# Understanding Children's Travel Experiences via the Drawings

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## Introduction

Family tourism is a significant market segment in contemporary tourism. It offers families the opportunity to spend quality time together and promote their well-being. However, family travel decision-making is a complicated process, and the results of studies on the matter vary over time and groups (Mirehie et al., 2021; Yao et al., 2020). In family decision-making research, children are emerging as important influencers in decision-making (Dikcius et al., 2020; Jamal et al., 2019). Therefore, tourism operators have gradually realized the importance of children to family tourism, and children have emerged as the major target demographic in the family tourism market (Li et al., 2020). Despite the significance of children's involvement in family decision-making, previous research has primarily focused on parents' perspectives, with little attention given to the viewpoints of children (Miyakawa & Oguchi, 2022).

In recent studies, some scholars have begun to pay attention to children's perspectives during family travel (Wu et al., 2019). In the tourism literature, studies explaining children's travel experiences and travel behaviors are still incomplete, and tourism scholars must be familiar with child psychology and developmental theory to study children's tourism (Li et al., 2020). Also, scholars as limited research methods to associate with children in data collection(Elmi et al., 2019).

In past studies, questionnaires and interviews were mostly used, but it was often challenging for children to accurately fill out the questionnaires or conduct interviews. Moreover, with such a method, it is difficult to understand children's feelings during the travel process. Given the challenges of conducting tourism research on children, it is important to use effective methods for this paper. In this study, children were asked to use drawing methods to depict their travel experiences, in order to explore what they value in the travel process. This study uses children's drawings as a method of data collection, which greatly reduces the difficulty of data collection. Since painting is a subjective way of describing things and everyone has varying degrees of cognition. To enable objective explanation and analysis, this study employed content analysis for children's drawings and utilized the Means-End Chain (MEC) to convert them into objective and measurable data. Karmiloff-Smith (1992) 'Representational Redescription (RR) Theory' and Mean End Chain (MEC) are applied to understand children's travel experience effectively. Therefore, this study adopts such a method to understand what children value most in their travel experiences.

## Literature Review

Children's drawings have long been used to test cognitive, personality, and diagnostic abilities (Cherney et al., 2006). The expressiveness of drawings has inspired scholars studying the mental representation of concepts in children (Hawkins et al., 2021). External representational systems such as drawings or writings enable us to reveal what is understood about the environment while being influenced by it (Harris, 2021; Urraca-Martínez et al., 2022). Drawing allows children to express their feelings, thoughts, and desires (Metin & Aral, 2020). Children's drawings vary consistently throughout development and provide valuable information about their underlying representations of categories in their environment (Long et al., 2019). The ability to generate meaningful images is an important human talent that has been used in various methods to improve children's comprehension and recall. The complexity of children's drawings is likely affected by

their capacity to recall and hold figural structures in working memory. Long-term memory representation has been identified as a key explanatory component of memory performance and cognitive development (Cherney et al., 2006).

Drawing is a complex ability that incorporates biomechanical, graphomotor, perceptual, cognitive, and social developmental skills (Urraca-Martínez et al., 2022). It is the result of several elements, such as attention to detail, working memory inhibition, flexibility, and the underlying representation process. Working memory is used to assess the developmental changes in the information-processing ability required for drawing (Cherney et al., 2006). It also determines the amount of information subject to the representational redescription (RR) process. RR must take an integrated approach that considers changes in information processing, control, executive functioning, and task complexity (Urraca-Martínez et al., 2022).

### 2.1 Representational Redescription (RR) Theory in the Domain of Drawing

Karmiloff-Smith (1992) initially developed the RR model to explain spoken language development. However, she proposes that the RR process is a domain-general mechanism that occurs recursively on all representations within the cognitive system. A child's representational drawing can be viewed as a process that can be traced back to the child's mental representation of the subject matter depicted. Karmiloff-Smith's representational redescription theory suggests that children's internal representations are initially stored implicitly and then undergo a process in which their elements become more explicitly accessible to the child. The RR theory deals with the issue of cognitive development and acts as a bridge between Piaget's constructivist theory and Fodor's nativist theory. The basic premise of RR is that children's learning is initially implicit, procedural, isolated, and inaccessible. Eventually, young children access these representations and link them up with other representations so that their behavior, knowledge, and thoughts become meaningful, explicit, and flexible (Jolley, 2010, p. 155). Thus, Karmiloff-Smith believes that children's cognitive development is a process of gradual modularization.

