

Enhancing Educational Experiences in Museums through Ethnic Cultural Exhibitions

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Abstracts

Museums are essential for improving cultural understanding and instruction. Exhibitions showcasing ethnic cultures provide insightful perspectives on many cultures and civilizations. These educational opportunities can be made as effective as possible by assessing their influence on visitor satisfaction. Investigation into the impact of ethnic culture exhibitions on audience pleasure, participation, and comprehension is lacking, despite their significance. By investigating how these displays affect visitors' knowledge acquisition and participation, the study seeks to close this disparity. Utilizing a combined methods technique that integrated quantitative surveys with qualitative comments, the study polled 62 museum visitors who had attended ethnic cultural exhibitions. The questionnaire evaluated knowledge of culture, instructional impact, involvement, and tourist pleasure. Data analysis using the SPSS software was utilized to analyze how different factors affect results and find significant indicators by doing logistic and multinomial logistic regression. This study discovered a substantial correlation between improved knowledge of culture and exhibition participation, as well as a significant improvement in visitor satisfaction and educational results when interactive components and cultural content are included. Through the use of interactive material, ethnic culture exhibitions improve the educational experience and increase visitor happiness. Museums ought to take demographic factors into account while planning different exhibitions

for the future.

Keywords: ExhibitionDesign, Visitor Engagement, Cultural Awareness, Educational Impact and Cultural Heritage.

Introduction

Developing visitor comprehension and enjoyment of other cultures is the main goal of enhancing learning opportunities at museums through ethnic cultural exhibitions and determining useful tactics for enhancing museum teaching through the evaluation of interactive exhibits, objects, and educational initiatives they're optimizing display design to increase the educational effect and involvement [1]. Because institutions can serve a larger audience it's critical to understand engaging. The goal was engaging a large number of spectators are essential to the manufacturing and clinicians as it can encourage and facilitate positive transformation and possibly raise engagement rates. Diverse audiences are encouraged to engage by promoting cultural representation both internally through policies and procedures and externally through museum activities and displays [11]. The administrators believe that entry fees discourage participation from a variety of audiences, some audiences not be deterred by the cost. Research attempts to look into the relationship between ethnicity with race and involvement in drawing museums, as well as to provide insight into the factors that encourage and hinder involvement. They start with a synopsis of the exhibition field's history and then go over pertinent theory, writing, and predictions [15]. Virtual cultural institutions leverage technological advances to establish promotion, accessibility, and context. Virtual museums (VMs) have developed from online or digital replicas of "real" museums to intricate interactions that are closely tied to stories in three-dimensional reconstructions of actual environments [4]. Internet technology is growing to the point where it makes a substantial contribution to the establishment of virtual museums, usually as a component of actual museums. It expands on the internet 3D technology to give everyone worldwide access to accessible content. The simple and dynamic digital exhibit materials can be presented to various Specific populations to enrich education, Support heritage cultures and encourage knowledge in science, technology, and the arts [12].

Concurrently, virtual exhibitions become readily available across a variety of platforms and presentation devices through the use of current standards for the portrayal of information and museum expertise. Products related to computer technology and information are possibly provided remotely or transferred, but museum directors are in charge of defining the setting and contents of collections. To reclaim a number in ways that inspire museums to interact with a wider range of audiences, artists, and neighborhoods, curators collaborate with artists to develop novel perspectives of ways of reasoning [6]. Cultural institutions have gradually shifted from places with exclusive private holdings that were only open to a limited number of visitors. This emphasis is supported by previous research, which suggests that social interaction especially for families is a major component in drawing art museum guests, in addition to leisure, relaxation, and information development. Initially, looks into how the incorporation of VR could change

the common practice of people gazing at their secondly, digital environment art institutions' physical environments [7].

Choosing user convenience over safety for tourists and the opportunity to travel abroad for leisure has become crucial. Instead of exploring how online digital tools affect "people" beyond the epidemic, they primarily focus on the "technology" itself. Particularly, people's inclination for traveling has been greatly reduced by the change in their views on tourism and their increased concerns for their health and well-being. However, the resurgence of traveler demand is thought to be a major driver of the tourism sector's rebound [14]. To help curators from museums and other artistic tourism structures use electronic devices to enhance people's interaction and encourage the revolution of technology through the art of entertainment along with tourist business, Promote and inspire creativity in this industry and the exponential impacts the digitalization of the industrial process to support long-term growth. It looking at how online computing modern passengers physical visitation patterns are influenced by electronics [3]. This study's goal was to evaluate how ethnic culture shows in museums affect learning results, understanding of culture, and interaction between visitors. Its objective is to assess the extent to which such exhibits support the display and conservation of cultural traditions and also looks for standards of excellence in the effective planning and execution of these kinds of shows.

