

AN EXPLORATORY STUDY  
ON THE EFFECTS THE YEAR  
ROUND SCHOOL CALENDAR  
HAS ON THE FAMILY  
VACATION

by

Margaret Amelia Percy

Thesis submitted to the faculty of the Virginia  
Polytechnic Institute and State University in partial  
fulfillment of the requirements for the degree of

Masters of Science  
In  
Hospitality and Tourism Management

Dr. Ken McCleary  
Dr. Pamela Weaver  
Dr. Nancy McGehee

May 7, 2007

Blacksburg, Virginia

Keywords: year round school, family vacation

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ABSTRACT

Family vacations are a way of life for many families. Now those family vacations are changing due to the change to a Year Round School (YRS) calendar and other changes within the family. The YRS calendar is being implemented in a greater number of schools around the United States each year. The change to the YRS calendar could possibly affect family vacation habits and patterns in regards to the travel party, when travel takes place, travel destination, length of travel, whether travel is taking place or not, mode of transportation, and the decision making process. The leisure travel industry is also becoming aware of the changes that are occurring to the family vacation in response to the implementation of the YRS calendar. The industry and the family working together, the best possible experience for family travel will be achieved.

## **Acknowledgments**

The author wishes to express sincere appreciation to Dr. Ken McCleary, Dr. Pamela Weaver, and Dr. Nancy McGehee for their assistance in the preparation of this manuscript. Special thanks to my parents and my brother for all of their help, support, and love during the entire process. In addition, thanks also to the faculty, staff, and parents of Columbia Academy for their valuable input.

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## **Abbreviations and Acronyms**

MEG: Moderated E-mail Group

NAYRE: National Association of Year Round Education

TIA: Travel Industry Association of America

YRS: Year Round School

# Chapter I

## Introduction

Family vacations have been an important part of the American lifestyle for many years. Vacations are taken for many reasons; the most common are to compensate for what we miss in our daily life, gain some independence, recharge, rest, and to find some happiness to take back home with us (Goossens 2000, Krippendorf 1986). Individuals have personal reasons for traveling on a vacation but the reasons above are among the top. The desire to leave the every day life behind and go to a location to receive psychological or intrinsic rewards is common to everyone. A vacation is time away from work or school, a trip abroad, or simply a pleasure trip away from home (Wikipedia 2006). Vacations may take place close to home; somewhere across the United States, known as domestic tourism; or overseas, known as international tourism (Brewton and Withiam 1998).

In the tourism industry, vacationers are referred to as tourists. A tourist is defined as a person traveling away from their normal residential region for a temporary period (VNR Encyclopedia 1993). Tourists' behavior involves searching for leisure experiences from the environmental characteristics of the places chosen to visit. Vacations taken by tourists are part of the tourism industry, but more specifically the leisure travel industry. The tourism industry, which is

comprised of a wide range of businesses and other organizations touching virtually all areas of the economy, is there to provide services to tourists for their pleasure (VNR Encyclopedia 1993).

It has become a tradition for families to take at least one vacation during the summer months. A family can be defined in many different ways. One definition is a husband and wife traveling with or without children (Nichols and Snepenger 1988). Over the past few years the definition of a family has been broadened. A family can now be a single parent with one child or multiple children, grandparents and grandchildren, aunts/uncles with nieces/nephews, or extended family (Gardyn 2001). Families take a summer vacation for reasons similar to individuals. It is a time for the family to escape the every day life and daily routine. The vacation also allows the family time to reconnect while having new experiences.

Summer vacations are being threatened by changes in the school calendar because many schools have adopted the Year Round School calendar (NAYRE 2006). The change in the school calendar affects both families and the tourism industry. As more school systems change to a Year Round School calendar, the family vacation will require adjustments. Aside from the obvious potential for change in the time of year in which the family vacation may occur, length of time, travel party composition, and destination type may also be impacted. These aspects, who, when, where, and for how long, are areas that influence both the

family vacation and the tourism industry. In order to prepare and adjust for the future, the industry must be aware of the changes in vacation schedules.

## Background of Problem

Year round school (YRS) has been promoted and adopted in various school systems across the United States since the early 1970s (NAYRE 2006). School systems have adopted the year round school calendar in only one school or in the entire system. Year Round School is a revision of the traditional agrarian calendar that allows for continuous education (NAYRE 2006). With this continuous education, the summer breaks are shorter combined with additional breaks at frequent periods during the school year. The year round school calendar still allows for the standard Federal holidays, such as Labor Day, Thanksgiving, Christmas, Martin Luther King Day, and Memorial Day, plus selected days according to particular states (NAYRE 2006). Figure 1 depicts a year round school calendar. As can be noted, families have a more limited period of time during the summer to take their vacations. The additional breaks and Federal holidays can provide other times for vacations. To date there has been no empirical research conducted to explore the question whether families utilize that time for vacations.

Even though the previously mentioned researched has not been conducted, some studies have been performed over the past several years on how the family

vacation itself is changing due to the changes in demographics, the definition of a family, and who is taking vacations (Schwartz 1991; Nayyar 2001; Gardyn 2001). All of these areas have become issues for the tourism industry. Throughout these studies, another area that has surfaced is the types of accommodations visitors are requesting while traveling on vacation. More families are traveling with grandparents, single parents, or extended family (Gardyn 2001). With multiple generations and extended family traveling together, adjustments to accommodations become necessary in order to better serve those traveling.

With the changes that are occurring in summer vacations, families are not the only ones who have to adjust. The tourism industry also has to adjust. Who travels and how they travel is changing, but the leisure travel industry is not doing a good job of keeping up with the trends (Schwartz 1991; Gardyn 2001; Nayyar 2001; TIA 2005). The tourism industry has the opportunity to increase business by catering to the changes in the traditional family vacation habits/patterns. These potential changes should be taken into consideration when marketing strategies are chosen and new accommodations are planned while continuing to recognize the impact of the traditional family vacation.

Along with recognizing and adjusting to changes occurring with the traditional family vacation habits/patterns, the tourism industry has to adjust in other areas also. Pickeral (2004) reviewed the effect Year Round School has had

on the labor force at attractions in the United States. The focus of the study was on the peak tourist season in the U.S., seasonal workers and their origins as well as the available seasonal labor supply and number of weeks that the labor supply was able to work. The study recommended that an alternative labor pool should be identified to fill the loss of seasonal workers from a Year Round School system.

Even though the family vacation has changed due to the year round school calendar, the effects of the change have not been studied. Many members of the tourism industry have expressed interest in the study of the subject. For example the President of the North Carolina Hotel and Motel Association voiced concern that year round school would have an impact on businesses but to date no one has attempted to measure the extent of that impact (Hui 2006). In another instance, businesses in San Antonio, Texas, have noticed that several key weeks of operation for attractions such as waterparks have been eliminated (Waddell 1997) due to the school calendar change.

The tourism industry is not the only one who has been concerned about a change to a year round school calendar. Parents also express their opinions and concerns about the change to a year round school calendar and the ‘shrinking summer.’ In Massachusetts, parents have stated that the new school calendar can put a crimp in family plans because many families plan a week or two weeks during the summer break to go on vacation (Worthy 2005). Even though families

on a year round school calendar are able to vacation at non-summer times, some parents may not be able to obtain the time off from work during these non-summer school breaks (Worthy 2005). At the same time, some corporations exercise a standard mandatory vacation policy for employees and close the entire business operations for a specified two-week period. One example of this is PricewaterhouseCoopers who has announced that they will have a mandatory two-week vacation period worldwide (Egan 2006). But even with mandatory vacations, it does not ease the idea of ‘shrinking summers’ or increase the time families have for vacations.

The idea of the ‘shrinking summer’ has been expanded beyond affecting only the family vacation. There are educational changes that are occurring and being focused on as well. For example, parents and teachers in multiple states are pulling together to voice their opinions about year round school and early school start dates. Many of these coalitions are operating under the slogan ‘Save our Summers’ (Kentucky Save Our Summers 2006; Save SC Summers 2006; Save our Summers – Florida 2006). The goals of these coalitions are to encourage state legislation to mandate a standard school start date and to educate people about the negative impacts of early start dates and non-traditional calendars.

These coalitions have voiced their message through many local and national newspapers which have printed articles in regards to possible impacts year round

school calendars have on the tourism industry and the educational system. One of the downsides to these articles is that the tourism industry is seen as not caring about the education of children (Totty 1998; Morrison 2005; “The School Calendar” 2005). If an organized and legitimate strategy is to be developed by the tourism industry, there needs to be an effort to point out the educational, economic, and social advantages of the traditional family vacation. For example, tourism is a form of education if the family vacation includes visiting historic, scientific, and cultural sites such as the homes of Presidents, Civil War battlefields, the Huntsville Space Center, Promontory Point, The Civil Rights Museum, or National Parks. It is reported that 80 percent of U.S. adult travelers include a historical place or cultural activity in their vacation plans, thereby, ranking historical places/sites/museums in the top twenty activities participated in by U.S. travelers. Other activities in the top twenty include National/State Parks and Science Museums (TIA 2006).

Along with the potential impacts a year round school calendar has on the family vacation and the tourism industry, it has a potential impact on the local and state community. Economically speaking, tourism also has a direct effect on tax revenue for a community and, therefore, indirectly on education. Several states have performed economic impact studies to estimate the additional revenue that would be generated per day or per week at a tourism location if schools did not

start as early in August (Galyon 2005; Hoffman 2005). The tourism industry is arguing that the decrease in state sales tax revenue also affects the education system as well as businesses, because a portion of sales tax revenue goes toward school aid funds (Christoff 2005; Prestidge 2005). Ideally, the issues that may develop due to year round school will not become a fight between the tourism industry and the educational system, but rather an opportunity for the two areas to work together and come to the best solution for all involved.

## Statement of the Problem

The purpose of this study is to determine and evaluate the impact of the year round school calendar on the family vacation. This study focuses on how the family vacation and the vacation decision making process have changed due to children attending a school that operates on a year round school calendar. Families with children who attend a year round school will be asked about vacation adjustments relating to who, when, where, length, potential activities, and utilization of additional breaks. Families have adjusted and continue to adjust to the changes in school calendars both year round school and earlier start dates in the fall (Hui 2005; “State Task Force” 2005; Lewin 2006). Many families may not be able to continue taking vacations at the same time each year due to their children being in school. It is hoped that the answers that the families provide will indicate

the adjustments families have made on vacations due to the change from the traditional school calendar.

Focus will also be placed on how the family vacation decision process has been impacted by the lengthening of the school year and the shortening of summers. As the number of school systems on a Year Round School calendar increases, the family vacation and decision process will continue to be adjusted. At the same time, the tourism industry will have to become aware of the change in order to adjust accordingly.

## Research Questions

The specific research questions generated from the above statement of the problem that this research addresses are:

1. What are the changes, if any, in the travel party, when travel takes place, travel destination, length of travel, whether travel is taking place or not, and mode of transportation that have occurred to the family vacation due to the Year Round school calendar?
2. What are the changes in the decision making process in relation to when planning where, when, and for how long to go on vacation due to the implementation of the Year Round School calendar?
3. What recommendations could be given to the leisure travel industry as it adjusts to the proposed implementation or adoption of a year round school calendar?

## Objectives of the Study

This study is aimed at achieving the following objectives:

1. Identify if there is a change in the travel party, when travel takes place, travel destination, length of travel, whether travel is taking place or not, and mode of transportation in regards to family vacations now, compared to previously due to Year Round School.
2. Identify changes in the decision making process in relation to planning where, when, and how long to travel on a vacation as relayed by families who have children on a Year Round School calendar.
3. Identify changes that the leisure tourism industry would possibly need to consider in order to better accommodate families who have children on a Year Round School calendar or who will be on a Year Round School calendar in the future.

## Propositions

The following propositions correspond with the research question stated directly before them:

What are the changes, if any, in the travel party, when travel takes place, travel destination, length of travel, whether travel is taking place or not, and mode of transportation that have occurred to the family vacation due to the Year Round school calendar?

1. Families who have children on YRS take a greater number of family vacations now than when their children were on a traditional school calendar.
2. The major family vacation travel time has shifted from the summer season to all seasons.

3. The members of the travel party have shifted from the traditional family to include grandparents, extended family, and friends of the family.
4. Families who now have children on YRS are taking a greater number of shorter vacations throughout the school year rather than one long major family vacation during the summer break.
5. Families who have children on YRS are traveling to a wider variety of destinations.

What are the changes in the decision making process in relation to when planning where, when, and for how long to go on vacation due to the implementation of the Year Round School calendar?

6. Families have adjusted the decision process for family vacations.

## Justification of Study

The following points are presented as reasons as to why this research is being conducted at this time:

1. Year Round School is having an affect on the family vacation, but it is not known how much of an affect or in what areas the affect is occurring.
2. The tourism industry needs to be aware of adjustments that need to be made to accommodate family vacations in the Year Round School model.

## Organization of the Study

Chapter I presented the overview of the study and included the statement of the problem, the background of the problem, the research question, the objectives of the study, and the justification of the study. In Chapter II, a review of the relevant literature is presented. The background literature addresses reasons people travel, changes in the family vacation, when people travel, definitions of current year round school calendars with examples, and review of the decision process model being used for the research. The review also includes current changes noticed by the industry. Chapter III provides a summary of research objectives, research design, and methodology. The research procedure employed and the analysis is also presented in this chapter. Chapter IV and V present a discussion of the data and of the summary and conclusions, respectively.

## Summary

The issues and concerns of changes in the academic school calendar do not pertain just to the family vacation. However, this research aims to explore if there has been a change in the family vacation since the implementation of the Year Round School calendar. The focus is being placed on the changes in the travel party, when families are taking their vacations, where the vacations are being

taken, the length of the vacations, and the decision making process a family uses when planning a vacation. The research also is looking at changes in the family unit traveling today. From the research, it is hoped to discover if the issues that are being raised by tourist areas in different states are valid or not. The conclusions that are drawn from the research will hopefully generate possible recommendations for the tourism industry. The recommendations will relate to adjustments that will possibly have to be made for the future. This researcher also hopes to generate possible hypotheses for future research.

## Chapter II

### Literature Review

This chapter reviews the literature relevant to the study of the family vacation and Year Round School (YRS). Included in this review is a brief overview of the family vacation and changes that are being recognized by the tourism industry, and a description of YRS, school calendars, and how it is viewed by the tourism industry. Finally, vacation decision making process models are introduced in preparation for the methodology chapter.

#### Family Vacation

Each individual and family has different motivations as to why to take a vacation. Motivations include internal psychological factors such as needs, wants, and goals, as well as external pull factors from choice destinations (Fondness 1994). It has also been reported that people travel in order to have a particular experience. The traveler may be searching for a specific location or a location that will fulfill the desire within him/her (Jamal and Lee 2003). Motivations center around the nature of decision-making and the actual decision-making (Jeng and Fesenmaier 2002).

The decision-making process for a family can vary depending on whom in the family makes the decisions and the family life cycles. In the early 1950s, many believed that the husband, as the head of the household, was the primary decision maker in the family. As time went on, it became apparent that the wife was the family member who often made the purchasing decisions. As more research was performed, it was decided that the husband and wife often jointly decided on purchase items that involved the whole family, such as a family vacation (Nichols and Snepenger 1988; Fondness 1992; Litvin, Xu, and Kang 2004).

The family life cycle is the concept that families advance through a series of stages defined by socioeconomic and demographic variables. The life cycle is defined according to the head of household's age, marital status, and employment status. The age of the youngest child is also part of the definition (Cosenza and Davis 1981; Fondness 1992). The interaction between the family life cycle and decision-making depends on which stage the family is in when the decision is being made. Just as a family grows and progresses through the stages of the life cycle, the decision-making process also grows and progresses with the family (Cosenza and Davis 1981; Fondness 1992; Kang and Hsu 2005).

A question that is asked in the tourism industry, but more specifically for leisure travel, is, "What exactly is a family vacation?" The Travel Industry of America (TIA) regularly focuses on this question. TIA's answer is husbands and

wives with children, husbands and wives without children, single-parents, and grandparents with grandchildren (TIA 2002). It is reported that family vacations make up about 75 percent of all leisure travel in the United States (TIA 2005). Families view vacations during the summer as an opportunity to spend a longer period of time with their children without the influence of school. Parents also view this as a time for being able to teach their children skills and values, while being together, that they are not able to learn at other times. All in all, summer vacations provide children with a different form of education (Worsnop 1996).

Another focus question is, “What is the definition of a family?” Early studies defined a family vacation as a husband and wife traveling with or without children (Jenkins 1978; Nichols and Snepenger 1988; Fondness 1992; Collins and Tisdell 2001). Now the definition of a family is changing, especially when it comes to vacations. Since 2003, family vacations are becoming three generational. Grandparents are beginning to travel more with their grandchildren; husbands and wives are traveling with their children and their parents; uncles and aunts are taking trips with their nieces and nephews; and single parents are traveling with their children (Gardyn 2001; TIA 2005). Grandparents are traveling more with the grandchildren because parents are working more, especially women who have young children. It is estimated that 70 percent of women with young children are

working full time. Three generational vacations occur also because grandparents and parents are healthier and wealthier (TIA 2005).

The definition of family is also expanding because of the changes in the demographics and lifestyles. In 2000 only 24 percent of all households in the U.S. were “married with children” (Gardyn 2001). Even with that percentage, 72 percent of those families who traveled on vacation were married couples, and 46 percent were households with kids (TIA 2005). As shown, the definition of a family is constantly changing and cannot remain as defined twenty years ago.

Along with those traveling on family vacations, timing of vacations is another focus. Summer has usually been the traditional vacation time for most families. Vacation travel occurs across all seasons with a greater emphasis on summer. TIA reports that percentage of travel during the seasons is 20 percent in winter, 23 percent in spring, 33 percent in summer, and 24 percent in fall. Broken down even farther, the typical summer months of June (9 percent), July (11 percent), and August (11 percent) are reported to make up 31 percent of U.S. Travel in 2004 (TIA 2006). The summer is also considered by parents and children as time for the family to be together and do activities that allow them to grow and learn.

A common perception is that with the implementation of YRS that time together as a family will be lost (Worsnop 1996). Parents are worried that the

family time will be disrupted because of the shortened summer break and because their children could possibly be on different tracks at school and not have the same break sequence (Cooper, Valentine, Charlton, and Melson 2003). At the same time, other parents are excited about the multiple breaks during the school year. They state that they are able to vacation during the off peak seasons to avoid crowds (Lewin 2006).

Traveling during the off season pertains not only to time of travel, but also to destination. A family destination for vacation does not pertain only to the overall location, such as a particular state, but also to specific locations and areas within the overall location. Small towns/rural areas, cities, oceans/beaches, historical sites, and theme parks are among the top when it comes to where trips are taken. Small towns, rural areas, and theme parks are more popular among families with kids, where as oceans, beaches, and gambling are popular among families traveling without kids (TIA 2005). The where changes depend on the season of travel as well as who is traveling.

The final focus area is the length of travel when it comes to family vacations. Trips are defined as short (five or fewer nights) or long (six plus nights) (Jenkins 1978; Fesenmaier and Jeng 2000; TIA 2002). The number of days for a vacation varies by family, but commonly it is between six and ten days (Jenkins 1978; TIA 2002). The next range of days for a vacation is five or fewer days

(Jenkins 1978; Fesenmaier and Jeng 2000; TIA 2002). When YRS is taken into account, children do not have ten to thirteen weeks during the summer from which parents can choose from when planning a vacation. Instead they have three week breaks that occur every nine weeks (NAYRE 2006). The length of the vacation decision ultimately comes down to the parent(s) planning the vacation (Jenkins 1978; Nichols and Snepenger 1998; Fondness 1992).

With the change in the definition of a family as well as other aspects of the family vacation, the leisure industry is also changing. In August 2001, Michael J. Weiss, a writer for *American Demographics*, reported that changes are occurring within the industry itself. There has been an increase in the number of kid friendly destinations and accommodations across the country. Hotel chains such as Days Inn and Holiday Inn offer “Kids Stay and Eat Free” for those traveling with children under twelve (Weiss 2001). Some specific locations have gone beyond offering free meals and nights for children by creating kid friendly accommodations. One example, Holiday Inn is creating “kidsuites” at multiple properties across the country. These “kidsuites” offer a unique setting for children (Weiss 2001).

The leisure industry is also tapping into a kid friendly market with family cruises. Disney Cruises launched its first family cruise ship in 1998, and now operates two ships, each accommodating 3,000 passengers (Weiss 2001; Disney

Cruise Line 2006). The family is able to have time together, enjoy multiple activities, and travel any time of the year (Disney Cruise Line 2006).

Another area that the leisure travel industry is beginning to focus on is travel packages that cater to other forms of family groups. A study performed in 2001 presented the desire of families to be able to purchase travel packages that catered to other forms of these family groups such as mother/daughter, siblings, father/son, or grandparents/grandchildren (Gardyn 2001). Companies such as GORPtravel have begun offering adventure travel that can cater toward an individual, couple, or family (Gardyn 2001; GORP 2006).

### Year Round School

Education is the ability to use information that is learned from books at school and interactions with family and peers (Wikipedia 2007). The traditional U.S. school calendar was originally based on the growing season. Children were taught at home and in community school in between the planting and harvest seasons. As time progressed, society gradually evolved from an agricultural society to a manufacturing society (Weber 1926; Davies and Kerry 1999; White 1999). With the change in society came the desirability to change the school calendar. As time passed, children were needed less at home so more people looked toward a year round school calendar (Bullock 1962; White 1999). There

has been resistance over the years due to the fact that people are still attached to the traditional agrarian roots. During the 1960s and 1970s people became accustomed to having time during the summer months to take vacations. It became a question of whether the school calendar was being operated for the education of students or so people could take vacations when they wanted (Gitlin 1988). As the twenty-first century grew closer, Charles Ballinger, the executive secretary of the National Association for Year-Round School (NAYRE) in 1988, expressed that America needed to stop operating like it was still the nineteenth century (NAYRE 2006).

The primary motivation for implementing Year Round School is to assist with the overcrowding in the schools (Johnson 1972; Gitlin 1988; NAYRE 2006). YRS is also proposed in order to provide a more continuous education for children. It is reported that children retain more information during the shorter time between weeks of learning and there is less student and teacher burnout. The breaks also allow schools to offer additional enrichment opportunities to the students (Bullock 1962; Johnson 1972; Gitlin 1988; Heaberlin 2002).

Year round school is a modification of the traditional nine-month school calendar. According to the NAYRE (NAYRE 2006) official website, there are two basic year-round calendars: single-track and multi-track. NAYRE states that a single-track calendar provides a balance between more continuous periods of

instruction and vacation time. The summer vacation is shortened by taking some of those days and spreading them evenly throughout the year into “intersessions.” An intersession is the time between the nine week periods which allow for remediation and enrichment. The multi-track calendar is used for areas that are dealing with overcrowding. School systems that work on a multi-track calendar are working on similar calendars as a single-track, but one group of teachers and students is always on break. Multi-track allows communities to compensate for the growth without having to build a new school and hire more teachers (NAYRE 2006).

The single track and multi track calendars allow for thirty days off for summer break rather than the traditional ten to thirteen weeks, which comes out to about sixty days. At the same time, those children on a Year Round School calendar have fifteen days off for fall break, winter break, and spring break. On the traditional calendar, winter break is ten days, spring break is five days, and there is no fall break. A depiction of the traditional calendar and the Year Round School balanced calendar is shown in figure 2 and figure 3 respectively (NAYRE 2006). Figure 4 and figure 5, based on school calendars located on individual school websites, were created to depict both the traditional calendar and the Year Round School balanced calendar with standard Federal Holidays.

Despite the positive side of Year Round School, there are also possible downsides. As more school systems implement year round school, businesses in

the tourism industry and local economies across the United States have reported a decline for that time period. The decline has been noticed in numbers of visitors, economic activity, and state tax revenue for the year (Galyon 2005; Jones 2005; Kauffman 2005; Olson 2005).

Tourism locales in multiple states have petitioned for a later start date for schools because of the loss of business they experience during late August. Business owners have expressed losing business in August, which was a big piece of the summer for their industry. A law that was passed in Wilmington, North Carolina, states that public schools must open no earlier than August 25 and close no later than June 10 (DeSantis 2005). A later start date allows families the opportunity to plan a later vacation, if desired, and companies to fill vacation rentals which were sitting empty.

South Carolina has also seen a downturn in August tourism travel. Parts of South Carolina, especially the coast, have seen a drop in the number of tourists and revenue brought in to the community the last two weeks of August because of the school start dates. According to an economic study, the state is losing an estimated \$180 million in total economic impact (Morse 2002). This impact is caused by the decrease in number of tourists staying at hotels, visiting attractions, and eating at restaurants. The impact is not localized to the coast; it is noticeable across the entire state. South Carolina is not the only state that is reporting an economic loss.

Many states, including Texas, Pennsylvania, Michigan, and North Carolina, are also expressing a loss in economic activity ranging from \$10 million to \$196 million. These states claim that if school did not start in early August, then the state and local economies would not have this economic loss (Jones 2005; Hoffman 2005; Eggert 2005; “In Our View” 2005).

The previously mentioned states may not be the only states experiencing an economic loss due to school start dates. With the exception of Alaska, Rhode Island, New Hampshire, and Maine, every state has some form of YRS that may have an economic impact on the tourism industry. The number of schools involved in YRS varies widely, from South Carolina with twenty schools to Texas with one hundred one schools. The number of year round schools in these states and all other states is depicted in Figure 6 (NAYRE 2006).

The majority of schools on a year round calendar are located in the West. In 1996, while it was reported that 83 percent of the schools on a year round calendar were located west of the Mississippi River (Gitlin 1988; Worsnop 1996). The number of schools on a year round calendar is gradually increasing in the East with Kentucky, North Carolina, and Georgia leading the way (NAYRE 2006).

The number of schools that are proposing YRS is difficult to determine. Individual school boards make the decision on whether or not to implement a YRS calendar. Some boards vote to make YRS mandatory for the entire system, and

other boards vote to only implement YRS in certain schools and allow voluntary participation. Even though the school boards have the final decision, they do take the opinion of the parents and community into consideration (Vorsino 2005; “School Board Votes” 2006).

Tourism businesses, like resort owners and operators of theme parks in North Carolina, Pennsylvania, Indiana, and Texas, have expressed that the shrinking summers are costing them customers and employees (Waddell 1997; Totty 1998; DeSantis 2005; Erwin 2005; Olson 2005). Some locations have reported as much as a 60 percent decline in attendance (Totty 1998). The decline is evident the weeks after schools begin, usually beginning around August 10. Weekend attendance also declines and the decline continues into September and October (Totty 1998). As a result of these decreases, many theme parks have been forced to reduce hours or even close sections of the park. A domino effect has begun causing an economic loss for the local and state tourism destination (Totty 1998).

Newspapers have reported that other times of the year are becoming busier than late summer. The Kentucky Tourism Council is noticing that spring break has become busier than August. Other tourism locations are observing an increase in family travel during the October break (Bowling Green Daily News 2005). The

articles did not state whether or not the increase at other times of the year is compensating for the loss of business during the summer.

The changes that are occurring in regard to the family vacation and within the leisure travel industry are related to more than just the change in the school calendar. The vacation decision process that families use in planning a family vacation also has to be taken into account. The vacation decision process, which is discussed in more detail below, draws together the family vacation and the tourism industry.

### Vacation Decision Making Process Model

Vacation decision making is an ongoing process (Decrop and Snelders 2005). Each step of the process has an impact on the next. The process can be broken down into a series of stages. The stages are

- (a) Recognition that there is a decision to be made
- (b) Formulation of goals and objectives
- (c) Generation of an alternative set of objects from which to choose
- (d) Search for information about the properties of the alternatives under consideration
- (e) Ultimate judgment or choice among many alternatives
- (f) Acting upon the decision
- (g) Providing feedback for the next decision (Sirakaya and Woodside 2004).