Karmiloff-Smith states there are four levels of representational redescription, one implicit level (I) and three explicit levels (E1, E2, and E3). She maintains that these different forms of representation do not constitute stages related to ages. Rather, they are reiterative cycles that go on inside different micro-domains over time. A child will achieve ‘‘behavioral mastery’’ over a representation by compiling an automated routine for that representation's consistent and successful externalization. Such a routine is not consciously accessible but is merely an isolated (‘‘procedurally rigid’’, Karmiloff-Smith used the term, “sequential constraint”) unanalyzable whole. The implicit phase (level I) representation is then redescribed into an explicit phase representation (whereby the representation becomes conceptual or meaningful) via a series of three levels. The first level of redescription (level E1) involves the components of the representation becoming data structures available to the rest of the system, resulting in common links with other explicit phase representations being made. Further redescription allows the representation to become consciously accessible (level E2) and open to verbal report (level E3).In brief, behavioral mastery is achieved at a certain level; knowledge is then redescribed to make it internally accessible to the next level (Lorandi & Karmiloff-Smith, 2012).

### 2.2 Communicative Function of Drawings in Child Psychoanalysis

The interpretation of children's drawings cannot be simply read as transparent indicators of underlying dispositions because children actively construct meanings. The interpretation of thematic content is intertwined with an awareness of children's reactions to adult evaluators and

their ways of producing their own contexts endogenously (Graue & Walsh, 1998, p. 13). Additionally, children may employ both symbolic and realistic tactics simultaneously in their drawings (Cherney et al., 2006). Children are figurative realists in their drawings, meaning they aim to depict genuine objects, often including elements they know belong to an object when those elements cannot be seen from a specific vantage point (Harris, 2021).

Children's drawings can vary tremendously, with a doll, for example, representing the child or their best friend, depending on the context. Children between 3 and 4 years old tend not to align family figures completely and randomly place them on the page. As children between 5 and 9 years old develop, their alignment improves, and they become more aware of the coordinates of the paper. They attend to the page's quadrants and use framing, alignment, and compositional tasks to group their figures together (Cherney et al., 2006).

In addition, Koppitz (1968) found the gender differences on children's drawings: girls tended to include more body parts and clothing in their figures than boys. Girls were more likely than boys to draw clothes, add stereotyped details (e.g., hairstyles, jewelry, fingernails) to their figures, and draw proportionate human figures. These results are related to the fact that, generally girls drew significantly more inessential details than boys (Cherney et al., 2006). It means that girls are more likely than boys to draw proportionate human figures, and their drawings represent their experiences with family relationships. More interestingly, Cherney et al. (2006) revealed that if a girl tends to draw larger female figures, it may represent a high self-esteem of this child. It suggests that the size of figures may reflect a child's view of his or her worth within a culture. These results of child psychoanalysis will be applied to the interpretation of children's travel experiences in this study.

## Methodology

Gutman (1982) first developed the Means-End Chain (MEC) theory, which can be used to explore the attributes, consequences, and values that consumers identify for a product or service. The MEC includes three different levels, established by "Attributes (A)", "Consequences (C)", and "Values (V)". It can analyze the causal connection relationships to clarify the relevant attributes, link relationships, and the factors and values that are valued. This study transforms the images drawn by children into quantifiable content analysis through MEC and classifies them to measure the value of different attributes. It explores which attributes children use to achieve consequences and generate the final value, and helps understand the most important part of children's journey to provide a reference for their travel destination selection.

