

Theses of Doctoral (PhD) Dissertation

The Image of Museums Among University Students in Szeged

Museums as Changing Learning Spaces
in a University Town

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The Aim of the Dissertation, the Scope of the Topic

The relationship between university students and museums in Hungary remains a less explored topic, despite the fact that museums can provide appropriate leisure activities and learning spaces for university students (Hooper-Greenhill, 2004). Nevertheless, students are represented in negligible numbers among the visitors of Hungarian museums (Pavluska et al., 2018; Schultz & Szalók, 2022). However, museums could serve not only as places for relaxation and general knowledge acquisition but also as aids for their specific fields of studies (Káldy, 2020), incorporating museum collections, cultural assets stored there, and knowledge attainable within the museums.

The aforementioned phenomena and experiences have drawn the author's attention to the topic of this doctoral dissertation. Therefore, the focus of our research includes the cultural consumption of university students, the examination of their perception of museums, their attitudes towards museums, mapping their museum visiting habits, understanding their concepts of museum learning, and analyzing the reasons for their absence from museums based on various background factors, with a specific focus on the University of Szeged. An important question is whether museum offerings are suitable for university students and whether events created by museum professionals specifically for students, can effectively engage them. What are the elements that university students find attractive, and what are the components that fail to reach them or even keep the students away? Besides individual engagement, there is a natural path for interaction: the establishment of collaborations between universities and museums. However, it arises the question

whether students perceive the presence of these potential collaborations and whether they utilize the opportunities within this cooperation.

Museums in Hungary have undergone major transformations since the political transition, particularly from the early 2000s onward (Koltai, 2011). Traditional curator-centered institutions have progressively given way to visitor-friendly, visitor-centric museums (Ébli, 2005). This shift in perspective has given a significant role to visitors, leading to the emergence of interactive, visitor-centered exhibitions, entertainment-oriented programs and initiatives within museums. The public education activities, the educational role of museums, collaborations with educational institutions, the creation of museum learning spaces and the active presence of museum education in daily museum activities have gained paramount significance (Koltai, 2011). This phenomenon has opened new opportunities for university students, especially those veering away from classical intellectual pursuits, seeking practical knowledge. These students can find spaces for both recreation and professional experiential learning within these innovative museums.

In the international scholarly discourse various perspectives on museum learning, visitor motivations and museum visitation have been explored, all of which are highly relevant to this research. Key disagreements and debates in international literature include the reasons for museum visitation, digital museum content, social, individual, and family-school visits, the real utility of interactivity, and narratives – all these aspects are summarized below.

One of the most significant areas of research, pertinent to our topic, is the examination and interpretation of visitor motivations in international literature. The traditional understanding, wherein visitors go to museums solely for the museum's content (Brida et al., 2017), and thus, this content solely defines museum learning, is gradually fading away. Museums typically lack awareness of their visitors' learning objectives (Hooper-Greenhill et al., 2003), leading to numerous studies addressing this issue. According to Falk (2006), learning is closely intertwined with motivation for visiting museums, with learning occupying a prominent place among visitors' museum visitation objectives. Additionally, Falk suggests that the role of exhibition objects has changed; they no longer dictate but merely influence the learning process. He also draws attention to the obsolescence of prior interpretations of museum visits and learning that relied solely on demographic factors, a sentiment echoed by Falk and Dierking (2000) who emphasize the significance of personal context. Dudzinska-Przesmitzki and Grenier (2008) also agree on the importance of individual factors, with learning environment and socio-cultural factors also being prominent in influencing learning. Using different terminology but echoing similar thoughts, Falk and Dierking (1992) created the Interactive Experience Model, emphasizing personal, social, and physical contexts concerning visitors' museum experiences. Rennie and Johnston (2004) stress the importance of the physical environment; inappropriate exhibition space layout and unfavorable staff interactions can diminish visitors' learning motivation. They also raise the question of museum staff involvement: previous research examined their presence at best, but their role and impact on the

learning process were not explored as another crucial factor (Rennie & Johnston, 2004). Furthermore, the role visitors assume upon entering the museum (Falk, 2006; Brida et al., 2017) - whether as tourists, parents, or inquisitive learners - is context-dependent. Each role influences how visitors engage with exhibitions and the depth of their involvement in the museum learning process.

