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Shifting Academic Calendars: Analyzing the Impacts and Implications of Changing School Opening Dates

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ABSTRACT: Changes to academic calendars were often made to align educational activities with national policies, seasonal trends, and global academic patterns. In the Philippines, recent adjustments—like the shift from the August–May schedule back to the traditional June–March cycle—had significant effects, influencing not only institutional operations but also the academic, personal, and psychological well-being of various stakeholders. This survey–correlational research aimed to assess the impacts and implications of changing school opening dates from September back to June, with a focus on the experiences of student leaders for the 2024–2025 school year. The study involved 242 student leaders as participants, selected randomly using Slovin’s formula. Quantitative data were collected using a researcher–designed questionnaire that examined the effects of the change in school opening dates, while qualitative data were gathered through a focus group discussion guide. Findings revealed that student leaders held a generally favorable view of the change in school opening, particularly preferring a June start. Participants reported positive impacts on balancing responsibilities, academic preparedness, and mental well-being, although weather conditions received a more moderate evaluation. The study also found significant impacts on areas like enrollment trends, administrative adjustments, and student and parent responses. However, academic scheduling, performance, and evaluations were less affected by the change. A moderate, positive correlation was identified between the change in school opening and enrollment trends, while weaker or negative correlations were found for academic scheduling, administrative adjustments, and overall evaluations. The study suggests that while the shift to a June school opening had significant effects on enrollment patterns, it did not notably disrupt other areas such as academic performance or administrative processes.

KEYWORDS: Academic Calendars, Global Academic Trends, School Opening Dates, Seasonal Patterns

I. INTRODUCTION

The shift in the academic calendar in the Philippines, notably the transition from the August–May schedule to the traditional June–March cycle, was driven by various factors, including national policies, seasonal patterns, and global academic trends. These changes had widespread implications, affecting not only institutional operations but also the academic, personal, and psychological well-being of stakeholders. The decision to adjust the calendar considered factors such as academic performance, mental health, and the balance between academic and personal responsibilities. The drive for change was fueled by disruptions caused by heavy rainfall and tropical cyclones, as well as a desire to align with the academic schedules of neighboring Southeast Asian countries. Despite questions about the feasibility of the change [1], [2], proposals, such as Olivarez’s 2014 bill, aimed to introduce a nationwide adjustment. Although the proposal did not pass, several universities adopted the revised calendar independently, aiming for greater flexibility in international programs and improved global competitiveness.

One of the key benefits of shifting the school year start from June to September was avoiding the peak rainy season, potentially improving student attendance and safety. It also allowed for better alignment with international academic timelines and local tourism, offering economic advantages [3]. However, challenges emerged, including the academic year ending in the hottest months of April and May, which could affect concentration during final exams. The change

also disrupted national fiscal cycles, cultural events, and agricultural schedules, particularly in rural areas. The transition required additional adjustments, leading to a shortened or extended academic year, and increased operational costs for schools [3].

The study aimed to explore these impacts by examining the perspectives of key stakeholders—students, educators, and administrators—to understand their adaptation to the changes. Lewin's Change Management Theory served as the framework for understanding how schools transitioned through the stages of unfreezing, changing, and refreezing during the process. Systems Theory in Education also helped explain how the shift affected various school components like curriculum pacing, teacher workload, and student services [4]. Additionally, Policy Implementation Theory [5] provided a lens for assessing how policies were enacted, the conditions for success, and the barriers encountered during implementation. The study sought to assess whether the shift led to improved learning continuity, administrative efficiency, and how the transition was managed despite resistance and unintended consequences.

This study aimed to analyze the impacts and implications of changing school opening dates from September back to June. Specifically, it sought to answer the following research questions:

1. What are the perceptions of student leaders regarding the change in the school opening date from September to June?
2. How does the change in school opening date from June to September affect:
 - a. Enrollment trends?
 - b. Administrative adjustments?
 - c. Student and parent responses?
 - d. Academic scheduling and performance?
 - e. Overall evaluations and implications?
3. What are the impacts and implications of this change on the academic community?
4. Is there a significant effect of the change in school opening dates on enrollment trends, administrative processes, student and parent responses, academic scheduling and performance, and overall evaluations and implications based on the change in school opening to June?
5. Is there a significant relationship between the change in school opening dates and enrollment trends, administrative processes, student and parent responses, academic scheduling and performance, and overall evaluations and implications based on the change in school opening to June?