### 3.1 Sample Selection

This study followed Karmiloff-Smith's (1990) research method in children's drawings and selected children aged 4 to 11 who had traveled with their parents as the research sample. The selected age range is based on existing child development literature, which indicates that very young children (under 4 years old) produce only simple scribbles and do not align figures correctly on the page. However, in older children (4 years and above), alignment improves, and they display an increased awareness of the coordinates of the paper. By attending to a page's quadrants, children can experiment with the placement of figures, using framing, alignment, and compositional tasks to group their figures together. To carry out the necessary motor functions for drawing, these children must acquire fine motor skills and develop eye-hand coordination, which research shows develop rapidly within this age range.

### 3.2 Research Procedures

To collect the children's drawings, assistance was sought from kindergarten and elementary schools based on personal and professional connections, and permission was requested from these schools. All drawing materials were provided to school teachers, who subsequently distributed them to children aged 4-11. After receiving instructions, the teachers informed the children that they were participating in a voluntary study on children's travel experiences and invited parents who were traveling with children between the ages of 4 and 11 to participate. After completing the drawing and interview, children received a box of color pen as a prize for their participation in the study.

Before starting the drawing activity, interviewers were instructed to establish a non-confrontational basis for interactions with children, allowing them to draw freely and without feeling pressured to maintain eye contact with researchers. On-site observations revealed that some children preferred to express their perspectives and experiences through a combination of verbal and non-verbal means. Therefore, after completing the drawing, individual interviews were also conducted to gather additional insights and perspectives from the children.

### 3.3 Topics of Drawings

To apply Karmiloff-Smith's (1990) research method of representational redescription theory, each child was given paper and several colored pens. Then they were asked to draw travel experience, and then asked to describe their draw (i.e., to name the objects in their pictures and describe any action or activity depicted), while interviewers wrote down the children's responses on the side of their drawings and recorded their narratives simultaneously. To avoid biasing children's descriptions, interviewers should be patient to inquire any uncertain and obscure part with a kind manner.

### 3.4 Data analysis and Findings

The study employs the qualitative method based on Mean-end Chain (MEC) theory interview to analyze the data. In the first phase, the content of the drawings into three levels, and the causal connection relationship of Attributes (A), Consequences (C), and Values (V) is constructed, so as to understanding children's travel experiences via.

In this study, the drawings of the respondents were coded and categorized. Coders were required to classify similar elements based on the content of the drawing, name them according to their characteristics and categories, and then sort them into attributes, results, and values. Olson & Reynolds (1983) argued that other coders could cross-check classification results to establish consistency. Therefore, during the research analysis process, a senior associate professor (1) and a Ph.D. student (2) with a background in tourism and familiarity with qualitative research content analysis methods assisted in the coding work. Following the inter-researcher triangulation method by Denzin (1978), it was verified that the coders were able to code correctly and reach a consensus.

After encoding and counting the number of occurrences of each element, the implication matrix is used to calculate the number of interrelationships between ACV elements. This describes the direct relationship between each element and judges the strength of the connection relationship according to the number of association and finally complete the drawing of the hierarchical value map(HVM) (Olson & Reynolds, 1983).

## Results

### 4.1 Attributes (A), Consequences (C), and Values (V) from drawings

In this study, we collected a total of 309 pictures and encoded their content using ACV (Table 1). Our encoding process involved extracting items mentioned in each picture's content, such as rides, natural scenery, and animals, and classifying them into different attributes (A). We then generated consequences (C) based on the attributes and arrived at the final value(V). Take Figure 1 as an example. The figure contains Mickey Mouse and a castle. In the attribute classification, Mickey Mouse is classified as "Theme Park (A1)", and the castle is classified as "Scenery (A7)". The Consequences are "Memorable theme park experiences (C1)" and "Natural & Artificial landscape (C5)", and the final values are "Hedonism (V2)", "Natural and Cultural Experience (V4)" and "Learning and Education(V5)". In Figure 2, the drawing of strawberries is the main one. It is a situation where a child tells about picking strawberries with his family. The Attributes(A) classification is “Sports & activities(A10)”, the Consequences(C) is “Physical activities(C8)”, and the value is “Recreation Experiences and Sensory activities(V6). I use this logic to classify 309 pictures into ACV, after analyzing, in total, there are 13 attributes (A), 11 consequences (C) and 7values(V) are coded and summarized, as show in Table 1.