Reflecting the influence of constructivist learning theories, Packer and Ballantyne (2005) emphasize the significance of social museum visits. They argue that visitors construct meanings not solely from the exhibited artifacts but through interactions with their peers. They differentiate between individually arriving visitors and those arriving in groups but processing museum content individually. Packer (2004) regards interaction as a vital component of museum learning within social environments. However, they posit that communication among visitors does not necessarily result in a more intense learning process. They believe that individually arriving visitors often experience more robust and effective learning experiences compared to their interacting counterparts. Packer (2004) found no differences in satisfaction between individuals choosing either processing method; both individual and group processors were content with their decisions and learning processes. Individuals favor individual processing for the benefits of freedom and flexible time management, while group processors value conversations and interpretations with peers.

Various international studies examine the motivation behind museum visits and the effectiveness of museum learning from diverse perspectives. Rennie and Johnston (2004) argue that there are significant differences between internally and

externally motivated visits. Those who autonomously decide to visit a museum have different perceptions of the visit compared to those compelled to go – in the latter case, the authors draw attention to the differences between school and family visits. Allen (2004), Griffin (2004), and Ellenbogen et al. (2004) also analyze these school and family museum visits. They highlight the risk of cognitive overload during school visits, where students often process exhibitions according to teachers' instructions, not their own interests. During family visits, parents often assume the role of educators, providing interpretive assistance without imposing structured visitation processes on the learners. Researchers regard families as an ideal group for processing museum content and facilitating effective learning processes. Families can freely explore exhibition content based on their own interests and schedules. Regarding university students, studies explore the impact of school visits on their museum experiences as well. Taylor (1996) suggests that students' prior formal learning experiences significantly influence their later opinions in informal environments. Negative school museum visit experiences could adversely affect their perception of museums in the future.

As mentioned earlier, the transformation of museums has brought about new forms of exhibition content, including interactivity and intensive use of digital tools. Meanwhile, certain studies have proven that a vital component of museum learning is the presence of a sense of community and group processing. Ponsignon and Derbaix (2020) highlighted the dissonance between these two expectations: how can one meet the demands of community engagement and digital interactivity simultaneously, when one often excludes the other? They view

this as a problem since the use of digital tools is mostly individual, limiting collaboration and collective participation. Research by Heath and Vom Lehn (2008) also supports the existence of this paradoxical situation: they found that interactive tools weaken interaction between the user and other members of the group. Allen (2004) also emphasizes the overvaluation of interactive tools, suggesting that sometimes "less is more." Interactivity can aid in processing but is not an essential condition for successful museum learning. He also underscores the importance of narratives and storytelling in effective learning processes.

Recent discourses on museum learning are closely tied to digital content. Guo and colleagues (2023) question the legitimacy of the previously mentioned motivators for museum learning and visits in the context of digital museums. They conclude that for visitors of contemporary digital museums, learning and social functions are less critical compared to traditional museums. The visitor experience is more significantly influenced by multisensory effects flowing from digital tools. If these tools manage to induce an elevated emotional state, visitors leave the museum with positive experiences, without considering the necessity of learning and social functions.

The diversity of findings in the literature on museum learning and visits is aptly expressed by Falk (2004: S85), indicating the extensive nature of the field and the challenges in research: "The number of factors directly and indirectly influencing museum learning can be counted in the hundreds, if not thousands."

In our dissertation, the concepts of museum consumption, museum visits and museum learning play a pivotal role. The terms museum consumption and museum visits are used interchangeably in the literature, and in some cases, they are considered even synonymous (Pavluska, 2014). The extensive use of the term museum consumption can be attributed to the previously mentioned transformation of museums, meeting visitor expectations (Ébli, 2005) and the emergence of new museum functions (György, 2003). Museum consumption represents a utilitarian activity (Hsin, 2007) and it has become associated with various goals, expectations, and the shift from the traditional visitor perspective on the museum's side. Museum learning refers to the transfer and processing of information within the museum, involving the acquisition of knowledge and engaging in non-formal (Engler & Márkus, 2006) and informal learning (Clarke, 2001; Miotto, 2002; Hooper-Greenhill, 2004; Brown, 2013; Smith Bautista & Balsamo, 2013). The diversity of museum learning is confirmed by the studies outlined above.

Comprehensive studies and large-scale research examining the presence or absence of students in museums have not been conducted in Hungary, specifically focusing on this group from a museum visiting perspective - this statement applies to Hungarian, Hungarian students from beyond the borders, and foreign students alike. An increasing number of international students study at universities in rural Hungary, including a significant number of Hungarian students from beyond the borders (M. Császár et al., 2021) - hence it is essential to investigate this population concerning our topic.

