

ASSESSMENT PRACTICES AND CHALLENGES OF SOCIAL STUDIES: TEACHERS DURING HEAT-INDEX CLASS SUSPENSIONS

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ABSTRACT

Heat-index-related class suspensions can disrupt instructional delivery and classroom assessment. Using an explanatory sequential mixed-methods design, this study examined assessment practices and operational challenges among 129 Junior High School Social Studies teachers in Nueva Vizcaya during Alternative Delivery Mode transitions. Quantitative data from an adapted 32-item survey were analysed using descriptive statistics, one-way ANOVA, Tukey post hoc comparisons, and repeated-measures ANOVA. Qualitative data from semi-structured questionnaires and follow-up interviews were analysed thematically. Written Works Assessment ($M = 3.40$, $SD = 0.41$) and Performance Tasks Assessment ($M = 3.49$, $SD = 0.47$) were practised to a great extent, while Reflective and Compassionate Assessment was practised to a very great extent ($M = 3.56$, $SD = 0.38$). Written Works scores differed significantly across age and years-in-service groups, while Reflective and Compassionate Assessment differed across years-in-service groups. Repeated-measures ANOVA indicated overall differences among the three assessment domains. Qualitative findings identified submission delays, hardcopy retrieval barriers, concerns about output authenticity, and logistical burdens related to remedial work. The findings support context-sensitive professional development and assessment-continuity planning for heat-related school disruptions.

KEYWORDS

Alternative delivery modes, classroom assessment, climate disruptions, educational vulnerability, social studies education

HOW TO CITE

Navalta C. J. D. (2026) 'Assessment Practices and Challenges of Social Studies: Teachers during Heat-index Class Suspensions', *Journal on Efficiency and Responsibility in Education and Science*, vol. 19, no. 3, pp. 281–290. <http://dx.doi.org/10.7160/eriesj.2026.190308>

Article history

Received

July 21, 2024

Received in revised form

June 8, 2025

Accepted

September 9, 2026

Available on-line

September 30, 2026

Highlights

- Heat-index-related class suspensions can affect teachers' assessment practices and the continuity of classroom assessment.
- Written Works practices differed by age and years in service, while Reflective and Compassionate Assessment also differed by years in service.
- Teachers reported the highest implementation for Reflective and Compassionate Assessment, followed by Performance Tasks and Written Works.

INTRODUCTION

Environmental disruptions can interrupt school operations and place substantial pressure on educational continuity. Elevated heat conditions are increasingly relevant to learning and school functioning, while emergency closures may require rapid transitions to Alternative Delivery Modes (ADMs) or other forms of home-based learning (Park et al., 2020; UNICEF-EAPRO, 2020; Cahapay, 2020b). Sustainable Development Goal 4 emphasises inclusive and equitable quality education and continuity of learning. In this context, heat-index-related class suspensions create practical challenges for maintaining curriculum-aligned assessment when face-to-face instruction is interrupted.

Assessment is a core component of curriculum implementation because it provides evidence about student learning, instructional decisions, and progress (Mussawy, 2009; Mikre, 2011; Walde, 2015; Rundle, 2016; Umugiraneza et al., 2017; Cagasan et al., 2020). When schools shift temporarily to non-face-to-face delivery, teachers must adapt assessment procedures to the constraints of remote and modular learning. Philippine continuity policies developed for emergency schooling provide relevant guidance on flexible assessment and alternative delivery arrangements (DepEd, 2020a; DepEd, 2020b; Sarmiento, 2020; Reyes et al., 2021).

In Social Studies (Araling Panlipunan), these disruptions create distinct pedagogical challenges. Unlike subjects that rely heavily

on procedural practice, Social Studies curricula emphasise civic competence, critical inquiry, historical contextualisation, and collaborative discourse (NCSS, 2015; Torney-Purta et al., 2015; Tantengco and Maramag, 2016; Reyes, 2018; Rogayan and Villanueva, 2019; Crumb, 2021; Nunvarova, 2023). Assessing higher-order cognitive and affective outcomes becomes more difficult when instruction shifts abruptly to self-learning modules (SLMs) or asynchronous tasks (Adam et al., 2018).

