children (See Appendix C for the Children Interview questions). What *meaningful activities* that children want to do in a restaurant environment are investigated through this question. It was aimed to test the RQ3: Are there any notable meaningful activities in a restaurant environment other than eating?

Twelve alternative activities were offered by the researcher. Among these alternatives of meaningful activities, children selected at least one meaningful activity that they want to do in a restaurant. It is seen that 323 valid answers were given by 60 children. The findings show that many of the children selected multiple activities.

The most selected activity is moving around. Thirty-eight children, more than half of them, selected it. Followingly, 36 children desire to play at the children's park. Half of the children want to watch around in the restaurant environment. Each of the feeding a pet and drawing and painting is selected by 29 children. Playing with mobile devices picked for 26 times. Followingly, reading a book is selected by 24 children while playing with toys in the playground and making new friends was

selected by 22 participants. Moreover, 19 of the children chose to cook their meal. The last item offered by the researcher was watching TV, which was selected by 13 of the children.

Furthermore, when the researcher asked if there are any other activities that you like to do when you go to a restaurant, the children stated several different activities. Taking a picture, riding a bike, researching were few examples of the responses. However, they are not taken into account in the descriptive analysis, since they were stated only once. On the other hand, listening to music is mentioned by three children and it is added to the *meaningful activity* list. Table 56 summarizes the *meaningful activity* preferences of the children participants.

Table 56. Frequency of Meaningful Activity Priorities of Children q21

FREQUENCIES OF MEANINGFUL ACTIVITIES (N:60)		
Activity	Frequency	%
Walking around	38	63.3
Playing at the child park	36	60.0
Chatting	32	53.3
Watching around	30	50.0
Feeding a pet	29	48.3
Drawing or painting	29	48.3
Playing with mobile devices	26	43.3
Reading a book	24	40.0
Making new friends	22	35.7
Playing with toys in the playground	22	36.7
Cooking your own meal	19	31.7
Watching TV	13	21.7
Listening music	3	5.0

4.3.3. Comparison of Parents' and Children's Priorities in Restaurants

4.3.3.1. Comparison of Important Features to Go to a Restaurant

The comparison is carried out to explore if there are differences between the restaurant inclusivity feature priorities of parents and children, as it is stated in RQ2c. The same open-ended asked children to compare and see the relations between parent and children statements. When the data is analyzed, it can be seen in Figure 8, there are many intersections between parent and children statements in general. The answers differentiate in some of the categories. To interpret,

Parents and children have both common and different priorities in *facility features and layout*. While having a green space and the seating arrangements is important for both groups, having a good view is only parents' priority. On the other hand, different from the parents, children stated that the sports area, library, and child restroom are important. It shows that children care about the functions that they use in a restaurant environment. In the *ambience* feature, there are many items. While the majority of the items are commonly stated there are different statements in each group as well.

When the *food* is interpreted, parents and children mostly expect the same things about the food in their restaurant visit. It is seen that only the presentation of the food is not a common statement. The presentation of the food was not stated by any of the parents. In the *service* feature, service speed and personnel's attention were considered by not the children but the parents.

On the other hand, children state the service generally. It may show that children care about the service but they do not notice the different service measures. In *hygiene*, their statements were mostly matched. Additionally, the hygiene of the food is mentioned by the children. *Safety* was not mentioned as an important factor for either of the groups.

The most differentiation is seen in the *meaningful activities* heading. It was seen that the number of the common statements is less than children's additional statements. In fact, parents have no additional statement. However, *meaningful activities* in a restaurant environment were highly important for the children. It can be interpreted that children pay attention to do something besides eating in a restaurant environment.

Furthermore, *communication* and *economic factors* are the categories that have no common statements of parents and children. Communication measures are important for children. On the other hand, parents have different economic expectations in restaurants. It supports that a restaurant environment is a socializing place for children besides its eating function (See Figure 8).

	<u>Parent Stated</u>	<u>Commonly Stated</u>	<u>Child Stated</u>
Facility Features and Layout	Having a good view Layout	Green space/backyard Seating arrangements	Sport area Library Children restroom
Ambience	Adequate lighting Being not crowded place Ambience in general	Visually appealing atmosphere Visually appealing interiorscaping Suitable temperature/air quality Quiet place Being spacious place Being comfortable place	Visually appealing furniture Background music Being crowded place
Food		Food in general Taste of the food Content of the food	Presentation of the food
Service	Service speed Personnel's attention	Service quality Personnel being respectful Personnel being cheerful/nice	Service in general
Hygiene		Hygiene in general Hygiene of the environment Covid 19 precautions	Hygiene of the food
Safety			
Meaningful Activities		Children entertainment tools Feeding a pet Play area	Discovering new things Food shows Watching the view Watching the nature Playing Playing with toys Playing with mobile devices Playing in the interior play area Playing in the exterior play area
Communication	Nice customers		Chatting Making new friends Spending time with my family
Economic Factors	Being cheap		

Figure 8. Content analysis of important features to go to a restaurant for parents and children

4.3.3.2. Comparison of Important Features to Not go to a Restaurant

Similar to the previous question, parents' and children's answers were compared with a figure for this question below (See Figure 9). It shows that, although the frequencies may display differences, in the *facility features and layout* heading the same items were stated by parents and children. However, the situation differentiated in the *ambience*. While the not child-friendly design was making parents feel

uncomfortable, visually not appealing atmosphere and being a dark place is considered as a disturbing factor for children.

In the *food* heading, the general food problems were stated by both participant groups. However, children had different remarks on this. Children were told if the food is tasteless or if there is a content problem with the food in a restaurant they would like to stop going to that restaurant. For the *service* features, parents and children are mostly in a common opinion. However, seeing not-child friendly personnel in a restaurant environment was considered by parents while it was not stated by any of the children.

In the *hygiene* features, they shared the same perception. Although the frequencies of the items may differ, they both stated the same items. Children were not told any opinion about *safety* measures. However, parents remarked that feeling unsafe makes them uncomfortable when they visit a restaurant with their child.

For the *meaningful activities*, children had no common label. Nevertheless, the content of the statements was close to each other. There might be expression differences between the groups.

For the *communication* features, there was one common statement. Furthermore, children declared that not finding a new friend and being alone makes them uncomfortable in a restaurant environment. Similar to the former category, there was one mutual statement of both groups in the *economic factors* which is an expensive restaurant (See Figure 9).

	<u>Parent Stated</u>	<u>Commonly Stated</u>	<u>Child Stated</u>
Facility Features and Layout		No green space/backyard Layout problems Seating arrangement problems	
Ambience	Not child-friendly design	Being a crowded place Being a noisy place Being a narrow place	Visually not appealing atmosphere Being a dark place
Food		General food problems	Tasteless food Content problems of the food
Service	Not-child friendly personnel	General service problems Service quality problems Personnel being disrespectful/rude	
Hygiene		General hygiene problems Unclean food Unclean environment No Covid 19 precautions	
Safety	Feeling unsafe		
Meaningful Activities	Not allowing to move around Not allowing to play		No play area No Interior children play area
Communication		Rude customers	Not finding new friends Being alone
Economic Factors		Being expensive	

Figure 9. Content analysis of important features to not go to a restaurant for parents and children

4.4. Children’s Drawings

As it was mentioned in the earlier sections, the diversity of methods enables researchers to get more information and check the validity of the data. Therefore, the children's drawings were used in order to explore the objectives of RQ1b, RQ2B, and RQ3 of the study.

When the interview was over, children were asked to draw their dream restaurant on a piece of paper. As is discussed in the previous chapters it was optional for them. There were no time or material limitations. Neither the researcher nor the parents

interfered with the drawing process, and 30 children's drawings are analyzed by the researcher who is a certificated child drawing analyst, and a field expert on child drawing analysis to ensure its validity.

The *Dream Restaurant* drawings of the children provide data from the children's perspective for all research questions that are investigated throughout the study, Ho1c, Ho2c, and Ho3. Children tended to include the aspect they care about in their drawings. Drawings present the perceptions of the restaurant environment, their priorities in their restaurant experience, and the *meaningful activities* that they consider in the restaurant environment. The content analysis method was used in drawing analysis as well. Therefore, every item that children drew was coded and categorized. Since drawing is a non-verbal expression the results may show differences between the open-ended verbal questions.

The results will be displayed in this part of the study. As it was aimed to support the verbal data, children's drawings were analyzed in reference to the six restaurant inclusivity features at first. The results are represented below.

When the *facility features and layout* were analyzed, several subcategories were affirmed by children. Firstly, 12 of the children included exterior surroundings in their drawings. Roads, parking lots, trees, flowers, and animals are the figures that take a place in exterior surrounding drawings. Furthermore, nine of the children draw the backyard. Green space/backyard was important for them (See Table 57).

When the structural elements were analyzed, 19 of the children drew their dream restaurant as a one-story building while eight of them drew a multi-story building. Many of the drawings include walls and doors. A few of them included roof, window, and stairs as structural elements (See Table 57).

For the functions, most of the children drew the dining area. Twenty-six of them included a dining area in their drawings because they are aware that the restaurants' prior function is eating. five of the children drew an outdoor dining space. It can be interpreted that they care about the open air and dining outside. On the other hand, 20 of the children draw only interior dining areas. Moreover, eight of them included the kitchen area. four of them drew a counter desk and three of them included restrooms in their pictures. It revealed that children are aware of the other facilities and functions of the restaurant besides eating a meal in a dining area (See Table 57).

Table 57. Frequency of Facility Features and Layout items drawn by children for q23

Restaurant Inclusivity Feature (N:30)	n	%
Facility Features and Layout		
Exterior surrounding	12	40.0
Road	4	13.3
Parking lot	2	6.7
Backyard	9	30.0
Trees	3	10.0
Flowers	3	10.0
Animals	2	6.7
Interior design		
Structural elements	28	93.3
One-story building	19	63.3
Multi-story building	8	26.7
Roof	8	26.7
Walls	17	56.7
Door	15	50.0
Window	7	23.3

Stairs	4	13.3
Functions	26	86.7
Dining area	26	86.7
Outdoor dining area	5	16.7
Indoor dining area	20	66.7
Kitchen	8	26.7
Counter	4	13.3
Restrooms	3	10.0
Seating arrangements	25	83.3
Table	24	80.0
Chair	24	80.0

As previously mentioned, children comprehend that restaurants are places to dine out, and 25 of them reflected the seating arrangements as tables and chairs to their children. The interiorscapes show diversity in children's drawings. There were paintings & posters, lighting, signboards, carpets & floor tiles, and curtains in their drawing. The drawing of carpets and curtains can be interpreted as a restaurant seeing as a home-like environment for some of the children. Furthermore, sculptures, musical instruments are also seen in the drawings which means some other meaningful activities can be associated with restaurants for children (See Table 58).

Table 58. Frequency of Ambience items drawn by children for q23

Restaurant Inclusivity Feature (N:30)	n	%
Ambience	28	93.3
Interiorscapes	19	63.3
Paintings and posters	3	10.0
Lighting	7	23.3
Balloons	4	13.3
Plants	4	13.3
Signboards	7	23.3
Sculptures	1	3.3
Musical Instruments	1	3.3
Carpet/floor tiles	5	16.7
Curtains	2	6.7

Food can be seen in 13 of the drawings. *Service* elements were seen in the nine of them. On the other hand, *hygiene* factors were reflected in only two of the drawings. In these drawings, children drew a facial mask that represents the COVID-19 pandemic situation and hygiene precautions. As the previous results indicated, any *safety* measure is not taking a part in the drawings as well. Each item in these headings may not be described through drawing. Therefore, it should be supported by the verbal explanations of the children's responses to validate the data(See Table 59).

Table 59. Frequency of Food, Service, Hygiene, and Safety items drawn by children for q23

Restaurant Inclusivity Feature (N:30)	n	%
Food	13	43.3
Service	9	30.0
Hygiene	2	6.7
Safety	0	0.0

The *meaningful activities* feature consists of several items. As referred to in RQ3 of the study, children reflected on what they would like to do in a restaurant environment other than eating. In this manner, children draw many different figures related to playing. The playing with toys or mobile devices only appears once, however, play areas and playing equipment are drawn in various drawings. While the interior play area was painted by five children, the exterior play area is painted by six of them (See Table 60). As for playing equipment, children drew slides mostly. Afterward, they included ball pits, swings, teeter-totter, and sandpit in their drawings as well. Reading and drawing are the other meaningful activities that take a part in children's drawings (See Table 60).

Table 60. Frequency of Meaningful Activities items drawn by children for q23

Restaurant Inclusivity Feature (N:30)	n	%
Meaningful Activities	14	46.7
Playing with toys	1	3.3
Playing with mobile devices	1	3.3
Playing in the play area	11	36.7
Interior children play area	6	20.0
Exterior children play area (park)	5	16.7
Playing equipment	12	40.0
Swing	4	13.3
Slide	7	23.3
Teeter Totter	3	10.0
Ballpit	6	20.0
Sandpit	1	3.3
Reading	3	10.0
Drawing	1	3.3

Communication and *economic factors* were not reflected in the children's drawings in general (See Table 61). Furthermore, children's drawings carry more information when compared to their verbal explanations. The additional notable findings that include children's perceptions, priorities, and meaningful activity choices were categorized and analyzed as well. The additional features were determined as *general evaluation*, *color use* to analyze the drawings,

Table 61. Frequency of Communication and Economic Factors items drawn by children for q23

Restaurant Inclusivity Feature (N:30)	n	%
Communication	0	0.0
Economic Factors	1	3.3
Free payment	1	3.3

The results remarked that it is necessary to look at how the picture makes you feel. The first impressions about the drawing are valuable. Therefore, *a general evaluation* of the pictures was held. In general evaluation, the placement of the drawing on the

paper is important (Göлтаş, 2021). It is seen that exactly half of the children drew the restaurant from the interior and the other half drew from the exterior. The majority of the children, 22, drew it from the front view. Besides, four of them drew from the top view while the rest of them drew by using perspective (See Table 62).