Museums in rural university towns can provide valuable recreational and learning spaces for students studying there. Therefore, museums strive to offer programs that appeal to university students (Koltai et al., 2021). However, it is challenging to provide appropriate museum offerings until museums understand the views, preferences, and problems of university students concerning museums. Additionally, museums often treat young adults and university students as a single, homogenous entity without categorizing them into specific target groups, despite the fact that university students represent a unique audience.

The uniqueness of museums lies in the fact that university students can engage in learning processes in an informal and non-formal manner during visits to museum exhibitions, museum programs, and directly utilize museum artifacts, documents, and stories for their university studies and professional knowledge enhancement (Chatterjee, 2011). Museum collections provide opportunities for students to examine theoretical knowledge acquired at universities and phenomena known from books in a personal, close-up manner. It is crucial for museums to explore these direct encounters and learning opportunities to understand how students acquire knowledge and gain experiences within museum settings.

An important question arises regarding the background factors influencing cultural consumption and museum visits. Based on previous research, it can be stated that individuals from capitals and females are more active cultural consumers (Bauer et al., 2016; Fekete & Prazsák, 2014), and stronger cultural and economic capital influences more robust cultural and museum consumption (Reisz, 2019; Szabó & Hires-László, 2018; Sörös,

2009). This is especially true for foreign and Hungarian students from beyond the borders, who, according to previous studies, possess higher economic and cultural capital (Pusztai & Nagy, 2005; Kéri & Hetesi, 2016; Hetesi & Kéri, 2019).

In the first theoretical chapter of our dissertation, we focus on the transformation of museums and the new visitor roles. With changes in museum operations, curator-related aspects have receded into the background, and visitor expectations have taken the forefront. New, entertaining content has emerged compared to classical museums, and the principle of exhibitions has been taken over by experience-oriented and interactive elements. Visitors no longer view museums solely for educational purposes but also for recreational expectations, rendering traditional one-way museum communication obsolete.

Our second theoretical chapter presents the various forms of learning in museums. Informal and non-formal learning are inherent to museum content, and object-based learning and digital tools have taken center stage in exhibitions and events. Our target group (university students) fall between museum pedagogy and museum andragogy, as they are adults based on their age, yet a significant portion of their university studies occur in classroom settings within organized frameworks. Thus, they can be considered accessible from the perspectives of both museum pedagogy and museum andragogy.

Our third theoretical chapter depicts the question of cultural capital and the existence of intellectualism. Due to the changed perception of higher education roles and the massification of higher education, knowledge transmission occurs in a different manner at universities than before.

Traditional intellectualism is less characteristic of students. We also examined special entities in the university sphere, such as foreign students and those with dual Hungarian citizenship, highlighting previous research results related to their cultural capital and cultural consumption.

In our final theoretical chapter, we focused on presenting the relationship between university students and museums, examining it from institutional and individual perspectives. Based on previous domestic and international research, we found that there are various possibilities for cooperation between universities and museums at the institutional level, although the level of cooperation is low in Hungary and faces many problems. From the students' perspective, we presented previous studies that examined their views on museums, their motivations, museum visiting habits, and leisure activities, as well as their sources of museum-related information. We observed that museums play a minimal role in university students' leisure activities; they generally have negative perceptions of museums, and social motivations underlie their museum visits. Their museum-related information consumption primarily occurs online, through outdoor advertisements and real-life social networks.

By reviewing the literature and previous studies, we established our research questions aimed at exploring the correlations between individuals with higher and lower cultural capital, economic status, and the presence of stronger cultural capital and economic status among foreign and dual Hungarian citizens within the student community. We also investigated the influence of gender and place of residence concerning cultural and museum consumption. Additionally, we raised questions

about the leisure habits of students, the frequency of classical high culture consumption and museum visits in their everyday lives. Another research question focused on the motivational factors affecting university students, why they stay away from museums, whether citizenship, gender or place of residence influence this, and how museum-related information reaches them through various channels. We also examined the impact of childhood museum visit experiences and the interest in museum-related courses, internships, and volunteering.

Based on the analysis of literature and various research results, we selected the following hypotheses.