Each stage reduces the choices necessary to reach the final decision.

The choices and final vacation decisions are influenced by variables including psychological/internal variables and psychological/external variables.

Internal variables include attitudes, motivation, and beliefs/intentions. External variables include constraints, pull factors of destination, and influence of the family. Other variables that influence the vacation decision process are nature of the intended trip, which includes party size, distance, time, and duration of the trip, and trip experiences, which includes mood and feelings during the trip and post-purchase evaluations (Decrop and Snelders 2005; Sirakaya and Woodside 2004).

When it comes to family vacation decisions, other articles report that there are several decision criteria. Cosenza and Davis (1981) report that there are twelve criteria:

- |                               |   |
|-------------------------------|---|
| (1) Whether to go             | (7) Whether to travel with relatives    |
| (2) Amount to spend           | (8) Whether to travel with a tour group |
| (3) Where to go               | (9) Whether to take separate vacations  |
| (4) How to travel             | (10) Time of year for vacation          |
| (5) How long to stay          | (11) Type of accommodations             |
| (6) Whether to bring the kids | (12) Whether to travel with friends.    |

These twelve criteria, like the previous variables, influence the final decision.

Each area is important to the decision process. However in this study, not all are addressed. Those not addressed are ‘whether to bring the kids’ and ‘whether to take separate vacations’ since the focus of the study is on the family vacation. A few respondents’ answers included information on these two criteria, and will be addressed as additional information for future research.

Ultimately, the final decision is made by evaluating all the variables, influences, and possible alternatives. The decision maker weighs and then accepts or eliminates each factor to reach the final decision (Mansfeld 1992; Sirakaya and Woodside 2004; Decrop and Snelders 2005,).

A flowchart of the decision process can be seen in Figure 7. The flowchart shows the funneling stages that the decision maker goes through when planning a vacation. The first step is to have the motivation to travel and then make the decision to travel somewhere or remain at home. Once the decision to take a trip has been made, the decision process continues. Each criterion is taken into consideration, alternatives are considered, and decisions are made until it is time to embark on the trip (Mansfeld 1992). The process is influenced and controlled by the push and pull factors of travel behavior and motivation to travel.

Figure 8 conveys the summarized dimensions of the vacation decision process according to Ritchie and Filiatrault (1980). These dimensions were identified through factor analysis of subdecisions made by individuals. The analysis indicated that these six dimensions underlay the vacation decision process. These six dimensions of the vacation decision process allow the family to make better decisions along the way and continue the process. The decision made within each dimension allows the decision maker to narrow down alternatives and choices in order to reach the point of undertaking the vacation.

For this study the two models were merged together. As stated previously figure 7 illustrates the overall vacation decision process and figure 8 illustrates a more detailed process. As with the overall decision process model, the dimensions begin after the person or family is motivated to travel. The dimensions of the vacation decision process correspond with the steps of information gathering through undertaking the travel on the Mansfeld model (1992), figure 7.

All the figures can be seen in Appendix 1.

## Conclusion

Year Round School is gradually becoming more popular across the nation. The reasons span from the desire to increase educational standards to resolving overcrowding conditions. When Year Round School is decided upon, change does not occur in the educational system alone, but in other industries. One industry that is affected is the tourism industry, specifically leisure travel. Leisure travel is affected when it comes to who goes on a family vacation, when families take vacations, where families take vacations, and the length of the vacation. Each of these areas is affected in different ways, but it is not known how the Year Round School calendar affects those areas.

At the same time, it is not known how much the tourism industry itself is being affected by the change to a Year Round School calendar. Some states report a greater impact, especially in attendance and economic loss, due to the change in the school calendar than other states. With the lack of evidence regarding what is happening in the leisure travel industry due to Year Round School, it is impossible to say if the change in the school calendar is the sole effect. Each side, education and leisure travel, have their own opinion as to what is happening. They each believe they have a better understanding of what is occurring. Learning how the family vacation has changed due to the implementation of Year Round School will hopefully assist the leisure travel industry in the future.

The vacation decision process models allows for a framework to be followed when identifying the variables and criteria which have been affected by the introduction of a Year Round School calendar. The vacation decision process models were used as a basis for analyzing the responses of participants by providing a guideline. It served as an aid in the development of survey questions.

## Chapter III

### Methodology

#### Introduction

This study was aimed at identifying changes that are occurring with the family vacation due to the implementation of the Year Round School calendar. Survey research methods will be utilized. A survey instrument was designed and implemented that allows parents of the entire student body at Columbia Academy in Columbia Academy, which operates on a Year Round School calendar, to express and explain if and how their family vacation has changed. The survey instrument allowed parents to explain any changes in the decision process when planning the family vacation. The questions were developed from concepts and issues in the literature that have come to light over the past several years.

#### Pilot Study

The pilot study for this research, occurring before the survey questionnaire is mailed, involved a two part process. Faculty members in the Department of Hospitality and Tourism reviewed the instrument first. Then ten to twenty parents,

who may or may not have children in a school that operates on a Year Round School calendar, located in various states completed the instrument. The reviewing process helped to reduce bias in the questions. The revisions of the questionnaire helped increase the reliability and validity of the final version.

## Objectives of the Study

This study is aimed at achieving the following objectives:

1. Identify if there is a change in the travel party, when travel takes place, travel destination, length of travel, whether travel is taking place or not, and mode of transportation in regards to family vacations now, compared to previously due to Year Round School.
2. Identify changes in the decision making process in relation to planning where, when, and how long to travel on a vacation as relayed by families who have children on a Year Round School calendar.
3. Identify changes that the leisure tourism industry would possibly need to consider in order to better accommodate families who have children on a Year Round School calendar or who will be on a Year Round School calendar in the future.

## Research Design

The research design chosen for this study is a mail questionnaire. The questionnaire consisted of six parts each section looking at the family vacation before year round school and after year round school. The first part consisted of

questions that focus on characteristics of the family vacation. Parts two through five utilized a 5-point Likert type scales. The scale included: strongly disagree, disagree, neutral/no change, agree, and strongly agree. The second part of the questionnaire gathered information about the family vacation before the implementation of year round school. Questions within this section focused on the travel party, when travel took place, length of travel, destination, mode of transportation, and whether travel took place or not. Part three included the same form of questions as part two, but part three is focused on the family vacation after the implementation of year round school. The fourth and fifth parts consisted of questions concerning the decision making process before and after the implementation of year round school. The focus of the questions was placed on when to travel, possible alternative plans, decision maker in the family, accommodations, planning, and budget. The final and sixth part gathered demographic information about the survey participant. The participant was also asked general questions about how year round school has affected their family vacation patterns/habits as well as any additional comments they would like to include.

## Sampling

The sample for this study was the parents or guardians of children who attend Columbia Academy in Columbia, Tennessee. Columbia Academy has been

chosen because the school has been on a Year Round School calendar for less than 5 years. The questionnaire was open to any parent who was willing to participate and have had children on both a traditional calendar and a Year Round School calendar. The total number of questionnaires mailed to the parents of Columbia Academy students came to 403. Only one questionnaire was mailed to each household since a single household may have multiple children attending Columbia Academy.

Response rates for mail surveys vary anywhere between 15% and 30%. These rates are considered acceptable because it is “indicative of the entire group” (Keegan and Lucas 2005). The response rate can be increased by mailing out reminder postcards as well as personalizing the cover letter. The measures taken to increase the response rate for this study are discussed at a later time.

## Data Collection

The self-administered questionnaire was delivered via the U.S. Postal service to all parents/guardians of Columbia Academy students. The package mailed included a cover letter, the questionnaire, and a self-addressed stamped envelope. The cover letter that mailed to the potential participants explained why they were receiving the questionnaire. The administrative staff also showed their support of the project by encouraging parents to participate by including a short

statement in the package that the survey was approved by the headmaster and stating on their website that they would be receiving a survey in the mail.

Several measures were employed in an effort to enhance the response rate. The cover letter was signed individually in blue ink to show personalization and was sent to the parents via the school. Two weeks after the package was mailed a reminder postcard was sent (Dillman 1978; Zikmund 2000, pp. 205-206).

## Data Processing and Data Analysis

The data collected from the questionnaires was analyzed by quantitative means using the Statistical Package for the Social Sciences (SPSS), a statistical analysis program. Descriptive statistics were used to analyze the data. Cronbach's alpha was used to establish reliability. Correlation analysis was also utilized to provide evidence of face/content and criterion validity. Both reliability and validity are discussed more in depth below. The responses relating to the decision making process was analyzed following the models, figure 7 and figure 8, described previously in Chapter 2.

## Reliability and Validity

Reliability deals with how consistently similar measures will produce similar results (Rosenthal and Rosnow 1984). Reliability has two dimensions: repeatability and internal consistency (Zikmund 2000, pp. 280-281). The dimension of internal consistency refers to the ability of a scale item to correlate with other items of the same scale that are intended to measure the same construct. The adequacy of the individual items and the composites are assessed by measures of reliability and validity. The reliability of the measurement instrument is assessed by the Cronbach's Alpha reliability and composite reliability. Cronbach's alpha estimates the degree to which the items in a scale are representative of the domain of the construct being measured (Pedhazur & Schmelkin, 1991, p. 104). A Cronbach's Alpha and composite reliability score of .70 or higher indicate that the measurement scale that is used to measure a construct is reliable.

Validity refers to the accuracy of a measurement, or how well the measurement taps what it is designed to measure (Rosenthal and Rosnow 1984). A construct is valid to the extent that it measures what it is supposed to measure (Zikmund, 2000, pp. 281-283). There are several different types of validity to be concerned with: face/content validity (i.e., the agreement among professionals that the scale is measuring what it is supposed to measure), criterion validity (i.e., the degree of correspondence between a measure and a criterion variable, usually

measured by their correlation) and construct validity (i.e., the ability of a measure to confirm a network of related hypotheses generated from a theory based on constructs) (Bollen 1989; Zikmund 2000).

The face validity of the measurement instrument was assessed by allowing several professors to examine it and provide feedback for revision. Afterwards, the survey instrument was given to several graduate students majoring in hospitality and tourism management as well as parents of school children to solicit feedback as well as to check for readability of the questions and estimated time to complete the survey questionnaire.

## Summary

The nature of this study is exploratory. The data collected via the self-administered questionnaire was analyzed based on the objectives of the study. Emphasis was placed on identifying the changes in the family vacation, changes in the decision process of the family, and any possible adjustments the industry needs to consider for the future based on the perceptions and observations of the respondents. The cover letter and the survey can be seen in Appendix 2.

## Chapter IV

### Results

This chapter presents the results of the mail questionnaire on changes in the family vacation due to the implementation of the year round school calendar. The results will be grouped into five sections, each corresponding with a section of the survey. Section one presents a summary of the parents/guardians who participated in the study. Section two presents the family vacation characteristics. Section three reviews the responses to statements regarding family vacations before and after the implementation of a year round school calendar. Section four details the responses to statements regarding the families' decision process before and after the implementation of a year round school calendar. Section five presents comments expressed by respondents regarding the effect year round school calendar has not had or had on their family vacation habits/patterns as well as any additional comments.

The survey questions were developed based on the research questions and objectives of the study. To reiterate, the research questions presented in Chapter 1 are as follows:

## Research Questions

1. What are the changes, if any, in the travel party, when travel takes place, travel destination, length of travel, whether travel is taking place or not, and mode of transportation that have occurred to the family vacation due to the Year Round school calendar?
2. What are the changes in the decision making process in relation to when planning where, when, and for how long to go on vacation due to the implementation of the Year Round School calendar?
3. What recommendations could be given to the leisure travel industry as it adjusts to the proposed implementation or adoption of a year round school calendar?

### Survey Response and Respondent Profile

In March of 2007, 407 questionnaires were mailed via the U.S. Postal Service to parents of children attending Columbia Academy in Columbia, Tennessee. A total of ninety-six surveys were returned, but only ninety-three were usable, resulting in a 22.9% response rate. The majority of the respondents were female and married with an average age of forty-four. In terms of level of education, the largest number of respondents reported they had completed college. The profile of the average family responding had four people in their immediate family with the majority reporting a household income of \$100,000 or more (See Table 1).

Table 1

**Survey Respondent Profile**

<b>Respondent Characteristics</b>	<b>Number of Respondents</b>	<b>Percentage*</b>
<b>Gender (n = 91)</b>		
Male	16	17.6%
Female	75	82.4%
<b>Age (n = 91)</b>		
Under 30	1	1.1%
30 – 39	25	27.5%
40 – 49	54	59.4%
50 – 59	10	11.0%
60 and Over	1	1.1%
<b>Level of Education (n = 92)</b>		
High School	18	19.6%
College	51	55.4%
Professional	10	10.9%
Post Graduate	13	14.1%
<b>People in Immediate Family (n = 92)</b>		
2	4	4.3%
3	22	23.9%
4	35	38.0%
5	22	23.9%
6	3	3.3%
7	4	4.3%
8	2	2.2%
<b>Marital Status (n = 91)</b>		
Married	86	94.5%
Divorced	5	5.5%
<b>Household Income (n = 92)</b>		
Under \$20,000	1	1.1%
\$20,000-39,999	1	1.1%
\$40,000-59,999	6	6.5%
\$60,000-79,999	10	10.9%
\$80,000-99,999	16	17.4%
\$100,000 or More	45	48.9%
Prefer Not to Answer	13	14.1%

\*Percentage column may not equal 100% due to rounding.

The number of years the family had been on a Year Round School calendar ranged from zero, being the first year, to six years, with an average of three years (See Table 2). The most frequent response was three years with two years being the second greatest (n = 39, 25, respectively).

Table 2

<b>Number of Years Family has been on YRS</b>		
<i>(n = 93)</i>		
<b>Years</b>	<b>Number of Respondents</b>	<b>Percentage*</b>
0/First Year	1	1.1%
1	4	4.3%
1.5	1	1.1%
2	25	26.9%
2.5	2	2.2%
3	39	41.9%
4	16	17.2%
4.5	1	1.1%
5	3	3.2%
6	1	1.1%

\*Percentage column may not equal 100% due to rounding.

The age of the child/children in the family was distributed throughout non-school age, lower school (K-8), and upper school (9-12). The largest number of children was in the lower school age, followed by upper school, and non-school age (n = 66, 44, 20 respectively) (See Table 3). Since many families had children in more than one age group, the total of children in all age groups is greater than ninety-three, the total number of responses.

Table 3

<b>Number of Children by Age</b>	
<i>(n = 93)</i>	
<b>Age of Child/Children</b>	<b>Number of Respondents*</b>
Non-School Age	20
Lower School (K-8)	66
Upper School (9-12)	44

\*Number of respondents will total to greater than 93 due to families having more than one child

Families were also asked if they had children attending schools operating on a traditional calendar and children attending schools operating on a year round school calendar. The majority of respondents (n = 89) stated that they did not have children on both calendars (See Table 4).

Table 4

<b>Children on both Traditional and YRS Calendars</b>		
<i>(n = 93)</i>		
<b>Response</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Yes	4	4.3%
No	89	95.7%

### Family Vacation Characteristics

Respondents were asked about characteristics regarding the overall family vacation as well as their major family vacation. The survey questions were based on research question one.

In terms of the approximate number of family vacations taken before and after the implementation of year round school, the majority of families took one

vacation before YRS (n = 55) and after YRS the majority reported they took two vacations (n = 38) (See Table 5).

Table 5

**Average Family Vacation Patterns**

<b>Vacation Characteristics</b>	<b>Number of Respondents</b>	<b>Percentage</b>
<b>Approx. number of family vacation(s) before YRS (n = 93)</b>		
1	55	59.1%
2	32	34.4%
3	6	6.5%
<b>Approx. number of family vacation(s) after YRS (n = 93)</b>		
0	3	3.2%
1	29	31.2%
2	38	40.9%
3	19	20.4%
4	4	4.3%

Respondents were asked to think about their major family vacation both before and after YRS. The greatest number of respondents reported that summer was the preferred time for their major family vacation before YRS (n = 78). After YRS was implemented, the time of year shifted to include both summer and fall (n = 36, 30, respectively) (See Table 6).

Respondents were also asked to include the distance they traveled to their destination. For vacations before YRS, the distance reported most often was 400-599 miles (n = 41). The distances traveled to destination reported for vacations after YRS by the respondents were divided among 200-399 miles, 400-599 miles,

and 600-799 miles (n = 23, 24, 16, respectively) (See Table 6). As for the number of days traveled on vacation, both before and after YRS, the respondents were divided nearly evenly between less than 6 days and 6-10 days. Before YRS, 41 respondents reported less than 6 days, and 47 respondents reported between 6-10 days. After YRS, 40 respondents reported less than 6 days, and 49 respondents reported between 6-10 days (See Table 6).

When it came to members of the travel party on their major family vacation before YRS, the greatest number of respondents stated that spouse and child/children were members (n = 85, 93, respectively). The response was similar for after YRS, with eighty-two responses for spouse and eighty-nine responses for child/children. Other than the spouse and the child/children, friends of the family, extended family, and grandparents were included as members of the travel party before YRS (n = 18, 11, 10, respectively). As for the travel party after YRS, friends of the family, grandparents, and extended family were still members of the travel party (n = 13, 12, 8, respectively) (See Table 6).

Respondents were also asked if they took more than one major family vacation a year. Sixty-four respondents stated “no” that they did not take more than one major family vacation before YRS. Of the twenty-eight respondents who said they did take more than one major family vacation, the greatest number was two vacations (n = 18). Whereas, after YRS, forty-nine respondents stated “yes”

that they did take more than one major family vacation. Of these respondents, thirty reported that they took two major family vacations and thirteen responded that they took three (See Table 6).

Table 6

**Average Major Family Vacation Patterns**

<b>Vacation Characteristics</b>	<b>Number of Respondents</b>	<b>Percentage*</b>
<b>Time of Year Vacation Taken Before YRS (<i>n</i> = 93)</b>		
Spring	6	6.4%
Summer	78	83.9%
Fall	5	5.4%
Winter	4	4.3%
<b>Time of Year Vacation Taken After YRS (<i>n</i> = 91)</b>		
Spring	14	15.4%
Summer	36	39.6%
Fall	30	33.0%
Winter	11	12.1%
<b>Number of Miles Traveled to Destination Before YRS (<i>n</i> = 91)</b>		
Less than 200	1	1.1%
200 – 399	15	16.5%
400 – 599	41	45.1%
600 – 799	18	19.8%
800 – 999	6	6.6%
1000 or More	10	11.0%
<b>Number of Miles Traveled to Destination After YRS (<i>n</i> = 87)</b>		
Less than 200	4	4.6%
200 – 399	23	26.4%
400 – 599	24	27.6%
600 – 799	16	18.4%
800 – 999	9	10.3%
1000 or More	11	12.6%

**Number of Days Traveled on Vacation Before YRS**  
(*n* = 93)

Less than 6 days	41	44.1%
6 - 10 days	47	50.6%
More than 10 days	5	5.4%

**Number of Days Traveled on Vacation After YRS**  
(*n* = 90)

Less than 6 days	40	44.4%
6 - 10 days	49	54.4%
More than 10 days	1	1.1%

**Members of the Travel Party Before YRS\*\*** (*n* = 93)

Spouse	85	91.4%
Child/Children	93	100.0%
Grandparents	10	10.8%
Friends of the family	18	19.4%
Extended Family	11	11.8%

**Members of the Travel Party After YRS\*\*** (*n* = 93)

Spouse	82	88.2%
Child/Children	89	95.7%
Grandparents	12	12.9%
Friends of the family	13	14.0%
Extended Family	8	8.6%

**More than One Major Family Vacation Before YRS**  
(*n* = 92)

Yes	28	30.4%
No	64	69.6%

**If Yes, number of Vacations Taken Before YRS**  
(*n* = 26)

1	7	26.9%
2	18	69.2%
3	1	3.8%

**More than One Major Family Vacation After YRS**  
(*n* = 93)

Yes	49	52.7%
No	44	47.3%

**If Yes, number of Vacations Taken After YRS**  
**(n = 49)**

1	4	8.2%
2	30	61.2%
3	13	26.5%
4	2	4.1%

\*Percentage column may not equal 100% due to rounding.

\*\*Members of the Travel Party will total to greater than 93 and 100% due to respondents being asked to mark all that applied

Statement Agreement Levels Regarding Family Vacations Before and After YRS

The disagree/agree statements in sections two and three of the survey relate to research question one and propositions one through five.

Research Question 1:

What are the changes, if any, in the travel party, when travel takes place, travel destination, length of travel, whether travel is taking place or not, and mode of transportation that have occurred to the family vacation due to the Year Round School calendar?

Propositions 1 – 5:

1. Families who have children on YRS take a greater number of family vacations now than when their children were on a traditional school calendar.
2. The major family vacation travel time has shifted from the summer season to all seasons.
3. The members of the travel party have shifted from the traditional family to include grandparents, extended family, and friends of the family.
4. Families who now have children on YRS are taking a greater number of shorter vacations throughout the school year rather than one long major family vacation during the summer break.

5. Families who have children on YRS are traveling to a wider variety of destinations.

The statements were broken down regarding travel party, when travel takes place, destination, length of travel, whether travel was taking place or not, and mode of transportation. The Likert scale that was used had anchors of 1 = strongly disagree and 5 = strongly agree.

In terms of agreement with the statements in regards to family vacations before year round school, all statements received a mean score between 2.3 and 4.0, relating to disagree, neutral, and agree. The lowest mean score related to the statement *We were more likely to allow our child/children to travel with a friend's family* ( $\bar{X} = 2.30$ ), followed closely behind by the statements *We were more likely to take children of another family with us* and *We were more likely to travel as one parent and one child* ( $\bar{X} = 2.32, 2.32$ , respectively). The highest mean score related to the statement *We always traveled on our major family vacation during the summer break* ( $\bar{X} = 4.01$ ). The next to highest mean score of 3.58 related to the statement *We used the same mode of transportation each year for our major family vacation*. Mean scores for all statements regarding family vacations before year round school can be seen in Table 7.

Table 7

**Agreement in Regards to Family Vacation  
Before Year Round School**

Statement	Mean Score
More likely to allow our child/children to travel with a friend's family ( $n = 92$ )	2.30
More likely to take children of another family with us ( $n = 93$ )	2.32
More likely to travel as one parent and one child ( $n = 92$ )	2.32
More likely to decide to remain at home instead of traveling on vacation ( $n = 93$ )	2.51
More likely to travel with extended family (e.g. Aunts, Uncles, etc.) ( $n = 93$ )	2.63
More likely to travel with parents/grandparents ( $n = 92$ )	2.68
Had trouble working around school extracurricular commitments ( $n = 93$ )	2.90
Found it easier to vacation as a family ( $n = 91$ )	2.98
Likely to take multiple shorter vacations ( $n = 89$ )	2.99
Traveled to the same destination every year for our major family vacation ( $n = 93$ )	3.17
Took fewer vacations ( $n = 93$ )	3.18
Likely to take a longer (five or more days) vacation ( $n = 92$ )	3.25
Took weekend trips over extended Federal Holiday Weekends ( $n = 91$ )	3.40
Used the same mode of transportation each year for our major family vacation ( $n = 92$ )	3.58
Always traveled on our major family vacation during the summer break ( $n = 89$ )	4.01

(1 = Strongly Disagree; 5 = Strongly Agree)

In terms of agreement with the statements in regards to family vacations after year round school, the mean scores ranged from 2.38 to 3.23. The lowest mean score relates to *We take fewer vacations* ( $\bar{X} = 2.38$ ) closely followed by *We are more likely to decide to remain at home instead of traveling on vacation* ( $\bar{X} = 2.41$ ). The highest mean scores related to *We find it easier to vacation as a family*, *We are likely to take multiple shorter vacations*, and *We travel to different destinations now more than before Year Round School* ( $\bar{X} = 3.23, 3.16, 3.13$ , respectively). Mean scores for all statements in regards to family vacations after the implementation of year round school can be seen in Table 8.

Table 8

**Agreement in Regards to Family Vacation  
After Year Round School**

<b>Statement</b>	<b>Mean Score</b>
More likely to take children of another family with us ( <i>n</i> = 93)	2.67
More likely to allow our child/children to travel with a friend's family ( <i>n</i> = 93)	2.62
More likely to travel with parents/grandparents ( <i>n</i> = 92)	2.79
More likely to travel with extended family (e.g. Aunts, Uncles, etc.) ( <i>n</i> = 93)	2.72
More likely to travel as one parent and one child ( <i>n</i> = 93)	2.74
Take weekend trips over extended Federal Holiday Weekends ( <i>n</i> = 92)	3.11
Always travel on our major family vacation during the summer break ( <i>n</i> = 91)	2.93
Likely to take a longer (five or more days) vacation ( <i>n</i> = 93)	3.03
Likely to take multiple shorter vacations ( <i>n</i> = 91)	3.16
Continue to travel to the same destination every year for our major family vacation ( <i>n</i> = 92)	2.70
Find it easier to vacation as a family ( <i>n</i> = 93)	3.23
Use a different mode of transportation now ( <i>n</i> = 90)	2.49
Take fewer vacations ( <i>n</i> = 93)	2.38
More likely to decide to remain at home instead of traveling on vacation ( <i>n</i> = 93)	2.41
Have trouble working around school extracurricular commitments ( <i>n</i> = 92)	2.91
Travel to different destinations now more than before Year Round School ( <i>n</i> = 93)	3.13

(1 = Strongly Disagree; 5 = Strongly Agree)

Correlations were run between all the statements relating to family vacations before and after year round school. As was expected, the correlations between two before statements or between two after statements that were significant and meaningful validated the survey instrument. Example of this validation is shown in Table 9.

Table 9  
Family Vacation Agreement Statement Correlation

Statements	Pearson Correlation	Sig. (2-tailed)	N
We were more likely to allow our child/children to travel with a friend's family and We were more likely to take children of another family with us	.822(**)	0.00	92
We were more likely to travel with extended family (e.g. aunts, uncles, etc). and We were more likely to travel with parents/grandparents	.807(**)	0.00	92
We are more likely to allow our child/children to travel with a friend's family and We are more likely to take children of another family with us	.742(**)	0.000	93
We are more likely to travel with extended family (e.g. aunts, uncles, etc.) and We are more likely to travel with parents/grandparents	.920(**)	0.000	92
We were more likely to decide to remain at home instead of traveling on vacation and We took fewer vacations	0.615(**)	0.00	93
We are more likely to decide to remain at home instead of traveling on vacation and We take fewer vacations since Year Round School	0.706(**)	0.00	93

\*\*Correlation is significant at the 0.01 level (2-tailed)

Correlations were run between corresponding statements for before YRS and after YRS. These correlations relate to the information that was gathered under family vacation characteristics. Table 10 shows a low but significant correlation between *We always traveled on our major family vacation during the summer break* and *We always travel on our major family vacation during the summer break*.

Table 10  
Major Family Vacation Season Agreement Statement Correlation

Statements	Pearson Correlation	Sig. (2-tailed)	N
We always traveled on our major family vacation during the summer break And We always travel on our major family vacation during the summer break	0.228*	0.034	87

\*Correlation is significant at the 0.05 level (2-tailed)

Table 11 also shows a significant and meaningful correlation between corresponding before YRS and after YRS agreement statements.

Table 11  
Destination Agreement Statement Correlation

Statements	Pearson Correlation	Sig. (2-tailed)	N
We traveled to the same destination every year for our major family vacation And We continue to travel to the same destination for our family vacation as before YRS	0.354**	0.001	92

\*\*Correlation is significant at the 0.01 level (2-tailed)

Other correlations between agreement statements reported negative correlations that were also significant. An example is *We are likely to take multiple shorter vacations* and *We always travel on our major family vacation during the summer break* with a correlation of  $r = -0.284$  and  $\alpha = 0.007$  (See Table 12).