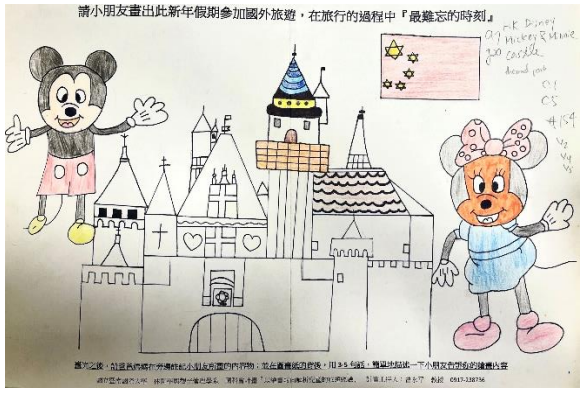


Figure 1 Children’s drawings I

Figure 2 Children’s drawings II

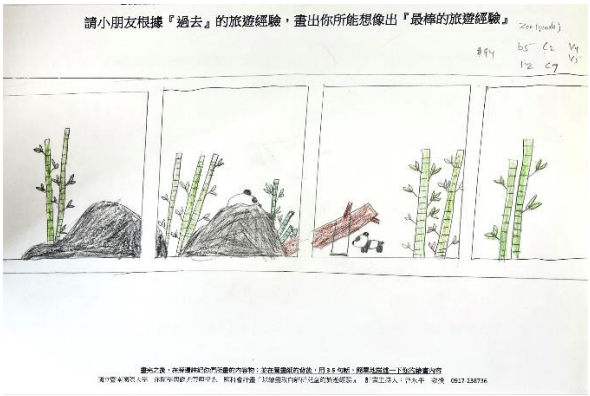


Figure 3 Children’s drawings III


Figure 4 Children’s drawings IV

**Table 1** ACV Code and frequency of appear

| Code | | Frequency of Appear | |
|---|---|---|---|
| | | n | % |
| Attributes | | 628 | 100% |
| A1 | Theme park | 87 | 14% |
| A2 | Exhibition | 46 | 7% |
| A3 | Heritage | 26 | 4% |
| A4 | Family portrait | 109 | 17% |
| A5 | Friends & Peers | 10 | 2% |
| A6 | People | 4 | 1% |
| A7 | Scenery | 132 | 21% |
| A8 | Feeling & Emotions | 20 | 3% |
| A9 | Animals | 37 | 6% |
| A10 | Sports & activities | 91 | 14% |
| A11 | Transportation | 36 | 6% |
| A12 | Food & Gastronomy | 22 | 4% |
| A13 | Souvenir | 8 | 1% |
| Consequences | | 629 | 100% |
| C1 | Memorable theme park experiences | 85 | 14% |
| C2 | Culture & Education | 70 | 11% |
| C3 | Family togetherness | 110 | 17% |
| C4 | Social interaction | 17 | 3% |
| C5 | Natural & Artificial landscape | 135 | 21% |

| Code | | Frequency of Appear | |
|---|---|---|---|
| | | n | % |
| C6 | Affective & congnitive reflection | 21 | 3% |
| C7 | Animal encounters | 38 | 6% |
| C8 | Physical activities | 87 | 14% |
| C9 | Movement & Mobility | 36 | 6% |
| C10 | Savoring local food and snacks | 22 | 3% |
| C11 | Reminisce | 8 | 1% |
| Values | | 885 | 100% |
| V1 | Well-being | 116 | 13% |
| V2 | Hedonism | 93 | 11% |
| V3 | Cohesion of nuclear family | 109 | 12% |
| V4 | Natural and Cultural Experiences | 192 | 22% |
| V5 | Learning and Education | 179 | 20% |
| V6 | Recreation Experiences and Sensory Activities | 166 | 19% |
| V7 | Satisfaction and Delight | 30 | 3% |

**4.2 Constructing the implication matrix**

Constructing the implication matrix to understand the direct relationship of the A-C-V hierarchy, the direct means the relationship between A-C, C-C, and C-V. In the implication matrix, these matrices indicate the frequency of a pair A-C, C-C, and C-V. This means that the higher the number appears, the stronger the link, and vice versa (Truong, 2021).