Children start to recognize colors and name them at an early age. They enjoy seeing how the mixed colors change. Emotional effects are dominant in the use of color. Therefore, the use of color is important in children's drawings because colors have symbolic meanings (Göлтаş, 2021). When the *color use* was analyzed, it was seen that seven of the children did not use any colors in their drawings besides the pencil. Six of them used 2-3 colors. The majority of the children, 17, used four or more colors (See Table 62).

Human figure drawings are considered important in children's drawings. Several inferences such as children's moods, wants, and opinions can be done with the help of the human figure analysis in the children's drawing. Hence, *human figures* formed another additional heading for the study. When the human figures in this study were analyzed, 11 of the children drew the human figures with a positive facial impression and three of them drew neutral facial expressions. None of them drew a negative facial expression. It can be said that children like to be in a restaurant environment and they think restaurants give positive feelings to the visitors.

Additionally, 16 of the children did not draw any human figures in their dream restaurant. There might be several reasons for it. They can be having difficulties associating people being in a restaurant environment since the COVID-19 pandemic

restrictions about dining out. On the other hand, they might express that they want a not crowded, quiet restaurant environment. It cannot be precisely determined (See Table 62).

The need for supplementary categories in children's drawing analysis indicates that children tend to give more specific and detailed information about their perceptions and priorities by use of their drawings. There is a wide diversity in children's drawings analysis as opposed to the verbal statements' analysis. Children had the opportunity to indicate more important elements in the drawings they drew compared to verbal explanations.

Table 62. Frequency of General Evaluation items drawn by children for q23

Restaurant Inclusivity Feature (N:30)	n	%
Drawing view	30	100.0
From interior	15	50.0
From exterior	15	50.0
Elevation	30	100.0
Top	4	13.3
Front	22	73.3
Perspective	4	13.3
Color use	30	100.0
None (1)	7	23.3
Low (2-3)	6	20.0
High (4+)	17	56.7
Human Figure		
None (0)	16	53.3
Low (1-3)	11	36.7
High (4+)	3	10.0
Facial expressions	14	46.7
Positive	11	36.7
Neutral	3	10.0
Negative	0	00

4.4.1. Comparison of Children's Dream Restaurant Statements and Drawings

The diversity in the children's drawings set forth two important issues. Firstly, the perfect restaurant in children's dreams can be different in various aspects. Secondly, as mentioned in the former section, children have the opportunity to indicate more important elements in the drawings they draw when compared with verbal explanations.

If the child does not feel comfortable with verbal communication, this may be reflected in the child's answers. In this case, the verbal responses of the child may be limited. Nevertheless, if the child can express himself more easily in the drawing method, this would also be reflected in the pictures.

Moreover, during the *Dream Restaurant* drawing stage of the study, there was no time limit for the children to finish their pictures, so they may have had the opportunity to easily draw the most important factors for them.

Verbal explanation and non-verbal drawing responses were compared in order to support the data. The findings indicated that, although there are common statements, there are various factors that children emphasize in between the verbal explanation and drawings of their *Dream Restaurant* environment.

We cannot claim that one of the methods used is better than the other. By using multiple instruments, several factors that are important to children and they prioritize in a restaurant environment were confirmed. In addition, more information was

obtained from the children by using multiple methods. To exemplify, the inclusivity features such as *service*, *food*, and *hygiene* were more commonly declared in verbal expression. It reveals that children express their views and priorities on these issues during the conversation. The children did not paint these factors. Instead, they included spatial factors, design elements, and *meaningful activities* that they care about. Furthermore, the use of drawings provided an opportunity to explore additional notable headings such as the use of colors and human figures (See Figure 10 and 11).

In sum, as it was stated in the earlier studies it is seen that there is no superior methodology in children's research. It can be advantageous to make use of the multiple methods to enrich and validate the data (Bushin, 2007). Therefore, it can be said that the drawing method has been a beneficial supporting method for the course of the present study.

	Dream Restaurant Question	Commonly Stated	Dream Restaurant Drawing
Facility Features and Layout	<ul style="list-style-type: none"> Multi-storey building Cottages Having a good view Sport area Library 	<ul style="list-style-type: none"> Parking lot Accessible walking path Green space/backyard Kitchen Seating arrangements 	<ul style="list-style-type: none"> Trees/flowers Animals Structural elements Outdoor dining area Indoor dining area Counter Restrooms
Ambience	<ul style="list-style-type: none"> Visually appealing atmosphere Visually appealing furniture Suitable temperature Background music Quiet place Being spacious place Being comfortable place Visually appealing colors Not crowded place Being tiny space 	<ul style="list-style-type: none"> Visually appealing interiorscapes Adequate lighting 	<ul style="list-style-type: none"> Paintings and posters Balloons Plants Signboards Sculptures Musical instruments Carpet/floor tiles Curtains
Food	<ul style="list-style-type: none"> Taste of the food Content of the food Presentation of the food Children's menu 	<ul style="list-style-type: none"> Food in general 	
Service	<ul style="list-style-type: none"> Service speed Service quality Personnel being respectful Personnel being cheerful/nice 	<ul style="list-style-type: none"> Service in general 	
Hygiene	<ul style="list-style-type: none"> Hygiene of the environment Hygiene of the food Covid 19 precautions 	<ul style="list-style-type: none"> Hygiene in general 	
Safety			
Meaningful Activities	<ul style="list-style-type: none"> Moving around Different activities for families Running around Cooking my food Children entertainment tools 	<ul style="list-style-type: none"> Playing with toys Playing with mobile devices Playing in the interior play area Playing in the exterior play area 	<ul style="list-style-type: none"> Playing equipments Swing Slide Teeter totter Ballpit Sandpit Reading Drawing

Figure 10. Content analysis of Dream Restaurant responses of children 1

	Dream Restaurant Question	Commonly Stated	Dream Restaurant Drawing
Communication	Nice customers Making new friends Spending time with my family		
Economic Factors		Free payment	
Drawing view			Exterior view Interior view
Elevation			Top view Front view Perspective
Color Use			No color Low use of color High use of color
Human Figure			No human figure Low number of human figure High number of human figure
Facial Expressions			Positive Neutral Negative

Figure 11. Content analysis of Dream Restaurant responses of children 2

In the next chapter, the findings of the present study are discussed regarding the structure of the thesis. The relation of the present study to previous studies are compared and positive and negative aspects of the study mentioned.

CHAPTER V

DISCUSSION

Based on the previous literature, this chapter discusses the structure and the findings of the present study. The main purpose was to put emphasis on the parents' and children's inclusivity in restaurant environments. Therefore, this study was aimed to investigate how parents' and children, as interdependent user groups, perceive restaurants' inclusivity and to explore whether there is a difference in their perceptions or not (RQ1). Furthermore, it was aimed to investigate the priorities of these groups in a restaurant and to compare their priorities to see if there is a relation between their priorities (RQ2). Moreover, this study was aimed to address if there are any notable functions/meaningful activities of the restaurant besides its main function which is eating (RQ3).

While investigating these objectives, three hypotheses were formed. Initially, it was assumed that there is a difference between parents' and children's perception of restaurant inclusivity (Ho1c). Additionally, it was hypothesized that there is a difference between parents' and children's priorities in the restaurant (Ho2c).

Furthermore, it was estimated that there are notable meaningful activities in restaurants other than eating for children (Ho3).

The research questions were investigated with a mixed methodology. For the parents, a questionnaire was selected as an instrument. For the children interviewing was selected as an instrument. To understand their perceptions and priorities in the restaurant environment, a set of questions were developed by adaptations from the earlier studies. Furthermore, the interview data was supported by the children's drawings. It was the first time that children's drawings were analyzed within the scope of a restaurant environment. Thus, the procedure was modified and adopted regarding the examples from previous studies that were conducted in the indoor playground (Endicott et al., 2010), schoolyard (Tamoutseli & Polyzou, 2010), children's hospital (Nourmusavi et al., 2019), and etc.

The accessibility requirements of the parents and children that should be held in public spaces are not included in the study. It was assumed that the parents' and children's anthropometric properties were already considered by the designers and restaurateurs and controlled by the authorities. The inclusivity features beyond the accessibility were analyzed in an attempt to fill the gap in the literature. Furthermore, the type of restaurant and the budget factors were not included because the central purpose here is to compare the overall restaurant perspective of the parent and child. For this reason, families with a similar structure at above-average income levels were selected.

Within the context of restaurant inclusivity, six inclusivity measures were proposed. For the parents' questionnaire that aimed to investigate parents' perception and priorities within the restaurant, a set of restaurant inclusivity features were created. As the restaurants are not only public space but also a business that was privately owned, the inclusivity measures needed to cover important aspects of both design and management disciplines. Hence, the measures included architectural factors of the restaurant environment that are named as *facility features*, *layout*, and *ambience*. Besides, the measures included hospitality features that are named as *product and service quality*, and *health and safety*. Additionally, as the notable functions of the restaurant were questioned, the sixth measure was defined as *meaningful activities*. In this way, the restaurant's inclusivity was explored comprehensively regarding different disciplines. Although these features covered various important aspects in the parents' questionnaire, the needs of categorization were different for qualitative analysis. In the categorization process of the content analysis, it was observed that these categories are not entirely fitting into the responses of the open-ended questions. Therefore, adjustments are done in the titles. Moreover, two features which are *communication* and *economic factors* are added to the analysis as well.

Initially, we can discuss the findings of the perceptions of restaurant inclusivity for parents and children that were examined in RQ1. It was intended to understand their perceptions by examining their general impression of restaurants and general choices of restaurants.

According to the results, their general impression of restaurants shows differences. Children are more positive, they tend to have fun in restaurants compared to their

parents. However, they both like to visit restaurants. We can interpret that parents do not think restaurants are places to have fun. However, they want to visit restaurants which may show that parents may have other reasons to go to the restaurant with their children. For instance, certain reasons may include such as not cooking at home or having a different experience with their family, etc. However, the questions asked in this study may be insufficient to reach these factors.

In the study restaurant types were categorized under three headings as *quick-service* restaurants, *quick-casual* restaurants, and *full-service* restaurants based on the previous literature (Chua et al., 2020). Pettersson and Fjellström (2007) focused on the functions of restaurants considering the types of restaurants and revealed that both restaurant types and occasions influence the dining out experience. In this study, the favorite restaurants were asked to participants and categorized according to the restaurant types. The results revealed that restaurant choices of the parents' and children differ in several aspects. Parents and children mostly stated *full-service* restaurant names as their favorite restaurant. Almost none of them mentioned a *quick-casual* restaurant. It can be said that *full-service* restaurants are more preferred by families. However, parents and children are not of the opinion about *quick-service* restaurants. Children are more likely to prefer fast-food restaurants compared to their parents.

Furthermore, children's influence in choosing a restaurant can be discussed. Mariani (2001) presented that children influence 90% of the family's dining out occasions. Moreover, Labrecque and Ricard (2001) conducted a study to investigate children's influence on family's restaurant decision making. The findings showed that children

influence a family's restaurant preferences, yet they underestimate their influence on parents. Whereas, children have almost similar influences as their parents. Another study published by Chen et al. (2016) focused on the family dining out decisions. The author proposed that children influence the family dining out choices of the family. Initially, mothers play a powerful role in choosing a restaurant to dine out compared to fathers and children. Additionally, father's and young children's influence is similar.

This study does not contradict the previous studies. In this study, although the parents are included in the study regardless of being a mother or father it was seen that the majority of the parent participants were mothers. Only two fathers attended the study. Therefore, the influence of mother and father cannot be compared in this study. Although, the results revealed that children influence the family dining out decisions and restaurant choices to a great extent. Parents mostly consider their children's opinions and preferences while choosing a restaurant. The findings affirmed that parents' and children's perception of restaurant inclusivity is interdependent and it differs in some manners because their expectations and priorities in the restaurant vary.

Secondly, we can discuss the findings of priorities of parents and children that were questioned in RQ2. It was seen that the most dominant function in the restaurant is eating. Since food displays a critical role in the restaurant environment as is expected. Although it was declared in the question as; remark about factors other than food, it was still highly mentioned by the attendees. In this manner, it is obvious that *product and service quality* influences parents and children in a restaurant

environment. Besides the food, the attitude of the personnel is a common consideration of two groups. Both groups want to encounter nice personnel who are willing to help and are tolerant of the children.