Table 12  
Family Vacation Agreement Statement Correlation

Statements	Pearson Correlation	Sig. (2-tailed)	N
We are likely to take multiple shorter vacations And We always travel on our major family vacation during the summer break	-0.284**	0.007	89

\*\*Correlation is significant at the 0.01 level (2-tailed)

Table 10 makes sense because the positive correlations demonstrate that those families who traveled on their major family vacation before YRS continue to travel on their major family vacation during the summer since YRS. The same perception is true for Table 11, which relates to travel destination. Families continue to travel to the same destination after YRS as they did before YRS. Table 12 expresses that there is a negative correlation between those families who are likely to take multiple shorter vacations and those families who always travel on their major family vacation during the summer break. This negative correlation is essential because it is expected that those who travel on multiple short vacations do not always travel during the summer break on a major family vacation. All correlation output from SPSS between the agreement statements for before and after YRS for family vacations can be seen in Appendix 2.

Paired sample t-tests were run between corresponding before YRS statements and after YRS agreement statements in regards to family vacations.

Those statements that relate to propositions one through five discussed in Chapter 1 can be seen in Table 13. All paired differences can be seen in Appendix 2.

Table 13  
Paired Before and After Agreement Statements

	Paired Differences						t	df	Sig. (2-tailed)*
	Change in Means	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
<b>Proposition 1</b>									
We took fewer vacations - We take fewer vacations since YRS ( <i>n</i> = 93)	0.806	1.831	0.190	0.429	1.184	4.247	92	0.000	
We found it easier to vacation as a family - We find it easier to vacation as a family ( <i>n</i> = 91)	-0.319	2.043	0.214	-0.744	0.107	-1.488	90	0.140	
<b>Proposition 2</b>									
We always traveled on our major family vacation during the summer break - We always travel on our major family vacation during the summer break ( <i>n</i> = 87)	1.000	1.592	0.171	0.661	1.339	5.858	86	0.000	
<b>Proposition 3</b>									
We were more likely to take children of another family with us - We are more likely to take children of another family with us ( <i>n</i> = 93)	-0.344	1.323	0.137	-0.617	-0.072	-2.508	92	0.014	
We were more likely to allow our child/children to travel with a friend's family - We are more likely to allow our child/children to travel with a friend's family ( <i>n</i> = 92)	-0.337	0.986	0.103	-0.541	-0.133	-3.276	91	0.001	
We were more likely to travel with parents/grandparents - We are more likely to travel with parents/grandparents ( <i>n</i> = 91)	-0.110	1.027	0.108	-0.324	0.104	-1.021	90	0.310	
We were more likely to travel with extended family (e.g. aunts, uncles, etc.) - We are more likely to travel with extended family (e.g. aunts, uncles, etc.) ( <i>n</i> = 93)	-0.086	1.195	0.124	-0.332	0.160	-0.694	92	0.489	

Proposition 4								
We were likely to take multiple shorter vacations - We are likely to take multiple shorter vacations ( <i>n</i> = 87)	-0.103	1.330	0.143	-0.387	0.180	-0.726	86	0.470
We always traveled on our major family vacation during the summer break - We always travel on our major family vacation during the summer break ( <i>n</i> = 87)	1.000	1.592	0.171	0.661	1.339	5.858	86	0.000
Proposition 5								
We traveled to the same destination every year for our major family vacation - We continue to travel to the same destination for our major family vacation as before YRS ( <i>n</i> = 92)	0.478	1.501	0.156	0.167	0.789	3.057	91	0.003
We used the same mode of transportation each year for our major family vacation - We use a different mode of transportation now ( <i>n</i> = 89)	1.067	1.864	0.198	0.675	1.460	5.404	88	0.000

\*Significant at the 0.05 level  
(1 = Strongly Disagree; 5 = Strongly Agree)

Table 13 expresses the differences between means for the agreement statements for before YRS and after YRS that correspond with each proposition. The mean column shows the change in the average mean score before YRS and the average mean score after YRS. Some of the differences in mean scores are expressed as a negative because the respondents' average agreement level increased from before YRS to after YRS. The t values for the paired difference that are considered significant are those that have a  $\rho < .05$ . Of the eleven paired differences reported in Table 13, seven of them are significant ( $\rho < .05$ ) and five of them are not significant ( $\rho \geq .05$ ). The results will be discussed in detail in Chapter 5.

## Decision Process in Regards to Planning Family Vacation

The disagree/agree statements in sections four and five of the survey relate to research question two and proposition six.

### Research Question 2:

What are the changes in the decision making process in relation to when planning where, when, and for how long to go on vacation due to the implementation of the Year Round School calendar?

### Proposition 6:

6. Families have adjusted the decision process for family vacations.

Respondents were also asked about the decision process when planning for family vacations and their major family vacation. The decision process statements were asked in relation to research question two.

The statements regarding the decision process that families go through when planning a family vacation were broken down in relation to where, when, and how long. The Likert scale used was the same as for the agreement statements with anchors of 1 = strongly disagree and 5 = strongly agree. The mean scores of agreement levels with the decision process before the year round school calendar ranged from 2.38 to 3.68, which relate to disagree to agree. The statement *We were able to get more for our money due to the time of year we travel* scored the lowest and the statements *We made decisions as a family in regards to the family vacation* and *It was easy to decide what time of year to go on a family vacation*

scored the highest ( $\bar{X} = 2.38, 3.59, 3.68$ , respectively). The other statements' mean scores ranged between 2.70 and 3.15 (See Table 14).

Table 14

**Decision Process in Regards to Planning Family Vacation  
Before Year Round School**

Statement	Mean Score
We were able to get more for our money due to the time of year we traveled ( $n = 93$ )	2.38
It was easier before YRS to budget for a family vacation ( $n = 91$ )	2.70
We spent more money on family vacations ( $n = 92$ )	2.70
We made alternative plans in case our original plans were not possible ( $n = 93$ )	2.72
We gathered more travel information on multiple destinations in order to choose ( $n = 92$ )	2.75
We were more likely to consider accommodations that were not as upscale ( $n = 92$ )	2.76
We spent more time planning for family vacations ( $n = 93$ )	2.86
Our choice of destinations for a family vacation was more limited ( $n = 92$ )	3.01
The main decision maker for the family vacation was the female head of the household ( $n = 92$ )	3.15
We made decisions as a family in regards to the family vacation ( $n = 92$ )	3.59
It was easy to decide what time of year to go on a family vacation ( $n = 93$ )	3.68

(1 = Strongly Disagree; 5 = Strongly Agree)

In terms of the statements of agreement with the decision process after year round school, the mean scores ranged from 2.78 to 3.55. The lowest mean scores corresponded with the statements *It was easier since YRS to budget for a family vacation* and *We make alternative plans in case our original plans are not possible* ( $\bar{X} = 2.78, 2.81$ , respectively). The highest mean score related to the statement *We make decisions as a family in regards to the family vacation* ( $\bar{X} = 3.55$ ). The remaining statements' mean scores range between 2.81 and 3.32 (See Table 15).

Table 15  
**Decision Process in Regards to Planning Family Vacation  
 After Year Round School**

Statement	Mean Score
It was easier since YRS to budget for a family vacation ( <i>n</i> = 91)	2.78
We make alternative plans in case our original plans are not possible ( <i>n</i> = 93)	2.81
We spend more money on family vacations ( <i>N</i> = 92)	2.93
We gather more travel information on multiple destinations now than before YRS in order to choose ( <i>n</i> = 92)	2.95
We are more likely to consider accommodations that are more upscale ( <i>n</i> = 91)	2.98
We spend more time planning for family vacations ( <i>n</i> = 91)	2.99
The main decision maker for the family vacation is the female head of the household ( <i>N</i> = 91)	3.14
It is easy to decide what time of year to go on a family vacation ( <i>n</i> = 93)	3.20
Our choice of destinations for a family vacation is broader ( <i>n</i> = 90)	3.22
We are able to get more for our money due to the time of year we travel ( <i>N</i> = 93)	3.32
We make decisions as a family in regards to the family vacation ( <i>n</i> = 92)	3.55

(1 = Strongly Disagree; 5 = Strongly Agree)

The following correlations were run between decision process agreement statements for before YRS and after YRS. As was expected, those correlations were significant and highly correlated due to the way the survey was written (See Table 16).

Table 16  
**Decision Process Agreement Correlations**

Statements	Pearson Correlation	Sig. (2-tailed)	N
We spent more time planning for family vacations and We gathered more travel information on multiple destinations in order to choose	0.617(**)	0.000	92
The main decision maker for the family vacation was the female head of the household and The main decision maker for the family vacation is the female head of the household	0.959(**)	0.000	91
It is easier since YRS to budget for a family vacation and Our choice of destination for a family vacation is broader	0.649(**)	0.000	89

We are more likely to consider accommodations that are more upscale and It is easier since YRS to budget for a family vacation	0.639(**)	0.000	90
We spend more time planning for family vacations and We gather more information on multiple destinations now than before YRS in order to choose	0.709(**)	0.000	91
We made decision as a family in regards to the family vacation and We make decisions as a family in regards to the family vacation	0.416(**)	0.000	92
Our choice of destinations for a family vacation was more limited and Our choice of destinations for a family vacation is broader	0.532(**)	0.000	90
We were more likely to consider accommodations that were not as upscale and We are more likely to consider accommodations that are more upscale	0.459(**)	0.000	91

\*\*Correlation is significant at the 0.01 level (2-tailed)  
(1 = Strongly Disagree; 5 = Strongly Agree)

Table 16 expresses the correlations, which aid in the validation process of the survey. One example is that if the entire family made the decision in regards to the family vacation before YRS they are more than likely to continue to make the decision in regards to the family vacation as a whole after YRS ( $r = .416$ ,  $\alpha = .000$ ,  $n = 92$ ). The same concept is true for the other paired statements in Table 16. This validation process will be discussed further in Chapter 5. All correlation output from SPSS for the decision process for before and after YRS can be seen in Appendix 2.

Paired sample t-tests were run between corresponding before YRS statements and after YRS agreement statements in regards to the decision process. Those statements that relate to proposition 6 discussed in Chapter 1 and are

significant can be seen in Table 17. All paired differences between the decision process statements can be seen in Appendix 2.

Table 17  
Paired Before and After Decision Process Statements

	Paired Differences					t	df	Sig. (2-tailed)*
	Change in Means	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
It was easy to decide what time of year to go on a family vacation - It is easy to decide what time of year to go on a family vacation ( <i>n</i> = 93)	0.473	1.685	0.175	0.126	0.820	2.708	92	0.008
We made alternative plans in case our original plans were not possible - We make alternative plans in case our original plans are not possible ( <i>n</i> = 93)	-0.086	1.274	0.132	-0.348	0.176	-0.651	92	0.517
We made decisions as a family in regards to the family vacation - We make decisions as a family in regards to the family vacation ( <i>n</i> = 92)	0.033	1.104	0.115	-0.196	0.261	0.283	91	0.778
Our choice of destinations for a family vacation was more limited - Our choice of destinations for a family vacation is broader ( <i>n</i> = 90)	-0.211	1.241	0.131	-0.471	0.049	-1.614	89	0.110
It was easier before YRS to budget for a family vacation - It is easier since YRS to budget for a family vacation ( <i>n</i> = 90)	-0.056	1.553	0.164	-0.381	0.270	-0.339	89	0.735
We were more likely to consider accommodations that were not as upscale - We are more likely to consider accommodations that are more upscale ( <i>n</i> = 91)	-0.198	1.046	0.110	-0.416	0.020	-1.804	90	0.075
We gathered more travel information on multiple destinations in order to choose - We gather more travel information on multiple destinations now than before YRS in order to choose ( <i>n</i> = 91)	-0.198	1.416	0.148	-0.493	0.097	-1.333	90	0.186

	Paired Differences					t	df	Sig. (2-tailed)*
	Change in Means	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
We spent more time planning for family vacations - We spend more time planning for family vacations (n = 91)	-0.143	1.304	0.137	-0.415	0.129	-1.045	90	0.299
The main decision maker for the family vacation was the female head of the household - The main decision maker for the family vacation is the female head of the household (n = 91)	-0.011	0.408	0.043	-0.096	0.074	-0.257	90	0.798
We spent more money on family vacations - We spend more money on family vacations (n = 91)	-0.231	1.317	0.138	-0.505	0.044	-1.671	90	0.098
We were able to get more for our money due to the time of year we traveled - We are able to get more for our money due to the time of year we travel (n = 93)	-0.946	1.855	0.192	-1.328	-0.564	-4.918	92	0.000
We traveled to the same destination every year for our major family vacation - We travel to different destinations now more than before YRS (n = 93)	0.043	1.829	0.190	-0.334	0.420	0.227	92	0.821

\*Significant at the 0.05 level  
(1 = Strongly Disagree; 5 = Strongly Agree)

Table 17 expresses the differences between means for the decision process statements before YRS and after YRS. The mean column shows the change in the average mean score of the before YRS statement and the average mean score of the after YRS statement. Some of the differences in mean scores are being expressed as a negative because the respondents' average agreement level increased from before YRS to after YRS. One example is the mean score for *We made alternative plans in case our original plans were not possible* before YRS was 2.72 increased to a mean score of 2.81 for *We make alternative plans in case our original plans*

*are not possible* since YRS. The difference between the two mean scores (2.72 – 2.81) equals -.086, relating to disagree but closer to neutral after YRS than before YRS. Therefore, the negative differences in mean scores show that the respondents agree more with the statement after YRS because the scores are closer to five, strongly agree. The t values for the paired difference that are considered significant are those that have a  $\rho < .05$ . Of the twelve paired comparison reported in Table 17, two of them are significant ( $\rho < .05$ ) and ten of them are not significant ( $\rho \geq .05$ ). The results will be discussed in detail in Chapter 5.

#### Family Vacation Habits/Patterns and Additional Comments

Respondents were asked if they felt that the implementation of the year round school calendar had affected their family vacation habits/patterns. Out of the ninety-two respondents who answered this question, fifty-eight of them responded *Yes* that year round school had affected their family vacation habits/patterns, and thirty-four responded *No* (See Table 18).

Table 18

<b>Year Round School has affected family vacation habits/patterns</b>		
<i>(n = 92)</i>		
<b>Response</b>	<b>Number of Respondents</b>	<b>Percentage</b>
Yes	58	63.0%
No	34	37.0%

The respondents were asked to elaborate on their answer, but not all respondents elaborated. Of the thirty-four who responded *No*, only twenty-three elaborated on their answer. Many of the twenty-three respondents who stated that Year Round School has affected their family vacation habits/patterns commented on how sport activities and schedules interfere with time off from school, especially during the spring and fall breaks. Because of the sport activities and schedules, these families were not able to travel during breaks.

Other respondents reported that they always go on vacation during the summer months, especially June or July, because that has been the family pattern or that is when work schedules will allow them to travel. Some respondent comments are as follows:

*“Due to sports competition, we’re dictated by the Championships.”*

*“We still plan our summer vacations in June or July. If anything, year round school enables us to arrange vacations in April or October for alternatives.”*

*“All kids are on same schedule. We tend to travel to warmer climes (i.e. Fall and Spring vacations are fine). Main wage earner is self-employed and can schedule his breaks around those of kids.”*

*“We have always taken our vacations in June or July.”*

*“As we both work our schedule is still determined by school and work.”*

*“We just travel at a different time”*

*“We have never really taken advantage of going on vacation during the fall break (when vacations to Disney, for example, are cheaper) because the coaches of fall sports schedule practices and games during the break!”*

*“We travel in summer”*

*“We still vacation during the summer – My husband’s schedule is what we consider more than school schedule. We enjoy summer vacation activities.”*

*“We simply plan around school schedules”*

For the respondents who stated *Yes* that year round school had affected their vacation habits/patterns, reasons varied greatly. Some comments related to being able to see/visit different places due to season, cost, and crowds, having more flexibility, and losing opportunities to travel due to the shorter summer break. The elaboration to the *Yes* answers showed that some respondents had negative comments about year round school and the effects it has had on their family vacation habits/patterns. Some of the comments made by respondents in regards to the negative effects YRS has had on their family vacation habit/patterns are as follows:

*“We have to work around sports activities”*

*“With shorter summer and extracurricular activities, it is difficult to squeeze in a week”*

*“It is harder to plan a vacation because summer break is shorter. We play sports through our fall break and sometimes our spring break. School sports do not stop. School sports take up part of our summer break also, so we have to schedule around basketball, soccer, and cheerleading camps.”*

*“The scheduling of “spring break” does not allow the option of an extended vacation.”*

*“More difficult due to shorter summer. Cannot go in spring/fall due to work/sports commitments.”*

*“Difficult to coordinate with friends in traditional calendar – making our vacations shorter and usually more costly.”*

*“The dates available are limited due to early starting times.”*

Comments made by respondents in regards to the positive effects YRS has had on their family vacation habit/patterns are as follows:

*“I love year round we can take mini-vacations through out the year. My children are younger and I can tell they need a break at this time. It’s easier for my husband to get time off also because everyone else wants summer time.”*

*“We have more options of destinations, type of vacations and flexibility of seasons.”*

*“Places you travel to are not as crowded. Prices can be cheaper because of travel in non-peak season and accommodations are more readily available.”*

*“We have 3 two week breaks now in which to add vacation time. We try to take our 7 days vacation in June as always, but now add a short drive vacation in the spring or fall. Also our son takes 4-5 day vacation with his friend’s family.”*

*“We are now able to plan a bigger family trip like Disney World in the spring or fall. Also, the trip is much more comfortable in the cooler times of the year.”*

*“We can look at other times during our sons two weeks off to go somewhere, instead of waiting for holidays (Christmas or Thanksgiving) or summer.”*

*“Greatly improved vacation habits. There are more ops for travel now. Less stress if trip has weather problems.”*

*“We take longer and more vacations because the breaks are spread out”*

*“Easier to split vacation between split parent families. Easier to allow children to visit out of state relatives.”*

*“Simply given us more flexibility and availability for taking trips, which in turned has caused us to take more vacations.”*

Some respondents viewed the change to a year round school calendar as a positive and negative when it came to their family vacation habits/patterns.

Comments made by these respondents are as follows:

*“We still would vacation in the summer for a week or so as a family, then at Christmas, snow skiing as a family and perhaps at Spring break, but my main objection to year round school is that after you factor in church camp, vacation, cheerleading camp, VBS, mission trips, etc. you now have little or no free time to spend at the lake. I would like to see only 1 week on Fall break, 2 at Christmas, 1 at Spring, and give us back 2 in the summer.”*

*“Last year we were not able to find a time to go as a family, so we took our daughter and friend. This year we’ll take our son and a friend if he can go.”*

*“We do travel without older children who work or that is in college, which is the only disadvantage we have encountered with the calendar. Otherwise we have really enjoyed it.”*

*“We have more options – we may go in fall or spring or stay home over summer when things are too hot or expensive. We do seem to travel more now since school is more flexible (and spent more money).”*

Respondents were also asked to include any additional comments, positive or negative, as well as additional details relating to changes with their family vacation since the implementation of the year round school calendar. About half of the respondents included additional comments. Several of the comments did not relate strictly to family vacations but Year Round School overall. Some comments

relating to changes in family vacations, both positive and negative, in regards to year round school are as follows:

*“We use to go on vacation in early May. Before places got very crowded. I dislike intensely starting school on July 31<sup>st</sup>. The summer is just too short.”*

*“We have become a more ‘vacationing’ family since YRS. However, it is not because of YRS, but simply because our financial situations improved at the same time we went to YRS. I’m not convinced that YRS had a significant bearing on our vacations.”*

*“We are always traveled with the kids. The change in school scheduling has had little impact on our desire and/or ability to travel.”*

*“Can travel with extended family who have similar school schedules. We have taken more vacations in spring and fall breaks because we are out of school for 2 weeks at a time which is nice!”*

*“Reduces the amount of time during the summer for extra activities outside of vacation”*

*“We love the year round calendar that gives us the opportunity for 1 additional vacation per year. However, we still find we must work around school sports activities during the 2 week breaks in baseball, basketball, football, and track.”*

*“Prior to YRS, I did find that I was willing to spend more money on accommodations and entertainment but after YRS I find that our standards are much lower – JUST TO GET TO THE BEACH!”*

*“It’s harder to take a vacation because the longer school year. There are mission trips and church camp you have to work around. Being a single parent who has to work. Your children have to work. There is really not a good time for any vacation now.”*

*“We can pick places close to home and visit those places more often with the extra time the two weeks give us in April and October”*

*“The best part is taking fall vacations when the rates are considered “off season.” The down side, most water parks are closed by fall break, even in Florida. Interestingly, relatives/grandparents now visit us during YRS vacations.”*

*“It has allowed us for the first time to travel with our children on an individual basis, which has been wonderful for all involved. (Ex. Last year we took a family vacation, then on one break I*

*took one of the children to California and on winter break took the younger one to Disney World.)”*

A complete list of comments made by respondents in regards to Year Round School and their family vacations can be found in Appendix 3.

## Summary

The responses of the parents/guardians of children at Columbia Academy were in alignment with three of the propositions and in partial alignment with one of the propositions of the study. These responses suggest that there have been changes to different aspects of the family vacation due to the implementation of the year round school calendar. There was not much information given in regards to changes in the decision process, but it is noticeable that some changes have occurred. It is evident that the year round school calendar has had some affect on the family vacation.

## Chapter V

### Summary and Conclusions

This chapter contains a summary of the study. In addition, conclusions are formed and recommendations for the leisure travel industry are presented. The recommendations and inferences made in this chapter are based on the perceptions and opinions of a small number of parents/guardians who have children on a year round school calendar. It is expected that the respondents' experiences on both a traditional school calendar and a year round school calendar have provided them with experience and insight necessary for addressing the questions of this study. The respondents expressed how the different aspects of their family vacation have changed due to the implementation of a year round school calendar. Those who participated represented a mind-set that the Year round school calendar has had some form of effect on family vacations.

The purpose of this research project was to determine and evaluate the impact of the year round school calendar on the family vacation. This study focused on how the family vacation and the vacation decision making process have changed due to children attending a school that operates on a year round school calendar.

## Discussion and Analysis

The results stated in Chapter 4 will be analyzed and discussed according to the research questions and propositions of this study. The correlations that were deemed meaningful by the researcher will also be discussed. The simple correlation coefficient technique was chosen since it is a statistical association between two variables (Zikmund 2000, pp. 511). The range of correlation coefficients is +1.0 to -1.0 and indicates the magnitude of the relationship and the direction of that relationship (Zikmund 2000, pp. 511). The simple correlation coefficients were calculated using SPSS. The correlations found were considered meaningful if they were above 0.6. A 0.6 cut off was chosen because correlations between 0.3 and 0.6 are considered moderate and any correlations above 0.6 are considered high (Zikmund 2000, pp. 513). In addition, these levels were chosen due to the sample size of this research. According to the rule of thumb, a sample size of fifty or more does not allow for serious biases (Statsoft 2003). All correlation output from SPSS between the agreement statements for before and after YRS for family vacations can be seen in Appendix 2. The correlation output from SPSS for the decision process for before and after YRS can also be seen in Appendix 2.

Along with interpreting the correlation coefficients, the matched pair t-test was run using SPSS. This statistical method is used when the average of two

groups is being compared and dependence between the pairs is suspected. The match paired t-test assumes that the difference in scores are normally distributed (Azcel & Sounderpandian 2006, pp. 327).

The following analysis will consist of a discussion of the research question followed by a discussion of the propositions, which were derived from the research questions.

### Research Question 1

What are the changes, if any, in the travel party, when travel takes place, travel destination, length of travel, whether travel is taking place or not, and mode of transportation that have occurred to the family vacation due to the Year Round School calendar?

According to the respondents, there have been changes in some of the areas stated in the research question, but not all of them. Each of these areas is further explained in the analysis of each proposition.

### **Proposition 1**

*Families who have children on YRS take a greater number of family vacations now than when their children were on a traditional school calendar.*

This proposition is supported

Based on the responses, thirty-eight families took two or more family vacations before being placed on YRS. After being placed on YRS, the responses showed that sixty-one families took two or more vacations. So, according to these

results, families who have children on YRS do take a greater number of vacations than families who have children on a traditional calendar.

It is evident through the matched pair t-test significance levels that families on YRS are likely to travel on more vacations than those families not on YRS. There was a difference between the responses to the statement *We took fewer vacations* before YRS ( $\bar{X} = 3.18$ ) and the after YRS statement *We take fewer vacations* ( $\bar{X} = 2.38$ ) ( $\bar{X}_D = 0.806$ ,  $\rho = .000$ ) (See Table 13). The mean agreement levels decreased from before YRS to after YRS by 0.860. This difference in means was important because it is significant and expresses that families on a year round school calendar do take more vacations than families on a traditional calendar.

Although not significant at the .05 level, the difference in means between *We found it easier to vacation as a family* ( $\bar{X} = 2.98$ ) before YRS and *We find it easier to vacation as a family* ( $\bar{X} = 3.23$ ) since YRS ( $\bar{X}_D = -.319$ ,  $\rho = .140$ ) (See Tables 7 and 8, respectively). It is interesting and may suggest further research (See Table 13). Families agreed it is easier since YRS to vacation as a family than before, which can be seen by the negative difference. The difference was also negative due to the way the question was phrased compared to the scale used. Families on YRS have more opportunities to travel, so they may find it easier to

vacation. Many families stated in their comments that they would travel for one week of the two-week break and then remain at home the second week.

## **Proposition 2**

*The major family vacation travel time has shifted from the summer season to all seasons.*

This proposition is supported.

While reviewing the responses, it became evident that the family vacation travel time has indeed shifted from the summer season to all seasons. Before YRS, the majority of respondents ( $n = 78$ ) stated that summer was when they traveled on their major family vacation. When asked about when they traveled on their major family vacation after YRS, responses were more evenly distributed among all seasons, but especially between summer ( $n = 36$ ) and fall ( $n = 30$ ).

The matched pair t-test of *We always traveled on our major family vacation during the summer break* ( $\bar{X} = 4.01$ ) before YRS and *We always travel on our major family vacation during the summer break* ( $\bar{X} = 2.93$ ) since YRS supports this proposition. When the two statements above were compared, they came back as significant ( $\rho = .000$ ), a value of  $t(86) = 5.858$ , and a mean difference of 1.00 (See Table 13). Therefore, it can be determined that the mean change is not by chance but can be attributed to the change to the YRS calendar. As can be seen,

the travel season for major family vacations among families with children on YRS, has shifted from the summer to encompass all seasons, but especially fall.

An interesting note was made when the correlation between *We always traveled on our major family vacation during the summer break* before YRS and *We always travel on our major family vacation during the summer break* after YRS was analyzed ( $r = .228$ ,  $\alpha = .034$ ,  $n = 87$ ) (See Table 10). It became evident that many of the families who always traveled on their major family vacation during the summer before year round school still travel on their major family vacation during the summer break after year round school.

### **Proposition 3**

*The members of the travel party have shifted from the traditional family to include grandparents, extended family, and friends of the family.*

This proposition is partially supported

Based on the responses received, there has not been a substantial shift in the travel party. Those respondents who stated they traveled with grandparents, extended family, and friends of the family before YRS stated that they continued to travel with grandparents, extended family, and friends of the family after YRS.

These relationships can be seen between statements regarding traveling with children of another family and allowing their children to travel with friends, before and after YRS. The relationship of statements in regards to traveling with

parents/grandparents and extended family both before YRS and after YRS also express that the travel party has not changed distinctly. All of the relationships were highly correlated and meaningful. These correlations can be seen in Table 9 in Chapter 4.