H1: Based on the data from Bauer et al. (2016), Fekete & Prazsák (2014), Gofman et al. (2011), and Reisz (2019) we assumed that the size of the place of residence and gender influence the cultural consumption patterns of university students: those from cities and capitals, as well as women, are more active cultural consumers compared to those from smaller towns, villages and men. This phenomenon can also be interpreted concerning museums: we assumed that individuals from cities and capitals are more active museum visitors, just like women, compared to those from smaller towns, villages and men.

H2: Drawing on the findings of Fekete & Prazsák (2014), Reisz (2019), Szabó & Hires-László (2018), and Sörös (2009), we assumed that students with higher economic and cultural capital live in more secure financial conditions and are more active cultural consumers than their counterparts with lower economic

and cultural capital. Based on the data from Pusztai & Nagy (2005), we assumed that foreign students and students with dual Hungarian citizenship possess higher economic and cultural capital than their Hungarian peers.

H3: Building on the observations of Falk & Dierking (2000), Fekete & Prazsák (2014), Hooper-Greenhill (2007), Mastandrea et al. (2016), Reisz (2019), and Szabó & Hires-László (2018), we assumed that students' leisure habits are characterized by social and online activities, with low intensity involvement in classical high cultural venues such as museums, in addition, they do not take part of the cultural and museum programmes offered by the university.

H4: Based on the research results of Falk & Dierking (2000), Adams & Moussouri (2002), Bodnár et al. (2017), Schultz & Szalók (2022), Bocsi (2022), Gombos (2011), Reisz (2019), and Lopez et al. (2008), we assumed that university students typically have a negative image of museums and attach traditional tasks to public collections. We also assumed that the most significant motivational factors influencing university students visiting museums are recreation, interactivity, appropriate offers, learning, exposure to different cultures, family and peer influences, and the use of digital devices. We assumed based on the findings of Fischer (1990), Trevelyan (1991), Gombos (2011), Reisz (2019) and Mastandrea et al. (2016) that students who do not visit museums do not find suitable offerings, there are no museums near where they live, they perceive museums as outdated and dull institutions, and are not deterred by entrance fees. Based on the research results of

Gombos (2011) and Reisz (2019), we hypothesized that museum-related information reaches students at a low level; they mainly rely on personal networks and outdoor advertisements for information, and social media is not a typical source for them.

H5: Based on the findings of Pusztai & Nagy (2005), Róbert (2000), Hatos (2012), Erdei (2005), Fényes (2004), Takács (2006), Szabó & Hires-László (2018), Bajzát (2015a), Bajzát (2015b), Dobos (2011), Kéri & Hetesi (2016), Hetesi & Kéri (2019), Czerwionka et al. (2015), Kéri & Révész (2019), Tóth & Kiss (2017), Hegedűs (2022) we hypothesized that students with dual Hungarian citizenship and foreign students visit museums more frequently than their Hungarian peers because they have higher cultural capital and are more interested in getting to know Hungarian culture. Foreign students are typically not familiar with museums in Szeged.

H6: Based on the research results of Reisz (2019) and Koltai et al. (2021), we hypothesized that negative childhood experiences of museum visits hinder the museum visitation activities of students in adulthood. However, pedagogical experiences in museums are more positive than simple museum visits. Based on the findings of Falk & Dierking (2000) and Reisz (2019), we hypothesized that family visits to museums are fundamentally positive: students who were regularly taken to museums by their families are more active museum visitors than those who did not or rarely visited public institutions with their families during childhood.

H7: Based on the data from Medgyesi & Kovács-Krassói (2014), Káldy (2020), Friedlaender (2013), Wallace-Crabbe (1993), Winstanley (2013), and Manfredi & Reynolds (2013), we hypothesized that university students who partially or wholly attend courses held in museums evaluate them positively. Also, students who have not participated in museum courses are open and interested in the possibility. Furthermore, we assumed that students are interested in museum volunteering and internship activities.

Presentation of the Applied Methods

In our quantitative study, we examined the students of the University of Szeged during 2020-2021 using self-administered and online questionnaires. The database utilized was derived from the university's student records, providing insight into the internal distribution of the population and serving as a basis for our sample design. For privacy reasons, the database did not include data suitable for individual identification, such as names or Neptun codes. Consequently, we were unable to generate a random list from the available spreadsheet. Nevertheless, every element of the population was uniformly represented: each student appeared only once in the records.