On the other hand, *health and safety* is a particularly important feature in the restaurant environment for both parents and children. In qualitative analysis, it was seen that *hygiene* factors were determined as important several times. Additionally, in the Likert Scale survey, *health and safety* measure was seen as the most prioritized feature for parents. It validates that parents and children perceive that *hygiene* factors are important in a restaurant environment. Also, it was claimed that the hygiene of the environment is the most important point in the restaurant choice in the previous studies (Pecotić, Bazdan, & Samardžija, 2014). On the other hand, the importance of each hygiene feature (hygiene of the environment, tables, play areas and toys, COVID-19 precautions) seems to be almost equal in responses to the parent survey. Possibly the hygiene features could be grouped under a single title in the parent questionnaire as *hygiene*. Another reason why hygiene factors are so important may be the COVID-19 pandemic period we are in. The exceptional circumstance, COVID-19, may have an influence on families' perception and priorities about the restaurant environment because in recent restaurant visits families had to consider the COVID-19 hygiene precautions more than during the pandemic period (Ozbek & Yildirim, 2020).

Although *health and safety* measures have the highest rank score, the highest ranks in the heading belong to *hygiene* factors. Contrarily, *safety* measures have lower mean ranks. In parent surveys, feeling safe is highly prioritized by the parents. The other

safety factors were not prioritized as it was. As it is supported in the qualitative analysis, all *safety* measures are not highly influential for both parents and children in the restaurant environment within the scope of this study. Nevertheless, previous studies revealed the importance of safety in public spaces (Mehta, 2014). Therefore, the results do not precisely prove that safety is not an important inclusivity feature in restaurant environments. Hence, the results of the present study about safety led us to think critically about our data gathering processes. At this point, it may be sufficient to review why this factor is so low. Possibly, the *safety* feature was not sufficiently understood by the participants. Another reason for this factor to be lower than assumed could be the sociodemographic characteristics of the users. Participants may have responded to the question by respecting the places in their cities that they are familiar with and are sure of their safety. For this reason, they may not have safety concerns. This feature may be researched for future studies again.

In facility features and layout measures, there is no single dominant inference. Parents and children have similar and different priorities in terms of *facility features and layout*. The results show that *layout*, which considers the arrangement and settlements of the objects in the place, is more important for parents opposed to the *facility features* which held the existence of several functions in the place. Qualitative results show that almost half of the responses include *facility features and layout* as an important feature.

The importance of the *ambience* features showed variety within the study. A visually appealing atmosphere, interiorscapes such as paintings, plants, etc. was important for the participants. On the other hand, as it was mentioned the importance of color was

controversial in previous studies. While findings of Omar, Ariffin, and Ahmad (2015) claimed the importance of color, (Ariffin, Bibon, & Abdullah, 2012) found that color is not highly important in restaurant experience. In this study, color did not come forward. So that, we cannot state the importance of color in this study. Moreover, being a quiet and spacious place was important for the participants.

The *meaningful activities* feature is controversial. Inferential statistics show that they are the least important factor for the parents. The qualitative analysis also strengthens this assumption. *Meaningful activities* that are provided by the restaurant for the parents and children have lower importance for the parents. As Aşık (2019) claims, it can be explained with the scantness of the *meaningful activities* that are offered by the restaurants for families. However, it presents differences for children participants. The findings indicate that *meaningful activities* are notable for children. Besides the eating activity, children care about the other activities in their restaurant visit. They mostly care about playing activity and playing equipment as revealed by the open-ended questions. Nonetheless, when they viewed the activity options with the visuals they remarked several *meaningful activities* as they would like to do in a restaurant environment.

When we discuss researching with parents and the children, as the previous studies claimed, researching with parents and researching with children require different considerations. Researching with children has many different challenges compared to researching with adults (Dockett, Einarsdottir, & Perry, 2009). Ethical considerations should always be regarded in each of the planning, application, and publishing

processes of the study. Furthermore, besides the ethical considerations the validity and reliability of the children's responses should be ensured.

Children tend to give different answers in different conditions. It was noticed that when children are asked to answer questions about specific features of restaurant inclusivity, many of these features were missing. However when they were asked more general open-ended questions, many of them provided more information about their perceptions of restaurant inclusivity and their priorities in the restaurant environment. On the contrary, in defining meaningful activities, when open-ended questions were asked without any options or instructions they stated fewer items. Yet, when the options are presented and supported with the visuals they tend to choose more of the activities. The results differentiated in these two circumstances.

Regarding the findings, it can be declared that children's answers should be supported by multiple methods to improve the reliability and validity of their interpretations.

When the aims, structure and findings of the study are taken into consideration the present study has many differences compared to the previous studies. One of the most apparent differences between the present study findings and other studies mostly concentrated on a single perspective in restaurant studies. In the present study, restaurant inclusivity was investigated concerning the different user groups which are interdependent.

Another difference of the present study is that this study was conducted entirely in online platforms. As the nature of public space research, previous studies mostly conducted a field study. Aşık (2019) conducted a field survey with 400 families in

several restaurants in İzmir. In this way, the participants were able to answer the questions by taking advantage of the latest experience in their minds. In the present study, since the lockdowns occurred due to the COVID-19 pandemic, the participants were not able to visit restaurants as frequently as they did in the past. Therefore, in an online study, they were asked to answer some of the questions regarding their latest restaurant visit experience and answer some of the questions regarding their general restaurant visit experiences as a family. Besides the participant perspective, an online study due to COVID-19 had challenges for the researcher as well. Previous studies benefited from the advantages of the field studies. For instance, Pettersson and Fjellström (2007) carried out parent and child observations in four restaurants. It enabled authors to perceive parents' and children's behaviors in the restaurant environment. Moreover, Arnold (2007) conducted observations in 14 restaurants besides the street surveys and interviews and increased the validity of the data by the use of different methods.

Another apparent difference between the present study and other studies is the categories that are covered within the inclusivity context. Different from the previous studies, in this study the accessibility requirements were not included to the study. Instead, the architectural factors: *facility features, layout, ambience* were combined with restaurant management factors: *product and service quality, health and safety, and meaningful activities*. In this way, the study covered numerous aspects from different disciplines.

When the study is generally evaluated, there are diverse positive aspects of the study. This study contributed to fill the gap in the literature of inclusivity of families in

public spaces, especially in restaurant environments, and contribute to future researchers in the field. It broadly elaborated the inclusivity issue and it proposed a restaurant inclusivity measure that consists of multiple dimensions that concern both the designers and restaurateurs. Besides theoretical implications, this study offers numerous managerial implications. The results of the study may help restaurateurs to better understand the importance of restaurant inclusivity that depends not only on the management considerations but also the interior architecture implications in the physical environment. Furthermore, this study presented a mixed methodology that can be modified and used in further studies in the field. It used children's drawings in this context for the first time which established a precedent. However, this study also has limitations which will be discussed in the conclusion and limitations of the study.

CHAPTER VI

CONCLUSION

In this thesis, parents' and children's perceptions of restaurant inclusivity were studied. While the study examined inclusive design in general and the inclusivity of public spaces; the focus was the restaurant inclusivity. Accordingly, the inclusivity evaluation criteria are determined.

The study was conducted with a mixed methodology which investigates two different groups' perceptions towards restaurant inclusivity. In the first part, an online questionnaire was proposed by the researcher in order to see parents' perceptions. The questionnaire included both close-ended and open-ended questions. Also, the Likert Scale measurement was given in the questionnaire. In that question, it was expected from them to rate the importance of presented inclusivity factors considering the restaurant visits with their children.

For the second section, a different method was offered by the research that is more suitable for the nature of the children's study. One-to-one ZOOM interviews were

carried out. In these interviews, after the warm-up questions, children were asked about their last restaurant experience, their general restaurant choices. Afterward, open-ended questions are asked to get more information. Since the diversity of methods is advised in children's research, the children's drawings supported the interviews. Children, voluntarily, drew their *Dream Restaurant* (See Appendix D for the children's drawings). In this way, children's data is validated.

One of the most apparent differences between the present study findings and other studies is that children are seen as a part of the study instead of talking about their needs and preferences. Furthermore, this study investigates the interrelated two groups of participants in restaurants from a broader perspective. Unlike the previous studies, this study focused on six restaurant inclusivity features. In these ways, the architectural factors which are *facility features, layout, ambience* are combined with the hospitality factors which are *product and service quality, health and safety*. Additionally, the importance of the *meaningful activities* that are offered for the families is also considered in the last category.

As it was proposed in Ho1c and Ho2c, the results show that parents' and children's perception of restaurant inclusivity and consequently their priorities in the restaurant show variety. Therefore, restaurants should not consider families as one group, although their existence in a place is interdependent they might have different needs and priorities from the restaurant environment. Hence, in order to be inclusive for both, their priorities should be held separately.

Findings present that, there are other notable functions of the restaurant other than eating regarding the Ho3. Rather than the parents, children care about *meaningful activities* more. The prominent activity is the playing activity and its variations. It is not an unexpected result, since playing has a crucial role in children's lives.

To sum up, the restaurant's inclusivity is crucial for children and parents. These children, who are trapped in children's places, want restaurants that are deemed as *adult places*, to embrace them. Beyond being inclusive for them they even want the restaurant environment to be special for them in some cases. As the previous studies claim, children want to have their part of space (Anbari & Soltanzadeh, 2015). On the other hand, parents want to encounter restaurant designs where they can have a good time with their children.

Although the way children and parents perceive restaurants and the factors they care most about in the restaurant shows differences, their similarities cannot be underestimated. Both groups want to encounter a more inclusive restaurant environment for children and families during their dining out experience.

Family inclusivity in a restaurant environment has multiple aspects that should be considered by different parties. Initially, parents' and children's inclusivity should be seen as a basic right to participate in social life. Therefore, restaurants should evaluate their current situation. They should be aware of how inclusive they are and how they meet the needs of an important visitor group, parents' and their children (Bardwell, 2013). They need to adapt inclusivity measures to accommodate families and children to have an enjoyable experience (Jennings, 2009). Moreover, designers

should regard family and children inclusivity in restaurant environments. If the program and design were built at the beginning, it would be easier to achieve inclusivity in design.

This study contributed to fill the gap in the literature about the parents' and children's inclusivity in the restaurant environment. The study dealt with the subject from a broader perspective. It was seen in the literature review that children's participation and children's inclusivity were restricted in children's spaces. The researcher listened to the children's opinions in order to understand their perceptions and priorities in a restaurant environment besides listening to the parents in the restaurants which were defined as an adult space. In this way the researcher provided parents' and children's points of view through the restaurant's inclusivity issue. Furthermore, the researcher proposed a mixed methodology that can be adopted in future studies.

6.1. Implications for Interior Architecture and Restaurant Management

This study displays the importance of inclusivity and proposes criteria for evaluating child and parent inclusivity in a restaurant. Furthermore, it enhances the awareness of children being a participant of not only *children's spaces* but also *adults' spaces*.

Therefore, it would be an important guide for designers and practitioners in the design process of a restaurant project. Henceforth, designers consider the child and parent user group's needs, wants, and priorities in a restaurant environment. Initially, children's anthropometric properties should be regarded and design should propose accessible design and service solutions for them. Afterward, the recommendations

could be regarded by interior designers as checkpoints of child inclusive restaurant environment which are the following:

Facility Features

- An accessible green space/backyard should be designed.
- Restrooms should be accessible, child restrooms should be designed if possible.
- Accessible interior, and/or exterior play areas should be designed.
- Accessible entrance, parking lot, circulation path, and circulation elements (elevators, stairs, ramps) should be provided.

Layout

- The restaurant layout should be designed as it allows easy movement and easy wayfinding.
- Seating arrangements should be designed and placed as they give enough space and privacy for the users.
- Furniture should be comfortable and spacious.

Ambience

- The interior design of the restaurant should offer the visitors a visually appealing atmosphere, color scheme, interiorscapes (plants, flowers, artwork, painting, etc.), and furniture.
- The place should be enlightened adequately artificially and naturally.
- The room temperature of the environment should be suitable.

- Background music should be pleasing and background noise should be controlled.
- The density and crowdedness of the place should be controlled.

As it was discussed, parent and child inclusivity is not only dependent on architectural factors of the restaurant but also dependent on the restaurant management features of the restaurant. Hence, restaurateurs also should make reasonable adjustments in their restaurants to increase the parents' and children's inclusivity in the restaurant environment. The recommendations could be regarded by restaurateurs as checkpoints of child inclusive restaurant environment which are the following:

Product and Service Quality

- Food service should be visually appealing and the meal should be served exactly how it is ordered.
- Healthy food options should be presented on the menu.
- Suitable food options should be presented for children on the children's menu.
- Personnel of the restaurant should have positive communication with a cheerful/nice attitude.
- Personnel should be tolerant of the children.

Health and Safety

- There should be guiding personnel in the children's play area in order to be sure that they are safe.
- The presence of safety should be ensured.

- The hygiene factors should be considered and the environment, tables, playgrounds, children's toys should always be kept clean.
- COVID-19 precautions should be regarded. Social distance, sanitizing and mask-wearing should be controlled.

Meaningful Activities

- The place should allow children to move around, and go to the playground or restrooms independently.
- The restaurant should provide different playing options for children whether in the seating table, interior play area or exterior play area.
- The restaurant should provide different children's entertainment activities such as making your food, feeding a pet, watching a puppet show, etc.
- The restaurant should provide different children's entertainment tools such as toys, books, pencils, mobile devices, etc.

6.2. Limitations of the Study

This study has several limitations which should be taken into account in future studies. Initially, there is an unusual circumstance, COVID-19 Pandemic, which affects all around the world. Due to the COVID-19 pandemic, restaurants are not able to give services. Therefore, it extinguished the possibility of doing observation in the restaurant. Furthermore, due to the COVID-19 pandemic face to face interactions are minimized. Within the pandemic precautions, the whole study was conducted online.