II. RELATED LITERATURE

The academic calendar structure significantly influences various aspects of education, such as student engagement, instructional delivery, and institutional readiness. Changes to the school schedule, like shifting from a June to a September start, can affect learning outcomes, as continuity in instructional time is crucial for student achievement [6]. While year-round schooling has been shown to reduce learning loss, especially during extended breaks, the evidence on its impact remains mixed [7]. In the Philippines, the Department of Education (DepEd) plans to revert to the June–March calendar by 2027–2028, responding to concerns about health risks, such as dehydration, during the hot summer months under the current August–May schedule [8]. A 2023 survey revealed that 89% of Filipinos preferred the traditional calendar, viewing the August start as incompatible with local climate and cultural practices [9]. However, shifting academic schedules can increase stress and disrupt established routines, as highlighted in studies by [10] and [11], particularly when changes occur abruptly.

The impact of calendar changes also depends on climatic conditions and the balance between instructional time and student well-being. In tropical regions like the Philippines, aligning the school year with the rainy season could reduce disruptions caused by weather-related closures, while avoiding the summer heat could mitigate health risks [3]. Extending the school day or academic year is another potential solution to recover learning losses, though it may lead to burnout for both students and teachers [12]. Year-round schooling offers continuous engagement with academic material but comes with higher operational costs and limited vacation opportunities. Traditional school calendars, with their long summer breaks, allow for rest and social development but risk learning loss due to extended time away from school. Balancing these factors is essential for creating an academic calendar that supports both student performance and well-being.

Changes in the academic calendar, such as shifting school opening dates, have significant implications for various aspects of the education system. These shifts can influence enrollment patterns, with rural areas often experiencing a

decline in enrollment due to conflicts with seasonal activities like farming [13]. In contrast, urban areas may see increased enrollment as the new schedules better align with family work routines and global educational standards. Shifting school dates can also affect socioeconomic groups differently; wealthier districts can adapt more easily, while low-income families may struggle with added costs and disruptions. Additionally, calendar changes require careful administrative adjustments, including rescheduling admissions, faculty hiring, and budget planning, to minimize operational disruptions [14]. Effective communication and stakeholder engagement are crucial for ensuring a smooth transition, particularly in rural areas where miscommunication may lead to lower enrollment rates [15].

The impact of calendar shifts on students' academic performance and well-being is also significant. Research indicates that uninterrupted learning periods are essential for maximizing student achievement, and longer or more consistent school schedules can improve performance [6]. However, misaligned schedules, such as classes during extreme weather, can disrupt learning and harm student focus and attendance. The Philippines' return to the June–March calendar, for example, aims to avoid health risks associated with the hot summer months [8]. While calendar changes can benefit students' academic outcomes in some contexts, the shift must be carefully managed to prevent negative effects on disadvantaged students, particularly in rural areas, where seasonal labor and transportation costs can hinder school attendance (Gonzales, 2019). Ultimately, any changes to the academic calendar should be context-sensitive and supported by empirical data to ensure positive educational outcomes and equitable access.

III. METHODOLOGY

The research adopted a mixed-methods approach and included 242 student leaders from various university organizations. Slovin's formula was applied to calculate the appropriate sample size. Participants were chosen using stratified random sampling, and data were gathered through a researcher-designed instrument that addressed the changes and effects of shifting school opening dates, along with focus group discussions to gain deeper insights. All instruments underwent validation and review by an examination committee, with revisions made based on their feedback. Following validation, pilot testing was conducted to gather data for factor analysis, construct validation, and reliability testing, with results analyzed using SPSS software. The independent variable was the change in school opening dates, while the dependent variables included the resulting impacts and implications as observed in enrollment trends, administrative adjustments, student and parent responses, and academic scheduling or performance. Quantitative data were analyzed using descriptive statistics (frequency, mean, standard deviation) and inferential statistics (Analysis of Variance and Pearson r), with a significance level set at $\alpha = 0.05$. Qualitative data from focus group discussions were examined using thematic analysis to identify emerging patterns and perspectives.