We excluded individuals with passive status, students enrolled in correspondence and distance learning programs, participants in postgraduate vocational, specialized, and doctoral studies, short term mobility students, and foreign students studying in Hungarian-language programs from the entire population. The members of the study population thus possessed

the following characteristics: active status, full-time training, students enrolled in bachelor's, master's, or undivided degree programs, and foreign students participating in programs conducted in languages other than Hungarian, not as short term mobility students.

We employed probabilistic, stratified, multi-stage, cluster sampling, creating distinct subpopulations within three groups of students: foreign students, individuals with dual Hungarian citizenship, and Hungarian nationals. We generated internal heterogeneous sub-samples based on these groups' origins. Out of the 12 faculties of the University of Szeged, we established four cluster groups to avoid the issue of low numbers within specific faculties: human sciences (Faculty of Law and Political Sciences, Faculty of Arts and Humanities, Béla Bartók Faculty of Arts); medical sciences (Albert Szent-Györgyi Medical School, Faculty of Dentistry, Faculty of Pharmacy); helping professions (Faculty of Health Sciences and Social Studies, Juhász Gyula Faculty of Pedagogy); natural and engineering sciences (Faculty of Economics, Faculty of Agriculture, Faculty of Engineering, Faculty of Science and Informatics). These three units (foreigners, dual Hungarian citizens, Hungarians) were stratified according to the proportions of university-wide student distributions within the cluster groups. Consequently, our study did not examine a sample representing the entire student body of the University of Szeged. Instead, our sampling aimed to compare the selected student groups (foreigners, dual Hungarian citizens, Hungarians).

During our work, we designated the total sample size as 450 and established the proportions of our sample based on the

ratios within the study population. We included 150 students from the Hungarian group, 150 from the foreign student group, and 150 students with dual Hungarian citizenship. Within each citizenship group, we followed the proportions of the university-wide clusters. After stratification based on clusters and citizenship, the basis of our probabilistic sampling was random selection. However, due to the anonymous nature of the list, individual identification was not possible, so we could not employ systematic sampling. Keeping the principle of random selection in mind, we approached teachers from various university departments. We conducted the surveys during courses that these instructors freely offered and that were randomly selected from the research perspective. Additionally, students from research methodology courses at the Department of Communication and Media Studies at the University of Szeged participated in the distribution of the surveys. Shortly after the start of the research, the emergence of the COVID-19 pandemic made in-person surveys impossible during certain periods, leading to interruptions in the research. Therefore, data collection occurred both online and offline, depending on the restrictions at different times.

For our quantitative research, we created the questionnaire using Evasys program and analyzed the results using IBM SPSS Statistics 26 program. In examining our hypotheses, we primarily used two- and three-dimensional cross-tabulations (Crosstabs), ANOVA tests and variance analysis (Compare Means). We categorized students into clusters based on their leisure activities (K-Means Cluster) and assessed the strength of factors influencing museum visitation frequency using linear regression and two-way analysis of

variance. Our goal was to ensure methodological diversity in our approach.

In our study, we aimed for diverse use of measurement tools and indicators. We primarily employed self-developed question blocks in our research, with adapted question blocks appearing in smaller proportions, as a comprehensive questionnaire study on the current topic has not been conducted in Hungary.

We examined the academic and socio-economic background factors of the participants using both self-developed and adapted question blocks. To map out cultural capital, we investigated not only the educational attainment of the participants' parents but also their cultural consumption characteristics. Participants' leisure activities, cultural consumption and values were analyzed using adapted questions, while factors influencing their cultural consumption at the university level were explored through our self-developed question blocks. We also analyzed the popularity of university cultural festivals and the cultural offerings organized by various university actors. The questionnaire block related to museums was self-designed. Within this block, we explored the functions of museums from the participants' perspective, their views on museums, their experiences with school museum visits, their preferred exhibition contents and programs, and the sources from which they acquire museum-related information. Concerning the frequency of museum visits, our sample was divided into two parts. On one hand, we examined the motivating factors for museum visits, the impact of museum visits on participants, with a specific focus on the characteristics of museum visits in Szeged. On the other hand, we identified the

reasons for staying away from museums among students who had never visited a museum. In the final part of our research (continuing to use self-developed question blocks), we investigated participants' experiences and impressions related to university courses. Additionally, we studied opinions regarding museum volunteering and internships.