Moreover, the number of participants that were reached through snowball sampling is limited. Participant groups mostly had similar socio-economic backgrounds which are middle-upper. However, the results may show differences in different socio-economic sections or different age groups. Sample groups should be extended through both the number and age range.

6.3. Implications for Further Studies

As mentioned above, this study contributes to filling the gap in the literature about parents' and children's inclusivity research in the restaurant environment. The results of the study are beneficial for the designers, environmental psychologists, child development specialists, academics, and students who may be interested in the inclusivity of restaurants for children and families. However, the studies in this area are still missing. More research is needed to examine the child and parent perception of restaurant inclusivity. There are some suggestions for future research.

The advantages of using a mixed methodology were observed in the study. The relationship between the responses was examined and the accuracy was tested by comparing them with each other. Both overlapping and conflicting responses were seen. Although using different measures led to difficulties while analyzing and comparing the data, this type of mixed methodology can be conducted by modifying for future studies.

As the study was conducted in a pandemic period the estimate could not be possible between pre-pandemic and pandemic conditions. In further studies, while

investigating the importance of hygiene factors on the participants these circumstances can be taken into account. Furthermore, the site observation method can investigate when the extraordinary COVID-19 pandemic conditions allow children and parents inclusivity. Observation would allow the researcher to track the user's behaviors intimately.

Furthermore, this study should be repeated with different age groups, whether 0-7 age younger preschool children or 12-14 older children. To test the children's developmental stage's effect on children's perception of the restaurant, comparative studies can be conducted between younger children and older children.

This study intended to fill some gaps in the field. The findings of the study contributed to the literature of parents' and children's restaurant inclusivity research. It proposed a mixed methodology that can be improved and used in future studies. It offered interior architecture solutions for the designers and reasonable management adjustments for the restaurateurs. In sum, the results are beneficial for interior designers, environmental psychologists, instructors, or students who may be interested in restaurant design or families in public spaces. In the future, the research concerning parents and children in public spaces, especially restaurants, may continue and the questions may be answered in a wider context. However, before it comes, the author of this thesis hopes that designers and restaurateurs of the existing restaurants will make reasonable adjustments in order to be more inclusive for parents and children.

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APPENDICES

APPENDIX A1: ETHICAL APPROVAL FORM



Bilkent Üniversitesi

Akademik İşler Rektör Yardımcılığı

Tarih : 18 Ocak 2021
Gönderilen : Büşra Altıntepe
Tez Danışmanı : Burçak Altay
Gönderen : H. Altay Güvenir
İnsan Araştırmaları Etik Kurulu Başkanı
Konu : “*Children and ...*” çalışması etik kurul onayı

Üniversitemiz İnsan Araştırmaları Etik Kurulu, 18 Ocak 2021 tarihli görüşme sonucu, “*Children and Parents’ Perception on Inclusivity of Restaurants*” isimli çalışmanız kapsamında yapmayı önerdiğiniz etkinlik için etik onay vermiş bulunmaktadır. Onay, ekte verilmiş olan çalışma önerisi, çalışma yürütücülere ve bilgilendirme formu için geçerlidir.

Bu onay, yapmayı önerdiğiniz çalışmanın genel bilim etiği açısından bir değerlendirmedir. Çalışmanızda, kurulumuzun değerlendirmesi dışında kalabilen özel etik ve yasal sınırlamalara uymakla ayrıca yükümlüsünüz.

Kovid-19 salgını nedeniyle konulmuş olan kısıtlamaların yürürlükte olduğu süre içinde, tüm komite toplantıları elektronik ortamda yapılmaktadır; aşağıda isimleri bulunan Bilkent Üniversitesi Etik Kurulu Üyeleri adına bu yazıyı imzalama yetkisi kurul başkanındadır.

Etik Kurul Üyeleri:

Ünvan / İsim	Bölüm / Uzmanlık	
Prof.Dr. H. Altay Güvenir	Bilgisayar Mühendisliği	Başkan
Prof.Dr. Erdal Onar	Hukuk	Üye
Prof.Dr. Haldun Özaktaş	Elektrik ve Elektronik Müh.	Üye
Doç.Dr. Işık Yuluğ	Moleküler Biyoloji ve Genetik	Üye
Dr. Öğr. Üyesi Burcu Ayşen Ürgen	Psikoloji	Üye
Doç.Dr. Çiğdem Gündüz Demir	Bilgisayar Mühendisliği	Yedek Üye
Dr. Öğr. Üyesi A.Barış Özbilen	Hukuk	Yedek Üye

Kurul karar/toplantı No: 2021_01_18_02

APPENDIX A2: CONSENT FORMS ENGLISH VERSION | PARENTS

This survey study is carried out within the scope of a master's study conducted at I.D. Bilkent University Department of Interior Architecture and Environmental Design. The aim of the study is to investigate the perception of 8-11 year-old children and parents about the inclusiveness of restaurants and to contribute to the restaurant design and literature. As part of the survey, you are expected to answer multiple choice questions about your restaurant visit experiences. This study takes approximately 15-20 minutes.

Only individuals who have children between the ages of 8-11 and who have visited a restaurant with their children at least once in the last six months can participate in this study.

All information collected within the scope of the survey will be kept confidential and respondents' answers will be stored in a place accessible only to researchers. The answers and the people who give these answers will not be matched, the data will be stored by associating them with numerical codes. We do not foresee any risks or discomfort from your participation in the survey.

This study is approved by I.D. Bilkent University Ethical Committee. Participants are free to withdraw from the study at any time, provided that they inform the researcher in advance. In addition, the researcher may exclude the participants from the study, when deemed necessary.

Thank you for your contribution by participating in the research.

To get more detailed information about the study, please contact with:

busra.altintepe@bilkent.edu.tr | burcak@bilkent.edu.tr

APPENDIX A3: CONSENT FORMS TURKISH VERSION | PARENTS

Bu anket çalışması, I.D. Bilkent Üniversitesi, İç Mimarlık ve Çevre Tasarımı Bölümünde yürütülen bir yüksek lisans çalışması kapsamında yapılmaktadır. Çalışmanın amacı 8-11 yaş grubu çocukların ve ailelerinin restoranların kapsayıcılığı hakkındaki algısını araştırmak ve literatüre katkı sağlamaktır. Anket kapsamında restoran ziyareti deneyimlerinize dair çoktan seçmeli soruları yanıtlamanız beklenmektedir. Bu çalışma yaklaşık 20 dakika sürmektedir.

Bu araştırmaya yalnızca 8-11 yaş aralığında çocuğu olan ve son altı ayda çocuğuyla beraber en az bir kez restoran ziyaretinde bulunan bireyler katılabilir.

Anket kapsamında toplanan tüm bilgiler gizli tutulacak ve katılımcıların cevapları yalnızca araştırmacıların ulaşabileceği bir yerde saklanacaktır. Cevaplar ve bu cevapları veren kişiler eşleştirilmeyecektir, veriler sayısal kodlarla ilişkilendirilerek saklanacaktır. Elde edilen veriler bilimsel amaçlar için yayınlanmak üzere raporlandırılacaktır. Anket formunda yer alan sorulara içtenlikle cevap vermeniz sonuçların tutarlılığı ve bilimselliği açısından çok önemlidir. Ankete katılımınızdan kaynaklanan herhangi bir risk veya rahatsızlık öngörülmemektedir.

Bu araştırma Bilkent Üniversitesi Bilimsel Araştırma ve Etik kurulu tarafından incelenmiş ve onaylanmıştır. Araştırmacıyı önceden bilgilendirme koşuluyla, katılımcılar istedikleri zaman araştırmadan çekilmekte özgürdür. Ayrıca araştırmacı gerekli gördüğü şartlarda katılımcıları çalışmadan uzaklaştırabilir.

Araştırmaya katılarak yaptığınız katkıdan dolayı teşekkür ederiz.

Araştırmayla ilgili daha detaylı bilgi için:

busra.altintepe@bilkent.edu.tr | burcak@bilkent.edu.tr

APPENDIX A4: CONSENT FORMS ENGLISH VERSION | CHILDREN

This survey study is carried out within the scope of a master's study conducted at I.D. Bilkent University Department of Interior Architecture and Environmental Design. The aim of the study is to investigate the perception of 8-11 year-old children and parents about the inclusiveness of restaurants and to contribute to the restaurant design and literature. As part of the survey, you are expected to answer multiple choice questions about your restaurant visit experiences. This study takes approximately 15-20 minutes.

Only children aged 8-11 and who have visited a restaurant with their parents at least once in the last six months can participate in this study.

All information collected within the scope of the survey will be kept confidential and respondents' answers will be stored in a place accessible only to researchers. The answers and the people who give these answers will not be matched, the data will be stored by associating them with numerical codes. We do not foresee any risks or discomfort from your participation in the survey.

This study is approved by İ.D. Bilkent University Ethical Committee. Participants are free to withdraw from the study at any time, provided that they inform the researcher in advance. In addition, the researcher may exclude the participants from the study, when deemed necessary.

Thank you for your contribution by participating in the research.

To get more detailed information about the study, please contact with:

busra.altintepe@bilkent.edu.tr | burcak@bilkent.edu.tr

APPENDIX A5: CONSENT FORMS TURKISH VERSION | CHILDREN

Bu anket çalışması, I.D. Bilkent Üniversitesi, İç Mimarlık ve Çevre Tasarımı Bölümünde yürütülen bir yüksek lisans çalışması kapsamında yapılmaktadır. Çalışmanın amacı 8-11 yaş grubu çocukların ve ailelerinin restoranların kapsayıcılığı hakkındaki algısını araştırmak ve literatüre katkı sağlamaktır. Anket kapsamında restoran ziyareti deneyimlerinize dair açık uçlu ve çoktan seçmeli soruları yanıtlamanız beklenmektedir. Bu çalışma yaklaşık 15-20 dakika sürmektedir.

Bu araştırmaya yalnızca 8-11 yaş aralığında ve son altı ayda en az bir kez restoran ziyaretinde bulunan çocuklar katılabilir.

Anket kapsamında toplanan tüm bilgiler gizli tutulacak ve katılımcıların cevapları yalnızca araştırmacıların ulaşabileceği bir yerde saklanacaktır. Cevaplar ve bu cevapları veren kişiler eşleştirilmeyecektir, veriler sayısal kodlarla ilişkilendirilerek saklanacaktır. Elde edilen veriler bilimsel amaçlar için yayımlanmak üzere raporlandırılacaktır. Anket formunda yer alan sorulara içtenlikle cevap vermeniz sonuçların tutarlılığı ve bilimselliği açısından çok önemlidir. Ankete katılımınızdan kaynaklanan herhangi bir risk veya rahatsızlık öngörülmemektedir.

Bu araştırma Bilkent Üniversitesi Bilimsel Araştırma ve Etik kurulu tarafından incelenmiş ve onaylanmıştır. Araştırmacıyı önceden bilgilendirme koşuluyla, katılımcılar istedikleri zaman araştırmadan çekilmekte özgürdür. Ayrıca araştırmacı gerekli gördüğü şartlarda katılımcıları çalışmadan uzaklaştırabilir.

Araştırmaya katılarak yaptığımız katkıdan dolayı teşekkür ederiz.

Araştırmayla ilgili daha detaylı bilgi için:

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APPENDIX B1: PARENT QUESTIONNAIRE | ENGLISH VERSION

Parents' Perception of Restaurant Inclusivity

This survey study is carried out within the scope of a master's study conducted at I.D. Bilkent University Department of Interior Architecture and Environmental Design. The aim of the study is to investigate the perception of 8-11 year-old children and parents about the inclusiveness of restaurants and to contribute to the restaurant design and literature. As part of the survey, you are expected to answer multiple choice questions about your restaurant visit experiences. This study takes approximately 15-20 minutes.

Only individuals who have children between the ages of 8-11 and who have visited a restaurant with their children at least once in last 6 months can participate in this study.

All information collected within the scope of the survey will be kept confidential and respondents' answers will be stored in a place accessible only to researchers. The answers and the people who give these answers will not be matched, the data will be stored by associating them with numerical codes. We do not foresee any risks or discomfort from your participation in the survey.

This study is approved by I.D. Bilkent University Ethical Committee. Participants are free to withdraw from the study at any time, provided that they inform the researcher in advance. In addition, the researcher may exclude the participants from the study, when deemed necessary.

To get more detailed information about the study, please contact with:

Büşra Altıntepe: busra.altintepe@bilkent.edu.tr

Asst. Prof. of Practice Burçak Altay: burcak@bilkent.edu.tr

* Required

1. If you agree to voluntarily participate in the research in the light of the above information, tick the box below. *

Check all that apply.

I agree to voluntarily participate in the research mentioned above.

Eligibility to Participate

Please read the questions and pick the most suitable option for you.

2. Have you been at the restaurant with your child in the last 6 months (during the COVID period)? *

Only parents who have been in the restaurant with their child in the past 6 months can participate in this survey. If you have not been at the restaurant with your child in the last 6 months, please finish the form by selecting the 'No' option.

Mark only one oval.

Yes

No

Section 1 | Demographic Information

Please read the questions and pick the most suitable option for you.

3. Age

Mark only one oval.

30 and below

31-44

45-54

55-64

65 and above

4. Sex:

Mark only one oval.

Female

Male

5. The city which you are living

6. Educational Status (considering the highest diploma held):

Mark only one oval.