After calculating the direct of A-C-V, construct the implication matrix, as shown in Table 2. For instance, in the cell (A1 to C1), the direct link representing A1 to C1 was mentioned 35 times. In addition, some blank cells such as (A1 to C2), and so on, mean that there are no direct links.

Table 2 Implication matrix

**Implication matrix**

| Level | No. | Consequences | | | | | | | | | | | Values | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 | C10 | C11 | V1 | V2 | V3 | V4 | V5 | V6 | V7 |
| Attributes | A1 | 35 | | 1 | | | | | | | | | | | | | | | |
| | A2 | 1 | 10 | | | | | | | | | | | | | | | | |
| | A3 | 1 | 5 | | | | | | | | | | | | | | | | |
| | A4 | 9 | 6 | 3 | | | | | | | | | | | | | | | |
| | A5 | | | | 1 | | | | | | | | | | | | | | |
| | A6 | | 1 | | | | | | | | | | | | | | | | |
| | A7 | 16 | 8 | 20 | 1 | 16 | | | | | | | | | | | | | |
| | A8 | 5 | 1 | 1 | | 2 | | | | | | | | | | | | | |
| | A9 | 2 | 14 | 3 | | 2 | 1 | 1 | | | | | | | | | | | |
| | A10 | 4 | 9 | 25 | 4 | 21 | 1 | 3 | 11 | | | | | | | | | | |
| | A11 | 4 | 3 | 14 | 1 | 8 | | | 1 | 2 | | | | | | | | | |
| | A12 | 5 | 4 | 8 | | | | | 1 | 2 | 2 | | | | | | | | |
| | A13 | 2 | 2 | | | 1 | | | | | | 3 | | | | | | | |
| Consequences | C1 | | | | | | | | | | | | 1 | 33 | | | | | |
| | C2 | 7 | | | | | | | | | | | | 2 | | 14 | | | |
| | C3 | 6 | 17 | | | | | | | | | | 19 | 1 | | | | | |
| | C4 | 1 | 2 | 6 | | | | | | | | | | 2 | | 2 | | | |
| | C5 | 8 | 15 | 53 | 5 | | | | | | | | 28 | 32 | | 22 | | | |
| | C6 | 5 | 1 | 3 | 1 | 9 | | | | | | | 1 | 7 | | 2 | | | |
| | C7 | 1 | 11 | 6 | 2 | 13 | 1 | | | | | | 9 | 2 | | 13 | | | |
| | C8 | 1 | 2 | 8 | 4 | 39 | 9 | 11 | | | | | 26 | 2 | | 32 | | 13 | |
| | C9 | 2 | 1 | 10 | | 7 | | 1 | 11 | | | | 17 | 3 | | 11 | | 3 | |
| | C10 | 2 | 4 | 4 | 1 | 3 | 1 | 1 | 2 | 2 | | | 9 | 4 | | 4 | | 4 | |
| | C11 | 1 | 1 | | | 2 | | 1 | | | | | 6 | 2 | | | | | |

### 4.3 Constructing the HVM

The construction of a hierarchical value map (HVM), which presents a graphical representation of a set of MEC as associations across levels of a cognitive structure map. The construction of the Hierarchical Value Map (HVM) can use the MEC model to present the relationship between different levels graphically. The HVM consists of nodes and lines which connect these nodes. However, when drawing HVM, it is necessary to avoid being too complicated. Therefore, to present the most significant relationship between elements, a cut-off value needs to be set to take into account the diversity of information and the relationship's stability. But there is no theory or statistical standard for setting the cut off, it all depends on the researcher's repeated trial and error, drawing the HVM under different cut off, and striking a balance between the completeness of the information provided by the stratum value map and the readability of the chart, and select the most suitable cut off (Gutmann, 1982).