IV. RESULTS AND DISCUSSION

A. Perceptions of Student Leaders on Opening Date Shifts

Table 1 presents the perceptions of student leaders regarding the change in the school opening date from September to June, focusing on their views of the shift, personal adjustments, academic preparedness and performance, mental well-being and stress, weather-related concerns, routine disruptions, preference for the June start, and ability to balance responsibilities.

The overall perception of the change in school opening rates is favorable ($M = 3.68$; $SD = .85$), reflecting general acceptance of the shift among student leaders. The highest mean appears in Preference for a June start ($M = 3.92$; $SD = 1.01$), which falls under the high category, indicating that many student leaders favor the earlier school opening. Similarly, Perceptions of the change ($M = 3.86$; $SD = .97$), Mental well-being ($M = 3.83$; $SD = .94$), Balancing responsibilities ($M = 3.79$; $SD = .99$), Academic preparedness and performance ($M = 3.78$; $SD = .94$), Personal adjustments ($M = 3.77$; $SD = .95$), and Routine and disruptions ($M = 3.77$; $SD = .98$) also fall within the favorable attitude range, showing that student leaders generally adapt well and maintain positive views about the change. In contrast, Weather conditions receive the lowest mean score ($M = 2.71$; $SD = .63$), placing it in the moderate category. This suggests that student leaders express some concerns or discomfort about starting school during warmer months.

Table 1: Mean and Standard Deviation of Perceptions of Student Leaders on Opening Date Shifts

Category	Mean	Description	SD
Change in School Opening	3.68	Favorable Attitude	.85
Preference for June start	3.92	Favorable Attitude	1.01
Perceptions of the change	3.86	Favorable Attitude	.97
Mental Well-Being and Stress	3.83	Favorable Attitude	.94
Balancing responsibilities	3.79	Favorable Attitude	.99
Academic preparedness and performance	3.78	Favorable Attitude	.94
Personal adjustments	3.77	Favorable Attitude	.95
Routine and Disruptions	3.77	Favorable Attitude	.98
Weather Conditions	2.71	Moderately Favorable Attitude	.63

Note Interval. 4.21 - 5.00 Very Favorable Attitude: 3.41 - 4.20 Favorable Attitude: 2.61 – 3.40 Moderately Favorable Attitude: 1.81 – 2.60 Less Favorable Attitude: 1.00 – 1.80 Least Favorable Attitude

Student leaders generally exhibit a favorable attitude toward the shift in school opening dates from September to June. They support the change, likely due to effective communication from school administration, a willingness to adapt, and the perceived benefits of maintaining academic continuity. The June start is preferred over the traditional September opening, with student leaders noting practical advantages such as earlier school year completion, which allows more time for summer employment, family travel, or alignment with other academic cycles. Their positive perceptions of the change are reinforced by clear communication about the reasons behind the shift, such as policy alignment, public health concerns, and climate considerations.

The impact on mental well-being, responsibility balancing, academic preparedness, and personal adjustments also received favorable ratings, with student leaders reporting minimal disruption in these areas. They demonstrated resilience and effective time management, which helped them adjust their routines and responsibilities without significant stress. While there were concerns about weather conditions, particularly the heat during June, student leaders expressed a moderate level of discomfort but acknowledged the overall benefits of the shift. Despite the environmental challenges, their adaptability and focus on long-term advantages led to continued support for the June school opening.

B. Impacts and Implications of Changing School Opening Dates from June to September

Table 2 presents how the change in the school opening date from June to September affects enrollment trends, administrative adjustments, student and parent responses, academic scheduling and performance, and overall evaluations and implications.

The change in the school opening date from June to September has a notably high impact on various aspects of the school system. The overall impacts and implications of the calendar shift receive a high rating of 3.51 (SD = 0.69). This reflects a widespread perception among student leaders that the change from June to September has beneficial effects on multiple levels of the school system. The enrollment trends follow closely with a high mean of 3.69 (SD = 0.74), suggesting positive outcomes in student registration. Administrative adjustments also show a high mean score of 3.55 (SD = 0.81), reflecting smoother transitions and better planning. Student and parent responses are favorable, with a mean of 3.48 (SD = 0.87), demonstrating general acceptance of the change. Academic scheduling and performance receive a high rating as well, with a mean of 3.42 (SD = 0.76), indicating improved academic flow. Lastly, overall evaluations and implications are rated high, with a mean of 3.41 (SD = 0.93), emphasizing a positive perception of the calendar shift.