When the same statements for before and after YRS regarding each travel party member were compared using the matched pair t-test, it became evident which statements did not support the proposition. The statements *We were more likely to travel with parents/grandparents* ( $\bar{X} = 2.68$ ) before YRS and *We are more likely to travel with parents/grandparents* ( $\bar{X} = 2.79$ ) after YRS were compared and were not found to have significance ( $\rho = .310$ ) (See Tables 7, 8, 13, respectively). A similar conclusion was made for the statements *We were more likely to travel with extended family* ( $\bar{X} = 2.63$ ) before YRS and *We are more likely to travel with extended family* ( $\bar{X} = 2.72$ ) after YRS ( $\rho = .489$ ) (See Tables 7, 8, 13, respectively).

The statements regarding respondents' agreement with children traveling with friends of the family and other children traveling with the respondent's own family assist in supporting the proposition. This was evident between *We were more likely to take children of another family with us* ( $\bar{X} = 2.32$ ) before YRS and *We are more likely to take children of another family with us* ( $\bar{X} = 2.67$ ) since YRS which had a significance of  $\rho = .014$  and a mean difference of  $\bar{X}_D = -.344$

(See Tables 7, 8, 13, respectively). It is also apparent between before YRS *We were more likely to allow our child/children to travel with a friend's family* ( $\bar{X} = 2.30$ ) and *We are more likely to allow our child/children to travel with a friend's family* ( $\bar{X} = 2.62$ ) since YRS ( $\rho = .001$ ,  $\bar{X}_D = -.337$ ) (See Tables 7, 8, 13, respectively). It has to be noted for both pairs of the above statements that the mean differences are negative due to an increase in agreement level from before YRS to after YRS. Since year round school, respondents had a higher level of agreement that they were more likely to travel with another child or to allow their child/children to travel with a friend's family.

Therefore, it appears that only a portion of the travel party has changed due to the implementation of YRS. Families on year round school are traveling more with children who are friends of the family as well as allowing their children to travel more with a friend's family.

#### **Proposition 4**

*Families who now have children on YRS are taking a greater number of shorter vacations throughout the school year rather than one long major family vacation during the summer break.*

This proposition is not supported.

Respondents were asked on a scale of one to five (1 = strongly disagree and 5 = strongly agree) if they took multiple shorter vacations before YRS and after

YRS. There was a higher mean agreement level with *We take multiple shorter vacations* since YRS ( $\bar{X} = 3.16$ ) than *We took multiple shorter vacations* before YRS ( $\bar{X} = 2.99$ ), but there was not a significant difference between the two means ( $p = .470$ ,  $\bar{X}_D = -.103$ ) (See Tables 8, 7, 13, respectively). The difference in means was negative due to the fact that respondents had a higher agreement level for taking multiple shorter vacations after YRS than before YRS. This suggests that there is no difference when it comes to families taking a greater number of shorter vacations or one long major family vacation during the summer. Some respondents did comment that they were taking a greater number of shorter vacations throughout the year, but many of those short trips were in addition to a major family vacation, which occurred at another time. Therefore, the difference can only be attributed to chance and possible changes within the individual family.

### **Proposition 5**

*Families who have children on YRS are traveling to a wider variety of destinations.*

This proposition is partially supported.

*We traveled to the same destination every year for our major family vacation* ( $\bar{X} = 3.17$ ) before YRS and *We continue to travel to the same destination for our major family vacation as before YRS* ( $\bar{X} = 2.70$ ) statements were tested using the matched pair t-test. Partial support of the proposition was determined by

$\rho = .003$  and  $\bar{X}_D = .478$  (See Table 13). Families are traveling to more destinations since YRS than before YRS, but it cannot be said that it is a wider variety of destinations. Therefore, it can be determined by these results that the change in the mean is due to the change to the YRS calendar and not just by chance. Some of the change could also be affected by changes in the individual family.

Respondents were asked to include their new destination if their destination had changed from before YRS. Not all respondents included a written answer with their response, but those who did include a written answer ( $n = 27$ ) expressed that they are traveling to a greater variety of destinations since Year Round School. Some of the new destinations included Europe, Hawaii, San Francisco, Hoover Dam, Arizona, and National Parks. These new destinations had changed from places like Florida (including Disney World and Panama City beach), Gulf Shores, other coastal destinations, and the Smokey Mountains.

Some respondents also stated that even though they are continuing to travel, usually by car, to the same destination as before YRS, they are able to stop at new places along the way because they have more time on breaks, especially spring and fall breaks, and do not feel as rushed. The destinations visited by families now on a year round school calendar have changed from when those families were on a

traditional calendar, but if the change is toward a wider variety of destinations would require further research.

## Research Question 2

What are the changes in the decision making process in relation to when planning where, when, and for how long to go on vacation due to the implementation of the Year Round School calendar?

### **Proposition 6**

*Families have adjusted the decision process for family vacations.*

This proposition is partially supported.

According to the respondents, there have been some changes in regards to the decision making process, but if those changes are caused by the implementation of a Year Round School calendar are more difficult to determine. The mean scores, which were significant, of the responses to each question regarding the decision making process did not have large variances between before YRS and after YRS. The mean scores that had the greatest change were *It was/is easy to decide what time of year to go on a family vacation* ( $t(92) = 2.708$ ,  $\rho = .008$ ,  $\bar{X}_D = .473$ ) and *We were/are able to get more for our money due to the time of year we traveled/travel* ( $t(92) = -4.918$ ,  $\rho = .000$ ,  $\bar{X}_D = -.946$ ) (See Table 17).

When deciding what time of year to go on a family vacation, respondents' agreement level went down from  $\bar{X} = 3.68$  for *It was easy to decide what time of year to go on a family vacation* before YRS to  $\bar{X} = 3.20$  for *It is easy to decide*

*what time of year to go on a family vacation* since YRS, resulting in a change of 0.48 with a significance level of  $\rho = .008$  (See Tables 14, 15, 17, respectively). From the positive change in means, it appears that it was easier before YRS to decide when to go on a family vacation. This change supports the proposition because if families find it more difficult to decide what time of year to travel other parts of the decision process could be adjusted also.

The agreement levels corresponding with being able to get more for their money due to the time of year they traveled increased from  $\bar{X} = 2.38$  for *We were able to get more for our money due to the time of year we traveled* before YRS to  $\bar{X} = 3.32$  for *We are able to get more for our money due to the time of year we travel* since YRS, resulting in a change of -0.94 with a significance level of  $\rho = .000$  (See Tables 14, 15, 17, respectively). The negative change conveys that respondents believed that since YRS they are able to get more for their money when they travel. This aids in supporting the proposition because if respondents believe they get more for their money they will adjust decisions being made relating to planning process.

These changes, along with the significance levels, show that the differences in the means were affected by the implementation of the YRS calendar and not just by chance variation or variations within the family. Some other paired statements were close enough to being significant that they should be considered for future

research. One set of statements included was *We were likely to consider accommodations that were not as upscale* before YRS ( $\bar{X} = 2.76$ ) and *We are likely to consider accommodations that are more upscale* since YRS ( $\bar{X} = 2.98$ ) ( $\rho = .075$ ,  $\bar{X}_D = -.198$ ) (See Tables 14, 15, 17, respectively). The other pair of statements was *We spent more money on family vacations* before YRS ( $\bar{X} = 2.70$ ) and *We spend more money on family vacations* since YRS ( $\bar{X} = 2.93$ ) ( $\rho = .098$ ,  $\bar{X}_D = -.231$ ) (See Tables 14, 15, 17, respectively). Both pairs of these statements had a negative difference in means because respondents had a higher level of agreement for the statements referring to after YRS than for the before YRS statements. It is interesting and merits further research because if respondents believe that they are able to get more for their money due to the time of the year they travel since YRS, then those same respondents may be willing to spend more on family vacations (i.e. considering more upscale accommodations).

As can be seen, some aspects of the decision making process have changed. Being able to state whether more aspects of the decision making process have changes caused by the implementation of the Year Round School calendar cannot be stated without further research.

Table 19 presents a summary of the propositions and if they were supported, partially supported, or not supported.

Table 19

<b>Propositions and Results</b>	
<b>Propositions</b>	<b>Results</b>
1. Families who have children on YRS take a greater number of family vacations now than when their children were on a traditional school calendar.	Supported
2. The major family vacation travel time has shifted from the summer season to all seasons.	Supported
3. The members of the travel party have shifted from the traditional family to include grandparents, extended family, and friends of the family.	Partially Supported
4. Families who now have children on YRS are taking a greater number of shorter vacations throughout the school year rather than one long major family vacation during the summer break	Not Supported
5. Families who have children on YRS are traveling to a wider variety of destinations	Partially Supported
6. Families have adjusted the decision process for family vacations.	Partially Supported

## Validation of the Survey

Correlations were run between every agreement statement regarding family vacations. These correlations include relationships between two before statements, between before and after statements, as well as between two after statements. Many of these relationships were significant. The relationships that were significant between two before statements aid in the validation of the survey. Validation is imperative because it shows that the survey has merit and so would the results collected from the completed surveys.

One example of this validation is evident through the correlations and significance levels between the before YRS statements *We were more likely to remain at home instead of traveling on vacation* and *We took fewer vacations* ( $r = .615$ ,  $\alpha = .000$ ,  $n = 93$ ) (See Table 9). It was expected that these two statements would be significant and highly correlated because those families who were more likely to remain at home would have taken fewer vacations. If the relationship had not been significant and highly correlated, then it would have had to be concluded that there was a problem with the survey instrument. This is true for the same corresponding statements for after YRS, which were found to have  $r = .706$ ,  $\alpha = .000$ ,  $n = 93$  (See Table 9).

Another example is the relationship between statements, both for before YRS and after YRS, that relate to traveling with other children or allowing their

own child/children to travel with friends. The before YRS statements *We were more likely to allow our child/children to travel with a friend's family* and *We were more likely to take children of another family with us* are significant and highly correlated ( $r = .822$ ,  $\alpha = .000$ ,  $n = 92$ ) (See Table 9). The after YRS statements *We are more likely to allow our child/children to travel with a friend's family* and *We are more likely to take children of another family with us* were found significant at  $\alpha = .000$  and with a high correlation of  $r = .742$  ( $n = 93$ ) (See Table 9). This was expected because those who allowed their child/children to travel with friends would more than likely travel with children from another family. Other significant and highly correlated relationships that help validate the survey can be seen in Table 9. All correlations can be seen in Appendix 2.

Table 16 shows the decision process statements that have significant and meaningful correlation. Most of these statements relate to the planning, budgeting, and destination choices made by families when making decisions about family vacations. One example of this is the correlation between *We spend more time planning for family vacations* and *We gather more information on multiple destinations now than before YRS in order to choose* which has a correlation of  $r = .709$  and a significance level of  $\alpha = .000$  (See Table 16). When a family spends more time planning for a vacation, they gather more information on multiple destinations. This positive correlation occurs for families before year round school

and after year round school. This correlation is important because it aids in the validation of the survey. It is expected that a family would gather more information on multiple destinations if they do spent more time planning for family vacations.

The correlation between statements about budgeting and about the choice of destination and accommodations are also significant and meaningful. Families on a YRS calendar say that it is easier to budget because they have a choice of destination as well as type of accommodations available. This correlation can be seen between the statements *It is easier since YRS to budget for a family vacation* and *Our choice of destination for a family vacation is broader since YRS* ( $r = .649$ ,  $\alpha = .000$ ,  $n = 89$ ) and between *We are more likely to consider accommodations that are more upscale since YRS* and *It is easier since YRS to budget for a family vacation* ( $r = .639$ ,  $\alpha = .000$ ,  $n = 90$ ) (See Table 16). These correlations, as with the previous ones, aid in the validation of the survey. Their relationship was expected because there is a greater chance that since it is easier to budget for family vacations, the family may decide on a different destination or accommodations for that vacation.

Another significant and meaningful correlation was between the decision maker for the family vacation before YRS and after YRS. It was highly correlated ( $r = .959$ ,  $\alpha = .000$ ,  $n = 91$ ) that the female head of the household was the main

decision maker for the family vacation both for before and after Year Round School. This relationship shows that if the female head of the household was the main decision maker before YRS, she continued to be the main decision maker after YRS. Other significant and highly correlated relationships that help validate the survey can be seen in Table 16. All correlations can be seen in Appendix 2.

As stated throughout this section, the correlations between related statements allow the researcher to determine the validation of survey instrument. Without this validation, many questions would be raised on the accuracy of the results, analysis, discussion, and conclusions.

## Overall Findings

Findings from the study are presented as follows:

1. Family vacations have changed due to the implementation of the year round school calendar, but it was not determined if all changes to the family vacation were due to the year round school calendar.
2. Families on a year round school calendar tend to take more than one major family vacation per year.
3. Some families on a year round school calendar have shifted their major family vacation travel season from summer to all seasons, especially the fall. Other families continue to travel on their major family vacation during the summer break.
4. The travel party for family vacations consists of similar members since Year Round School as before Year Round School.
5. Some families are more likely to allow their child/children to travel with a friend or for a friend of the family to travel with them since Year Round School than before.
6. More families are taking two or more family vacations per year since Year Round School.
7. Some families do decide to remain at home instead of traveling, but usually it is for one week of the break rather than both.
8. School extracurricular activities, such as sports, do cause problems for families when planning for vacations.

9. Some families agree that they take a greater number of shorter vacations since Year Round School, but continue to travel on at least one major family vacation per year.
10. There has been a change in destinations traveled to by families since Year Round School, but as for whether or not there is a greater variety of destinations requires further research.
11. Families have a broader choice of destinations now than before Year Round School.
12. Most families continue to use the same mode of transportation as before Year Round School.
13. The choice on where to go for a family vacation is broader on a year round school calendar than on a traditional calendar.
14. The length of time for planning and the amount of information gathered about destinations has increased slightly since Year Round School.
15. The main decision maker for the family vacation before and after YRS is the female head of the household. Some household decisions are made by the husband and wife and in some cases the whole family.
16. Families are able to get more for their money when they travel since changing to a Year Round School calendar because of the time of year that they are traveling. (i.e. Families are considering more upscale accommodations when traveling during the 'off-season.')
17. Family vacation habits/patterns also change due to the aging of the family, especially the children.

18. Family vacation habits/patterns are adjusted as parents make changes in their jobs (i.e. moving up in a company and receiving a greater number of vacation days or a higher salary).
19. Year Round School calendars do affect the family vacation habits/patterns, both positively and negatively.

## Recommendations

Recommendations for the leisure travel industry are presented in this section corresponding with research question three, which is stated before the first recommendation. These recommendations are based on information gathered from the survey responses and the literature review.

What recommendations could be given to the leisure travel industry as it adjusts to the proposed implementation or adoption of a year round school calendar?

1. The leisure travel industry must become more aware of the overall impact and the specific impacts the Year Round School Calendar is having on the family vacation.

From the survey responses and the literature review, it is evident that the implementation of the year round school calendar has impacted the family vacation. The individual businesses in the leisure travel industry are impacted differently by YRS, but there is an overall impact on the industry. Besides the overall impact, there are changes occurring within the travel party, when people

are traveling, travel destination, and length of travel. Each of these areas has had some form of variation due to the year round school calendar. By the leisure travel industry becoming aware of the current changes and possible future changes, it will be able to continue to offer the best possible experience for families traveling on vacation.

2. The industry should be aware that more families are beginning to travel during the fall and spring, rather than just the summer.

Knowing when travel is taking place is important for the leisure travel industry because over the years, summer has been the busiest travel season because of students being out of school, parents taking time off from work, and attractions being open because of the warmer weather. The survey results show that families who are on a year round school calendar are taking advantage of being able to travel other times of the year besides summer. The literature also expressed that some businesses within the leisure travel industry have already experienced a decline in summer business. If the industry plans to keep up with the changes occurring, it cannot ignore that families are beginning to vacation more during the fall and spring, rather than just during the summer.

3. The industry may need to re-evaluate the time of the year that is considered “on season” and “off season.”

Many businesses within the industry operate on a seasonal basis. An example is hotels that raise or lower rates depending on the time of year. In order for hotels and other businesses to draw in customers, they offer some form of price reduction during non-peak times. The reverse is true regarding the peak times; prices increase because people will pay for what they want and where. With the changes in the school calendar, families are able to travel during these non-peak/off season times and receive more for their money. The industry should not stop offering “on season” and “off season” prices, but possibly shift the days or months that are considered to be “on season.” For example with summer breaks beginning to end by the end of July, peak summer at some locations may not need to continue as far into August and September as in the past.

4. The industry may need to re-evaluate the promotions relating to the family vacation based on the changes in the travel party.

Over the years, promotions for families have catered toward two paying adults with children (usually 12 and under). Now, with the change in the travel party, a family could consist of one parent with a child or children or a grandparent with a grandchild or grandchildren. If the promotions offered by businesses within the industry still cater toward the two parents with a child or children, the industry

would be missing out and excluding a larger audience. According to the literature, some industry businesses have already changed to include a larger audience when it comes to promotions. One example is that many places now offer that kids eat free or stay free with one paying adult, and does not specify that it has to be a parent. By making this change, there are better options for the ever-changing travel party.

5. The industry may need to operate with more than a minimal staff during “off season” or have employees who can be placed on-call when needed.

The majority of businesses do not operate with as full a staff as during the off-peak season. It is not economical to keep all of those people on staff when there is not any work for them to do. At the same time, it does not give customers the best experience possible if the location is only operating with a minimal staff. For a business to offer the best experience possible to the customer, that location should have employees who are available when it is evident that more customers will be present than the current staff is able to handle. By supplying this positive experience, those customers will likely return as well as recommend the location to their friends.

6. Businesses in the leisure travel industry should explore and maximize off-season opportunities for families. This could be done by businesses within the leisure travel industry could work together to offer package deals for families who are traveling during the “off season.”

An example of this would be attractions and hotels working together to offer a specific room rate and admission to the attraction at a package rate. This could possibly draw customers to specific locations and attractions that may not receive as many visitors during the “off season.” At the same time, attractions in the same area could work with each other to offer package tickets. This would encourage visitors to go to more than one attraction in the area while giving them a price break.

7. The leisure travel industry and individual businesses need to target travel information and brochures toward the female head of the household.

Travel information and brochures can make or break the decision for a family to visit a particular destination. Targeting the female head of the household is necessary because she is the one for many families who gathers the information as well as makes the decision about the family vacations. If the female is not the only one who makes the final decision, she is the one who knows the likes and dislikes of all the family members and can narrow down the decision choices. The female head of the household will also want to visit a location that is safe, secure, and appealing to everyone. Sirakaya and Sonmez (2000) performed a study on

gender images in state tourism brochures. They too concluded that travel information and brochures should target the female head of the household rather than the male. If the female has a negative image of a location due to the information received, she is more likely to reject it and choose from alternate locations.

8. Travel literature may need to be developed to appeal to families traveling on a greater number of shorter vacations.

Families on a year round school calendar are beginning to travel on a greater number of shorter vacations because of the longer breaks, especially during fall and spring. Developing travel literature that suggests short getaways for families would offer opportunities not originally thought about. Destinations that offer two or three day packages can cater to families who want to stay for just a few days rather than an entire week. These destinations may be located within just a few hours of a tourist's home or along the route being traveled to and from their final destination. The development of this literature would also possibly help increase local tourism business.

9. The industry and destinations may need to offer localized information booklets on attractions along the route which families would be traveling.

Many respondents stated in their comments that since there is more time during the breaks, they are stopping and visiting more attractions along the route to their final destination. By states, counties, and cities providing travel brochures and information that talk about local and unique attractions, families have a better chance of visiting something new, especially if they travel the same route to the same destination every year. This information would also help increase the local tourist business by drawing in visitors who might not have previously known what was there to visit.

10. Leisure travel industry businesses should work with local community leaders and the local chamber of commerce to further develop off season opportunities.

By doing this, the leisure travel industry and the local community would be supporting each other and working together to draw in more tourists year round. Off season opportunities could be anything from theatre productions, art shows, community celebrations, or festivals. These opportunities could possibly draw in members of surrounding communities or visitors driving through the area. The local community would become better known while becoming more of a year round destination than just a season destination.

11. Businesses should maximize non-family business opportunities during times in which families may not be traveling.

Family vacations are an important aspect of the leisure travel industry, but it is not supported solely by family vacations. Individual businesses should not focus on family business so much that they begin to ignore other forms of business like the individual traveler, couples, or corporate travel. These styles of travel may not appear to fit the leisure travel industry. By maximizing these other opportunities, the businesses within the leisure travel industry could increase because these form of travelers may decide to remain at the location for an extra day or two, or decide to come back at a later date to visit again.

12. Hotels could offer family packages in conjunction with a parent's business travel that may take place during school breaks.

Many parents have to travel to locations for business meetings or conferences. Sometimes, these meetings or conferences could occur at the same time that the children are on a school break. The hotel where the meeting or conference is being held could offer a package for the family of the parent whose business has brought him/her to that location. The hotel could offer information about local attractions the family could visit while the parent is attending the meeting or conference. The family could then remain a few days after the meeting or conference to enjoy some time together.

13. Some locations that are seasonally driven should work to develop non-seasonal attractions.

Certain locations, like ski resorts and amusement parks, are very seasonally driven. When the season ends the number of tourists decrease and so does the income from tourists that is flowing into the community. Locations that are extremely dependent on tourism revenue could develop attractions that are available to tourists year round. These year round attractions would draw visitors to the locations at non-peak times while aiding the community by pulling in tourism revenues that normally would not be there. This recommendation could be made to all leisure travel locations and not just those affected by the year round school calendar.

All of these recommendations relate to the survey responses, what the literature is saying, or both. There are adjustments that the industry has to make in order to keep up with the changes that are occurring with those who are traveling, especially as a family. Each individual location has to adjust to best fit its needs, but the industry as a whole has to make adjustments.

## Limitations

This study has several limitations. The first limitation is related to the sample for the study. The questionnaire was not distributed to a public school system due to restrictions/guidelines of county and city school boards. Columbia Academy is a private, Christian based school, located in Middle Tennessee, so the respondent profile would not be indicative of the public as a whole. This can be seen by the large percentage of families who have a household income of \$100,000 or more. The second limitation is the response rate. The survey was sent to 407 families, but only ninety-three returned were usable. This did yield a 22.9% response rate, but a larger response rate would have yielded a broader look at the family vacation characteristics and the decision process. A third limitation is that a large portion of the respondents had children who were lower school age and who may not have been involved in sports. A fourth limitation is the change in the composition of the individual families over the years. The family composition would also cause changes in the family vacation that are not related to YRS.

The survey itself was also a limitation. In order to keep the survey down to a reasonable number of pages and increase the response rate, questions relating to the research questions may have been a little too broad. A survey with more in-depth questions would have allowed for more detailed data related specifically to the research questions.

## Future Research

In the future, attempts should be made to further measure the effect year round school is having on the family vacation. Possibly, the same questionnaire could be distributed to a wider range of families who have had children on both a traditional calendar and a year round school calendar. A wider range of families would allow the researcher to see the results and other types of responses that additional research would reveal.

Further, a questionnaire could be developed in order for the industry to express the changes that they are experiencing because of the year round school calendar. This questionnaire could be in the form of an online or mail survey or it could also be in the form of an interview in order to receive more in depth knowledge of how the industry has changed and is adjusting to the Year Round School Calendar. Comparing both sides of the family vacation could be beneficial in determining the best way to compensate for the changes that are occurring.

It might be possible for each area of this study to be explored individually. One example would be studying further the destinations that families on year round school are now visiting compared to destinations those same families visited while on a traditional calendar. Another example would be studying in more detail how the decision process has changed due to the year round school calendar. This would allow the industry to understand how to better advertise and relate to the

families on the year round school calendar. Several other items throughout the analysis and discussion were noted as possibilities for future research also. Many items not analyzed or discussed in the chapter but included on the complete correlation and matched pair t-test tables in Appendix 2 could also be included as possibilities for future research.

## Conclusion

Being aware of the changes that are occurring due to the implementation of the Year Round School Calendar has become an important factor in keeping up with the family vacation trends, both within the family as well as within the industry. It is important to remain aware that the family vacation is going to change even without the implementation of the Year Round School calendar. The family vacation will continue to be an important factor in the leisure travel industry.

From the literature review prepared for this study, it appears that a major reason why the industry has not completely adjusted to changes influenced by the year round school calendar is that the Year Round School calendar is not standard across a county or state. Within the same state, multiple cities and counties operate on different school calendars making it difficult for businesses within the industry to cater toward one school calendar over the other.

The definition of a family may continue to change as the years pass, but some form of a family will always exist. The family will continue to travel and vacation together as long as there is a leisure travel industry. Along with travel behavior, the needs and desires of a family who travel on vacation together will also continue to adjust as the family ages, as current destinations are revised, and

as new destinations develop. Remaining ahead of the curve is one of the ways that businesses in the leisure travel industry will remain ahead of their competitors.

Implementation of the year round school calendar is just one of the many reasons for changes in the family vacation habits and patterns. It is a solitary change that no one, the family or the industry, has control over but has to be taken into account. Families will continue to travel on vacations and the leisure travel industry will continue to be dominated by family travel.

The future of family travel does not lie in the hands of either the leisure travel industry or the family, but in both. The industry must continue to be aware and adjust to the changes that are occurring among its customers, especially families, and families must continue to express their needs and desires in order to help the industry grow. With both the industry and the family vacationers working together to achieve the best possible experience, family travel and the leisure travel industry will continue to thrive.