In order to present the correlation of ACV more clearly, this study set the cut-off to 11, and in order to distinguish different levels, choose to use light to dark boxes to represent A (white)-C (gray)-V (black), and the thickness of the connecting line is drawn according to the level of correlation between elements in the implication matrix, the thicker the line, the stronger the connection, and vice versa. For example, among A to C, A1 to C1 has the most connections (35 times), followed by A10 to C3 (25 times). The HVM ladders drive to interviewees' significant values, as shown in Figure 5.

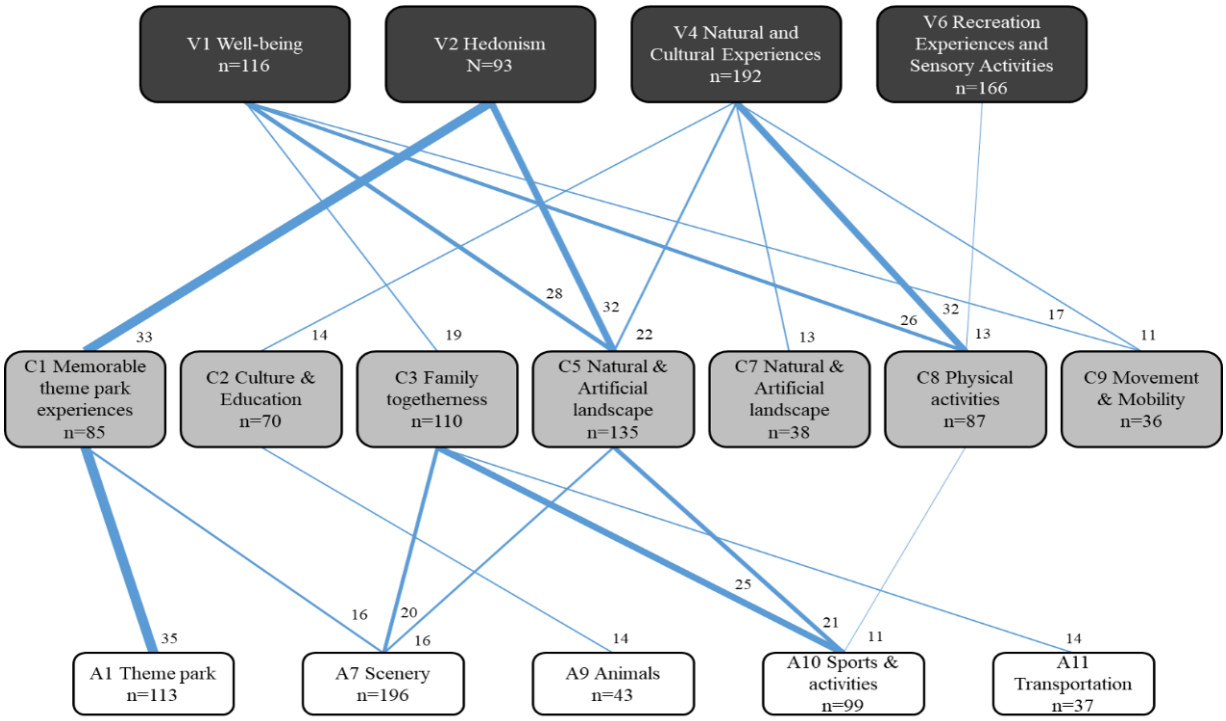


Figure 5 Hierarchical values map for children's travel experiences via the drawings

### 4.4 Findings

This study uses HVM (Figure 5) to understand the ACV of children's travel experience, and discusses their perceptions or cognitions. The results are as follows:

The significant values are V1 well-being, V2 hedonism, V4 Natural and Cultural Experiences and V6 recreation experiences and sensory activities. Most of the children's drawing feature theme park, scenery, animals, sport & activities, and vehicles. These attributes connect to C1 memorable theme park experiences, family togetherness, and natural & artificial landscapes, which define the significant values.