Presentation of Results

Our first hypothesis examined the influence of gender and place of residence on the frequency of cultural and museum consumption. Among the students in our study, we observed a distinctive pattern: students hailing from larger towns, including county seats and capitals, exhibited higher cultural consumption compared to students originating from smaller towns and villages. Among the underlying factors, we considered access to cultural offerings as the most potent influencer. Larger towns tend to be richly endowed with cultural institutions, whereas those from smaller towns or villages face more limited cultural opportunities, often having to travel longer distances if they wish to visit cultural establishments. Regarding the relationship between gender and cultural consumption, we did not find a significant correlation. While women proved to be more active consumers of culture than men, the difference between the two genders could be considered negligible. Therefore, our first hypothesis can only be partially confirmed based on these results: it holds true concerning the place of residence but only partially regarding gender.

Our second hypothesis focused on the impact of cultural capital and economic status, highlighting differences among students with various nationalities. Regarding economic status, our research clearly indicated the advantage of international students. However, in the case of students with dual Hungarian citizenship, we did not obtain equally straightforward data: their subjective family economic capital was higher than that of Hungarian students, yet their objective economic capital indicated a slightly lower level. Concerning cultural capital, the superiority of international students was evident. However, this trend did not apply to students with dual Hungarian citizenship: regarding parental education levels, mothers with dual Hungarian citizenship did not possess higher qualifications than the mothers of Hungarian students. In terms of cultural consumption, the advantage of international students was more pronounced compared to Hungarian students. For students with dual Hungarian citizenship, we observed nuanced results. Fathers with dual Hungarian citizenship exhibited stronger high-cultural consumption patterns than Hungarian fathers; however, mothers with dual Hungarian citizenship generally lagged behind the results of Hungarian mothers. Yet, when examining the cultural consumption index of parents, the advantage of students with dual Hungarian citizenship became evident compared to Hungarian students' parents. Based on these research findings, our second hypothesis was fully confirmed for international students, while for students with dual Hungarian citizenship, it was partially supported.

Regarding our third hypothesis, which focused on the leisure activities of the participants, we found minor differences among students of different nationalities. However, we can

assert that social and online leisure activities were the most prevalent among the respondents. Classic high-cultural offerings, such as museum visits, were consumed at a lower rate and typically students did not participate in cultural and museum events organised by the university. These results indicate that our third hypothesis has been fully confirmed.

Our fourth hypothesis focused on museum visiting motivations, opinions, and information-seeking habits. Respondents mainly mentioned traditional museum functions in relation to museum activities, but there is no clear negative image of museums. Among the motivational factors for museum visits, we found that relaxation, acquiring new knowledge, and getting acquainted with the culture of another country or city were the most significant. Additionally, the influence of family and friends, interactivity, and the use of digital tools were notable aspects. Those who did not visit museums primarily cited reasons such as lack of time, lack of companions, disinterest in exhibitions, finding public collections boring, while the cost of tickets and museums further away from home did not deter them. Only a fraction of the surveyed university students accessed museum-related information, mostly got it through their social networks. Additionally, social media and outdoor advertisements served as adequate sources of museum information for them. Based on these research findings, we can conclude that our fourth hypothesis has been partially confirmed.

Our fifth hypothesis posited the more frequent museum consumption of foreign and dual Hungarian citizen students. We discovered that among students of different citizenships, it is indeed the foreign students who most frequently visit museums,

followed by Hungarian students and then dual Hungarian citizens. Therefore, the frequency of museum visits among the dual Hungarian citizen students participating in the research is lower than that of their Hungarian counterparts. This could be due to the fact that students from Region Vojvodina have a narrower range of museums to choose from in their place of residence. Foreign students really do not know a large proportion of Szeged museums. Based on these research findings, we observe that our fifth hypothesis has been partially confirmed: foreign students do indeed visit museums more frequently, but dual Hungarian citizens are not more active museum-goers than their Hungarian counterparts.

In our sixth hypothesis, we assumed the influential power of childhood museum visit experiences on adult museum visits. Based on our research results, childhood museum experiences were fundamentally positive and typically did not negatively influence subsequent museum visit frequencies. This result held true for family museum visits as well. However, we discovered that those who visited museums more frequently during childhood were also more active museum-goers in adulthood. Based on these results, it can be stated that our sixth hypothesis has been partially confirmed.

In our final hypothesis, we assumed that students have positive attitudes towards museum classes, internships, and volunteer activities. Among the respondents, those who were more frequent museum visitors outside of university were predominantly the ones who attended museum classes. The participants evaluated museum courses positively, and even those who had not yet participated in museum classes expressed interest in attending. We found positive attitudes towards both

internships and volunteer activities: the surveyed students were interested in engaging in these activities. Based on these results, our seventh hypothesis has been confirmed.