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**Appendix 1**  
**Figures**

**Figure 1: Example of a Year Round school Calendar**

July 2003						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2003						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2003						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2003						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2003						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2003						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2004						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2004						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

March 2004						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2004						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2004						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2004						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

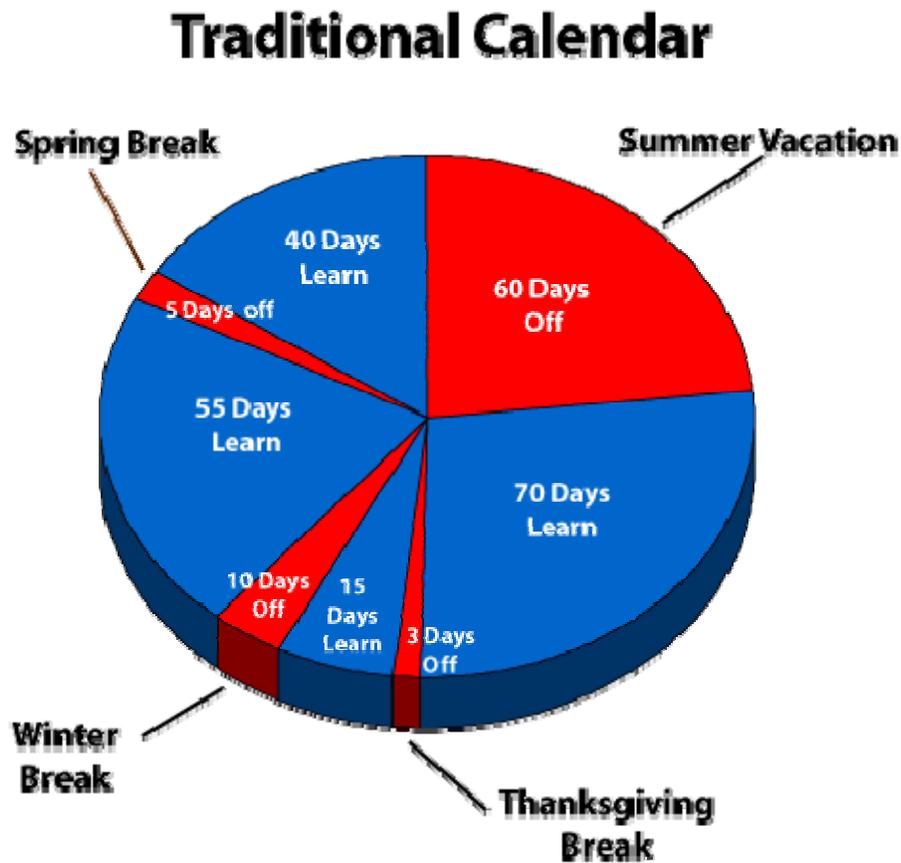
School day for students

Teacher Professional Development/workday *no school*

Holiday *no school*

## Figure 2: Traditional Calendar with no Federal Holidays

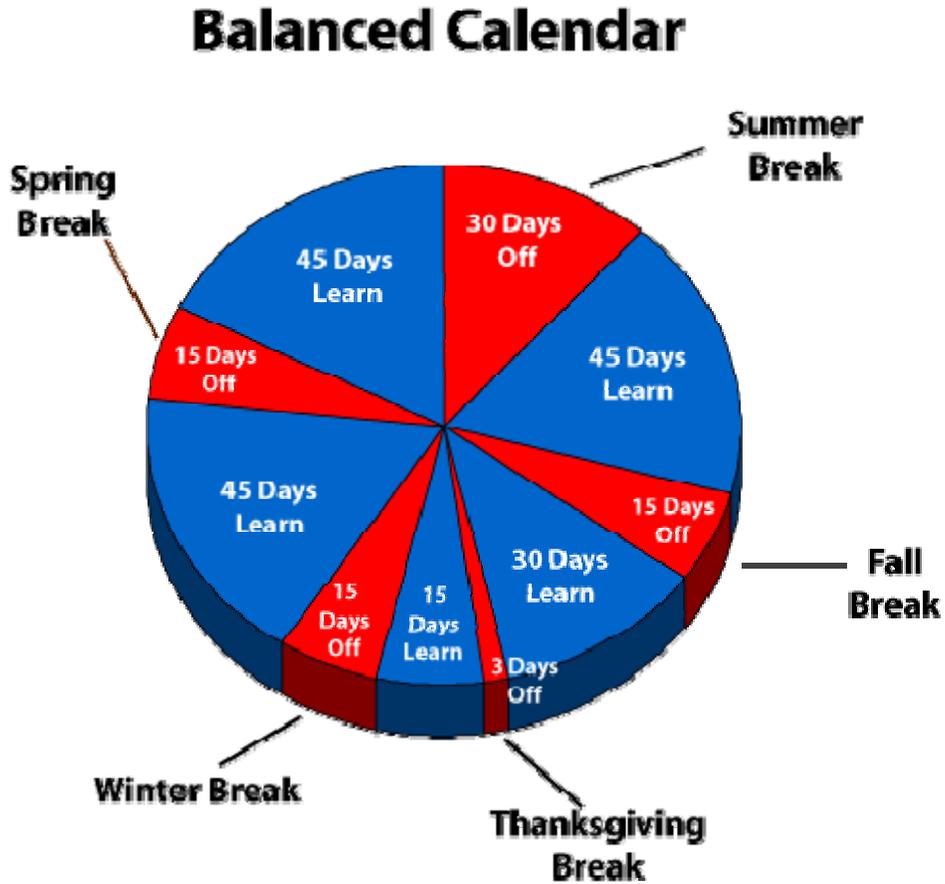
The following charts compare the distribution of days in school and days on break on the nine-month traditional calendar vs. the distribution of school days on a balanced or modified calendar. Weekends are excluded from the charts, with both models detailing a typical year of 258 work days (Monday through Friday). Both charts represent a standard school year of 180 days.



The traditional calendar features a long summer vacation of 12 weeks followed by a long period of in-session days, with the first break coming at Thanksgiving. The winter holidays are followed by 55 in-session days before a short spring break. Spring break is followed by 40 work days before the end of the school year.

Reproduced from [www.NAYRE.org](http://www.NAYRE.org)

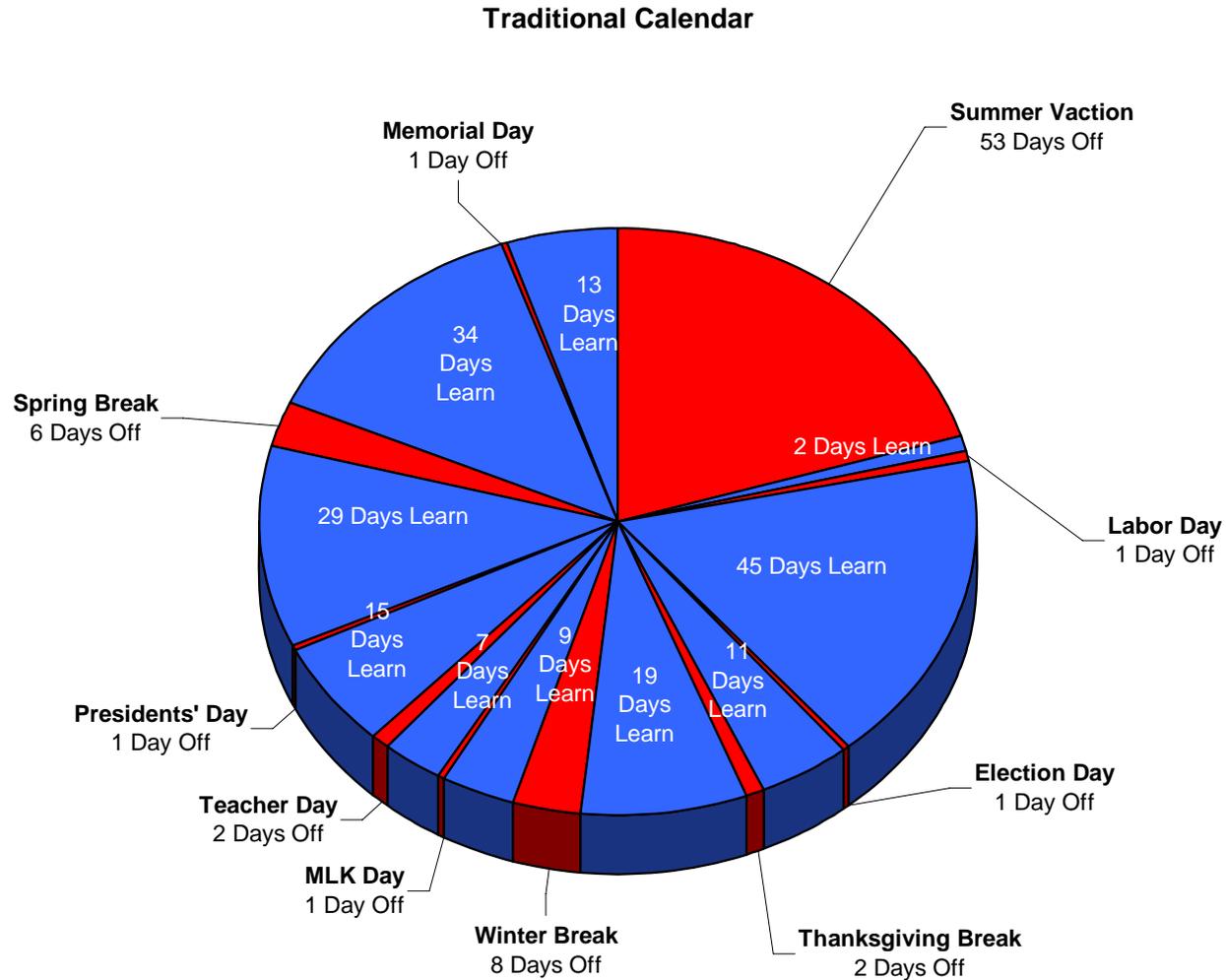
**Figure 3: Balanced Calendar with no Federal Holidays**



The balanced calendar reduces the long summer break and simply apportions those days throughout the school year, producing more frequent breaks and thus limiting long periods of in-session days, as well as longer vacations. Both calendars feature 180 days of instruction, with the modified calendar balancing the frequency of in-session days with days on break. The winter holiday and Thanksgiving break can be the same on both calendars.

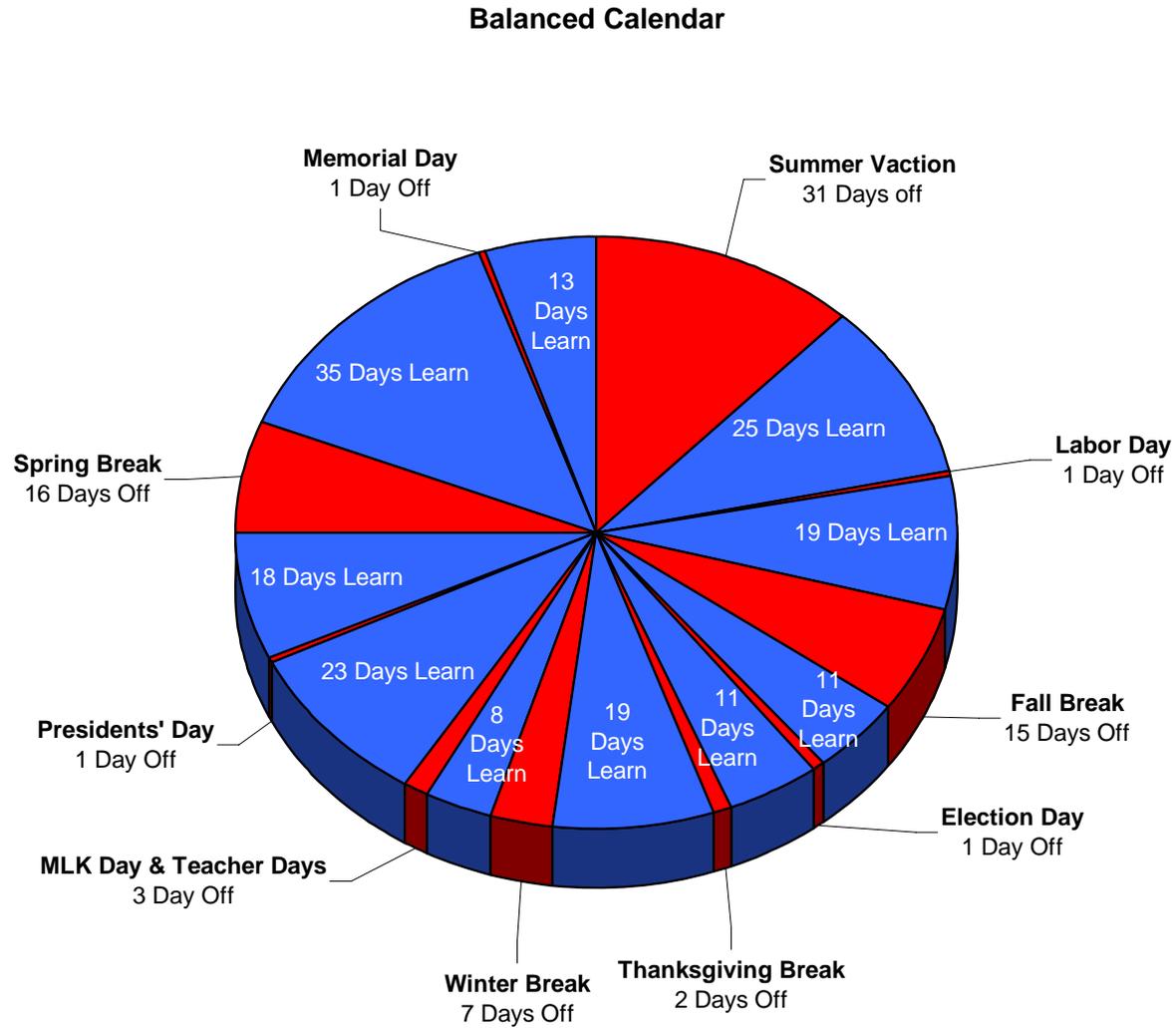
Reproduced from [www.NAYRE.org](http://www.NAYRE.org)

**Figure 4: Traditional Calendar with Federal Holidays**



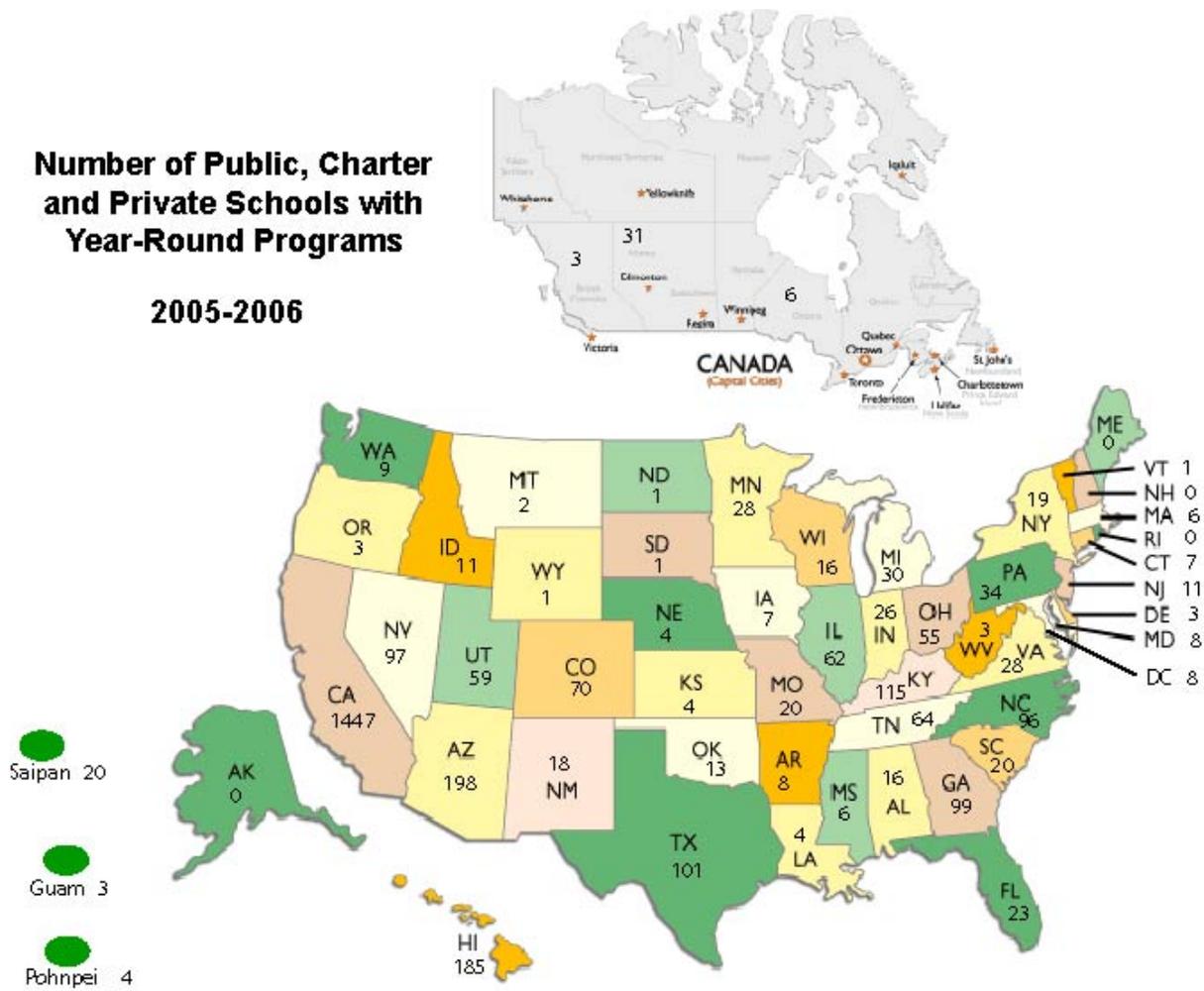
Data obtained from [www.NAYRE.org](http://www.NAYRE.org)

**Figure 5: Balanced Calendar with Federal Holidays**



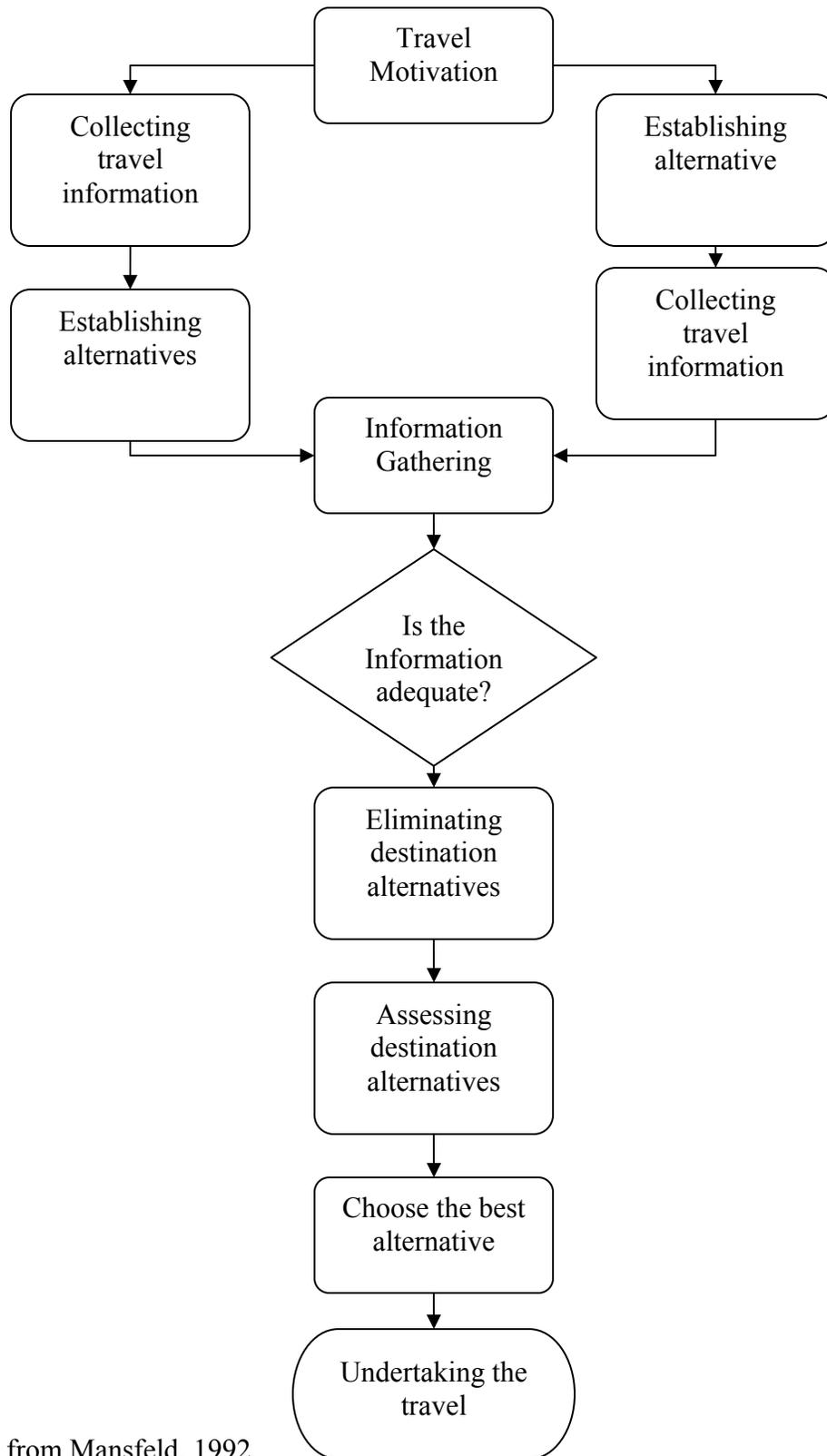
Data obtained from [www.NAYRE.org](http://www.NAYRE.org)

**Figure 6: Number of Public, Private, and Charter Schools with YRS**



Reproduced from [www.NAYRE.org](http://www.NAYRE.org)

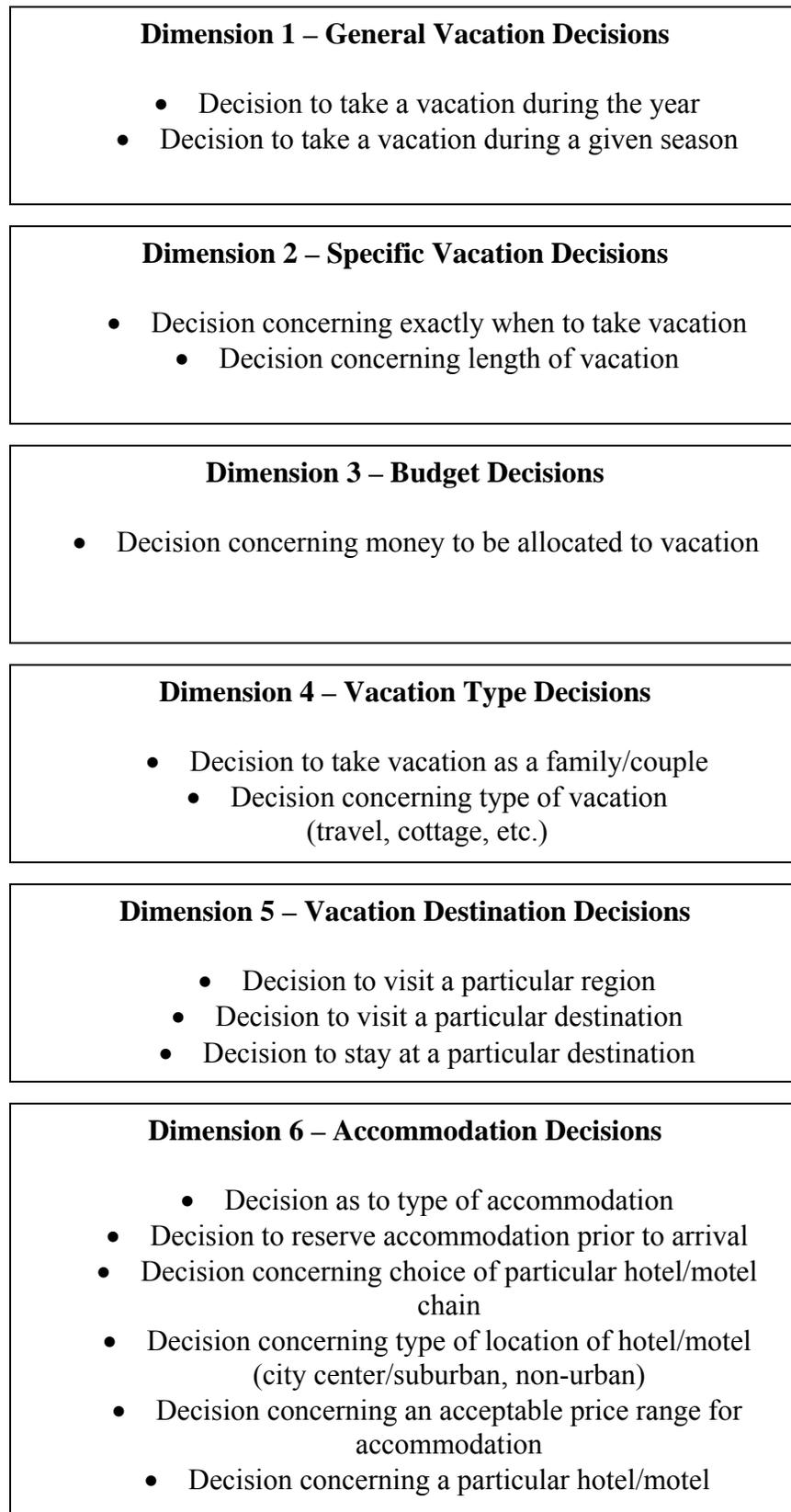
**Figure 7: Decision Making Model based on Mansfeld**



Data obtained from Mansfeld, 1992

**Figure 8**

**Dimensions of the Decision Process**



**Appendix 2**  
**Cover Letter and Survey**



March 1, 2007

Dear Parent/Guardian:

My name is Margaret A. Peercy and I am a graduate student in the Hospitality and Tourism Management Department at Virginia Tech. I am conducting a survey for my Master's thesis. The focus of my thesis is on the effects of the year round school calendar on the family vacation. As a parent/guardian of a child on a Year Round School Calendar, you are being contacted to participate in this study. Columbia Academy has graciously sent this letter to you on my behalf.

The input that you provide will assist me in identifying possible changes occurring with the family vacation due to the Year Round School calendar. Your responses will aid in developing recommendations for the travel industry.

In order for me to have a comparison between family vacations *before* the implementation of a Year Round School calendar and *after* the implementation of a Year Round School calendar I am asking that participants meet the following qualifications:

Parent/Guardian of a child/children who has/have attended school on a traditional calendar,

AND

Who has/have been on a Year Round School calendar for no more than 5 years.

If you meet the qualifications and would be willing to participate, please complete the enclosed questionnaire and return it in the postage paid envelope. Please make sure you answer the questions on both sides of the pages. Feel free to add any additional comments at the end that you believe would be beneficial. The questionnaire should only take about 15 minutes to complete. Please return the completed questionnaire at your earliest convenience, preferably by March 16 if at all possible. It will be of great assistance in the completion of my thesis. Your answers will be kept confidential and will be used only in aggregate with other replies.

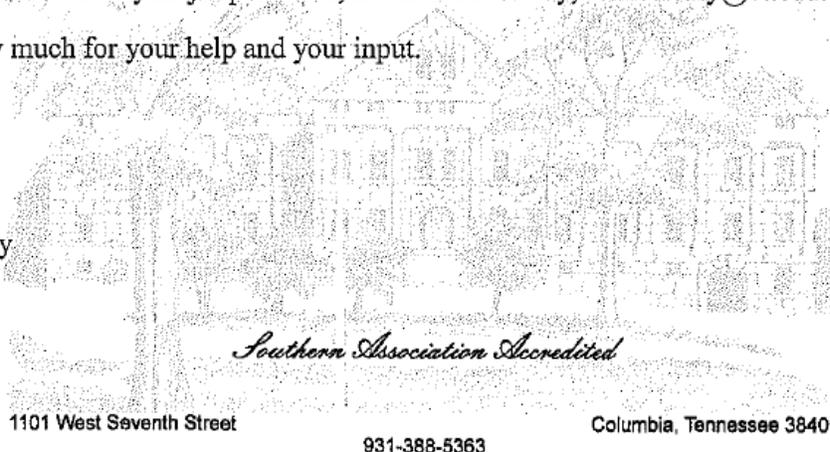
If you have any questions please feel free to contact me, Margaret Peercy, at [mpeercy@vt.edu](mailto:mpeercy@vt.edu) or by phone, 540-552-0649 or my major professor, Dr. Ken McCleary, at [mcclary@vt.edu](mailto:mcclary@vt.edu).

Thank you very much for your help and your input.

Sincerely,

Margaret Peercy

Enclosure



1101 West Seventh Street

931-388-5363

Columbia, Tennessee 38401

## I. Family Vacation Characteristics

1. How long have you and your family been a part of Year Round School? \_\_\_\_\_
2. How many children do you have that are...  
Non-school age: \_\_\_\_\_  
Lower School (K-8): \_\_\_\_\_  
Upper School (9-12): \_\_\_\_\_
3. Does your household have children on both a Year Round School calendar and a Traditional School calendar?  
 Yes                       No

### For the following questions please reflect on your average family vacation patterns

4. **Before** your child/children was/were placed on a year round school calendar, approximately how many family vacations did you take per year? \_\_\_\_\_
5. **After** your child/children was/were placed on a year round school calendar, approximately how many family vacations do you take per year? \_\_\_\_\_
6. **For this question, please reflect on your last major family vacation taken the year *BEFORE* you began Year Round School.**
  - a. What was the time of year you took that vacation?  
 Spring     Summer     Fall     Winter
  - b. Number of miles traveled to destination: \_\_\_\_\_
  - c. Number of days: \_\_\_\_\_
  - d. Members of your travel party (*mark all that apply*):  
 Spouse                       Child/Children                       Grandparents  
 Friend(s) of the family     Extended Family (e.g. Aunt/Uncle)     Other \_\_\_\_\_
  - e. Did you take more than one major family vacation the year before Year Round School?  
 Yes                       No  
If yes, how many? \_\_\_\_\_

7. **For this question, please reflect on your last major family vacation taken *SINCE* you began Year Round School.**
  - a. What was the time of year you took this vacation?  
 Spring     Summer     Fall     Winter
  - b. Number of miles traveled to destination: \_\_\_\_\_
  - c. Number of days: \_\_\_\_\_
  - d. Members of your travel party (*mark all that apply*):  
 Spouse                       Child/Children                       Grandparents  
 Friend(s) of the family     Extended Family (e.g. Aunt/Uncle)     Other \_\_\_\_\_
  - e. Do you take more than one major family vacation a year since Year Round School?  
 Yes                       No  
If yes, how many? \_\_\_\_\_

*Please make sure you answer the questions on both sides of the pages*

## II. Before your Child/Children were placed on a Year Round School Calendar

How strongly do you disagree or agree with the following statements in regards to your family vacations **BEFORE** your child/children were placed on a year round school calendar?