- Primary School
- Secondary School
- Bachelor's Degree
- Master's Degree
- Doctoral Degree

7. Job Status:

Mark only one oval.

- Full time
- Part time
- Unemployed
- Retired
- Student

8. How many children do you have?

Mark only one oval.

- 1
- 2
- 3
- 4
- 5 and above

9. The gender of your child(ren) who will participate in this study:

Check all that apply.

- Girl
- Boy

10. How old is your child(ren) who will participate in this study?

Check all that apply.

- 8
- 9
- 10
- 11

11. In what grade is your child(ren) who will participate in this study?

Check all that apply.

- 2. grade
- 3. grade
- 4. grade
- 5. grade
- 6. grade

Section 2 | General Preference

Please read the questions and pick the most suitable option for you.

12. How do you think restaurants are?

Mark only one oval.

- Fun
- Neutral
- Boring
- Changeable

13. Do you like going to the restaurant with your child?

Mark only one oval.

- Yes
- No
- Neutral
- Changeable

14. When you go to a restaurant with your child, what are the 3 most important factors for you in that restaurant except the food? Briefly explain the reasons.

Section 3 |
Priorities

Tick the appropriate checkbox that explains how important it is for you to have the following features during your visit to the restaurant with your child. Please consider the importance of each feature individually.

15. Facility Features

Mark only one oval per row.

	Not important at all	Not important	Neutral	Important	Very important
Accessible parking lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible route from parking lot to the restaurant entrance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible building entrance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible circulation elements (stairs, ramps, elevators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible interior circulation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-story building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easily observable space from a standing point	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible green space/back yard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible child restroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible interior child play area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessible exterior child play area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Layout

Mark only one oval per row.

	Not important at all	Not important	Neutral	Important	Very important
Restaurant layout that allows easy movement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restaurant layout that allows you find what you are looking for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transitions with adequate signs and directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seating arrangements giving enough space to user	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seating arrangements giving enough privacy to user	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfortable and spacious furniture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Ambiance

Mark only one oval per row.

	Not important at all	Not important	Neutral	Important	Very important
Visually appealing atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visually appealing color scheme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visually appealing Interiorscapes (plants, flowers, artwork, painting, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visually appealing furniture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate daylighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate artificial lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suitable room temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pleasing background music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not crowded place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quiet place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Product and Service Quality

Mark only one oval per row.

	Not important at all	Not important	Neutral	Important	Very important
Visually appealing food service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy food options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child menu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meal served exactly as ordered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel who is willing to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel who is instilling confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel who is tolerant of children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Health and Safety

Mark only one oval per row.

	Not important at all	Not important	Neutral	Important	Very important
Safe public transportation access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual and physical connection to the exterior of restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guiding personnel in children play area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making you feel safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean interior environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean tables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clean play area and toys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General hygienic precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering the COVID precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Meaningful Activities

Mark only one oval per row.

	Not important at all	Not important	Neutral	Important	Very important
Different activities for families (self-catering, workshops, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children's entertainment tools that can be used in seating area (coloring books, pencils, technological tools, gifts etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different levels of toys for different age groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place that allows children to move around independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place that allows children to have their food or drink independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place that allows children go to the playground independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place that allows children go to the toilet independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place that allows children to run around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Besides the factors above, what are the important factors for you when you visit a restaurant with your child?

22. In what case would you feel uncomfortable and stop going to a restaurant that you visit with your child?

23. How often did you go to restaurant with your child before the COVID pandemic?

Mark only one oval.

- A few times in a week
- Once a week
- A few times in a month
- Once a month
- A few times in a year

24. When going to a restaurant with your child, what do you consider before choosing a restaurant?

25. What is your favorite restaurant in terms of food and service quality that you visit with your child?

26. What is your favorite restaurant in terms of physical features that you visit with your child?

27. Which restaurant you go with your child and least like?

28. Why?

Last Restaurant Visit Experience

Please read the questions and write your answers by considering your last restaurant visit with your child.

29. How many times have you been at the restaurant with your child in COVID pandemic?

30. When was the last time you went to a restaurant with your child?

31. Which restaurant did you prefer?

32. Why did you prefer that restaurant?

33. Did you get your child's opinion when choosing the restaurant you will go to?

Mark only one oval.

- Yes
- Neutral
- No
- Other: _____

34. How much time did you spend at this restaurant approximately?

Mark only one oval.

- 1 hour or less
- 1-2 hours
- 2 hours and more

35. Are you satisfied with this restaurant experience?

Mark only one oval.

- Yes
- Neutral
- No
- Other: _____

COVID Pandemic Effects on Restaurant Visits

36. How the COVID pandemic affected your restaurant visits with your child?

37. What has changed during the COVID period in your restaurant visits with your child?

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Google Forms

APPENDIX B2: PARENT QUESTIONNAIRE | TURKISH VERSION

Ebeveynlerin Restoranların Kapsayıcılığına İlişkin Algısı

Bu anket çalışması, I.D. Bilkent Üniversitesi, İç Mimarlık ve Çevre Tasarımı Bölümünde yürütülen bir yüksek lisans çalışması kapsamında yapılmaktadır. Çalışmanın amacı 8-11 yaş grubu çocukların ve ailelerinin restoranların kapsayıcılığı hakkındaki algısını araştırmak ve literatüre katkı sağlamaktır. Anket kapsamında restoran ziyareti deneyimlerinize dair çoktan seçmeli sorulara yanıtlamanız beklenmektedir. Bu çalışma yaklaşık 20 dakika sürmektedir.

Bu araştırmaya yalnızca 8-11 yaş aralığında çocuğu olan ve son 6 ayda çocuğuyla beraber en az 1 kez restoran ziyaretinde bulunan bireyler katılabilir.

Anket kapsamında toplanan tüm bilgiler gizli tutulacak ve katılımcıların cevapları yalnızca araştırmacıların ulaşabileceği bir yerde saklanacaktır. Cevaplar ve bu cevapları veren kişiler eşleştirilmeyecektir, veriler sayısal kodlarla ilişkilendirilerek saklanacaktır. Elde edilen veriler bilimsel amaçlar için yayınlanmak üzere raporlandırılacaktır. Anket formunda yer alan sorulara içtenlikle cevap vermeniz sonuçların tutarlılığı ve bilimselliği açısından çok önemlidir. Ankete katılımınızdan kaynaklanan herhangi bir risk veya rahatsızlık öngörülmemektedir.

Bu araştırma Bilkent Üniversitesi Bilimsel Araştırma ve Etik kurulu tarafından incelenmiş ve onaylanmıştır. Araştırmacıyı önceden bilgilendirme koşuluyla, katılımcılar istedikleri zaman araştırmadan çekilmekte özgürdür. Ayrıca araştırmacı gerekli gördüğü şartlarda katılımcıları çalışmadan uzaklaştırabilir.

Araştırmaya katılarak yaptığınız katkıdan dolayı teşekkür ederiz.

Araştırmayla ilgili daha detaylı bilgi için:
busra.altintep@bilkent.edu.tr veya burcak@bilkent.edu.tr

* Gerekli

1. Yukarıdaki bilgiler ışığında araştırmaya gönüllü olarak katılmayı kabul ediyorsanız aşağıdaki kutucuğu işaretleyin. *

Uygun olanların tümünü işaretleyin.

Yukarıda bahsi geçen araştırmaya gönüllü olarak katılmayı kabul ediyorum.

Katılma Uygunluk

Lütfen aşağıdaki soruları okuyun ve sizin için en uygun seçeneği işaretleyin.

2. Son 6 ay içinde (COVID döneminde) çocuğunuzla restoranda bulundunuz mu? *

Bu ankete yalnızca son 6 ay içinde çocuklarıyla birlikte restoranda bulunmuş ebeveynler katılabilir. Son 6 ay içinde çocuğunuzla restorana gitmediyseniz lütfen 'Hayır' seçeneğini seçerek formu sonlandırın.

Uygun olanların tümünü işaretleyin.

Evet

Bölüm 1 | Demografik Bilgiler

Lütfen aşağıdaki soruları okuyun ve sizin için en uygun seçeneği işaretleyin.

3. Yaş

Yalnızca bir şıkki işaretleyin.

30 ve altı

31-44

45-54

55-64

65 ve üstü

4. Cinsiyet:

Yalnızca bir şıkki işaretleyin.

Kadın

Erkek

5. Yaşadığınız şehir:

6. Eğitim Durumu (sahip olunan en yüksek diploma dikkate alınarak):

Yalnızca bir şıkki işaretleyin.

- İlköğretim
 Orta öğretim
 Lisans
 Lisansüstü
 Doktora

7. İş durumu:

Yalnızca bir şıkki işaretleyin.

- Tam zamanlı
 Yarı zamanlı
 İşsiz
 Emekli
 Öğrenci

8. Kaç çocuğunuz var?

Yalnızca bir şıkki işaretleyin.

- 1
 2
 3
 4
 5 veya üzeri

9. Bu çalışmaya katılacak olan çocuğunuzun / çocuklarınızın cinsiyeti:

Uygun olanların tümünü işaretleyin.

- Kız
 Erkek

10. Bu çalışmaya katılacak olan çocuğunuz / çocuklarınız kaç yaşında?

Uygun olanların tümünü işaretleyin.

- 8
 9
 10
 11

11. Bu çalışmaya katılacak olan çocuğunuz / çocuklarınız kaçınıcı sınıfta?

Uygun olanların tümünü işaretleyin.

2. sınıf
 3. sınıf
 4. sınıf
 5. sınıf
 6. sınıf

Bölüm 2 | Genel Tercihler

Lütfen aşağıdaki soruları okuyun ve sizin için en uygun seçeneği işaretleyin.

12. Sizce restoranlar nasıl mekanlar?

Yalnızca bir şıkki işaretleyin.

- Eğlenceli
 Nötr
 Sıkıcı
 Değişken

13. Çocuğunuzla birlikte restorana gitmeyi sever misiniz?

Yalnızca bir şıkki işaretleyin.

- Evet
 Hayır
 Kararsızım
 Değişken

14. Çocuğunuzla birlikte bir restorana gittiğinizde o restoranda yemekler dışında sizin için en önemli 3 şey nedir? Nedenlerini kısaca açıklayınız.

Bölüm 3 |
Öncelikler

Çocuğunuzla birlikte gittiğiniz restoran ziyareti sırasında aşağıdaki özelliklerin olmasının sizin için ne kadar önemli olduğunu açıklayan 5 seçenekten (hiç önemli değil, önemli değil, nötr, önemli, çok önemli) uygun olan onay kutusunu işaretleyin. Lütfen her özelliğın sizin için önemini ayrı ayrı değerlendirin.

15. Tesis Özellikleri

Her satırda yalnızca bir şıkki işaretleyin.

	Hiç önemli değil	Önemli değil	Nötr	Önemli	Çok önemli
Kullanımı uygun otopark	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otoparktan restoran girişine kadar kullanımı uygun yol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kullanımı uygun bina girişi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kullanımı uygun dolaşım elemanları (merdiven, rampa, asansör)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engelsiz iç dolaşım	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Binanın tek katlı olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Durulan bir noktadan kolay gözlemlenebilir mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kullanımı uygun yeşil alan / bahçe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kullanımı uygun tuvalet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kullanımı uygun çocuk tuvaleti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kullanımı uygun iç mekan çocuk oyun alanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kullanımı uygun dış mekan çocuk oyun alanı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Yerleşim

Her satırda yalnızca bir şıkki işaretleyin.

	Hiç önemli değil	Önemli değil	Nötr	Önemli	Çok önemli
Kolay hareket etmeyi sağlayan restoran düzeni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aradığınızı bulmanızı sağlayan restoran düzeni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeterli işaret ve yönlendirmeler sağlanmış geçişler	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kullanıcıya yeterli alan sağlayan oturma düzeni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeterli mahremiyet sağlayan oturma düzeni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rahat ve geniş mobilyalar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Ambiyans

Her satırda yalnızca bir şıkki işaretleyin.

	Hiç önemli değil	Önemli değil	Nötr	Önemli	Çok önemli
Görsel olarak çekici atmosfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Görsel olarak çekici renk şeması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Görsel olarak çekici iç dekorasyon öğeleri (bitki, çiçek, sanat eseri, resim vb.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Görsel olarak çekici mobilyalar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeterli gün ışığı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yeterli yapay ışık	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uygun oda sıcaklığı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoş arkaplan müziği	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sakin ve kalabalık olmayan mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gürültülü olmayan mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Ürün ve Hizmet Kalitesi

Her satırda yalnızca bir şıkki işaretleyin.

	Hiç önemli değil	Önemli değil	Nötr	Önemli	Çok önemli
Görsel olarak çekici yemek sunumu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sağlıklı besin alternatifleri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuk menüsü	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tam sipariş edildiği gibi servis edilen yemek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yardım etmeye istekli mekan personeli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Güvende hissettiren mekan personeli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuklara karşı toleranslı mekan personeli	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Sağlık ve Güvenlik

Her satırda yalnızca bir şıkki işaretleyin.

	Hiç önemli değil	Önemli değil	Nötr	Önemli	Çok önemli
Güvenli toplu taşıma erişimi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dışarıyla görsel ve fiziksel bağlantı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocuk oyun alanında görevli personel (oyun ablası)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Güvende olma hissi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temiz iç mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temiz masalar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temiz oyun alanı ve oyuncaklar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genel hijyen önlemleri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COVID önlemlerini dikkate alma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Anlamlı Aktiviteler

Her satırda yalnızca bir şıkki işaretleyin.