New Scientific Findings of the Thesis

In our dissertation, our goal was to examine the views of Hungarian university students on museums and museum learning, taking into account the domestic literature in line with international research trends. By aligning with foreign literature, we could identify various similarities and differences concerning our own research findings. Consequently, we can ascertain that the surveyed students do not exclusively visit museums solely for the museum content (Brida et al., 2017). However, we could not completely exclude this factor, as among the expressions related to museums, we found several major international museums. We have determined that community museum visits do indeed influence our participants (Dierking, 1992), and learning is one of the motivational factors (Falk, 2006). Our study revealed the presence of personal context among the surveyed students (Falk & Dierking, 2000), although our research also demonstrated the impact of demographic and cultural background factors. Our research highlighted the role of professionals involved in museum learning (Rennie & Johnston, 2004); memories related to museum pedagogical activities were more positive than those of unsupervised museum visits. Various roles also displayed the influence of tourist identity (Falk, 2006; Brida et al., 2017): respondents willingly visited museums during their travels. Our results shed light on the power of group museum visits (Packer & Ballantyne, 2005), as

the absence of companions was a significant barrier to museum visits and museum learning for students who did not typically visit museums. Although our earlier qualitative research indicated the negative impact of school-based, formal museum visits, our current study does not support Taylor's (1996) claim: our analysis revealed the positive role of school-based museum visits, and childhood family museum visits (Griffin, 2004) clearly demonstrated a positive correlation with adult museum visit frequency. Questions and issues raised by Ponsignon and Derbaix (2020), Heath and Vom Lehn (2008), and Allen (2004) concerning excessive interactivity were also substantiated by our research: interactive museum tools did not significantly influence our participants, although they expressed a preference for participation in storytelling-based programs. Our findings related to digital museums (Guo et al., 2023) were also confirmed: participants in our study demonstrated interest in various digital contents, highlighting augmented reality (AR) and virtual reality (VR) tools.

During our work, we faced the challenge that no large-scale study had been conducted on this topic in Hungary, yet this provided an opportunity to uncover novel results. In our research, we were able to identify the major issues concerning the relationship between university students and museums: the consequences of inadequate offerings, communication, and institutional collaborations. Factors related to the perceptions of museums by foreign and dual Hungarian citizens have not been examined in such detail in any previous domestic study. Therefore, we consider the closer examination and revelation of their museum perceptions as one of the significant innovations of this thesis. Another innovative aspect is our investigation of

students' attitudes toward museums based on background and other influencing factors, employing deeper statistical analyses. Previous research of this kind was primarily qualitative (interviews, focus groups), while quantitative studies were not considered suitable for formulating deeper, more complex insights.

It's crucial to highlight the limitations of our research: our study was not representative, and we could not reach all students of the University of Szeged. We aimed for a study that explores and formulates problems; thus, the research did not intend to draw general conclusions applicable to every participant.

Further studies are necessary to formulate more precise and profound results: new large-scale questionnaire-based research not only in Szeged but also in other major universities in rural areas. We also believe in the necessity of conducting additional qualitative studies to uncover the exact reasons behind the answers. Based on this, subsequent studies using a modified questionnaire could be useful. Additionally, exploring the opinions and practices of the Hungarian museum sphere concerning university students through large-scale quantitative research could prove beneficial. Specifically, understanding the goals and interests of museums in relation to engaging university students could provide valuable insights.

In summary, we believe that the results of this research could be valuable in the future for university-museum collaborations regarding the offerings provided by museums to university students. We hope that the results of this and future studies can contribute to shaping a positive and comprehensive museum perception among university students. Consequently,

museums can assist them in developing their professional competencies and provide appropriate leisure spaces.

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List of publications related to the dissertation

Hungarian book chapters (2)

1. **Hegedűs, A.**: Múzeumok a felsőoktatás szolgálatában: Hogyan találhat egymásra a tudományos tanulmányírás módszertana és Munkácsy Mihály?
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3. **Hegedűs, A.**: A kulturális és gazdasági tőke jellegzetességei a Szegedre járó, magyar állampolgársággal is rendelkező szerbiai hallgatók körében.
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6. **Hegedűs, A.**: 21. századi múzeumpedagógia az egyetemisták szemével.
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