Please circle your agreement level with the following items. (1 = strongly disagree and 5 = strongly agree)

Due to the fact that we were on a traditional calendar...	Strongly Disagree		Neutral, No Change		Strongly Agree
1. We were more likely to take children of another family with us	1	2	3	4	5
2. We were more likely to allow our child/children to travel with a friend's family	1	2	3	4	5
3. We were more likely to travel with parents/grandparents	1	2	3	4	5
4. We were more likely to travel with extended family (e.g. Aunts, Uncles, etc.)	1	2	3	4	5
5. We were more likely to travel as one parent and one child (e.g. mother/daughter or father/son)	1	2	3	4	5
6. We took weekend trips over extended Federal Holiday Weekends (e.g. Labor Day, Memorial Day, etc.)	1	2	3	4	5
7. We always traveled on our major family vacation during the summer break	1	2	3	4	5
8. We were likely to take a longer (five or more days) vacation	1	2	3	4	5
9. We were likely to take multiple shorter vacations	1	2	3	4	5
10. We traveled to the same destination every year for our major family vacation	1	2	3	4	5
<i>If you did travel to the same destination for your major vacation, what was the name of that destination?</i>					
11. We found it easier to vacation as a family <i>Please Explain Why it was easier</i>	1	2	3	4	5
<i>What modes of transportation did you use for your major family vacation?</i>					
12. We used the same mode of transportation each year for our major family vacation	1	2	3	4	5
<i>What modes of transportation did you use for your major family vacation?</i>					
13. We took fewer vacations	1	2	3	4	5
14. We were more likely to decide to remain at home instead of traveling on vacation	1	2	3	4	5
15. When scheduling for a family vacation, we had trouble working around school extracurricular commitments	1	2	3	4	5

### III. After your Child/Children were placed on a Year Round School Calendar

How strongly do you disagree or agree with the following statements in regards to your family vacations **AFTER** your child/children were placed on a year round school calendar?

Please circle your agreement level with the following items. (1 = strongly disagree and 5 = strongly agree)

Due to the fact we are <i>now</i> on a year round school calendar...	Strongly Disagree		Neutral, No Change		Strongly Agree
1. We are more likely to take children of another family with us	1	2	3	4	5
2. We are more likely to allow our child/children to travel with a friend's family.	1	2	3	4	5
3. We are more likely to travel with parents/grandparents	1	2	3	4	5
4. We are more likely to travel with extended family (e.g. Aunts, Uncles, etc.)	1	2	3	4	5
5. We are more likely to travel as one parent and one child (e.g. mother/daughter or father/son)	1	2	3	4	5
6. We take weekend trips over the extended Federal Holiday Weekends (e.g. Labor Day, Memorial Day, etc.)	1	2	3	4	5
7. We always travel on our major family vacation during the summer break	1	2	3	4	5
8. We are likely to take a longer (five or more days) vacation	1	2	3	4	5
9. We are likely to take multiple shorter vacations	1	2	3	4	5
10. We continue to travel to the same destination for our major family vacation as before Year Round School	1	2	3	4	5
<i>If you disagree and your destination has changed, please state the name of your new destination.</i>					
11. We find it easier to vacation as family <i>Please Explain Why it is easier</i>	1	2	3	4	5
<i>If you agree, Please Explain Why</i>					
12. We use a different mode of transportation now <i>If you agree, Please Explain Why</i>	1	2	3	4	5
<i>Please Explain Why</i>					
13. We take fewer vacations since Year Round School <i>Please Explain Why</i>	1	2	3	4	5
<i>Please Explain Why</i>					
14. We are more likely to decide to remain at home instead of traveling on vacation	1	2	3	4	5
15. When scheduling for a family vacation, we have trouble working around school extracurricular commitments	1	2	3	4	5
16. We travel to different destinations now more than before Year Round School <i>If you agree, Please Explain Why</i>	1	2	3	4	5
<i>Please Explain Why</i>					

**IV. Decision Process *Before* your Child/Children were placed on a Year Round School Calendar**

How strongly do you disagree or agree with the following statements in regards to your decisions when planning your family vacations *before* your child/children were placed on a year round school calendar?

Please circle your agreement level with the following items. (1 = *strongly disagree* and 5 = *strongly agree*)

<b>Before Year Round School...</b>	<b>Strongly Disagree</b>		<b>Neutral, No Change</b>		<b>Strongly Agree</b>
1. It was easy to decide what time of year to go on a family vacation	1	2	3	4	5
2. We made alternative plans in case our original plans were not possible.	1	2	3	4	5
3. We made decisions as a family in regards to the family vacation.	1	2	3	4	5
4. Our choice of destinations for a family vacation was more limited.	1	2	3	4	5
5. It was easier before YRS to budget for a family vacation.	1	2	3	4	5
6. We were more likely to consider accommodations that were not as upscale.	1	2	3	4	5
7. We gathered more travel information on multiple destinations in order to choose.	1	2	3	4	5
8. We spent more time planning for family vacations.	1	2	3	4	5
9. The main decision maker for the family vacation was the female head of the household.	1	2	3	4	5
<i>If Not the female head of the household, please state who</i>					
10. We spent more money on family vacations.	1	2	3	4	5
11. We were able to get more for our money due to the time of year we traveled.	1	2	3	4	5

**V. Decision Process *After* your Child/Children were placed on a Year Round School Calendar**

How strongly do you disagree or agree with the following statements in regards to your decisions when planning your family vacations *after* your child/children were placed on a year round school calendar?

Please circle your agreement level with the following items. (1 = *strongly disagree* and 5 = *strongly agree*)

<b>Since starting Year Round School...</b>	<b>Strongly Disagree</b>		<b>Neutral, No Change</b>		<b>Strongly Agree</b>
1. It is easy to decide what time of year to go on a family vacation.	1	2	3	4	5
2. We make alternative plans in case our original plans are not possible.	1	2	3	4	5
3. We make decisions as a family in regards to the family vacation.	1	2	3	4	5
4. Our choice of destinations for a family vacation is broader.	1	2	3	4	5
5. It is easier since YRS to budget for a family vacation.	1	2	3	4	5
6. We are more likely to consider accommodations that are more upscale.	1	2	3	4	5
7. We gather more travel information on multiple destinations now than before Year Round School in order to choose.	1	2	3	4	5
8. We spend more time planning for family vacations.	1	2	3	4	5
9. The main decision maker for the family vacation is the female head of the household.	1	2	3	4	5
<i>If Not the female head of the household, please state who</i>					
10. We spend more money on family vacations.	1	2	3	4	5
11. We are able to get more for our money due to the time of year we travel.	1	2	3	4	5

Do you feel that Year Round School has affected your family vacation habits/patterns?

Yes

No

*Please elaborate on why or why not*

I would like additional comments on positives and negatives in case there is something that you have experienced when it comes to family vacations due to Year Round School. ***Please include any additional details relating to changes with your family vacation since the implementation of the Year Round School Calendar.***

## **VI. General Demographics**

1. Your Sex:     Male             Female

2. What is your date of birth (Year)? \_\_\_\_\_

3. What is the highest level of education you have completed? *(Please mark one)*

High School     College             Professional     Post Graduate

4. How many people are in your immediate family? \_\_\_\_\_

5. What is your marital status? *(Please mark one)*

Married             Widowed             Divorced             Separated             Never married

6. What is your approximate household income? *(Please mark one)*

Under \$20,000             \$20,000 – 39,999             \$40,000 – 59,999             \$60,000 – 79,999

\$80,000 – 99,999             \$100,000 or more             Prefer Not to Answer

**Thank you for your time and assistance!**



DATE: February 20, 2007

MEMORANDUM

TO: Suzanne K. Murrmann  
Margaret Peercy

FROM: David M. Moore 

SUBJECT: **IRB Exempt Approval:** "An Exploratory Study on the Effects the Year Round School Calendar Has on the Family Vacation", IRB # 07-090

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status. Approval is granted effective as of February 19, 2007.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

cc: File

*Invent the Future*

**Appendix 3**  
**SPSS Output**

### Statement Agreement Level Correlations

		We were more likely to take children of another family with us	We were more likely to allow our child/children to travel with a friend's family	We were more likely to travel with parents/grandparents	We were more likely to travel with extended family (e.g. aunts, uncles, etc).
We were more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	1  93	.822** .000 92	.412** .000 92	.441** .000 93
We were more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.822** .000 92	1  92	.475** .000 91	.518** .000 92
We were more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.412** .000 92	.475** .000 91	1  92	.807** .000 92
We were more likely to travel with extended family (e.g. aunts, uncles, etc).	Pearson Correlation Sig. (2-tailed) N	.441** .000 93	.518** .000 92	.807** .000 92	1  93
We were more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.418** .000 92	.383** .000 91	.386** .000 91	.399** .000 92
We took weekend trips over extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.081 .443 91	.021 .844 90	.192 .070 90	.131 .217 91
We always traveled on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.121 .257 89	-.189 .077 88	-.092 .394 88	-.138 .196 89
We were likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.048 .649 92	-.075 .481 91	-.036 .732 91	.019 .856 92
We were likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.267* .011 89	.165 .124 88	.199 .063 88	.296** .005 89
We traveled to the same destination every year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	.071 .500 93	.053 .616 92	.177 .092 92	.157 .132 93
We found it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.307** .003 91	.218* .039 90	.166 .118 90	.252* .016 91
We used the same mode of transportation each year for out major family vacation	Pearson Correlation Sig. (2-tailed) N	-.082 .436 92	-.255* .015 91	-.209* .047 91	-.181 .084 92
We took fewer vacations	Pearson Correlation Sig. (2-tailed) N	-.019 .859 93	.098 .352 92	.085 .422 92	.065 .535 93
We were more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	-.035 .741 93	.091 .391 92	.068 .522 92	.037 .727 93

		We were more likely to take children of another family with us	We were more likely to allow our child/children to travel with a friend's family	We were more likely to travel with parents/grandparents	We were more likely to travel with extended family (e.g. aunts, uncles, etc).
When scheduling for a family vacation, we had trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	-.008 .937 93	.081 .445 92	.078 .460 92	.014 .896 93
We are more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.278** .007 93	.393** .000 92	.163 .122 92	.082 .436 93
We are more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.444** .000 93	.543** .000 92	.331** .001 92	.267** .010 93
We are more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.192 .067 92	.346** .001 91	.481** .000 91	.340** .001 92
We are more likely to travel with extended family (e.g. aunts, uncles, etc.)	Pearson Correlation Sig. (2-tailed) N	.151 .148 93	.297** .004 92	.459** .000 92	.325** .001 93
We are more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.254* .014 93	.319** .002 92	.125 .236 92	.108 .304 93
We take weekend trips over the extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	-.096 .363 92	-.058 .582 91	-.036 .736 91	-.084 .428 92
We always travel on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.044 .678 91	-.003 .975 90	-.155 .145 90	-.173 .100 91
We are likely to take a longer (five or more days) vacation	Pearson Correlation Sig. (2-tailed) N	-.025 .815 93	.103 .330 92	.120 .255 92	.018 .862 93
We are likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.189 .073 91	.326** .002 90	.187 .077 90	.155 .141 91
We continue to travel to the same destination for our major family vacation as before YRS	Pearson Correlation Sig. (2-tailed) N	.292** .005 92	.265* .011 91	.336** .001 91	.248* .017 92
We find it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	-.122 .242 93	-.037 .729 92	.043 .682 92	-.079 .451 93
We use a different mode of transportation now	Pearson Correlation Sig. (2-tailed) N	.030 .782 90	.155 .146 89	.224* .035 89	.279** .008 90
We take fewer vacations since YRS	Pearson Correlation Sig. (2-tailed) N	.153 .144 93	.094 .371 92	.104 .324 92	.218* .036 93

		We were more likely to take children of another family with us	We were more likely to allow our child/children to travel with a friend's family	We were more likely to travel with parents/grand parents	We were more likely to travel with extended family (e.g. aunts, uncles, etc).
We are more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation	.237*	.089	.046	.155
	Sig. (2-tailed)	.022	.399	.664	.138
	N	93	92	92	93
When scheduling for a family vacation, we have trouble working around school/extra-curricular	Pearson Correlation	.259*	.179	.109	.141
	Sig. (2-tailed)	.013	.089	.304	.179
	N	92	91	91	92
We travel to different destinations now more than before YRS	Pearson Correlation	.016	.110	.168	.149
	Sig. (2-tailed)	.882	.297	.110	.153
	N	93	92	92	93

		We were more likely to travel as one parent and one child	We took weekend trips over extended Federal Holiday Weekends	We always traveled on our major family vacation during the summer break	We were likely to take a longer (fiver or more days) vacation
We were more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.418** .000 92	.081 .443 91	-.121 .257 89	.048 .649 92
We were more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.383** .000 91	.021 .844 90	-.189 .077 88	-.075 .481 91
We were more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.386** .000 91	.192 .070 90	-.092 .394 88	-.036 .732 91
We were more likely to travel with extended family (e.g. aunts, uncles, etc).	Pearson Correlation Sig. (2-tailed) N	.399** .000 92	.131 .217 91	-.138 .196 89	.019 .856 92
We were more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	1 .048 92	.048 .656 90	-.075 .490 88	.101 .341 91
We took weekend trips over extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.048 .656 90	1 .009 91	.277** .009 88	.103 .331 91
We always traveled on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.075 .490 88	.277** .009 88	1 .000 89	.404** .000 89
We were likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.101 .341 91	.103 .331 91	.404** .000 89	1 .000 92
We were likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.344** .001 88	.203 .056 89	-.090 .410 86	.078 .468 89
We traveled to the same destination every year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	.146 .164 92	.061 .568 91	.164 .125 89	.174 .098 92
We found it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.271** .010 90	-.128 .230 90	-.179 .095 88	.133 .210 91
We used the same mode of transportation each year for out major family vacation	Pearson Correlation Sig. (2-tailed) N	-.052 .625 91	-.218* .039 90	.137 .202 88	.177 .093 91
We took fewer vacations	Pearson Correlation Sig. (2-tailed) N	-.003 .979 92	.105 .322 91	.122 .254 89	.141 .180 92
We were more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.010 .922 92	-.047 .661 91	-.012 .910 89	-.217* .037 92

		We were more likely to travel as one parent and one child	We took weekend trips over extended Federal Holiday Weekends	We always traveled on our major family vacation during the summer break	We were likely to take a longer (fiver or more days) vacation
When scheduling for a family vacation, we had trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	.171 .103 92	.122 .249 91	-.014 .893 89	.022 .838 92
We are more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.278** .007 92	.068 .521 91	.105 .328 89	.131 .212 92
We are more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.309** .003 92	.004 .969 91	-.084 .432 89	-.062 .555 92
We are more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.213* .043 91	-.006 .955 90	-.142 .187 88	-.124 .243 91
We are more likely to travel with extended family (e.g. aunts, uncles, etc.)	Pearson Correlation Sig. (2-tailed) N	.206* .049 92	-.005 .962 91	-.170 .110 89	-.172 .101 92
We are more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.414** .000 92	-.058 .583 91	.047 .659 89	.134 .205 92
We take weekend trips over the extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	-.011 .914 91	.382** .000 90	.066 .544 88	-.061 .564 91
We always travel on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.047 .661 90	-.137 .199 89	.228* .034 87	.061 .570 90
We are likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.052 .621 92	.131 .216 91	.136 .202 89	.135 .200 92
We are likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	-.060 .572 90	.190 .075 89	-.025 .818 87	.023 .827 90
We continue to travel to the same destination for our major family vacation as before YRS	Pearson Correlation Sig. (2-tailed) N	.181 .085 91	.012 .912 90	-.060 .577 88	-.019 .857 91
We find it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	-.043 .687 92	.093 .379 91	.106 .323 89	.017 .873 92
We use a different mode of transportation now	Pearson Correlation Sig. (2-tailed) N	.032 .763 89	-.109 .313 88	-.061 .577 86	-.151 .156 89
We take fewer vacations since YRS	Pearson Correlation Sig. (2-tailed) N	.330** .001 92	-.185 .079 91	-.226* .033 89	.137 .194 92

		We were more likely to travel as one parent and one child	We took weekend trips over extended Federal Holiday Weekends	We always traveled on our major family vacation during the summer break	We were likely to take a longer (fiver or more days) vacation
We are more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.275** .008 92	-.084 .430 91	-.259* .014 89	.140 .184 92
When scheduling for a family vacation, we have trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	.151 .154 91	.046 .666 90	-.228* .032 89	.068 .519 91
We travel to different destinations now more than before YRS	Pearson Correlation Sig. (2-tailed) N	.070 .506 92	.209* .047 91	.135 .208 89	.177 .092 92

		We were likely to take multiple shorter vacations	We traveled to the same destination every year for our major family vacation	We found it easier to vacation as a family	We used the same mode of transportation each year for out major family vacation
We were more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.267* .011 89	.071 .500 93	.307** .003 91	-.082 .436 92
We were more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.165 .124 88	.053 .616 92	.218* .039 90	-.255* .015 91
We were more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.199 .063 88	.177 .092 92	.166 .118 90	-.209* .047 91
We were more likely to travel with extended family (e.g. aunts, uncles, etc).	Pearson Correlation Sig. (2-tailed) N	.296** .005 89	.157 .132 93	.252* .016 91	-.181 .084 92
We were more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.344** .001 88	.146 .164 92	.271** .010 90	-.052 .625 91
We took weekend trips over extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.203 .056 89	.061 .568 91	-.128 .230 90	-.218* .039 90
We always traveled on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.090 .410 86	.164 .125 89	-.179 .095 88	.137 .202 88
We were likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.078 .468 89	.174 .098 92	.133 .210 91	.177 .093 91
We were likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	1 .988 89	.002 .988 89	.155 .149 88	.033 .757 88
We traveled to the same destination every year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	.002 .988 89	1 .988 93	.253* .016 91	.329** .001 92
We found it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.155 .149 88	.253* .016 91	1 .016 91	.215* .042 90
We used the same mode of transportation each year for out major family vacation	Pearson Correlation Sig. (2-tailed) N	.033 .757 88	.329** .001 92	.215* .042 90	1 .042 92
We took fewer vacations	Pearson Correlation Sig. (2-tailed) N	-.031 .773 89	.087 .406 93	-.154 .146 91	.008 .941 92
We were more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.041 .704 89	-.035 .740 93	-.300** .004 91	-.062 .555 92

		We were likely to take multiple shorter vacations	We traveled to the same destination every year for our major family vacation	We found it easier to vacation as a family	We used the same mode of transportation each year for our major family vacation
When scheduling for a family vacation, we had trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	.122 .254 89	.110 .293 93	-.192 .068 91	.075 .478 92
We are more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.027 .803 89	.253* .014 93	.155 .143 91	-.001 .991 92
We are more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.166 .120 89	.089 .396 93	.065 .540 91	-.025 .815 92
We are more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.160 .137 88	.120 .254 92	-.005 .960 90	-.191 .070 91
We are more likely to travel with extended family (e.g. aunts, uncles, etc.)	Pearson Correlation Sig. (2-tailed) N	.203 .057 89	.133 .204 93	-.071 .501 91	-.152 .148 92
We are more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.173 .104 89	.300** .003 93	.245* .019 91	-.009 .934 92
We take weekend trips over the extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.059 .582 88	.139 .187 92	.182 .085 90	-.105 .320 91
We always travel on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.101 .352 87	.061 .564 91	-.016 .880 89	.060 .576 90
We are likely to take a longer (five or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.029 .790 89	.051 .627 93	-.152 .150 91	-.054 .609 92
We are likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.254* .018 87	-.105 .322 91	-.137 .200 89	-.233* .027 90
We continue to travel to the same destination for our major family vacation as before YRS	Pearson Correlation Sig. (2-tailed) N	.031 .771 88	.354** .001 92	.224* .033 90	.069 .513 91
We find it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.050 .643 89	.044 .673 93	-.203 .054 91	-.049 .640 92
We use a different mode of transportation now	Pearson Correlation Sig. (2-tailed) N	-.108 .321 86	-.125 .240 90	-.197 .066 88	-.305** .004 89
We take fewer vacations since YRS	Pearson Correlation Sig. (2-tailed) N	.089 .405 89	.038 .717 93	.381** .000 91	-.043 .682 92

		We were likely to take multiple shorter vacations	We traveled to the same destination every year for our major family vacation	We found it easier to vacation as a family	We used the same mode of transportation each year for our major family vacation
We are more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.059 .582 89	.064 .541 93	.386** .000 91	-.020 .851 92
When scheduling for a family vacation, we have trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	-.025 .818 88	-.116 .271 92	.299** .004 90	-.114 .282 91
We travel to different destinations now more than before YRS	Pearson Correlation Sig. (2-tailed) N	.033 .762 89	.072 .493 93	-.188 .075 91	-.087 .411 92

		We took fewer vacations	We were more likely to decide to remain at home instead of traveling on vacation	When scheduling for a family vacation, we had trouble working around school extracurricular commitments	We are more likely to take children of another family with us
We were more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	-.019 .859 93	-.035 .741 93	-.008 .937 93	.278** .007 93
We were more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.098 .352 92	.091 .391 92	.081 .445 92	.393** .000 92
We were more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.085 .422 92	.068 .522 92	.078 .460 92	.163 .122 92
We were more likely to travel with extended family (e.g. aunts, uncles, etc).	Pearson Correlation Sig. (2-tailed) N	.065 .535 93	.037 .727 93	.014 .896 93	.082 .436 93
We were more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	-.003 .979 92	.010 .922 92	.171 .103 92	.278** .007 92
We took weekend trips over extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.105 .322 91	-.047 .661 91	.122 .249 91	.068 .521 91
We always traveled on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	.122 .254 89	-.012 .910 89	-.014 .893 89	.105 .328 89
We were likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.141 .180 92	-.217* .037 92	.022 .838 92	.131 .212 92
We were likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	-.031 .773 89	.041 .704 89	.122 .254 89	.027 .803 89
We traveled to the same destination every year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	.087 .406 93	-.035 .740 93	.110 .293 93	.253* .014 93
We found it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	-.154 .146 91	-.300** .004 91	-.192 .068 91	.155 .143 91
We used the same mode of transportation each year for out major family vacation	Pearson Correlation Sig. (2-tailed) N	.008 .941 92	-.062 .555 92	.075 .478 92	-.001 .991 92
We took fewer vacations	Pearson Correlation Sig. (2-tailed) N	1 .000 93	.615** .000 93	.399** .000 93	.330** .001 93
We were more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.615** .000 93	1 .000 93	.456** .000 93	.100 .340 93

		We took fewer vacations	We were more likely to decide to remain at home instead of traveling on vacation	When scheduling for a family vacation, we had trouble working around school extracurricular commitments	We are more likely to take children of another family with us
When scheduling for a family vacation, we had trouble working around school extracurricular	Pearson Correlation Sig. (2-tailed) N	.399** .000 93	.456** .000 93	1 93	.219* .035 93
We are more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.330** .001 93	.100 .340 93	.219* .035 93	1 93
We are more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.189 .069 93	.152 .145 93	.248* .016 93	.742** .000 93
We are more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.300** .004 92	.297** .004 92	.209* .046 92	.353** .001 92
We are more likely to travel with extended family (e.g. aunts, uncles, etc.)	Pearson Correlation Sig. (2-tailed) N	.235* .023 93	.208* .046 93	.193 .064 93	.336** .001 93
We are more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.250* .016 93	.060 .567 93	.126 .228 93	.508** .000 93
We take weekend trips over the extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	-.036 .734 92	-.217* .038 92	.068 .518 92	.223* .032 92
We always travel on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.412** .000 91	-.280** .007 91	-.103 .330 91	-.069 .514 91
We are likely to take a longer (five or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.318** .002 93	.194 .062 93	.212* .041 93	.204* .049 93
We are likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.423** .000 91	.305** .003 91	.254* .015 91	.238* .023 91
We continue to travel to the same destination for our major family vacation as before YRS	Pearson Correlation Sig. (2-tailed) N	-.244* .019 92	-.125 .234 92	.022 .836 92	.155 .141 92
We find it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.360** .000 93	.268** .009 93	.338** .001 93	.187 .072 93
We use a different mode of transportation now	Pearson Correlation Sig. (2-tailed) N	.270** .010 90	.309** .003 90	.068 .522 90	.092 .390 90
We take fewer vacations since YRS	Pearson Correlation Sig. (2-tailed) N	-.029 .780 93	-.072 .495 93	-.018 .867 93	-.098 .350 93

		We took fewer vacations	We were more likely to decide to remain at home instead of traveling on vacation	When scheduling for a family vacation, we had trouble working around school extracurricular commitments	We are more likely to take children of another family with us
We are more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation	.107	.085	.012	-.020
	Sig. (2-tailed)	.307	.417	.909	.851
	N	93	93	93	93
When scheduling for a family vacation, we have trouble working around school extracurricular	Pearson Correlation	.113	-.019	.140	-.020
	Sig. (2-tailed)	.285	.855	.184	.853
	N	92	92	92	92
We travel to different destinations now more than before YRS	Pearson Correlation	.619**	.441**	.392**	.271**
	Sig. (2-tailed)	.000	.000	.000	.009
	N	93	93	93	93

		We are more likely to allow our child/children to travel with a friend's family	We are more likely to travel with parents/grandparents	We are more likely to travel with extended family (e.g. aunts, uncles, etc.)
We were more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.444** .000 93	.192 .067 92	.151 .148 93
We were more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.543** .000 92	.346** .001 91	.297** .004 92
We were more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.331** .001 92	.481** .000 91	.459** .000 92
We were more likely to travel with extended family (e.g. aunts, uncles, etc).	Pearson Correlation Sig. (2-tailed) N	.267** .010 93	.340** .001 92	.325** .001 93
We were more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.309** .003 92	.213* .043 91	.206* .049 92
We took weekend trips over extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.004 .969 91	-.006 .955 90	-.005 .962 91
We always traveled on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.084 .432 89	-.142 .187 88	-.170 .110 89
We were likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	-.062 .555 92	-.124 .243 91	-.172 .101 92
We were likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.166 .120 89	.160 .137 88	.203 .057 89
We traveled to the same destination every year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	.089 .396 93	.120 .254 92	.133 .204 93
We found it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.065 .540 91	-.005 .960 90	-.071 .501 91
We used the same mode of transportation each year for out major family vacation	Pearson Correlation Sig. (2-tailed) N	-.025 .815 92	-.191 .070 91	-.152 .148 92
We took fewer vacations	Pearson Correlation Sig. (2-tailed) N	.189 .069 93	.300** .004 92	.235* .023 93
We were more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.152 .145 93	.297** .004 92	.208* .046 93