	Hiç önemli değil	Önemli değil	Nötr	Önemli	Çok önemli
Aileler için farklı aktiviteler (kendin pişir, workshop vb.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oturma alanında kullanılabilecek çocuk eğlence araçları (teknolojik araçlar, hediyeler, kukla gösterisi vb.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farklı yaş grupları için farklı oyuncak seviyeleri	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocukların bağımsız hareket etmesine imkan veren mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocukların yiyecek veya içeceklerini yalnız almalarına imkan veren mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocukların oyun alanına yalnız gitmelerine imkan veren mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocukların tuvalete yalnız gitmelerine imkan veren mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çocukların etrafta koşturmasına imkan veren mekan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Çocuğunuzla birlikte restorana gittiğinizde yukarıdakiler dışında sizin için önemli olan faktörler nelerdir?

22. Çocuğunuzla gittiğiniz bir restoranda, nelerden rahatsız olursanız o restorana tekrar gitmek istemezsiniz?

23. COVID pandemisinden önce ne sıklıkta çocuđunuzla restoranda yemek yemeye gidiyordunuz?

Yalnızca bir şıkı işaretleyin.

- Haftada birkaç
 Haftada bir
 Ayda birkaç
 Ayda bir
 Yılda birkaç

24. Çocuđunuzla bir restorana giderken restoran seçimi yapmadan önce neleri göz önünde bulundurursunuz?

25. Çocuđunuzla birlikte gittiđiniz, yemek ve hizmet kalitesi açısından en sevdiđiniz restoran hangisi?

26. Çocuđunuzla birlikte gittiđiniz, mekansal özellikleri açısından en sevdiđiniz restoran hangisi?

27. Çocuđunuzla birlikte gidip en az beğendiđiniz restoran hangisi?

28. Neden?

Son Restoran Ziyareti Deneyimi

Lütfen çocuđunuzla son restoran ziyaretinizi düşünerek soruları okuyunuz ve cevaplarınızı yazınız.

29. COVID pandemisi süresince ne sıklıkta çocuđunuzla restoranda yemek yemeye gidiyorsunuz?

30. Çocuđunuzla en son ne zaman bir restorana gittiniz?

31. Hangi restoranı tercih ettiniz?

32. Neden bu restoranı tercih ettiniz?

33. Hangi restorana gideceğiniz hakkında çocuğunuzun fikrini aldınız mı?

Yalnızca bir şıkki işaretleyin.

Evet

Kararsızım

Hayır

Diğer: _____

34. Bu restoranda yaklaşık ne kadar zaman geçirdiniz?

Yalnızca bir şıkki işaretleyin.

1 saatten az

1-2 saat arası

2 saatten fazla

35. Bu restoran deneyiminden memnun kaldınız mı?

Yalnızca bir şıkki işaretleyin.

Evet

Kararsızım

Hayır

Diğer: _____

Restoran Ziyaretlerinde COVID Pandemisinin Etkileri

36. COVID salgını çocuğunuzla restoran ziyaretlerinizi nasıl etkiledi?

37. COVID döneminde çocuğunuzla restoran ziyaretlerinizde neler değişti?

Bu içerik Google tarafından oluşturulmamış veya onaylanmamıştır.

Google Formlar

APPENDIX C1: CHILD INTERVIEW | ENGLISH VERSION

Children's Perception of Restaurant Inclusivity

This survey study is carried out within the scope of a master's study conducted at I.D. Bilkent University Department of Interior Architecture and Environmental Design. The aim of the study is to investigate the perception of 8-11 year-old children and parents about the inclusiveness of restaurants and to contribute to the restaurant design and literature. As part of the survey, you are expected to answer multiple choice questions about your restaurant visit experiences. This study takes approximately 15-20 minutes.

Only children age of 8-11 and who have visited a restaurant with their parents at least once in last 6 months can participate in this study.

All information collected within the scope of the survey will be kept confidential and respondents' answers will be stored in a place accessible only to researchers. The answers and the people who give these answers will not be matched, the data will be stored by associating them with numerical codes. We do not foresee any risks or discomfort from your participation in the survey.

This study is approved by I.D. Bilkent University Ethical Committee. Participants are free to withdraw from the study at any time, provided that they inform the researcher in advance. In addition, the researcher may exclude the participants from the study, when deemed necessary.

To get more detailed information about the study, please contact with:

Büşra Altıntepe: busra.altintepe@bilkent.edu.tr

Asst. Prof. of Practice Burçak Altay: burcak@bilkent.edu.tr

* Required

Participation Approval

Participation approval is required to continue this study. Please tick the checkbox below if you agree to participate in the study under the conditions stated above. If parental consent cannot be obtained, please briefly state the reason.

1. Participant Approval *

Check all that apply.

I agree to voluntarily participate in the research mentioned above.

2. Parent Approval *

Check all that apply.

I agree my child to voluntarily participate in the research mentioned above. Parental consent cannot be obtained.

Mother	<input type="checkbox"/>	<input type="checkbox"/>
Father	<input type="checkbox"/>	<input type="checkbox"/>

3. If parental consent cannot be obtained, please briefly state the reason.

4. Date of Birth

Example: January 7, 2019

5. Educational Status:

Mark only one oval.

2. Grade

3. Grade

4. Grade

5. Grade

6. Grade

7. Grade

6. Sex:

Mark only one oval.

- Girl
- Boy

7. The city which you are living

8. What is your favorite food?

9. How do you think restaurants are?

Mark only one oval.

- Fun
- Neutral
- Boring
- Changeable

10. Do you like going to the restaurant?

Mark only one oval.

- Yes
- No
- Maybe
- Changeable

11. When you go to a restaurant, what are the 3 most important factors for you in that restaurant except the food? Briefly explain the reasons.

12. Which restaurant did you go lastly?

13. When did you go to that restaurant?

14. Who did you go to this restaurant with?

15. How did you spend your time in that restaurant except eating?

16. What did you like most in this restaurant except eating?



17. What did you like least in this restaurant except eating?



18. What is your favorite restaurant?



19. Why do you like that restaurant most?

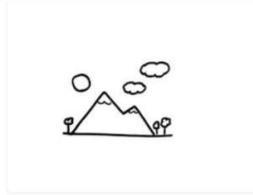


20. In what case would you feel uncomfortable and stop going to a restaurant?



21. When you go to a restaurant, which of the following do you want to do other than eat?

Check all that apply.



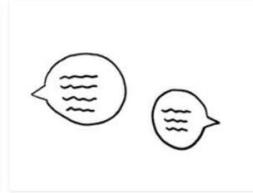
Watching around



Walking around



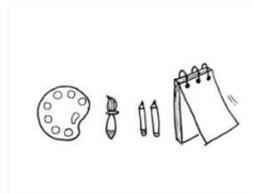
Making new friends



Chatting



Feeding a pet



Painting or drawing



Reading a book



Playing with the toys in play area



Playing in child's park



Playing with mobile devices



Watching TV



Making your own food

Other: _____

22. Can you describe the perfect restaurant environment in your mind?

23. Please draw your dream restaurant on A4 size paper and upload it here. (optional)

Files submitted:

This content is neither created nor endorsed by Google.

Google Forms

APPENDIX C2: CHILD INTERVIEW | TURKISH VERSION

08.06.2021

Çocukların Restoranların Kapsayıcılığına İlişkin Algısı

Çocukların Restoranların Kapsayıcılığına İlişkin Algısı

Bu anket çalışması, I.D. Bilkent Üniversitesi, İç Mimarlık ve Çevre Tasarımı Bölümünde yürütülen bir yüksek lisans çalışması kapsamında yapılmaktadır. Çalışmanın amacı 8-11 yaş grubu çocukların ve ailelerinin restoranların kapsayıcılığı hakkındaki algısını araştırmak ve literatüre katkı sağlamaktır. Anket kapsamında restoran ziyareti deneyimlerinize dair açık uçlu ve çoktan seçmeli soruları yanıtlamanız beklenmektedir. Bu çalışma yaklaşık 15-20 dakika sürmektedir.

Bu araştırmaya yalnızca 8-11 yaş aralığında ve son 6 ayda en az 1 kez restoran ziyaretinde bulunan çocuklar katılabilir.

Anket kapsamında toplanan tüm bilgiler gizli tutulacak ve katılımcıların cevapları yalnızca araştırmacıların ulaşabileceği bir yerde saklanacaktır. Cevaplar ve bu cevapları veren kişiler eşleştirilmeyecektir, veriler sayısal kodlarla ilişkilendirilerek saklanacaktır. Elde edilen veriler bilimsel amaçlar için yayınlanmak üzere raporlandırılacaktır. Anket formunda yer alan sorulara içtenlikle cevap vermeniz sonuçların tutarlılığı ve bilimselliği açısından çok önemlidir. Ankete katılmıyızdan kaynaklanan herhangi bir risk veya rahatsızlık öngörülmemektedir.

Bu araştırma Bilkent Üniversitesi Bilimsel Araştırma ve Etik kurulu tarafından incelenmiş ve onaylanmıştır. Araştırmacıyı önceden bilgilendirme koşuluyla, katılımcılar istedikleri zaman araştırmadan çekilmekte özgürdür. Ayrıca araştırmacı gerekli gördüğü şartlarda katılımcıları çalışmadan uzaklaştırabilir.

Araştırmaya katılarak yaptığınız katkıdan dolayı teşekkür ederiz.

Katılım Onayı

Bu çalışmaya devam etmek için katılım onayı gerekmektedir. Lütfen yukarıda belirtilen koşullarda çalışmaya katılmayı onaylıyorsanız aşağıdaki onay kutucuğunu işaretleyin. Eğer ebeveyn onayı alınamıyorsa lütfen kısaca sebebini belirtin.

1. Katılımcı Onayı *

Uygun olanların tümünü işaretleyin.

Yukarıda bahsedilen araştırmaya gönüllü olarak katılmayı kabul ediyorum.

2. Ebeveyn Onayı *

Uygun olanların tümünü işaretleyin.

Çocuğumun yukarıda bahsedilen araştırmaya gönüllü olarak katılmasını kabul ediyorum. Ebeveynin onayı alınamıyor.

Anne	<input type="checkbox"/>	<input type="checkbox"/>
Baba	<input type="checkbox"/>	<input type="checkbox"/>

3. Eğer ebeveyn onayı alınamıyor ise lütfen sebebini kısaca belirtin.

4. Doğum Tarihi

Örnek: 7 Ocak 2019

5. Eğitim

Yalnızca bir şıkki işaretleyin.

2. Sınıf
 3. Sınıf
 4. Sınıf
 5. Sınıf
 6. Sınıf
 7. Sınıf

08.06.2021

Çocukların Restoranların Kapsayıcılığına İlişkin Algısı

6. Cinsiyet:

Yalnızca bir şıkki işaretleyin.

- Kız
 Erkek

7. Yaşadığın şehir:

8. En sevdiğin yemek nedir?

9. Sence restoranlar nasıl mekanlar?

Yalnızca bir şıkki işaretleyin.

- Eğlenceli
 Nötr
 Sıkıcı
 Değişken

10. Restorana gitmeyi sever misin?

Yalnızca bir şıkki işaretleyin.

- Evet
 Hayır
 Belki
 Değişken

11. Bir restorana gittiğinde orada yemek dışında senin için en önemli 3 faktör nedir? Nedenlerini kısaca açıklayın.

12. En son hangi restorana gittin?

13. Bu restorana ne zaman gittin?

14. Bu restorana kiminle birlikte gittin?

15. Burada yemek yemek dışında vaktini nasıl geçirdin?

16. Bu restoran ortamında yemekler dışında en çok neyi beğendin?



17. Bu restoran ortamında yemekler dışında en az neyi beğendin?



18. En sevdiğin restoran hangisi?



19. Neden en çok o restorani seviyorsun?



20. Hangi durumda kendini rahatsız hisseder ve bir restorana gitmeyi bırakırsın?



21. Bir restorana gittiğinde, yemek yemek dışında aşağıdakilerden hangilerini yapmak istersin?

Uygun olanların tümünü işaretleyin.



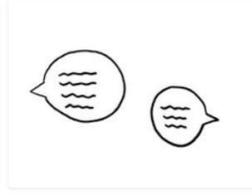
Etrafı izlemek



Etrafta gezinmek



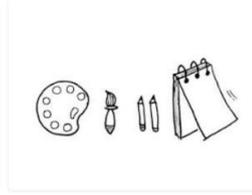
Yeni arkadaşlar edinmek



Sohbet etmek



Evcil hayvan beslemek



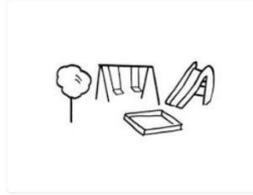
Resim veya çizim yapmak



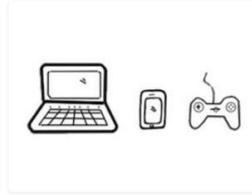
Kitap okumak



Oyun odasındaki oyuncaklarla oynamak



Çocuk parkında oyun oynamak



Mobil cihazlarla oynamak



Televizyon seyretmek



Kendi yemeğini yapmak

Diğer: _____

08.06.2021

Çocukların Restoranların Kapsayıcılığına İlişkin Algısı

22. Hayalindeki en güzel restorani ve restoranın ortamını tarif edebilir misin?

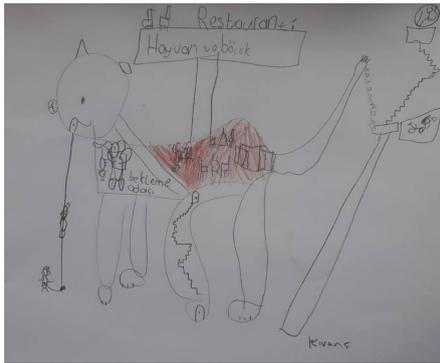
23. Lütfen hayalindeki restorani A4 boyutundaki bir kağıda çizip buraya yükle. (isteğe bağlı)

Gönderilen dosyalar:

Bu içerik Google tarafından oluşturulmamış veya onaylanmamıştır.