Organization of study: The remaining portions of the investigation are shown below: The related work remained described in section 2, and the research methodology is described in section 3. The finding analysis are presented in the 4 sections. The section 5 offers conclusion.

Related works

According to the principle of [10], cultural institutions are discovering that developments in online culture have a bearing on the demands and necessities of their audience. Actual material holdings in museums have to be shown electronically and locally. Particularly as the internet and the everyday lives of individuals are becoming increasingly infused with electronic gadgets, they concentrate on social digital behavior, knowledge, and connection in institutions with the framework of art, artists, and human involvement with art. They eventually become ingrained, which emphasizes how crucial an inclusive integrative museum model is for filling the space behind the actual world and the practical world.

Using formative comprehension [2], first contrasts Community-Based Ecotourism (CBE) and living museum characteristics. The recording, analysis, story, and communal experiences of each are examined. In addition to discussing the findings, offers suggestions on how local villagers could Develop and develop their ecological activities as living museums more skilfully. It also addresses common design issues associated with CBE initiatives, such as cultural reliability, commoditization of culture, secrecy, and web hosting fatigue.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defines intangible cultural heritage (ICH), has a transformative effect on museum education explored in [9]. By identifying and elevating ICH practices, the significance of cooperation, and the role of bearer communities in preserving procedures, it illustrated how museums could help the

intergenerational transfer of ICH and its long-term viability. The strategy taken by ICH museums to musicalize and protect intangible cultural expressions was the subject of a study initiative that extended from 2017 to 2019.

The purpose of the empirical study [13] was to plan, create, and assess how children at Specific Context Variable (SCV) interacted with a Gamified Behavioural Management Game (GBMG) application. In general, satisfaction was assessed using the Multidimensional Engagement Scale (MES). The youngsters with the smartphone categories showed a greater average across all four MES characteristics, according to the results, although only the emotional connection component showed a significant difference.

Using museum education and new literacy studies ideas, the initiative [8] sought to revolutionize English language instruction in three distinct school environments. By making connections with learners' identities, languages, and local cultures, the initiative sought to increase student motivation and engagement. To evaluate the efficacy of the endeavor, qualitative techniques such as surveys, student interviews, classroom recordings, and images were employed.

Analyzing six programs that serve different socioeconomic needs, [5] examined heritage-based social inventiveness during the Swedish Legacy of culture sector. According to the findings, innovative approaches, target audiences, activities, partnerships, and the utilization of cultural assets were how cultural heritage organizations innovate. It established possible consequences to oversee artistic heritage and proposed avenues designed for further research in the inaccessible field.

Depending on their execution and UNESCO's involvement in the Agenda 2030, the research [16] examined UNESCO agreements on heritage, culture, and education. The agreements' intentions and provisions were discussed, and it was concluded that UNESCO had produced a consistent set of educational measures for diverse stakeholders despite obstacles. Involving stakeholders and collaborating with other convention-based initiatives were two important aspects of cultural heritage education.

Methodology

This study utilized a combination of qualitative discussions with online surveys. To get visitor input on their educational journey at ethnic cultural displays, they employed a standardized questionnaire. Furthermore, in-depth insights for improving student participation and comprehension of ethnic minority cultures were obtained from conversations with museum staff and ethnic materials investigators.

Data collection

Surveys should be conducted before and after visits to gather information about students' expectations, learning objectives, and levels of participation to improve educational opportunities in museums using ethnic culture exhibitions. Incorporate conversations and observations to acquire a more profound understanding of their relationships and experiences. An online survey was administered to 62 visitors randomly choose and to collect their opinions

and views. Based on visitors' feedback, this data collection intends to evaluate how ethnic culture exhibitions enhance teaching and assist in identifying areas for development. Most of the participants (27.4%) are between the ages of 50 to 59, and the distribution of genders is about equal (48.4% female and 51.6% male). Regarding educational background, the majority holds a bachelor's degree (40.3%), which is followed by those who have completed high school (35.5%) and those who have a post graduate (24.2%). When it comes to the frequency of visitors, the majority are irregular visitors (41.9%), followed by first-time visitors (32.3%) and frequent visitors (25.8%). Table I shows categories data in demographic.