Table 2: Mean and Standard Deviation of the Effects of Changing the School Opening Date from June to September

Category	Mean	Description	SD
Impacts and Implications	3.51	High	.69
Enrollment Trends	3.69	High	.74
Administrative Adjustments	3.55	High	.81
Student and Parent Responses	3.48	High	.87
Academic Scheduling and Performance	3.42	High	.76
Overall Evaluations and Implications	3.41	High	.93

Note Interval. 4.21 - 5.00 Very High: 3.41 - 4.20 High: 2.61 – 3.40 Moderate: 1.81 – 2.60 Low: 1.00 – 1.80 Very Low

The shift in school opening dates from June to September has a significant and broad impact on the educational environment, with student leaders perceiving its effects on operational, academic, social, and logistical aspects. This change is seen as beneficial for better alignment with traditional school calendars, improved administrative planning, and enhanced student performance and well-being. While some challenges exist, the general sentiment is one of readiness and optimism about the long-term benefits of the new schedule.

The shift is also viewed positively in terms of enrollment, student and parent responses, and academic performance. The September start allows for better preparation for families, reducing stress and supporting smoother transitions, especially for students transferring between institutions. Parents and students are adjusting well to the change, and academic scheduling appears to be well-organized, contributing to balanced instruction and assessments. Overall, the shift to a September opening is widely accepted, with stakeholders recognizing the positive effects on the school system, indicating broad support for the change.

C. Impacts and Implications of the Calendar Shift in the Academic Community

Initial Reactions to the Shift from the June–March to the September–June Academic Calendar

Reactions to the shift from the June–March to the September–June academic calendar reveal a mix of preferences, with many favoring the June start due to its familiarity and alignment with established routines. Some participants supported the change, appreciating the benefits of aligning with international academic calendars, which could increase opportunities for student exchanges and reduce weather-related disruptions, especially during the hotter months. However, this support does not indicate complete opposition to the September start but emphasizes the value of global alignment.

On the other hand, concerns were raised about the September–June calendar disrupting academic continuity and local cultural rhythms, particularly around events like the Foundation Anniversary. Some students expressed nostalgia for the June start, feeling confused and disappointed by the change, as it interfered with family plans and summer activities. While a few saw potential advantages in syncing with international systems, the general sentiment leaned toward preferring the June start, as it better aligned with family schedules and long-standing traditions.

Impact of the Change in School Opening Dates on Academic Performance and Learning Pace

Reactions to the shift in school opening dates revealed mixed impacts on academic performance and learning pace across various colleges. Some students felt the change disrupted their learning momentum, particularly after a long summer break or due to compressed timelines. The extended break led to learning gaps, making it difficult to stay on track with lessons, while the compressed schedule compromised the depth of learning, leaving less time for reinforcement and remediation. On the other hand, some students found the shorter summer break beneficial, as it helped them maintain study momentum and avoid distractions. However, challenges such as the extreme heat were commonly mentioned, with many students struggling to stay focused in non-air-conditioned classrooms during the hotter months. Despite these challenges, some students felt that the change did not significantly affect their academic performance, as they were able to adapt to the new schedule. Overall, while there were both positive and negative effects, many students gradually adjusted to the new academic rhythm, with some appreciating a more balanced workload despite initial struggles.

Differences in Course Delivery, Curriculum Pacing, and Student Engagement Since the Change in School Opening Dates

The responses to the shift in the academic calendar revealed varied experiences among students. Some struggled with disruptions in course delivery, curriculum pacing, and engagement due to the compressed academic schedule. The delayed start in September led to inconsistencies in class rhythms, with weather-related suspensions adding to the challenges. This misalignment of timelines required teachers to adjust lesson plans, often resulting in rushed or skipped lessons. Many students felt that by the end of the year, the pacing was hurried, with both students and teachers focusing more on finishing the curriculum rather than engaging deeply with the material.

On the other hand, some students found minimal impact on engagement despite changes to the curriculum. For others, there was an adjustment period where some courses felt rushed to meet deadlines, while others allowed for more relaxed pacing. Fluctuating student engagement was also attributed to weather conditions. In contrast, some students reported no noticeable changes in course delivery or engagement, indicating that, for them, the shift did not significantly disrupt their academic experience.