Google Formlar

APPENDIX D: CHILD DRAWINGS



Drawing 1 (8, B)



Drawing 2 (8, B)



Drawing 3 (8, B)



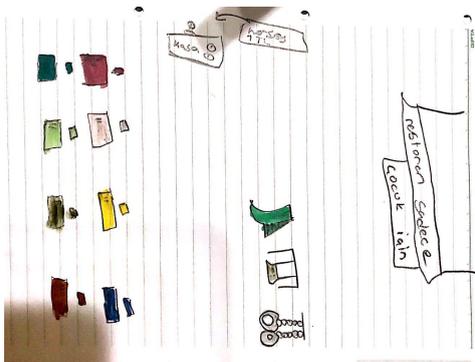
Drawing 4 (8, B)



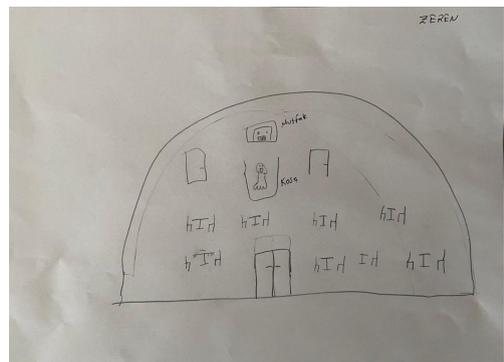
Drawing 5 (8, B)



Drawing 6 (8, G)



Drawing 7 (8, G)



Drawing 8 (8, G)



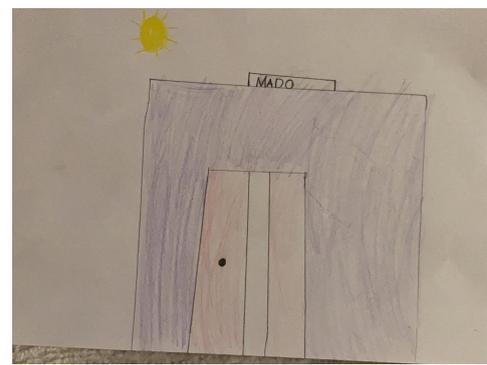
Drawing 9 (8, G)



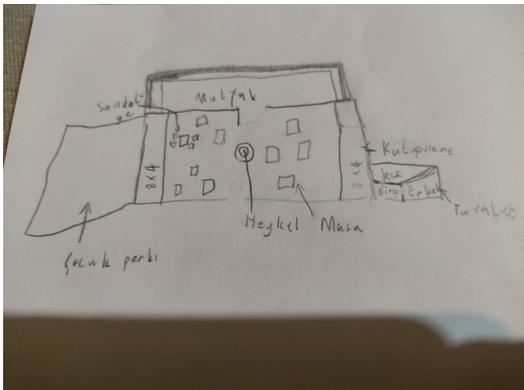
Drawing 10 (8, G)



Drawing 11 (8, G)



Drawing 12 (8, G)



Drawing 13 (9, B)



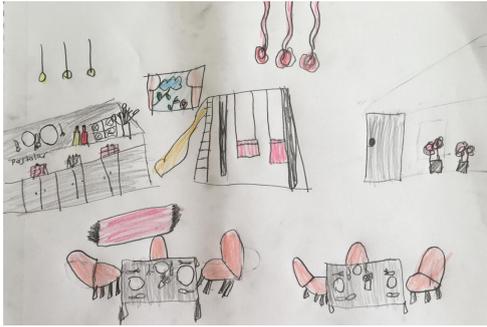
Drawing 14 (8, G)



Drawing 15 (9, G)



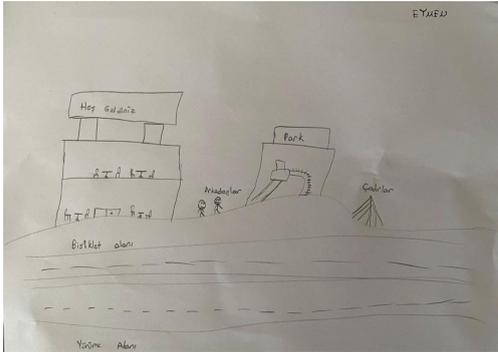
Drawing 16 (9, G)



Drawing 17 (9, G)



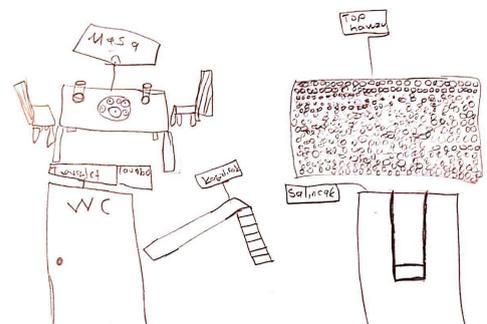
Drawing 18 (10, B)



Drawing 19 (10, B)



Drawing 20 (10, B)



Drawing 21 (10, G)



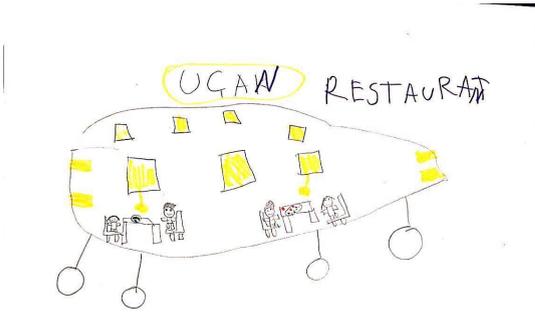
Drawing 22 (10, G)



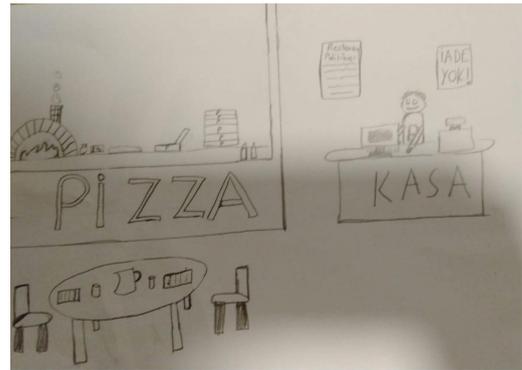
Drawing 23 (10, G)



Drawing 24 (10, G)



Drawing 25 (11, B)



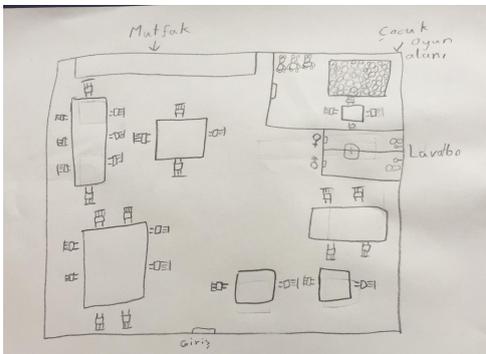
Drawing 26 (11, B)



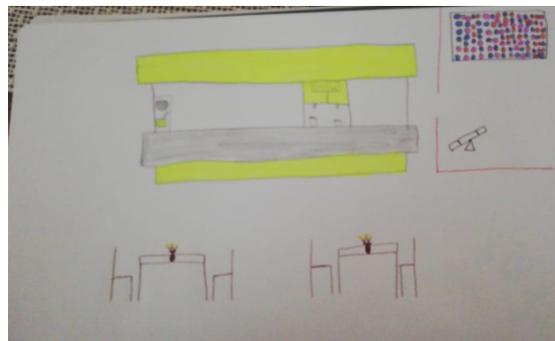
Drawing 27 (11, G)



Drawing 28 (11, G)



Drawing 29 (11, G)



Drawing 30 (11, G)

APPENDIX E: CHILDREN DRAWING ANALYSIS TRAINER

CERTIFICATE



TÜRKİYE CUMHURİYETİ
SİVAS CUMHURİYET ÜNİVERSİTESİ



SERTİFİKA

“BÜŞRA ALTINTEPE”

SİVAS CUMHURİYET ÜNİVERSİTESİ SÜREKLİ EĞİTİM MERKEZİ
tarafından gerçekleştirilen 36 saatlik
“RESİM ANALİZİ UYGULAYICI EĞİTİMİ
(Bir İnsan Çiz Testi, Aile Çiz Testi,
Çiçek Ailesi Çiz Testi, Kaktüs Çiz Testi,
Var Olmayan Hayvan Çiz Testi,
Ev Çiz Testi, Ağaç Çiz Testi, D10 Testi) Sertifika Programı”nı
tamamlayarak bu belgeyi almaya hak kazanmıştır..

Doç. Dr. Enis Baha BİÇER
Merkez Müdürü

BARKOD NO: UN 04107924623015890415
KİMLİK NO.
TANZİM TARİHİ: 08.06.2021





Bu belgenin doğruluğu <https://www.turkiye.gov.tr/belge-dogrulama> adresinde veya mobil cihazlarınıza yükleyebileceğiniz e-Devlet Kapısı'na ait Barkodlu Belge Doğrulama uygulaması vasıtası ile üstteki karekod okutularak kontrol edilebilir.



Table F. 2 Content Analysis of important features to go to a restaurant for children

Items	total	%	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30		
Facility Features and Layout	15	25,0	1						1	1				1							1													
Green space / backyard	5	8,3	1											1																				
Sport area	2	3,3																																
Library	1	1,7																																
Having a good view	0	0,0																																
Children Restroom	1	1,7								1																								
Seating arrangements	7	11,7							1												1													
Layout	7	11,7						1													1													
Ambience	19	31,7	1					1				1	1		1	1	1	1	1						1									
Ambience in general	0	0,0																																
Visually appealing atmosphere	7	11,7																							1								1	
Visually appealing interseaping	2	3,3																																
Visually appealing furniture	1	1,7																				1												
Adequate lighting	0	0,0																																
Suitable temperature / air quality	3	5,0																																
Background music	3	5,0	1														1																	
Being crowded place	1	1,7													1																			
Being not crowded place	0	0,0																																
Being quiet place	1	1,7											1																					
Being spacious place	2	3,3							1											1														
Being comfortable place	2	3,3						1				1																						
Food	11	18,3							1			1		1	1	1	1					1	1	1						1		1		
Food in general	3	5,0							1													1												
Taste of the food	5	8,3											1																		1		1	
Content of the food	3	5,0															1																	
Presentation of the food	2	3,3															1																	
Service	11	18,3																				1	1	1				1				1		
Service in general	2	3,3																																
Service quality	4	6,7																				1											1	
Service speed	0	0,0																																
Personnel's attention	0	0,0																																
Personnel being respectful	5	8,3																						1										
Personnel being cheerful/nice	5	8,3																							1			1						
Hygiene	18	30,0											1	1								1	1				1		1	1	1			
Hygiene in general	9	15,0												1																				
Hygiene of the food	1	1,7																																
Hygiene of the environment	6	10,0									1																					1	1	
Covid 19 precautions	3	5,0																																
Safety	0	0,0																																
Meaningful Activities	32	53,3	1	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
Children entertainment tools	5	8,3								1														1	1									
Moving around	1	1,7																																
Discovering new things	2	3,3																																
Feeding a pet	2	3,3																																
Food shows	1	1,7	1																															
Watching the view	1	1,7																																
Relation with nature	1	1,7																																
Playing	11	18,3	1	1	1																													
Playing with toys	4	6,7																																
Playing with mobile devices	2	3,3																																
Play area	22	36,7	1								1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Interior children play area	5	8,3																																
Exterior children play area (park)	7	11,7																																
Communication	15	25,0	1						1		1	1	1	1	1	1	1																	
Chatting	3	5,0	1																															
Making new friends	6	10,0																																
Spending time with family	4	6,7																																
Nice customers	1	1,7																																
Economic Factors	0	0,0																																

Table F. 4 Content Analysis of important features to not to go to a restaurant for children