Table I Demographic details

Demographic variable	Categories	N=62	Percentage
Age	18-29	15	24.2
	30-39	14	22.6
	40-49	16	25.8
	50-59	17	27.4
Gender	Female	32	48.4
	Male	30	51.6
Level of education	Higher secondary school	22	35.5
	Under graduated	25	40.3
	Post graduated	15	24.2
Visitors	Initial period	20	32.3
	sometime (1-3 times/year)	26	41.9
	Frequently (4+ times/years)	16	25.8

Questionnaires Development

This study included questionnaires for museum visitors, which were completed by 62 participants. The purpose of the questionnaire is to assess how successfully ethnic culture exhibitions in institutions represent a range of cultural histories and how they affect the cultural consciousness of their audience. It will evaluate how well these displays depict diverse cultural customs and how well they serve as educational resources for learning about and enjoying them.

1. How frequently do visit museums?
2. How engaging were the interactive elements of the exhibition?
3. How interested are in visiting museums that feature ethnic cultural exhibitions?
4. Have ever previously visited any ethnic cultural exhibitions?
5. Did ever gain a greater appreciation for ethnic cultures after visiting the exhibition?

Research instrument

An online survey of 20 carefully constructed questions was utilized for research on improving educational opportunities in museums via ethnic cultural exhibitions. The respondent's agreement or disagreement with numerous assertions were recorded on a 5-point Likert scale for each question, with the option being "agree", "disagree", "neutral", "strongly disagree" and "strongly agree". An extensive assessment of the experiences and viewpoints of the visitors was made easier by the method. The relevance and educational significance of ethnic culture exhibitions, the efficiency of the displays in capturing visitors' attention, and the overall influence

on visitor learning comprised the several main categories into which the questions were separated. It expected to collect comprehensive and well-organized responses by designing the poll in this way, which would enable us to have a deeper understanding of how these displays improve museum education.

Statistical analysis

This study utilized Statistical Package for the Social Sciences (SPSS) Version 23.0; an analysis was conducted on how ethnic cultural presentations enhance the learning process in collections. Logistic regression was utilized to determine the probability that students would respond positively based on how they interacted with various exhibits, and multinomial logistic regression was applied to investigate the consequences of numerous things, includes exhibition type and interactivity, on audience classification academic results.

Result and discussion

The findings suggest that while display design might require to be improved, age, attendance, and cultural awareness all have a beneficial impact on the popularity of ethnic culture exhibitions. The impacts regarding gender and levels of education are less clear-cut or important using the linear regression and Multinomial logistic regression test. The questionnaire's results on exhibition attendance, participation in interactive features, curiosity about ethnic displays, prior visits, and admiration of cultural diversity are summarized in the table II and Fig 1. It shows that responders have a range of viewpoints and skills.

Table II Questionnaires outcomes

Questionnaires	Very likely	Likely	Neutral	Unlikely	Very Unlikely
N=62(%)					
How frequently do visit museums?	12(19.3)	22 (35.4)	10 (16.1)	15 (24.1)	3 (4.8)
How engaging were the interactive elements of the exhibition?	6 (9.6)	15 (24.1)	19 (30.6)	8 (12.9)	14 (22.5)
How interested are in visiting museums that feature ethnic cultural exhibitions?	32 (51.6)	9 (14.5)	12 (19.3)	7 (11.2)	2 (3.2)
Have ever previously visited any ethnic cultural exhibitions?	3 (4.8)	21 (33.8)	26 (41.9)	4 (6.4)	8 (12.9)
Did ever gain a greater appreciation for ethnic cultures after visiting the exhibition?	11 (17.7)	23 (37)	20 (32.2)	3 (4.8)	5 (8)