		We are more likely to allow our child/children to travel with a friend's family	We are more likely to travel with parents/grandparents	We are more likely to travel with extended family (e.g. aunts, uncles, etc.)
When scheduling for a family vacation, we had trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	.248* .016 93	.209* .046 92	.193 .064 93
We are more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.742** .000 93	.353** .001 92	.336** .001 93
We are more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	1 .000 93	.574** .000 92	.548** .000 93
We are more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.574** .000 92	1 .000 92	.920** .000 92
We are more likely to travel with extended family (e.g. aunts, uncles, etc.)	Pearson Correlation Sig. (2-tailed) N	.548** .000 93	.920** .000 92	1 .000 93
We are more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.470** .000 93	.382** .000 92	.333** .001 93
We take weekend trips over the extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.154 .142 92	.082 .439 91	.090 .395 92
We always travel on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	.060 .572 91	-.154 .147 90	-.156 .139 91
We are likely to take a longer (five or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.283** .006 93	.266* .010 92	.250* .016 93
We are likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.365** .000 91	.479** .000 90	.418** .000 91
We continue to travel to the same destination for our major family vacation as before YRS	Pearson Correlation Sig. (2-tailed) N	.312** .002 92	.237* .024 91	.211* .043 92
We find it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.247* .017 93	.453** .000 92	.441** .000 93
We use a different mode of transportation now	Pearson Correlation Sig. (2-tailed) N	.209* .048 90	.328** .002 89	.272** .009 90
We take fewer vacations since YRS	Pearson Correlation Sig. (2-tailed) N	-.174 .095 93	-.188 .072 92	-.228* .028 93

		We are more likely to allow our child/children to travel with a friend's family	We are more likely to travel with parents/grand parents	We are more likely to travel with extended family (e.g. aunts, uncles, etc.)
We are more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	-.125 .233 93	-.158 .133 92	-.244* .018 93
When scheduling for a family vacation, we have trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	-.008 .943 92	-.035 .739 91	-.153 .146 92
We travel to different destinations now more than before YRS	Pearson Correlation Sig. (2-tailed) N	.314** .002 93	.408** .000 92	.341** .001 93

		We are more likely to travel as one parent and one child	We take weekend trips over the extended Federal Holiday Weekends	We always travel on our major family vacation during the summer break	We are likely to take a longer (fiver or more days) vacation
We were more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.254* .014 93	-.096 .363 92	-.044 .678 91	-.025 .815 93
We were more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.319** .002 92	-.058 .582 91	-.003 .975 90	.103 .330 92
We were more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.125 .236 92	-.036 .736 91	-.155 .145 90	.120 .255 92
We were more likely to travel with extended family (e.g. aunts, uncles, etc).	Pearson Correlation Sig. (2-tailed) N	.108 .304 93	-.084 .428 92	-.173 .100 91	.018 .862 93
We were more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.414** .000 92	-.011 .914 91	-.047 .661 90	.052 .621 92
We took weekend trips over extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	-.058 .583 91	.382** .000 90	-.137 .199 89	.131 .216 91
We always traveled on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	.047 .659 89	.066 .544 88	.228* .034 87	.136 .202 89
We were likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.134 .205 92	-.061 .564 91	.061 .570 90	.135 .200 92
We were likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.173 .104 89	.059 .582 88	-.101 .352 87	.029 .790 89
We traveled to the same destination every year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	.300** .003 93	.139 .187 92	.061 .564 91	.051 .627 93
We found it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.245* .019 91	.182 .085 90	-.016 .880 89	-.152 .150 91
We used the same mode of transportation each year for out major family vacation	Pearson Correlation Sig. (2-tailed) N	-.009 .934 92	-.105 .320 91	.060 .576 90	-.054 .609 92
We took fewer vacations	Pearson Correlation Sig. (2-tailed) N	.250* .016 93	-.036 .734 92	-.412** .000 91	.318** .002 93
We were more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.060 .567 93	-.217* .038 92	-.280** .007 91	.194 .062 93

		We are more likely to travel as one parent and one child	We take weekend trips over the extended Federal Holiday Weekends	We always travel on our major family vacation during the summer break	We are likely to take a longer (fiver or more days) vacation
When schdeuling for a family vacation, we had trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	.126 .228 93	.068 .518 92	-.103 .330 91	.212* .041 93
We are more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.508** .000 93	.223* .032 92	-.069 .514 91	.204* .049 93
We are more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.470** .000 93	.154 .142 92	.060 .572 91	.283** .006 93
We are more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.382** .000 92	.082 .439 91	-.154 .147 90	.266* .010 92
We are more likely to travel with extended family (e.g. aunts, uncles, etc.)	Pearson Correlation Sig. (2-tailed) N	.333** .001 93	.090 .395 92	-.156 .139 91	.250* .016 93
We are more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	1 .001 93	.331** .001 92	.010 .926 91	.145 .164 93
We take weekend trips over the extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.331** .001 92	1 .482 92	.075 .482 90	.119 .257 92
We always travel on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	.010 .926 91	.075 .482 90	1 .347 91	.100 .347 91
We are likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.145 .164 93	.119 .257 92	.100 .347 91	1 93
We are likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.207* .049 91	.179 .091 90	-.284** .007 89	.164 .121 91
We continue to travel to the same destination for our major family vacation as before YRS	Pearson Correlation Sig. (2-tailed) N	.087 .412 92	.095 .372 91	.267* .011 90	.131 .213 92
We find it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.080 .444 93	.036 .736 92	-.085 .422 91	.459** .000 93
We use a different mode of transportation now	Pearson Correlation Sig. (2-tailed) N	.107 .317 90	-.036 .735 89	-.066 .536 89	.041 .698 90
We take fewer vacations since YRS	Pearson Correlation Sig. (2-tailed) N	.240* .020 93	-.027 .795 92	-.123 .247 91	-.354** .001 93

		We are more likely to travel as one parent and one child	We take weekend trips over the extended Federal Holiday Weekends	We always travel on our major family vacation during the summer break	We are likely to take a longer (fiver or more days) vacation
We are more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.298** .004 93	.008 .940 92	-.233* .026 91	-.346** .001 93
When scheduling for a family vacation, we have trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	.094 .373 92	.104 .327 91	-.009 .932 90	-.133 .205 92
We travel to different destinations now more than before YRS	Pearson Correlation Sig. (2-tailed) N	.287** .005 93	.048 .648 92	-.312** .003 91	.325** .001 93

		We are likely to take multiple shorter vacations	We continue to travel to the same destination for our major family vacation as before YRS	We find it easier to vacation as a family	We use a different mode of transportation now
We were more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.189 .073 91	.292** .005 92	-.122 .242 93	.030 .782 90
We were more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.326** .002 90	.265* .011 91	-.037 .729 92	.155 .146 89
We were more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.187 .077 90	.336** .001 91	.043 .682 92	.224* .035 89
We were more likely to travel with extended family (e.g. aunts, uncles, etc).	Pearson Correlation Sig. (2-tailed) N	.155 .141 91	.248* .017 92	-.079 .451 93	.279** .008 90
We were more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	-.060 .572 90	.181 .085 91	-.043 .687 92	.032 .763 89
We took weekend trips over extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.190 .075 89	.012 .912 90	.093 .379 91	-.109 .313 88
We always traveled on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.025 .818 87	-.060 .577 88	.106 .323 89	-.061 .577 86
We were likely to take a longer (five or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.023 .827 90	-.019 .857 91	.017 .873 92	-.151 .156 89
We were likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.254* .018 87	.031 .771 88	.050 .643 89	-.108 .321 86
We traveled to the same destination every year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	-.105 .322 91	.354** .001 92	.044 .673 93	-.125 .240 90
We found it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	-.137 .200 89	.224* .033 90	-.203 .054 91	-.197 .066 88
We used the same mode of transportation each year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	-.233* .027 90	.069 .513 91	-.049 .640 92	-.305** .004 89
We took fewer vacations	Pearson Correlation Sig. (2-tailed) N	.423** .000 91	-.244* .019 92	.360** .000 93	.270** .010 90
We were more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.305** .003 91	-.125 .234 92	.268** .009 93	.309** .003 90

		We are likely to take multiple shorter vacations	We continue to travel to the same destination for our major family vacation as before YRS	We find it easier to vacation as a family	We use a different mode of transportation now
When scheduling for a family vacation, we had trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	.254* .015 91	.022 .836 92	.338** .001 93	.068 .522 90
We are more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.238* .023 91	.155 .141 92	.187 .072 93	.092 .390 90
We are more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.365** .000 91	.312** .002 92	.247* .017 93	.209* .048 90
We are more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.479** .000 90	.237* .024 91	.453** .000 92	.328** .002 89
We are more likely to travel with extended family (e.g. aunts, uncles, etc.)	Pearson Correlation Sig. (2-tailed) N	.418** .000 91	.211* .043 92	.441** .000 93	.272** .009 90
We are more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.207* .049 91	.087 .412 92	.080 .444 93	.107 .317 90
We take weekend trips over the extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	.179 .091 90	.095 .372 91	.036 .736 92	-.036 .735 89
We always travel on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.284** .007 89	.267* .011 90	-.085 .422 91	-.066 .536 89
We are likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.164 .121 91	.131 .213 92	.459** .000 93	.041 .698 90
We are likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	1 .640 91	-.050 .640 90	.271** .009 91	.299** .005 88
We continue to travel to the same destination for our major family vacation as before YRS	Pearson Correlation Sig. (2-tailed) N	-.050 .640 90	1 .640 92	.035 .743 92	.027 .799 89
We find it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.271** .009 91	.035 .743 92	1 .853 93	.020 .853 90
We use a different mode of transportation now	Pearson Correlation Sig. (2-tailed) N	.299** .005 88	.027 .799 89	.020 .853 90	1 90
We take fewer vacations since YRS	Pearson Correlation Sig. (2-tailed) N	-.150 .156 91	-.025 .813 92	-.426** .000 93	.128 .230 90

		We are likely to take multiple shorter vacations	We continue to travel to the same destination for our major family vacation as before YRS	We find it easier to vacation as a family	We use a different mode of transportation now
We are more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	-.088 .405 91	-.044 .675 92	-.272** .008 93	.144 .176 90
When scheduling for a family vacation, we have trouble working around school/extra-curricular	Pearson Correlation Sig. (2-tailed) N	.078 .464 90	.143 .177 91	-.293** .005 92	.189 .076 89
We travel to different destinations now more than before YRS	Pearson Correlation Sig. (2-tailed) N	.463** .000 91	-.151 .151 92	.528** .000 93	.250* .018 90

		We take fewer vacations since YRS	We are more likely to decide to remain at home instead of traveling on vacation	When scheduling for a family vacation, we have trouble working around school extracurricular commitments	We travel to different destinations now more than before YRS
We were more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	.153 .144 93	.237* .022 93	.259* .013 92	.016 .882 93
We were more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	.094 .371 92	.089 .399 92	.179 .089 91	.110 .297 92
We were more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	.104 .324 92	.046 .664 92	.109 .304 91	.168 .110 92
We were more likely to travel with extended family (e.g. aunts, uncles, etc).	Pearson Correlation Sig. (2-tailed) N	.218* .036 93	.155 .138 93	.141 .179 92	.149 .153 93
We were more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.330** .001 92	.275** .008 92	.151 .154 91	.070 .506 92
We took weekend trips over extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	-.185 .079 91	-.084 .430 91	.046 .666 90	.209* .047 91
We always traveled on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.226* .033 89	-.259* .014 89	-.228* .032 89	.135 .208 89
We were likely to take a longer (five or more days) vacation	Pearson Correlation Sig. (2-tailed) N	.137 .194 92	.140 .184 92	.068 .519 91	.177 .092 92
We were likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	.089 .405 89	.059 .582 89	-.025 .818 88	.033 .762 89
We traveled to the same destination every year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	.038 .717 93	.064 .541 93	-.116 .271 92	.072 .493 93
We found it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	.381** .000 91	.386** .000 91	.299** .004 90	-.188 .075 91
We used the same mode of transportation each year for our major family vacation	Pearson Correlation Sig. (2-tailed) N	-.043 .682 92	-.020 .851 92	-.114 .282 91	-.087 .411 92
We took fewer vacations	Pearson Correlation Sig. (2-tailed) N	-.029 .780 93	.107 .307 93	.113 .285 92	.619** .000 93
We were more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	-.072 .495 93	.085 .417 93	-.019 .855 92	.441** .000 93

		We take fewer vacations since YRS	We are more likely to decide to remain at home instead of traveling on vacation	When scheduling for a family vacation, we have trouble working around school extracurricular commitments	We travel to different destinations now more than before YRS
When scheduling for a family vacation, we had trouble working around school extracurricular	Pearson Correlation Sig. (2-tailed) N	-.018 .867 93	.012 .909 93	.140 .184 92	.392** .000 93
We are more likely to take children of another family with us	Pearson Correlation Sig. (2-tailed) N	-.098 .350 93	-.020 .851 93	-.020 .853 92	.271** .009 93
We are more likely to allow our child/children to travel with a friend's family	Pearson Correlation Sig. (2-tailed) N	-.174 .095 93	-.125 .233 93	-.008 .943 92	.314** .002 93
We are more likely to travel with parents/grandparents	Pearson Correlation Sig. (2-tailed) N	-.188 .072 92	-.158 .133 92	-.035 .739 91	.408** .000 92
We are more likely to travel with extended family (e.g. aunts, uncles, etc.)	Pearson Correlation Sig. (2-tailed) N	-.228* .028 93	-.244* .018 93	-.153 .146 92	.341** .001 93
We are more likely to travel as one parent and one child	Pearson Correlation Sig. (2-tailed) N	.240* .020 93	.298** .004 93	.094 .373 92	.287** .005 93
We take weekend trips over the extended Federal Holiday Weekends	Pearson Correlation Sig. (2-tailed) N	-.027 .795 92	.008 .940 92	.104 .327 91	.048 .648 92
We always travel on our major family vacation during the summer break	Pearson Correlation Sig. (2-tailed) N	-.123 .247 91	-.233* .026 91	-.009 .932 90	-.312** .003 91
We are likely to take a longer (fiver or more days) vacation	Pearson Correlation Sig. (2-tailed) N	-.354** .001 93	-.346** .001 93	-.133 .205 92	.325** .001 93
We are likely to take multiple shorter vacations	Pearson Correlation Sig. (2-tailed) N	-.150 .156 91	-.088 .405 91	.078 .464 90	.463** .000 91
We continue to travel to the same destination for our major family vacation as before YRS	Pearson Correlation Sig. (2-tailed) N	-.025 .813 92	-.044 .675 92	.143 .177 91	-.151 .151 92
We find it easier to vacation as a family	Pearson Correlation Sig. (2-tailed) N	-.426** .000 93	-.272** .008 93	-.293** .005 92	.528** .000 93
We use a different mode of transportation now	Pearson Correlation Sig. (2-tailed) N	.128 .230 90	.144 .176 90	.189 .076 89	.250* .018 90
We take fewer vacations since YRS	Pearson Correlation Sig. (2-tailed) N	1 .000 93	.706** .000 93	.479** .000 92	-.036 .733 93

		We take fewer vacations since YRS	We are more likely to decide to remain at home instead of traveling on vacation	When scheduling for a family vacation, we have trouble working around school extracurricular commitments	We travel to different destinations now more than before YRS
We are more likely to decide to remain at home instead of traveling on vacation	Pearson Correlation Sig. (2-tailed) N	.706** .000 93	1 93	.527** .000 92	.028 .787 93
When scheduling for a family vacation, we have trouble working around school extracurricular	Pearson Correlation Sig. (2-tailed) N	.479** .000 92	.527** .000 92	1 92	-.019 .859 92
We travel to different destinations now more than before YRS	Pearson Correlation Sig. (2-tailed) N	-.036 .733 93	.028 .787 93	-.019 .859 92	1 93

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

### Decision Process Agreement Level Correlation

		It was easy to decide what time of year to go on a family vacation	We made alternative plans in case our original plans were not possible	We made decisions as a family in regards to the family vacation	Our choice of destinations for a family vacation was more limited
It was easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	1 .532 93	.066 1 93	.296** .004 92	-.028 .789 92
We made alternative plans in case our original plans were not possible	Pearson Correlation Sig. (2-tailed) N	.066 .532 93	1 93	-.066 .530 92	-.006 .953 92
We made decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	.296** .004 92	-.066 .530 92	1 92	-.219* .036 92
Our choice of destinations for a family vacation was more limited	Pearson Correlation Sig. (2-tailed) N	-.028 .789 92	-.006 .953 92	-.219* .036 92	1 92
It was easier before YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	.037 .727 91	.156 .141 91	-.010 .923 91	.034 .751 91
We were more likely to consider accommodations that were not as upscale	Pearson Correlation Sig. (2-tailed) N	.030 .773 92	.167 .112 92	-.475** .000 92	.359** .000 92
We gathered more travel information on multiple destinations in order to choose	Pearson Correlation Sig. (2-tailed) N	.026 .806 92	.300** .004 92	-.201 .056 91	-.087 .414 91
We spent more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.131 .210 93	.144 .169 93	-.160 .128 92	.001 .990 92
The main decision maker for the family vacation was the female head of the household	Pearson Correlation Sig. (2-tailed) N	-.140 .183 92	-.187 .074 92	-.134 .204 91	.100 .347 91
We spent more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.170 .105 92	.190 .070 92	.123 .245 91	-.170 .108 91
We were able to get more for our money due to the time of year we traveled	Pearson Correlation Sig. (2-tailed) N	-.007 .950 93	.324** .002 93	.044 .679 92	-.247* .018 92
It is easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	-.100 .340 93	-.121 .246 93	-.031 .770 92	.382** .000 92
We make alternative plans in case our original plans are not possible	Pearson Correlation Sig. (2-tailed) N	-.017 .870 93	.194 .062 93	-.182 .082 92	.152 .149 92
We make decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	.120 .256 92	.118 .261 92	.416** .000 92	.164 .119 92

		It was easy to decide what time of year to go on a family vacation	We made alternative plans in case our original plans were not possible	We made decisions as a family in regards to the family vacation	Our choice of destinations for a family vacation was more limited
Our choice of destinations for a family vacation is broader	Pearson Correlation Sig. (2-tailed) N	.013 .905 90	.047 .661 90	-.265* .012 90	.532** .000 90
It is easier since YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	-.197 .061 91	-.033 .760 91	-.362** .000 91	.479** .000 91
We are more likely to consider accommodations that are more upscale	Pearson Correlation Sig. (2-tailed) N	.090 .396 91	.167 .113 91	-.201 .056 91	.373** .000 91
We gather more travel information on multiple destinations now than before YRS in order to	Pearson Correlation Sig. (2-tailed) N	.039 .714 92	.006 .956 92	-.255* .014 92	.260* .012 92
We spend more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.006 .953 91	.029 .782 91	-.443** .000 91	.198 .060 91
The main decision maker for the family vacation is the female head of the household	Pearson Correlation Sig. (2-tailed) N	-.078 .462 91	-.220* .036 91	-.169 .108 91	.110 .299 91
We spend more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.115 .276 92	.175 .095 92	-.270** .009 92	.299** .004 92
We are able to get more for our money due to the time of year we travel	Pearson Correlation Sig. (2-tailed) N	-.024 .822 93	.076 .470 93	-.238* .022 92	.457** .000 92

		It was easier before YRS to budget for a family vacation	We were more likely to consider accommodations that were not as upscale	We gathered more travel information on multiple destinations in order to choose	We spent more time planning for family vacations
It was easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	.037 .727 91	.030 .773 92	.026 .806 92	.131 .210 93
We made alternative plans in case our original plans were not possible	Pearson Correlation Sig. (2-tailed) N	.156 .141 91	.167 .112 92	.300** .004 92	.144 .169 93
We made decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	-.010 .923 91	-.475** .000 92	-.201 .056 91	-.160 .128 92
Our choice of destinations for a family vacation was more limited	Pearson Correlation Sig. (2-tailed) N	.034 .751 91	.359** .000 92	-.087 .414 91	.001 .990 92
It was easier before YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	1 .039 91	.217* .039 91	.235* .026 90	.411** .000 91
We were more likely to consider accommodations that were not as upscale	Pearson Correlation Sig. (2-tailed) N	.217* .039 91	1 .039 92	.312** .003 91	.266* .010 92
We gathered more travel information on multiple destinations in order to choose	Pearson Correlation Sig. (2-tailed) N	.235* .026 90	.312** .003 91	1 .000 92	.617** .000 92
We spent more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.411** .000 91	.266* .010 92	.617** .000 92	1 .000 93
The main decision maker for the family vacation was the female head of the household	Pearson Correlation Sig. (2-tailed) N	.071 .507 90	.146 .166 91	-.034 .750 91	.125 .234 92
We spent more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.497** .000 90	.078 .461 91	.315** .002 91	.566** .000 92
We were able to get more for our money due to the time of year we traveled	Pearson Correlation Sig. (2-tailed) N	.381** .000 91	.001 .990 92	.116 .272 92	.281** .006 93
It is easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	-.254* .015 91	.177 .091 92	-.243* .020 92	-.152 .147 93
We make alternative plans in case our original plans are not possible	Pearson Correlation Sig. (2-tailed) N	.141 .182 91	.170 .106 92	-.141 .179 92	.072 .491 93
We make decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	-.205 .051 91	-.154 .144 92	-.164 .120 91	-.330** .001 92

		It was easier before YRS to budget for a family vacation	We were more likely to consider accommodations that were not as upscale	We gathered more travel information on multiple destinations in order to choose	We spent more time planning for family vacations
Our choice of destinations for a family vacation is broader	Pearson Correlation Sig. (2-tailed) N	-.194 .069 89	.284** .007 90	-.150 .161 89	-.152 .151 90
It is easier since YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	-.076 .477 90	.453** .000 91	-.070 .511 90	.002 .988 91
We are more likely to consider accommodations that are more upscale	Pearson Correlation Sig. (2-tailed) N	.012 .913 90	.459** .000 91	.142 .183 90	.192 .069 91
We gather more travel information on multiple destinations now than before YRS in order to	Pearson Correlation Sig. (2-tailed) N	-.138 .191 91	.137 .193 92	.080 .450 91	-.007 .945 92
We spend more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	-.035 .747 90	.406** .000 91	.053 .622 90	.163 .122 91
The main decision maker for the family vacation is the female head of the household	Pearson Correlation Sig. (2-tailed) N	.061 .570 90	.162 .126 91	-.035 .740 90	.131 .214 91
We spend more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.146 .169 91	.103 .330 92	.005 .959 91	.179 .087 92
We are able to get more for our money due to the time of year we travel	Pearson Correlation Sig. (2-tailed) N	-.129 .224 91	.242* .020 92	-.139 .185 92	-.040 .702 93

		The main decision maker for the family vacation was the female head of the household	We spent more money on family vacations	We were able to get more for our money due to the time of year we traveled	It is easy to decide what time of year to go on a family vacation
It was easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	-.140 .183 92	.170 .105 92	-.007 .950 93	-.100 .340 93
We made alternative plans in case our original plans were not possible	Pearson Correlation Sig. (2-tailed) N	-.187 .074 92	.190 .070 92	.324** .002 93	-.121 .246 93
We made decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	-.134 .204 91	.123 .245 91	.044 .679 92	-.031 .770 92
Our choice of destinations for a family vacation was more limited	Pearson Correlation Sig. (2-tailed) N	.100 .347 91	-.170 .108 91	-.247* .018 92	.382** .000 92
It was easier before YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	.071 .507 90	.497** .000 90	.381** .000 91	-.254* .015 91
We were more likely to consider accommodations that were not as upscale	Pearson Correlation Sig. (2-tailed) N	.146 .166 91	.078 .461 91	.001 .990 92	.177 .091 92
We gathered more travel information on multiple destinations in order to choose	Pearson Correlation Sig. (2-tailed) N	-.034 .750 91	.315** .002 91	.116 .272 92	-.243* .020 92
We spent more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.125 .234 92	.566** .000 92	.281** .006 93	-.152 .147 93
The main decision maker for the family vacation was the female head of the household	Pearson Correlation Sig. (2-tailed) N	1 .896 92	.014 .896 91	-.047 .658 92	.214* .041 92
We spent more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.014 .896 91	1 .896 92	.519** .000 92	-.225* .031 92
We were able to get more for our money due to the time of year we traveled	Pearson Correlation Sig. (2-tailed) N	-.047 .658 92	.519** .000 92	1 .000 93	-.359** .000 93
It is easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	.214* .041 92	-.225* .031 92	-.359** .000 93	1 .000 93
We make alternative plans in case our original plans are not possible	Pearson Correlation Sig. (2-tailed) N	.029 .783 92	.095 .370 92	.260* .012 93	.070 .502 93
We make decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	-.051 .633 91	-.149 .157 91	-.008 .938 92	.383** .000 92

		The main decision maker for the family vacation was the female head of the household	We spent more money on family vacations	We were able to get more for our money due to the time of year we traveled	It is easy to decide what time of year to go on a family vacation
Our choice of destinations for a family vacation is broader	Pearson Correlation Sig. (2-tailed) N	.094 .382 89	-.238* .025 89	-.312** .003 90	.461** .000 90
It is easier since YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	.179 .092 90	-.104 .331 90	-.117 .269 91	.422** .000 91
We are more likely to consider accommodations that are more upscale	Pearson Correlation Sig. (2-tailed) N	.130 .222 90	.098 .357 90	-.074 .486 91	.289** .005 91
We gather more travel information on multiple destinations now than before YRS in order to	Pearson Correlation Sig. (2-tailed) N	.206* .050 91	-.173 .100 91	-.131 .213 92	.185 .077 92
We spend more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.210* .046 90	-.174 .101 90	-.066 .537 91	.218* .038 91
The main decision maker for the family vacation is the female head of the household	Pearson Correlation Sig. (2-tailed) N	.957** .000 91	-.005 .959 90	-.050 .635 91	.186 .078 91
We spend more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.193 .066 91	.113 .288 91	.123 .244 92	.194 .064 92
We are able to get more for our money due to the time of year we travel	Pearson Correlation Sig. (2-tailed) N	.282** .007 92	-.073 .489 92	-.161 .124 93	.535** .000 93

		We make alternative plans in case our original plans are not possible	We make decisions as a family in regards to the family vacation	Our choice of destinations for a family vacation is broader	It is easier since YRS to budget for a family vacation
It was easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	-.017 .870 93	.120 .256 92	.013 .905 90	-.197 .061 91
We made alternative plans in case our original plans were not possible	Pearson Correlation Sig. (2-tailed) N	.194 .062 93	.118 .261 92	.047 .661 90	-.033 .760 91
We made decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	-.182 .082 92	.416** .000 92	-.265* .012 90	-.362** .000 91
Our choice of destinations for a family vacation was more limited	Pearson Correlation Sig. (2-tailed) N	.152 .149 92	.164 .119 92	.532** .000 90	.479** .000 91
It was easier before YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	.141 .182 91	-.205 .051 91	-.194 .069 89	-.076 .477 90
We were more likely to consider accommodations that were not as upscale	Pearson Correlation Sig. (2-tailed) N	.170 .106 92	-.154 .144 92	.284** .007 90	.453** .000 91
We gathered more travel information on multiple destinations in order to choose	Pearson Correlation Sig. (2-tailed) N	-.141 .179 92	-.164 .120 91	-.150 .161 89	-.070 .511 90
We spent more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.072 .491 93	-.330** .001 92	-.152 .151 90	.002 .988 91
The main decision maker for the family vacation was the female head of the household	Pearson Correlation Sig. (2-tailed) N	.029 .783 92	-.051 .633 91	.094 .382 89	.179 .092 90
We spent more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.095 .370 92	-.149 .157 91	-.238* .025 89	-.104 .331 90
We were able to get more for our money due to the time of year we traveled	Pearson Correlation Sig. (2-tailed) N	.260* .012 93	-.008 .938 92	-.312** .003 90	-.117 .269 91
It is easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	.070 .502 93	.383** .000 92	.461** .000 90	.422** .000 91
We make alternative plans in case our original plans are not possible	Pearson Correlation Sig. (2-tailed) N	1 .708 93	.040 .708 92	.250* .017 90	.455** .000 91
We make decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	.040 .708 92	1 .708 92	.240* .023 90	.130 .218 91