Items	total	%	R1	R2	R3	R4	r5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	r18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30
Facility Features and Layout	2	3,3														1																
No green space / backyard	1	1,7																														
Layout problems	1	1,7														1																
Seating arrangement problems	1	1,7														1																
Ambience	13	21,7																														
Visually not appealing atmosphere	3	5,0																														
Not child-friendly design	0	0,0																														
Being a dark place	1	1,7																														
Being a crowded place	6	10,0														1						1	1			1	1					
Being a noisy place	7	11,7														1						1	1									
Being a narrow place	1	1,7																														
Food	14	23,3																														
Food problems in general	6	10,0																														
Tasteless food	5	8,3																														
Content problems of the food	4	6,7																														
Service	21	35,0																														
General service problems	5	8,3																														
Service quality problems	5	8,3																														
Not child-friendly personnel	0	0,0																														
Personnel being disrespectful / rude	12	20,0																														
Hygiene	20	33,3																														
General hygiene problems	7	11,7																														
Unclean food	7	11,7																														
Unclean environment	8	13,3																														
No Covid 19 precautions	2	3,3																														
Safety	0	0,0																														
Feeling Unsafe	0	0,0																														
Meaningful Activities	2	3,3																														
Not allowing to move around	0	0,0																														
Not allowing to play	0	0,0																														
No play area	2	3,3																														
No Interior children play area	1	1,7																														
Communication	5	8,3																														
Not finding new friends	1	1,7																														
Being alone	1	1,7																														
Rude customers	4	6,7																														
Economic Factors	2	3,3																														
Being expensive place	2	3,3																														

Table F. 4 (Cont'd)

Items	total	%	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	R41	R42	R43	R44	R45	R46	R47	R48	R49	R50	R51	R52	R53	R54	R55	R56	R57	R58	R59	R60
Facility Features and Layout	2	3,3																														
No green space / backyard	1	1,7																														
Layout problems	1	1,7																														
Seating arrangement problems	1	1,7																														
Ambience	13	21,7																														
Visually not appealing atmosphere	3	5,0																														
Not child-friendly design	0	0,0																														
Being a dark place	1	1,7																														
Being a crowded place	6	10,0																														
Being a noisy place	7	11,7																														
Being a narrow place	1	1,7																														
Food	14	23,3																														
Food problems in general	6	10,0																														
Tasteless food	5	8,3																														
Content problems of the food	4	6,7																														
Service	21	35,0																														
General service problems	5	8,3																														
Service quality problems	5	8,3																														
Not child-friendly personnel	0	0,0																														
Personnel being disrespectful / rude	12	20,0																														
Hygiene	20	33,3																														
General hygiene problems	7	11,7																														
Unclean food	7	11,7																														
Unclean environment	8	13,3																														
No Covid 19 precautions	2	3,3																														
Safety	0	0,0																														
Feeling Unsafe	0	0,0																														
Meaningful Activities	2	3,3																														
Not allowing to move around	0	0,0																														
Not allowing to play	0	0,0																														
No play area	2	3,3																														
No Interior children play area	1	1,7																														
Communication	5	8,3																														
Not finding new friends	1	1,7																														
Being alone	1	1,7																														
Rude customers	4	6,7																														
Economic Factors	2	3,3																														
Being expensive place	2	3,3		</																												

Table F. 6 Content analysis of dream restaurant drawings of the children

Drawing Analysis	total	%	8.B	8.B	8.B	8.B	8.G	8.G	8.G	8.G	8.G	8.G	9.B	9.G	9.G	9.G	10.B	10.B	10.B	10.G	10.G	10.G	10.G	11.B	11.B	11.G	11.G	11.G	
			R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27
Exterior surrounding	12	40.0	1	1	1				1	1	1			1			1	1	1	1						1			
Road	4	13.3	1	1													1	1											
Parking lot	2	6.7	1	1																									
Backyard	9	30.0										1					1	1			1					1			
Trees	3	10.0							1												1								
Flowers	3	10.0											1														1		
Animals	2	6.7																											
Interior																													
Structural elements	28	93.3	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
One-story building	19	63.3	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Multi-story building	8	26.7	1	1	1				1																				
Roof	8	26.7	1	1	1				1																				
Walls	17	56.7	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Door	15	50.0	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Window	7	23.3	1	1	1				1																				
Stairs	4	13.3	1	1	1																								
Functions	26	86.7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Dining area	26	86.7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Outdoor dining area	5	16.7							1	1																			
Indoor dining area	21	70.0	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Kitchen	8	26.7	1	1	1				1																				
Counter	4	13.3							1	1																			
Toilets	3	10.0																											
Ambience	28	93.3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Seating arrangements	25	83.3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Table	24	80.0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Chair	24	80.0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Interiorscapes	19	63.3	1	1	1				1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Paintings and posters	3	10.0							1																				
Lighting	7	23.3							1																				
Balloons	4	13.3							1																				
Plants	4	13.3							1																				
Signboards	7	23.3							1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Sculpture	1	3.3																											
Musical Instruments	1	3.3																											
Carpet / floor tile	5	16.7							1																				
Curtains	2	6.7																											
Food	13	43.3	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Service	9	30.0	1	1	1				1																				
Hygiene	2	6.7																											
Safety	0	0.0																											
Meaningful Activities	14	46.7	1	1	1	1			1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Playing with toys	1	3.3																											
Playing with mobile devices	1	3.3																											
Playing in play area	11	36.7							1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Interior children play area	6	20.0							1																				
Exterior children play area (park)	5	16.7							1																				
Playing equipments	12	40.0							1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Swing	4	13.3							1																				
Slide	7	23.3							1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Teeter totter	3	10.0							1																				
Ballpit	6	20.0							1																				
Sandpit	1	3.3																											
Reading	3	10.0																											
Drawing	1	3.3																											
Communication	0	0.0																											
Human Figure																													
None (0)	16	53.3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Low (1-3)	11	36.7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
High (4+)	3	10.0																											
Facial expressions	14	46.7																											
Positive	11	36.7																											
Neutral	3	10.0																											
Negative	0	0.0																											
Economic Factors	1	3.3																											
Free payment	1	3.3																											
Drawing view	30	100.0																											
From interior	15	50.0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
From exterior	15	50.0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Elevation	30	100.0																											
Top	4	13.3																											
Front	22	73.3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Perspective	4	13.3																											
Color use	30	100.0																											
None (1)	7	23.3	</																										

APPENDIX G: STATISTICAL ANALYSES

Table G.1 Cronbach's alpha value of six inclusivity features

CRONBACH'S ALPHA VALUE OF SIX INCLUSIVITY FEATURES		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,936	,937	6

Table G.2 Cronbach's alpha value of each of the six inclusivity features

CRONBACH'S ALPHA VALUE OF SIX INCLUSIVITY FEATURES			
Item	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Facility Features	,916	,921	12
Layout	,887	,905	6
Ambience	,932	,933	10
Product and Service Quality	,923	,930	7
Health and Safety	,905	,931	9
Meaningful Activities	,873	,878	8

Table G.3 Mean values and the outcomes of Facility Features ratings

		Accessible parking lot	Accessible route from the parking lot to the restaurant entrance	Accessible building entrance	Accessible circulation elements (stairs, ramps, elevators)	Accessible interior circulation
N	Valid	40	40	40	40	40
	Missing	0	0	0	0	0
Mean		4,05	3,75	3,98	4,10	4,20
Median		4,00	4,00	4,00	4,00	4,00
Std. Deviation		,932	,981	,862	,871	,823
Minimum		1	1	1	2	2
Maximum		5	5	5	5	5

Table G.3 (cont'd)

		One-story building	Easily observable space from a standing point	Accessible greenspace/backyard	Accessible restroom	Accessible child restroom
N	Valid	40	40	39	40	40
	Missing	0	0	1	0	0
Mean		2,78	3,98	4,36	4,63	4,48

Median	3,00	4,00	4,00	5,00	5,00
Std. Deviation	,974	,862	,628	,628	,716
Minimum	1	1	2	2	2
Maximum	5	5	5	5	5

Table G.3 (cont'd)

		Accessible interior children play area	Accessible exterior children play area
N	Valid	40	40
	Missing	0	0
Mean		4,25	4,18
Median		4,00	4,00
Std. Deviation		,776	,931
Minimum		2	1
Maximum		5	5

Table G.4 Mean values and the outcomes of Layout ratings

		Restaurant layout that allows easy movement	Restaurant layout that allows you to find what you are looking for	Transitions with adequate signs and directions	Seating arrangements giving enough space to the user	Seating arrangements giving enough privacy to the user
N	Valid	40	40	39	39	40
	Missing	0	0	1	1	0
Mean		4,25	4,28	3,95	4,41	4,23
Median		4,00	4,00	4,00	4,00	4,00
Std. Deviation		,630	,599	,944	,677	1,000
Minimum		2	2	1	2	1
Maximum		5	5	5	5	5

Table G.4 (cont'd)

		The comfortable and spacious furniture
N	Valid	40
	Missing	0
Mean		4,18
Median		4,00
Std. Deviation		,781
Minimum		2
Maximum		5

Table G.5 Mean values and the outcomes of Ambience ratings

		Visually appealing atmosphere	Visually appealing color scheme	Visually appealing Interiorscapes	Visually appealing furniture	Adequate daylighting
N	Valid	40	40	40	40	38
	Missing	0	0	0	0	2
Mean		3,88	3,63	3,73	3,63	4,13
Median		4,00	4,00	4,00	4,00	4,00
Std. Deviation		,757	,807	,784	,838	,935
Minimum		2	2	2	2	2
Maximum		5	5	5	5	5

Table G.5 (cont'd)

		Adequate artificial lighting	Suitable room temperature	Pleasing background music	Not crowded place	Quiet place
N	Valid	40	40	40	40	40
	Missing	0	0	0	0	0
Mean		3,63	4,45	3,90	4,38	4,55
Median		4,00	5,00	4,00	5,00	5,00
Std. Deviation		,868	,749	,744	,774	,714
Minimum		1	2	1	2	2
Maximum		5	5	5	5	5

Table G.6 Mean values and the outcomes of Product and Service Quality ratings

		Visually appealing food service	Healthy food options	Children's menu	Meal served exactly as ordered	Personnel who is willing to help
N	Valid	40	40	39	40	40
	Missing	0	0	1	0	0
Mean		4,08	4,38	4,10	4,48	4,43
Median		4,00	5,00	4,00	5,00	5,00
Std. Deviation		,829	,807	1,119	,751	,844
Minimum		1	2	1	2	1
Maximum		5	5	5	5	5

Table G.6 (cont'd)

		Personnel who is instilling confidence	Personnel who is tolerant for children
N	Valid	40	40
	Missing	0	0
Mean		4,53	4,48
Median		5,00	5,00
Std. Deviation		,751	,784
Minimum		2	1
Maximum		5	5

Table G.7 Mean values and the outcomes of Meaningful Activities ratings

		Different activities for families	Children's entertainment tools that can be used in the seating area	Different levels of toys for different age groups	Place that allows children to move around independently	Place that allows children to have their food or drink independently
N	Valid	40	40	40	40	39
	Missing	0	0	0	0	1
Mean		2,70	3,65	3,63	4,35	3,72
Median		3,00	4,00	4,00	4,00	4,00
Std. Deviation		,966	1,027	1,079	,700	,857
Minimum		1	2	1	2	1

Maximum	5	5	5	5	5
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Table G.7 (cont'd)

		A place that allows children to go to the playground independently	A place that allows children to go to the restrooms independently	A place that allows children to run around
N	Valid	40	40	40
	Missing	0	0	0
Mean		4,08	3,93	3,68
Median		4,00	4,00	4,00
Std. Deviation		,917	1,023	1,071
Minimum		2	1	1
Maximum		5	5	5

Table G.8 Mean values and the outcomes of Health and Safety ratings

		Safe public transportation access	The visual and physical connection to the exterior of the restaurant	Guiding personnel in children play area	Making you feel safe	Clean interior environment
N	Valid	40	40	39	38	40
	Missing	0	0	1	2	0
Mean		3,60	3,80	4,23	4,63	4,73
Median		4,00	4,00	4,00	5,00	5,00
Std. Deviation		1,194	1,018	,986	,714	,599
Minimum		1	1	1	2	2
Maximum		5	5	5	5	5

Table G.8 (cont'd)

		Clean tables	Clean play area and toys	General hygienic precautions	COVID-19 measures (social distance, hygiene items)
N	Valid	40	40	40	39
	Missing	0	0	0	1
Mean		4,75	4,75	4,75	4,64
Median		5,00	5,00	5,00	5,00
Std. Deviation		,588	,588	,588	,843
Minimum		2	2	2	1
Maximum		5	5	5	5

Table G. 9 Wilcoxon Sign Ranks, p-value of 2 related sample tests for restaurant inclusivity features

	Layout - Facility Features	Ambience - Facility Features	Product and Service Quality - Facility Features	Meaningful Activities - Facility Features
Z	-2,458 ^b	-,504 ^c	-3,336 ^b	-3,252 ^c
Asymp. Sig. (2-tailed)	,014	,614	,001	,001

Table G. 9 (cont'd)

	Health and Safety - Facility Features	Ambience - Layout	Product and Service Quality - Layout	Meaningful Activities - Layout
Z	-4,026 ^b	-3,387 ^c	-1,974 ^b	-4,551 ^c
Asymp. Sig. (2-tailed)	,000	,001	,048	,000

Table G. 9 (cont'd)

	Health and Safety - Layout	Product and Service Quality - Ambience	Meaningful Activities - Ambience	Health and Safety - Ambience
Z	-2,490 ^b	-4,243 ^c	-2,870 ^b	-4,683 ^c
Asymp. Sig. (2-tailed)	,013	,000	,004	,000

Table G. 9 (cont'd)

	Meaningful Activities- Product and Service Quality	Health and Safety - Product and Service Quality	Health and Safety - Meaningful Activities
Z	-4,900 ^b	-,324 ^c	-5,276 ^b
Asymp. Sig. (2-tailed)	,000	,746	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

c. Based on positive ranks.