Administrative Challenges Faced by Institutions Due to the Shift in the Academic Calendar

The shift in the academic calendar has introduced a range of administrative challenges for institutions, impacting scheduling, enrollment, curriculum adjustments, and local logistics. One major difficulty has been aligning the new academic schedule with exams, government regulations, and international timelines, leading to scheduling conflicts, particularly for events like student exchanges and board exams. The change has also contributed to a decline in enrollment, as prospective students face timing conflicts with universities on the traditional calendar, resulting in decreased student intake and potential financial losses.

Curriculum adjustments have been another challenge, with many departments needing to modify or add courses after enrollment to fit the new academic schedule, creating confusion and additional workload. Classroom management has also been affected, especially with inconsistent temperature control during the hotter months, leading to discomfort. The alignment with international calendars has caused further complications in maintaining classroom conditions and adjusting schedules due to weather interruptions and holidays. Additionally, the calendar shift has caused a drop in student attendance and performance, while complicating adjustments for parents and the broader community. Finally, administrative issues such as rescheduling enrollment, adjusting payroll, modifying academic classrooms, and coordinating with institutions still following the old calendar have added to the operational difficulties. While the new calendar aims to streamline academic processes, these challenges require careful management and long-term adaptation.

Effects of the Academic Calendar Shift on Student and Teacher Stress, Motivation, and Well-being

The shift in the academic calendar has had a mixed impact on both students and teachers, influencing stress, motivation, and overall well-being. For many, the compressed schedules, weather disruptions, and long transitions have led to increased stress, demotivation, and exhaustion. Some students and teachers reported heightened stress due to tighter deadlines, physical and emotional tolls, and disruptions in routines, negatively affecting their well-being. On the other hand, some students found the change helped maintain academic momentum, staying focused and engaged in their academic journey. The calendar shift also caused conflicts between school events and exams, adding extra stress for students. Additionally, the long transition periods and extreme weather conditions further contributed to stress, with some feeling demotivated. Major exams held during the hottest months heightened stress levels for both students and teachers, with many also reporting increased exhaustion. However, a few students appreciated the alignment with international holidays, finding this aspect of the shift beneficial. Ultimately, the effects of the calendar change varied, with both positive and negative outcomes depending on individual circumstances.

Influence of the Academic Calendar Shift on Student Participation in Extracurricular and Community Activities

The shift in the academic calendar has significantly impacted student participation in extracurricular and community activities, mainly due to compressed schedules, extreme weather, and overlapping events. Many students prioritized academics over extracurricular involvement, leading to lower attendance and reduced engagement. The shortened time for clubs and events, along with the faster-paced academic schedules and extreme heat, left students with little energy or interest in extracurricular activities. Key events, internships, and school activities were rescheduled to less favorable times, causing missed opportunities and lower attendance. Additionally, extracurricular activities often clashed with

academic schedules, further limiting participation. Some students experienced a decrease in motivation to participate, while others found the extreme weather conditions and schedule overlaps, especially with events moved to hotter months, made it more difficult to organize and engage in activities like sports or community outreach. While some students adapted, the overall shift created significant challenges for maintaining active involvement in extracurricular activities.

Alignment and Conflicts of the New Academic Calendar with Local Weather Patterns, Holidays, and Cultural Events

The shift in the academic calendar has created significant disruptions due to conflicts with local weather patterns, holidays, and cultural events, affecting both academic and extracurricular activities. Extreme heat during the summer months has made in-person classes challenging, often leading to absenteeism, health issues, and a shift to online classes. Major holidays like Christmas and Holy Week, as well as cultural events such as Maragtas, have further disrupted the academic flow, resulting in class interruptions, shortened schedules, and reduced teaching quality.

Financial Implications of the Shift in the Academic Calendar

The shift in the academic calendar has introduced significant financial challenges for both families and the university. While some families were able to adjust their financial plans without major issues, others faced difficulties such as increased tuition fees, a shortened period to budget for tuition, and additional costs for items like books, uniforms, and cooling systems. The decline in enrollment led to reduced revenue for the university, which passed on the financial strain to students through higher fees. The overlap of semester dates with local weather patterns and holidays also added to the financial burden, particularly with increased utility costs during the hotter months.