		We make alternative plans in case our original plans are not possible	We make decisions as a family in regards to the family vacation	Our choice of desinations for a family vacation is broader	It is easier since YRS to budget for a family vacation
Our choice of desinations for a family vacation is broader	Pearson Correlation Sig. (2-tailed) N	.250* .017 90	.240* .023 90	1 90	.649** .000 89
It is easier since YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	.455** .000 91	.130 .218 91	.649** .000 89	1 91
We are more likely to consider accommodations that are more upscale	Pearson Correlation Sig. (2-tailed) N	.113 .288 91	.172 .103 91	.593** .000 89	.639** .000 90
We gather more travel information on multiple destinations now than before YRS in order to	Pearson Correlation Sig. (2-tailed) N	.390** .000 92	.071 .502 92	.499** .000 90	.484** .000 91
We spend more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.462** .000 91	-.082 .438 91	.460** .000 89	.412** .000 90
The main decision maker for the family vacation is the female head of the household	Pearson Correlation Sig. (2-tailed) N	.058 .583 91	-.046 .662 91	.109 .308 89	.185 .081 90
We spend more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.276** .008 92	.122 .247 92	.360** .000 90	.300** .004 91
We are able to get more for our money due to the time of year we travel	Pearson Correlation Sig. (2-tailed) N	.247* .017 93	.259* .013 92	.555** .000 90	.478** .000 91

		We are more likely to consider accommodations that are more upscale	We gather more travel information on multiple destinations now than before YRS in order to choose	We spend more time planning for family vacations	The main decision maker for the family vacation is the female head of the household
It was easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	.090 .396 91	.039 .714 92	.006 .953 91	-.078 .462 91
We made alternative plans in case our original plans were not possible	Pearson Correlation Sig. (2-tailed) N	.167 .113 91	.006 .956 92	.029 .782 91	-.220* .036 91
We made decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	-.201 .056 91	-.255* .014 92	-.443** .000 91	-.169 .108 91
Our choice of destinations for a family vacation was more limited	Pearson Correlation Sig. (2-tailed) N	.373** .000 91	.260* .012 92	.198 .060 91	.110 .299 91
It was easier before YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	.012 .913 90	-.138 .191 91	-.035 .747 90	.061 .570 90
We were more likely to consider accommodations that were not as upscale	Pearson Correlation Sig. (2-tailed) N	.459** .000 91	.137 .193 92	.406** .000 91	.162 .126 91
We gathered more travel information on multiple destinations in order to choose	Pearson Correlation Sig. (2-tailed) N	.142 .183 90	.080 .450 91	.053 .622 90	-.035 .740 90
We spent more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.192 .069 91	-.007 .945 92	.163 .122 91	.131 .214 91
The main decision maker for the family vacation was the female head of the household	Pearson Correlation Sig. (2-tailed) N	.130 .222 90	.206* .050 91	.210* .046 90	.957** .000 91
We spent more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.098 .357 90	-.173 .100 91	-.174 .101 90	-.005 .959 90
We were able to get more for our money due to the time of year we traveled	Pearson Correlation Sig. (2-tailed) N	-.074 .486 91	-.131 .213 92	-.066 .537 91	-.050 .635 91
It is easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	.289** .005 91	.185 .077 92	.218* .038 91	.186 .078 91
We make alternative plans in case our original plans are not possible	Pearson Correlation Sig. (2-tailed) N	.113 .288 91	.390** .000 92	.462** .000 91	.058 .583 91
We make decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	.172 .103 91	.071 .502 92	-.082 .438 91	-.046 .662 91

		We are more likely to consider accommodations that are more upscale	We gather more travel information on multiple destinations now than before YRS in order to choose	We spend more time planning for family vacations	The main decision maker for the family vacation is the female head of the household
Our choice of destinations for a family vacation is broader	Pearson Correlation	.593**	.499**	.460**	.109
	Sig. (2-tailed)	.000	.000	.000	.308
	N	89	90	89	89
It is easier since YRS to budget for a family vacation	Pearson Correlation	.639**	.484**	.412**	.185
	Sig. (2-tailed)	.000	.000	.000	.081
	N	90	91	90	90
We are more likely to consider accommodations that are more upscale	Pearson Correlation	1	.290**	.271**	.143
	Sig. (2-tailed)		.005	.010	.178
	N	91	91	90	90
We gather more travel information on multiple destinations now than before YRS in order to	Pearson Correlation	.290**	1	.709**	.245*
	Sig. (2-tailed)	.005		.000	.019
	N	91	92	91	91
We spend more time planning for family vacations	Pearson Correlation	.271**	.709**	1	.282**
	Sig. (2-tailed)	.010	.000		.007
	N	90	91	91	90
The main decision maker for the family vacation is the female head of the household	Pearson Correlation	.143	.245*	.282**	1
	Sig. (2-tailed)	.178	.019	.007	
	N	90	91	90	91
We spend more money on family vacations	Pearson Correlation	.241*	.517**	.546**	.213*
	Sig. (2-tailed)	.021	.000	.000	.043
	N	91	92	91	91
We are able to get more for our money due to the time of year we travel	Pearson Correlation	.380**	.570**	.492**	.267*
	Sig. (2-tailed)	.000	.000	.000	.010
	N	91	92	91	91

		We spend more money on family vacations	We are able to get more for our money due to the time of year we travel
It was easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	.115 .276 92	-.024 .822 93
We made alternative plans in case our original plans were not possible	Pearson Correlation Sig. (2-tailed) N	.175 .095 92	.076 .470 93
We made decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	-.270** .009 92	-.238* .022 92
Our choice of destinations for a family vacation was more limited	Pearson Correlation Sig. (2-tailed) N	.299** .004 92	.457** .000 92
It was easier before YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	.146 .169 91	-.129 .224 91
We were more likely to consider accommodations that were not as upscale	Pearson Correlation Sig. (2-tailed) N	.103 .330 92	.242* .020 92
We gathered more travel information on multiple destinations in order to choose	Pearson Correlation Sig. (2-tailed) N	.005 .959 91	-.139 .185 92
We spent more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.179 .087 92	-.040 .702 93
The main decision maker for the family vacation was the female head of the household	Pearson Correlation Sig. (2-tailed) N	.193 .066 91	.282** .007 92
We spent more money on family vacations	Pearson Correlation Sig. (2-tailed) N	.113 .288 91	-.073 .489 92
We were able to get more for our money due to the time of year we traveled	Pearson Correlation Sig. (2-tailed) N	.123 .244 92	-.161 .124 93
It is easy to decide what time of year to go on a family vacation	Pearson Correlation Sig. (2-tailed) N	.194 .064 92	.535** .000 93
We make alternative plans in case our original plans are not possible	Pearson Correlation Sig. (2-tailed) N	.276** .008 92	.247* .017 93
We make decisions as a family in regards to the family vacation	Pearson Correlation Sig. (2-tailed) N	.122 .247 92	.259* .013 92

		We spend more money on family vacations	We are able to get more for our money due to the time of year we travel
Our choice of destinations for a family vacation is broader	Pearson Correlation Sig. (2-tailed) N	.360** .000 90	.555** .000 90
It is easier since YRS to budget for a family vacation	Pearson Correlation Sig. (2-tailed) N	.300** .004 91	.478** .000 91
We are more likely to consider accommodations that are more upscale	Pearson Correlation Sig. (2-tailed) N	.241* .021 91	.380** .000 91
We gather more travel information on multiple destinations now than before YRS in order to	Pearson Correlation Sig. (2-tailed) N	.517** .000 92	.570** .000 92
We spend more time planning for family vacations	Pearson Correlation Sig. (2-tailed) N	.546** .000 91	.492** .000 91
The main decision maker for the family vacation is the female head of the household	Pearson Correlation Sig. (2-tailed) N	.213* .043 91	.267* .010 91
We spend more money on family vacations	Pearson Correlation Sig. (2-tailed) N	1 .000 92	.574** .000 92
We are able to get more for our money due to the time of year we travel	Pearson Correlation Sig. (2-tailed) N	.574** .000 92	1 93

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Appendix 4**  
**Respondent Comments**

<b>Respondent Number:</b>	<b>Comments:</b>
Non-usable survey	<p>Never been on a traditional calendar</p> <p>We can go through out the year – easier for husband’s work schedule</p> <p>Take more vacations</p> <p>Why: Yes – I love year round we can take mini-vacations through out the year. My children are younger and I can tell they need a break at this time. It’s easier for my husband to get time off also because everyone else wants summer time.</p>
Non-usable survey	<p>We compete and travel 4 times per year (April, June, September, November) for Championships. School Schedule has not effective that schedule</p> <p>Why: No – Due to sports competition, we’re dictated by the Championships</p>
Non-usable survey	<p>Why: Yes – Before year round school, we always vacationed in the summer. We are able to go on the fall when rates are better and it is less crowded since the kids have two weeks off.</p> <p>Additional: I was skeptical when CA adopted the YRS calendar. But the positive is we have more options on when to travel. The negative will be when our oldest daughter gets to high school and plays sports, there will be practices over fall and spring breaks.</p>
Non-usable survey	Why: Yes – Longer spring vacations possible
1	<p>Why: No – We still plan our summer vacations in June or July. If anything, year round school enables us to arrange vacations in April or October for alternatives</p> <p>Additional: We are an average working class family that at least tries to take one family vacation a year</p>
2	<p>Why: Yes – We have to work around sports activities</p> <p>Additional: We use to go on vacation in early May. Before places got very crowded. I dislike intensely starting school on July 31<sup>st</sup>. The summer is just too short.</p>
3	Why: Yes – With shorter summer and extracurricular activities, it is difficult to squeeze in a week
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5	Why: Yes – We have more options of destinations, type of vacations and flexibility of seasons

6	<p>Why: Yes – I was more likely to travel in the fall because it is our family’s favorite time of year. Before YRS, that was not an option</p> <p>Additional: We have become a more “vacationing” family since YRS. However, it is <u>not</u> because of YRS, but simply because our financial situations improved at the same time we went to YRS. I’m not convinced that YRS had a significant bearing on our vacations.</p>
7	<p>Why: No – All kids are on same schedule. We tend to travel to warmer climes (i.e. Fall and Spring vacations are fine). Main wage earner is self-employed and can schedule his breaks around those of kids.</p> <p>Additional: We have always traveled with the kids. The change in school scheduling has had little impact on our desire and/or ability to travel.</p>
8	<p>Why: No – We have always taken our vacations in June or July.</p> <p>Additional: I like year round school because it give children a break every 9 weeks so they don’t get burnt out.</p>
9	<p>Why: No – Due to occupation it really does not make any difference</p>
10	<p>Why: Yes – We have more choices – We can enjoy all season and destinations during peak seasons. The beach is the greatest in the fall! You can’t ski in Colorado in the summer!</p>
11	<p>Why: Yes – It is harder to plan a vacation because summer break is shorter. We play sports through our fall break and sometimes our spring break. School sports do <u>not</u> stop. School sports take up part of our summer break also, so we have to schedule around basketball, soccer, and cheerleading camps.</p>
12	<p>Why: Yes – Places you travel to are not as crowded. Prices can be cheaper because of travel in non-peak season and accommodations are more readily available.</p> <p>Additional: Can travel with extended family who have similar school schedules. We have taken more vacations in spring and fall breaks because we are out of school for 2 weeks at a time which is nice!</p>
13	<p>Why: No – As we both work our schedule is still determined by school <u>and</u> work.</p>
14	<p>Additional: Reduces the amount of time during the summer for extra activities outside of vacation</p>
15	<p>Why: Yes – We have more flexibility with the year round schedule. We still have one child that we have to take out of school or work around because he is on the traditional calendar. We like year round better.</p> <p>Additional: We can go when the weather is better for all of us. In</p>

	the fall and spring and not the hottest of summer for our toddler.
16	<p>Why: Yes – You can get more bang for the buck due to the time of year that you travel (off season).</p> <p>Additional: It is complicated to work around sporting activities during the school year.</p>
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19	<p>Why: Yes – We have 3 two week breaks now in which to add vacation time. We try to take our 7 days vacation in June as always, but now add a short drive vacation in the spring or fall. Also our son takes 4-5 day vacation with his friend’s family.</p> <p>Additional: We love the year round calendar that gives us the opportunity for 1 additional vacation per year. However, we still find we must work around school sports activities during the 2 week breaks in baseball, basketball, football, and track.</p>
20	<p>Mother and 2 children travel</p> <p>(III.15) Vacations take precedence</p> <p>(III.18) I presently have 6 weeks of paid time off whereas a few years ago I might have only had 3 or 4 weeks. We also learn to travel more economically (by sharing condo expenses with other family(s)).</p> <p>(IV.10) Spend more per vacation but not per year</p> <p>(V.11) More money due to time of year For Spring and Fall breaks</p> <p>Why: Yes – It has spoiled me and my children and led us to believe the we MUST take a trip during each school break. We have a great time and the trips are great for family time, however, the extra trips per year have caused a financial strain on our family.</p> <p>Additional: Prior to YRS, I did find that I was willing to spend more money on accommodations and entertainment but after YRS I find that our standards are much lower – JUST TO GET TO THE BEACH! Last year (2006) I had 5 beach trips. The children went on 4 of these trips.</p>
21	<p>Why: Yes – We are now able to plan a bigger family trip like Disney World in the spring or fall. Also, the trip is much more comfortable in the cooler times of the year.</p>
22	<p>Why: Yes – We still would vacation in the summer for a week or so as a family, then at Christmas, snow skiing as a family and perhaps at Spring break, but my main objection to year round school is that</p>

	<p>after you factor in church camp, vacation, cheerleading camp, VBS, mission trips, etc. you now have little or no free time to spend at the lake. I would like to see only 1 week on Fall break, 2 at Christmas, 1 at Spring, and give us back 2 in the summer.</p> <p>Additional: It is really nice to have the fall break. I love having the 2 weeks per break, but not when it limits our summers so much! School invades our family life enough. I want my kids for the summer.</p>
23	<p>Vacation at Christmas and Thanksgiving</p> <p>Why: Yes – Somewhat...just because with both children playing sports it is hard to take a vacation during the fall or spring breaks. So we have to go during the summer but it is shorter now, so we don't have as many dates to choose from that doesn't conflict with the end of baseball and beginning of football.</p>
24	<p>Why: No - Vacation 1 week at the beach during the summer and 1 3 day weekend get away at the mountains during Fall break.</p> <p>Additional: I would like to have 2 additional weeks during the summer, and only 1 week during fall and spring. We have a swimming pool, and it would give us more time to enjoy summer.</p>
25	<p>Why: Yes – Due to Year round school we have to work around mission trips and church camp and having a college student at home working.</p> <p>Additional: It's harder to take a vacation because the longer school year. There are mission trips and church camp you have to work around. Being a single parent who has to work. Your children have to work. There is really not a good time for any vacation now.</p>
26	<p>Why: Yes – If funds are available we can take more short trips during different times of the year.</p>
27	<p>Why: Yes – We're able to go on a vacation more than once a year if we choose; the prices are sometimes better during Fall break; we have more flexibility in scheduling the dates for our vacations</p> <p>Additional: I'm okay with the year round school, but the summer break is too short. I would be happy with 1 week fall break, 2 week Christmas break, 1 week spring break, and 10-12 weeks of summer break (as opposed to 8-9 week summer break)</p>
28	<p>Why: Yes – We enjoy Year Round School and the choices we have on the times of year to vacation instead of just over the summer break.</p>
29	<p>(III.15) Trouble working around school extracurricular but go anyway.</p>

	Why: No – We just travel at a different time
30	<p>“We probably aren’t good candidates for your survey because we have vacationed at the same house for 30 years with all kind of family. Many time a year. Sometimes we stay the whole summer.”</p> <p>Why: Yes – We really enjoy the fall break – it is cooler and vacation spots are less crowded and less expensive.</p> <p>Additional: Now that the children are getting older – sports are involved and require the children to stay in town – vacationing is harder.</p>
31	<p>Why: No – We have never really taken advantage of going on vacation during the fall break (when vacations to Disney, for example, are cheaper) because the coaches of fall sports schedule practices and games during the break!</p> <p>Additional: I think <u>all activities</u> (sports) should not be allowed to meet, practice, or play during <u>one week</u> of the two week fall and spring breaks!</p>
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33	<p>Why: No – We travel in summer</p> <p>Additional: The YRS has not changed our vacation time. We always travel in July. The positive change was in attitude with a longer break in the fall. It gives the kids a better attitude. Before YRS the (or my kids) were tired and burnt out by Christmas.</p>
34	Why: No – Has not changed much at all due to my husband’s job, it is hard to schedule any vacation anyway.
35	Why: Yes – We like having the opportunity to travel in the fall.
36	<p>Why: Yes – It would stop our plans. We would hate Year Round School</p> <p>Additional: Dislike Year Round School</p>
37	<p>Why: Yes – We can look at other times during our sons two weeks off to go somewhere, instead of waiting for holidays (Christmas or Thanksgiving) or summer.</p> <p>Additional: We can pick places close to home and visit those places more often with the extra time the two week give us in April and October</p>
38	<p>Have not taken a vacation since year round school!</p> <p>Why: Yes – The scheduling of “spring break” does not allow the option of an extended vacation.</p> <p>Additional: I would prefer the spring portion of the break to come</p>

	<p>in mid-March to April 1<sup>st</sup> instead coming March 31<sup>st</sup> to April 15<sup>th</sup> period.</p> <p>Vacations can come later!</p>
39	<p>Why: Yes – We are able to go more places at different times of the year. The crowds aren't as bad. We love it.</p> <p>Additional: We love it!</p>
40	<p>Why: No – We still vacation during the summer – My husband's schedule is what we consider more than school schedule. We enjoy summer vacation activities.</p> <p>Additional: We have the option of vacationing in the fall and spring, but haven't as of yet. Don't have any plans to yet.</p>
41	<p>Why: Yes – We have more choices in destinations and the time of the year that we travel. For example, we can go to the beach in summer or ski in the winter. However, because the summer is shorter and my children's extra curricular activities (church camps, athletic camps, etc.) are numerous, the "summer" vacation is now almost non existent.</p>
42	<p>Why: Yes – Greatly improved vacation habits. There are more ops for travel now. Less stress if trip has weather problems (since we will be traveling again soon)</p>
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44	<p>Why: Yes – We take longer and more vacations because the breaks are spread out</p> <p>Additional: We take a spring break trip, as well as a summer trip</p>
45	<p>Why: Yes – Last year we were not able to find a time to go as a family, so we took our daughter and friend. This year we'll take our son and a friend if he can go.</p> <p>Additional: The first year we had two children involved in different activities during the school year, which made it difficult to plan any trips during the fall and spring breaks. Because we begin school in July, we lost our usual family vacation week in August. Our children are involved in sports and church camps during June and July, which limits our choices.</p>
46	<p>Why: No – We still take vacations at about the same time.</p>
47	<p>Additional: Columbia Academy is on a "Balanced School Year." It is not the same as Year Round School. We have 2 weeks off for fall break and 2 weeks for spring break. We have 7 or 8 weeks in the summer. The balanced school year makes it easier to plan vacations.</p>
48	<p>Why: Yes – More difficult due to shorter summer. Cannot go in spring/fall due to work/sports commitments.</p>

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50	<p>Why: No – YRS allows time to vacation during some “off seasons,” but still allows quality family time. We are now allowed to vacation during better temperatures.</p> <p>Additional: We don’t spend a great deal of money on family vacations. We have enjoyed camping in the month of October when the weather is better than summer.</p>
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52	<p>Why: No – We simply plan around school schedules</p> <p>Additional: We’ve never been discouraged by certain “times” of year, schedules. We merely plan around school calendars since school is the priority. Family times are frequent/special times together but my child’s understanding of obtaining an education and responsibility are of most importance</p>
53	<p>Why: Yes – We have more choices of when we can travel.</p> <p>Additional: The best part is taking fall vacations when the rates are considered “off season.” The down side, most water parks are closed by fall break, even in Florida.</p> <p>I do think folks would be more receptive to this calendar if they would change the name from “Year Round.” It’s kind of misleading.</p>
54	Why: No – We vacation in summer.
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56	<p>Why: Yes – It’s easier for my husband to get off work when he has a couple of weeks during each break to choose from. When he’s able to take both weeks off in fall, we have gone out west and not had to suffer from much heat, and have been able to avoid a lot of crowding at various tourist attractions.</p> <p>Additional: My children are not involved with sports, so we haven’t had those scheduling difficulties. We used to only take 1 week in summer and maybe 1 week in spring, and only traveled as far as we could go in 1 day. We’ve really enjoyed having 2 weeks between each quarter. It shortens time for camps, etc. in summer, but we still like YRS better.</p>
57	Why: Yes – We have more flexibility with year round school. The students need this break because of busy schedules.
58	Why: Yes – Easier to split vacation between split parent family. Easier to allow children to visit out of state relatives.
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60	Why: No – Due to my husband’s work schedules it does not. We can’t go if he can’t get the time off. In the summer he gets 2 weeks

	<p>off for sure (shutdown) so our longest vacations are generally at this time.</p> <p>Additional: Year round school offers a great opportunity to take nice vacations at different times of the year. You can get better deals for “off season” or go “in season” skiing (or something else) which you cannot do in the summer.</p>
61	<p>Why: Yes – We love having the choice to miss the crowds or not.</p> <p>Additional: We love year round.</p>
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63	<p>Why: Yes – We now have more frequent opportunities to travel.</p> <p>Additional: The year round school calendar has offered nothing but positives for our family – this includes vacation opportunities.</p>
64	<p>Why: Yes – The fact that sports games are scheduled during our 2 week fall break and our 2 week spring break make it more difficult to utilize vacation during this time of the year. We would prefer to have our entire summer back when sports are not scheduled.</p>
65	<p>Why: Yes – As stated previously, difficult to coordinate with friends in traditional calendar – making our vacations shorter and usually more costly.</p> <p>Additional: Interestingly, relatives/grandparents now visit us during YRS vacations.</p>
66	<p>Why: No – We never had a child in a traditional school year but our plans for vacationing have not been more difficult than prior. We actually feel we have more choices of vacationing times.</p> <p>Additional: Due to my husband’s business (landscaping) it is hard to get away in the summer. We are able to take more trips other times of the year. I do miss having the children out in August though.</p>
67	<p>Why: Yes – We now spend two weeks in October at the beach. This calendar allows us to travel in beautiful weather, lower rates, and less crowds.</p>
68	<p>Why: Yes – We travel during spring break. It seems summer is too short due to different camps.</p>
69	<p>Why: No – Our son plays summer baseball. His activities, once he became involved at the high school level, is what interfered with our vacations (summer, spring and fall).</p> <p>Additional: We moved from another state. We have enjoyed the 2 weeks at fall and summer breaks. We do miss the extra time in summer</p>
70	<p>Why: No – Our vacation is usually determined by an annual summer</p>

	<p>trip taken by my husband's company. This is in June or July each year. These months are available on <u>both</u> school calendars. Our vacation destination and times are affected more by our children's extra-curricular activities than by the school calendar.</p> <p>Additional: I <u>love</u> YRS. We are able to visit with our extended family during breaks. This is not something that we consider to be vacation time, although it does require a small amount (2-3 hours) of travel time.</p>
71	<p>Why: Yes – We are able to see different places – we use the seasons to determine where we would like to go – i.e. New York Catskills in the Fall, to see the leaves change; Florida for a quiet Thanksgiving; visiting extended family at various times.</p> <p>Additional: We enjoy our vacations more and feel less stressed and rushed to visit people and places.</p>
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73	<p>Why: Yes – We do travel without older children who work or that is in college, which is the <u>only</u> disadvantage we have encountered with the calendar. Otherwise we have really enjoyed it.</p> <p>Additional: It has given our Christian school an opportunity to have mission trips during the 2 week breaks. Example: We took a group to New Orleans in October to help families in need.</p>
74	<p>Why: Yes – We can go more places and do more things because we can go during off-season.</p> <p>Additional: We love YRS...it's great because the children work hard and then they are rewarded with two weeks off. They know they have that to look forward to...it's been great for our family.</p>
75	<p>Why: No – Usually take long trips in summer and short trips in spring and fall. Also other obligations during spring and fall break limit that available time.</p> <p>Additional: No change</p>
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77	<p>Why: Yes – The alternate times make traveling affordable.</p> <p>Additional: I love to travel and having the extra long (2 week) breaks has enables us to travel more. It has also enables us to go to different places than our usual beach/mountains/Orlando because deals are available in the “off” seasons which often fall during our breaks.</p> <p>I would love to find tour groups to join for these fall/spring breaks!</p>
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79	Why: Yes – We feel that we have more options available. But, generally we still vacation during the summer.
80	Why: No – We still vacation at around the same of year as before.
81	Why: Yes – cost, time
82	Why: Yes – We enjoy the fall break vacations and are more likely to take a 5-7 day vacation in the fall.
83	Why: Yes – It gives us other times to travel other than summer.  Additional: The longer breaks during the year have allowed us to travel more during cooler times of the year.
84	Why: Yes – We are not able to take as many trips. Planning is difficult because of the conflicting schedules. The year round schedule makes it hard to get off time at work because co-worker’s kids are on year round schedule also. (County wide YRS) This further limits trips. I hate year round schedule!  Additional: I wish they would go back to traditional schedule or at least have a longer break on the summer and only 1 week at each break. Even not have spring break to have 2 more weeks of summer. Going back to school July 31 is just too soon. It causes fragmentation of families by not allowing extended family get together.
85	Why: Yes – Travel more at Christmas Break and Fall Break  Additional: Can take advantage of cheaper room and transportation rates traveling “off season” when “regular” school is in session.
86	Why: No – We travel on spring and summer breaks
87	Why: Yes – We have more chances to go since the breaks are longer. A lot of our vacations/trips are to Ohio to spend time with family. Our major family vacation is still generally in the summer.
88	Why: Yes – Simply given us more flexibility and availability for taking trips, which in turned has caused us to take more vacations.  Additional: It has allowed us for the first time to travel with our children on an individual basis, which has been wonderful for all involved. (Ex. Last year we took a family vacation, then on one break I took one of children to California and on winter break took the younger one to Disney World.)
89	Why: Yes – We have more options – we may go in fall or spring or stay home over summer when things are too hot or expensive. We do seem to travel <u>more</u> now since school is more flexible (and spent more money).
90	Why: No – It still is costly to go on vacation no matter what time of year you go.  Additional: I just completed my dissertation titled “The

	Effectiveness of the Balanced Calendar in Maury County, Tennessee.” The effectiveness was determined on TCAP scores and attendance on the 2 years after implementation of the balanced calendar and the last year we were on a traditional calendar.
91	Why: Yes – We get to go to different destinations and we take more trips than ever before.
92	<p>Why: Yes – We can go places like the mountains in the fall without missing school. There are seasonal experiences we would’ve missed we can now enjoy. The cost is more within our price range for those trips.</p> <p>Additional: I have taught in both settings. YRS is the best situation for me personally and professionally. I feel I gain enjoyment, as a professional having that down time to rejuvenate for my students after one quarter. Personally, our family can visit places previously off-limits due to our teaching schedules and our not wanting our children to miss school for trips regardless of their educational value or live experience gained.</p>
93	<p>Why: Yes – The dates available are limited due to early starting times.</p> <p>Additional: The best benefit to year round is the kids/parents ability to look forward to more frequent breaks. If my kids were younger, we would take ‘off-season’ vacations rather than summer only.</p>