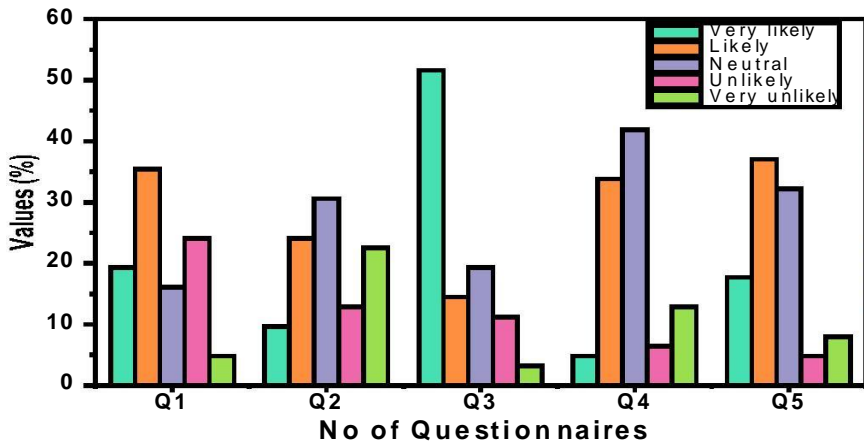


Fig 1 Questionnaires outcomes

Logistic regression

Logistic regression is a useful tool in determining whether exhibit kinds and degree of participation have a substantial impact on the probability of expressing a positive learning encounter, which is relevant to the goal of "enhancing educational experiences in museums through ethnic cultural displays." These findings are compared to identify the particular display components that have the most impact on improving student happiness and learning achievements.

Table III: Logistic regression results of creative endeavors

Variables	OR	RSE
Age	0.68	0.003
Gender	0.975	0.287
Educational level	1.53	0.106
Visitors	1.342	0.031
Cultural Awareness	1.06	0.151
Learning outcomes	0.358	0.024
Exhibit design	1.24	0.165

The table III displays the findings of a logistic regression analysis, with robust standard errors (RSE) and odds ratios (OR) for the many factors affecting how well pupils learn at museums. For example, Age (0.68) and Learning Outcomes (0.358) have odds ratios (ORs) less than 1, which means that for each unit rise in these factors, the likelihood of a positive experience decreases. An OR greater than 1, like that of Visitors (1.342) and Educational Level (1.53), indicates a higher chance of a favorable encounter. The fact that variables such as Gender (0.975) and Cultural Awareness (1.06) have ORs close to 1 and larger RSEs suggests that they have little effect on the result. Though less dramatic, exhibit design (1.24) also has a favorable impact on the learning procedure.

Multinomial logistic regression

Multinomial logistic regression assesses the relationship between several variables, like age, educational attainment, and display design, and learners' qualitative educational results, such as learning or satisfaction levels. This investigation supports the identification of the variables that have the greatest impact on various aspects of the experience of pupils in ethnic culture exhibitions, relative to the goal of improving their educational environments.

Table IV: Multinomial logistic regression results of the Heritage of culture as a source of inspiration

Variables	RRR	RSE
Age	1.023	0.016
Gender	0.301	0.445
Educational level	0.693	0.154
Visitors	1.121	0.123
Cultural Awareness	1.004	0.562
Learning outcomes	1.163	0.600
Exhibit design	0.039	0.182

The relative standard error (RSE) and relative risk ratio (RRR) for various variables are shown in the table IV. Age (RRR = 1.023, RSE = 0.016) shows modest variability and a marginally beneficial impact on the result. Gender has a significant negative correlation (RRR = 0.301, RSE = 0.445); however, the high standard error suggests lower confidence in this conclusion. The amount of education (RRR = 0.693, RSE = 0.154) points to a somewhat detrimental effect. Visitors have a favorable impact (RRR = 1.121, RSE = 0.123). Cultural awareness exhibits a negligible influence with high variability (RRR = 1.004, RSE = 0.562). The learning outcomes show a positive but ambiguous association (RRR = 1.163, RSE = 0.600). The exhibit design shows a substantial negative correlation (RRR = 0.039, RSE = 0.182).

Conclusion

The learning opportunities at museums are greatly enhanced by ethnic culture exhibitions, with interactive features and in-depth cultural material being crucial in raising visitor happiness and academic results. The usefulness of the exhibitions in promoting a broader understanding of other cultures was demonstrated by the noticeable rise in cultural awareness displayed by the visitors. While taking demographics into account, museums should concentrate on adding interesting and instructional components to optimize their educational impact. To further improve and optimize the efficacy of these types of presentations in educational settings, future studies ought to delve deeper into these processes. To enhance applicability and efficacy, future improvements should concentrate on incorporating cutting-edge interactive technology, expanding cultural visualizations, and customizing exhibitions for certain groups. Information should also be regularly gathered.

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