Suggestions for Improving the Implementation of the New Academic Calendar

The suggestions for improving the transition to the new academic calendar focus on addressing key issues such as extreme weather, scheduling conflicts, and the well-being of students and faculty. Recommendations include enhancing classroom ventilation, involving stakeholders in planning, ensuring sufficient breaks for rest and preparation, and spacing out school events to avoid conflicts. There are also calls for more flexible schedules, upgraded infrastructure, and adjusted deadlines during the hotter months to better manage the impact of extreme weather. Additionally, some participants advocated for returning to the traditional June–March academic calendar, which they believe aligns better with local climate and traditions.

Opinions on the Future of the New Academic Calendar

The responses show a strong preference for revisiting or adjusting the new academic calendar, with many participants advocating for a return to the traditional schedule. Concerns about weather, academic performance, and student well-being were common reasons cited for wanting a reversal. Some suggested further adjustments to better align the calendar with local weather patterns and cultural practices, while others remained open to maintaining the new schedule if adequate time was given for adaptation. The overall consensus calls for a more context-sensitive approach that considers the well-being of students and staff, as well as local factors like climate and cultural traditions.

D. Effects of June School Start Date on Enrollment Patterns, Administrative Processes, Stakeholder Responses, and Academic Performance

Table 3 presents the significant effect of the change in school opening dates on enrollment trends, administrative processes, student and parent responses, and academic performance based on the change in school opening to June.

The analysis of variance (ANOVA) revealed that the change in school opening dates significantly affected enrollment trends ($F(4,237) = 5.947, p < .001$). This suggests that shifting the start of the school year to June has a meaningful impact on student enrollment patterns. However, the effects on other areas—administrative adjustments ($p = .180$), student and parent responses ($p = .073$), academic scheduling and performance ($p = .459$), and overall evaluations and implications ($p = .082$) were not statistically significant at the conventional 0.05 level. Although student and parent responses and overall evaluations approached significance, they did not meet the threshold, indicating that while there may be some influence, the evidence is not strong enough to confirm a definitive effect.

Based on the ANOVA results, the null hypothesis that the change in school opening dates does not affect various factors can be rejected only for enrollment trends, indicating a significant impact in this area. Thus, the only confirmed

effect of the calendar shift is on enrollment patterns, while its influence on other areas remains unclear or minimal based on the current data.

Table 3: ANOVA on the Effects of June School Start Date on Enrollment Patterns, Administrative Processes, Stakeholder Responses, and Academic Performance

Category	Sum of Squares	df	Mean Square	F	Sig.
Enrollment Trends					
Between Groups	12.160	2	3.040	5.947*	.000
Within Groups	121.155	237	.511		
Total	133.315	241			
Administrative Adjustments					
Between Groups	4.173	2	1.043	1.582 ^{ns}	.180
Within Groups	156.275	237	.659		
Total	160.448	241			
Student and Parent Responses					
Between Groups	6.482	2	1.621	2.173 ^{ns}	.073
Within Groups	176.753	237	.746		
Total	183.235	241			
Academic Scheduling and Performance					
Between Groups	2.112	2	.528	.909 ^{ns}	.459
Within Groups	137.663	237	.581		
Total	139.775	241			
Overall Evaluations and Implications					
Between Groups	7.158	2	1.790	2.096 ^{ns}	.082
Within Groups	202.325	237	.854		
Total	209.483	241			

* $p < .05$ – significant at 5% level; ^{ns} $p > .05$ – not significant at 5% level

The change in school opening dates, such as moving the academic year to June, has a significant impact on student enrollment trends but does not appear to affect overall student performance, academic scheduling, or the broader evaluations of the school system. This shift can influence family decisions regarding enrollment, as it aligns or conflicts with household routines, financial circumstances, or other educational preferences.

While the transition requires schools to adapt administrative processes like staffing schedules and logistical coordination, these adjustments are manageable and do not significantly impact school operations. In terms of student and parent engagement, the change may disrupt family routines, with mixed reactions based on personal needs or preferences. Some students and parents may appreciate the flexibility, while others may struggle with conflicts, such as extracurricular activities or family vacations. Despite these shifts, student performance remains largely unaffected, as the calendar change does not disrupt the academic flow enough to require adjustments to curriculum or grading timelines.