HVM (Figure 5) also clearly shows that in the travel experience of children, the experience of Theme park(A1) is the most important thing for children, and they express feelings of happiness, fun and excitement, and then produce unforgettable theme park experience (C1). Define the final value as hedonic (V2). For example: *Seeing cute Mickey and Minnie, and Cinderella's castle, we had a lot of fun and fun* (no.154).*Let's go to EDA theme park, and it's fun to ride the Ferris wheel*(no.304). Taking Figure 6 as an example, *the painting is mainly about theme parks, and it describes the diversification and fun of amusement parks* (no.224). Secondly, the path of Sports & Activities (A10) - Natural & Artificial landscape (C5) - Hedonism (V2) has an influential relationship. Take Figure 7 as an example. In the picture, there are water rides and fun with the family in sunny weather. *It describes that the whole family went to Japan to play together, and used water rides in the hotel. There are water slides and diving, and the sky is very blue. , Very sunny, very fun and pleasant mood* (no.153).Third, the path of Sports & Activities (A10)- Family Togetherness (C3)- Well-being (V1) has an influential relationship, as described in Figure 8, *My brother, father, mother and some relatives went to TSOU MA LAI Farm to play together. We were shooting arrows at the archery range in the park, and Dad said, "The kids can play together." Me and my brother, my cousin started the game, and I got first place because I hit the yellow zone.*

(no.219). Gain a sense of well-being through participating in sports experiences with family. Fourth, with the link of Scenery(A7) - Natural & Artificial landscape(C5) - Hedonism(V2), in multiple pictures and descriptions, it shows that the natural scenery feels pleasant and interesting, for example: Last year, my parents and I went to Japan to watch cherry blossoms and take a walk on Mount Fuji. It suddenly snowed, and it was the first time I saw snow with my own eyes, so it was particularly unforgettable (no.86). Figure 9 depicts that *I went to Tokyo, Japan with my family, and it happened to be snowing heavily. The whole family played in the snow happily. Mom made a little snowman, and Zoe lay on the snow to make a snow angel. Dad was in charge of taking pictures, and Zoe was with the little snowman made by mother*(no. 197).

In HVM, Physical Activity (C8) - Natural and Cultural Experiences (V4) are highly correlated. As shown in Figure 10, *During my summer vacation last year, my family and I went to Penghu to see Twin Hearts Stone Wei. During the trip, my favorite thing was night fishing. We went to a certain place by boat, started fishing for neritic squid, ate sashimi and vermicelli , and happily returned to the hotel* (no.26). Finally, the correlation among Scenery(A7), Sports & activities(A10), Family togetherness(C3), Natural & Artificial landscape(C5), and Natural and Cultural Experiences(V4) is also important. Figure 11 depicts the *experience of going to the strawberry garden in Wakayama Prefecture, Japan, with the whole family to enjoy the fun of strawberry picking and natural activities*(no.189).

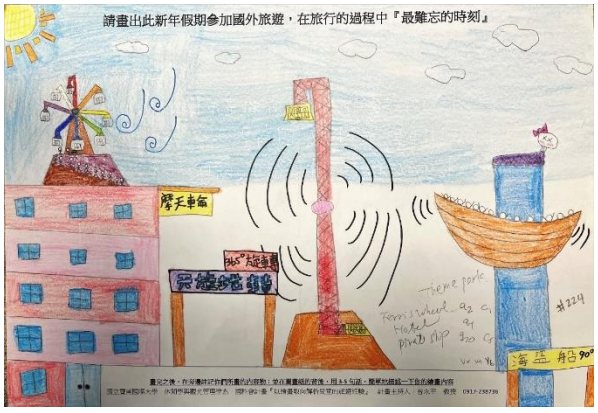


Figure 6 Children's drawings(no.224)


Figure 7 Children's drawings(no.153)