E. Impact of Shifting School Opening Dates to June for Enrollment Trends, Administrative Processes, Stakeholder Responses, Academic Performance, and Evaluation and Implication

Table 4 presents the relationships of shifting school opening dates to June for enrollment trends, administrative adjustments, stakeholder responses, academic scheduling and performance, and overall evaluations and implications.

The correlation analysis reveals that there is a moderate, positive, and significant correlation between the change in school opening and enrollment trends ($r = .259$; $p = .000 < .05$), suggesting that shifting the school opening date is

somewhat linked to changes in enrollment behavior. However, the correlation between the change in school opening and other variables, such as administrative adjustments ($r = .036$; $p = .578 > .05$), student and parent responses ($r = -.126$; $p = .050 \geq .05$), academic scheduling and performance ($r = -.047$; $p = .465 > .05$), and overall evaluations and implications ($r = -.130$; $p = .043 < .05$), remains weak or negative. Moreover, the change in school opening dates has a small, statistically significant impact on overall evaluations and implications. This means that as the school opening date changes, overall evaluations and implications tend to decrease slightly, suggesting that the shift in school opening dates could lead to some dissatisfaction or concerns, but the effect is minimal.

Table 4: Pearson's r Analysis of the Relationship Between Shifting School Opening Dates to June and Enrollment Trends, Administrative Processes, Stakeholder Responses, Academic Performance, and Evaluations

Variables	r-value	Sig
Change in School Opening and Academic Trends	.259*	.000
Change in School Opening and Administrative Adjustments	.036 ^{ns}	.578
Change in School Opening and Student and Parent Responses	-.126 ^{ns}	.050
Change in School Opening and Academic Scheduling and Performance	-.047 ^{ns}	.465
Change in School Opening and Overall Evaluations and Implications	-.130*	.043

* $p < .05$ – significant at 5% level; ^{ns} $p > .05$ – not significant at 5% level

The shift in school opening dates, such as moving the academic year to June, has had a moderate but significant impact on various aspects of school operations and perceptions. In terms of enrollment trends, the change has influenced families' decisions about when and where to enroll their children, with factors like vacation planning, family schedules, and other external circumstances playing a role. This suggests that the timing of the school year's start affects how families perceive the new academic calendar.

However, there was no significant impact on administrative processes, such as staffing schedules or logistical planning. Schools appear to have sufficient flexibility to adjust to the new calendar without major disruptions to their operations. While the shift did lead to negative reactions from students and parents, these responses were moderate, suggesting some dissatisfaction, likely due to the disruption of established routines or family preferences. Despite this, the change did not significantly affect academic scheduling or student performance, with schools adapting their teaching methods without compromising the quality of instruction.

Finally, the overall evaluations of the shift were also negative, with stakeholders expressing concerns about the disruption caused by the change, though the effect was relatively weak. In sum, while the change in school start dates has had some negative consequences, the impact has been manageable, and schools can mitigate dissatisfaction through effective communication and strategic adjustments.

V. CONCLUSIONS

The shift in school opening from September to June has garnered generally favorable perceptions from student leaders, who appreciate the change, particularly in terms of academic preparedness, mental well-being, and managing responsibilities. However, concerns about the heat during the hotter months have been noted, suggesting the need for better environmental preparations like improved ventilation. The change has had a significant impact on various aspects of the school system, including enrollment, administrative operations, academic scheduling, and student performance. While the shift has created challenges—such as disruptions in learning, financial strain, and difficulties with extracurricular engagement—there is a consensus that adjustments to the traditional calendar may be necessary to better align with local conditions. Despite the challenges, the shift has influenced family enrollment decisions, although it does not drastically affect core school functions. Overall, while the change has had mixed outcomes, it highlights the importance of thoughtful planning, communication, and infrastructure improvements to make the new system more

effective and sustainable. There is also a notable shift in enrollment trends, with families responding to the new start date, yet this shift does not significantly disrupt the school's core administrative and academic functions. The findings suggest that with careful planning and communication, the negative impacts can be mitigated, but continued monitoring is essential to ensure the benefits outweigh the challenges.

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