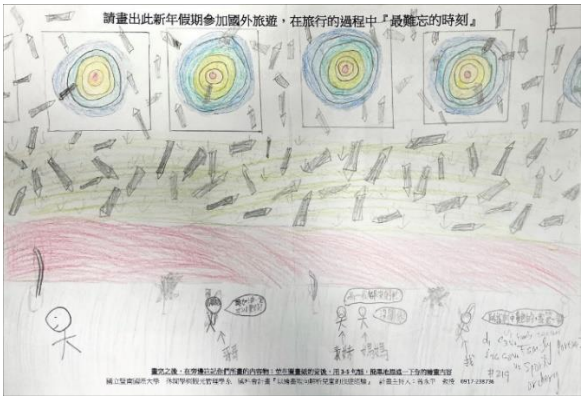


Figure 8 Children's drawings(no.219)


Figure 9 Children's drawings(no.197)


Figure 10 Children's drawings(no.26)


Figure 11 Children's drawings(no.189)

**Discussion**

The RR theory is applied to study child psychology for measuring cognitive development. Cherney et al. (2006) demonstrated that children aged 3-4 years are not well-developed and may draw unrelated features in their drawings, while those aged 7-8 years can portray near-realistic drawings, and older children's drawings possess representational values. This study found that children's cognitive development can affect their travel experiences. Some children drew recreational activities that were difficult to distinguish as travel experiences, but they were still counted as travel (short trips) in this study. Moreover, older children's excellent drawings depicted the most enjoyable moments during their trips. Additionally, Karmiloff-Smith (1992) claimed that behavioral mastery is achieved at a young age, indicating that travel experiences during childhood may significantly influence adult travel behaviors (Harris, 2021).

Wu et al., (2019) stated that children's perspective in studying family tourism is neglected. This study aims to investigate children's values in travel experience more deeply, and found through the MCE method that children place great value on theme park experiences, natural scenery, culture and activity experience, and find happiness, well-beings ,and hedonism in these experiences. Based on these findings, it can be inferred that children value participation in activities. In the future, incorporating various exciting experiential activities into children's travel itineraries can enhance their overall travel experience.

This study not only discovered their travel experiences but also the consequences that contribute to their memorable travel experiences and the values which are the reasons that children enjoy travelling. The significant values show for children regardless of the destinations or activities, travelling with family is the most enjoyable travel experiences and hedonism, family well-being and natural and cultural values. Together with the family any recreational activities will be their best travel experiences. Contradiction to family decision making studies where children influence significantly, from children perspective destinations and recreational activities don't matter. Children may like theme parks and animal encounters, but it doesn't impose any values and might not be as enjoyable.

As mentioned by Cherney et al., (2006), Ertaş et al., (2021) cultural aspect should take into considetation. (Ertaş et al., 2021) This study is consistent with (Wu et al., 2019), that travel with

family gives most delightful travel memories for children. In consequence, these children may travel with families in the future, and it will be interesting to see which direction their family travel will go in the future.

## Conclusion and Research Limits

This study proposes a qualitative investigation of children's travel experiences using an ethical methodology that involves studying children's drawings instead of relying solely on thematic content analysis and visual studies, which can be challenging when working with child subjects. It is worth noting that past travel experiences may influence future travel decision-making, as people tend to construct their desires based on previous experiences (Harris, 2021). Therefore, future research should focus on studying children's travel behaviors and the travel experiences they envision. However, there are a few limitations to this study, which are outlined below:

1. Yuen (2004) pointed out several limitations about drawing to understand children's thoughts. First, incorporating drawings into focus group procedure could be very time consuming;
2. Second, drawing may be a barrier to the flow of ideas for some children;
3. Third, for some researchers, drawings may also be a barrier because drawing emotions and multi-sensory experiences is difficult.
4. The presence of children's parents could be an intervening barrier of drawings. Parents may supervise interviewers' questions and ensure the children's helpfulness to the researcher.
5. According to Kuhn's (2003) observation, adult evaluators may have fundamental difficulties to interpret children's drawings.
6. The drawings' actual content of "reality" and "meaning" remains uncertain.

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