Theoretical Framework and Domain Assessment Model

This study draws on Bronfenbrenner’s ecological-systems perspective and on literature concerning educational vulnerability under environmental disruption. Heat-index-related class suspensions interrupt the school microsystem and increase reliance on home-based learning and home-school interaction. These changes can expose differences in access to resources, supervision, communication, and learning conditions (Park et al., 2020). To examine how educators navigate these disruptions, the study organises classroom assessment into three analytical domains. Written Works and Performance Tasks draw on assessment categories used in DepEd Order No. 31, s. 2020, while Reflective and Compassionate Assessment captures teacher adjustments intended to accommodate socio-emotional strain and environmental constraints during emergency transitions:

- 1. Written Works Assessment (Domain 1):** Evaluates cognitive recall, conceptual comprehension, and factual synthesis through structured instruments such as unit tests, quizzes, and short-answer activity sheets (Boonying & Chatruprachewin, 2017).
- 2. Performance Tasks Assessment (Domain 2):** Evaluates the practical application of knowledge, civic competence, critical thinking, and creative problem-solving through authentic products, portfolios, and contextualized projects (NCSS, 2015; Reyes, 2018).
- 3. Reflective and Compassionate Assessment (Domain 3):** Evaluates affective engagement, student self-reflection, and instructional adjustments made by educators to accommodate socio-emotional strain and environmental hardship during emergency transitions (Soliven, 2020; Tan-Choi et al., 2020).

Research Objectives

The primary aim of this study was to examine the implementation of these three assessment domains among Social Studies teachers during heat-index-related class suspensions, compare reported practices across demographic groups, and identify the operational challenges teachers encountered. Specifically, the study aimed to:

1. measure and compare reported implementation across the three assessment domains: Written Works, Performance Tasks, and Reflective and Compassionate Assessment.
2. determine whether teachers’ assessment-practice scores differ significantly across age and years-in-service groups.
3. evaluate whether reported implementation differs significantly across the three assessment domains within the same teachers.
4. identify qualitative operational challenges encountered during assessment under ADMs and describe strategies teachers used to maintain assessment continuity and integrity.

METHODOLOGY

Research Design

This study employed an explanatory sequential mixed-methods design. The quantitative phase measured assessment practices across demographic categories and assessment domains. The subsequent qualitative phase was used to contextualise and explain the quantitative patterns by examining operational challenges teachers encountered during heat-index-related transitions.

Participants and Sampling Technique

The target population comprised Junior High School (Grades 7–10) Social Studies teachers in the Division of Nueva Vizcaya. Stratified random sampling was used. The final quantitative sample consisted of $N = 129$ full-time public-school teachers who had implemented assessment adaptations during the Quarter III heat-index-related class suspensions. The demographic distribution is summarised in Table 1.

Age Group	F	%
24 years and below	10	7.8
25 – 30	32	24.8
31 – 35	18	14.0
36 – 40	18	14.0
41 – 45	13	10.1
46 – 50	7	5.4
51 – 55	22	17.1
56 and above	9	7.0
Years in the Service		
0 – 3	35	27.1
4 – 10	40	31.0
11 and above	54	41.9
Total: 129		

Table 1: Profile characteristics of the respondents

Research Instrumentation and Distribution

The quantitative instrument was adapted from the Classroom Assessment Practices Survey (Gonzales and Callueng, 2014) and aligned with DepEd Order No. 31, s. 2020 and the Southeast Asia Teachers Competency Framework (SEAMEO, 2018). The survey comprised 32 items rated on a four-point Likert-type scale (1 = Practiced Rarely, 2 = Practiced Sometimes, 3 = Practiced Very Often, 4 = Practiced At All Times).

The instrument comprised three assessment domains:

- **Domain A: Written Works Assessment** (12 items): Measures alignment with learning competencies, table of specifications (TOS) usage, item analysis, unit test formatting, and self-assessment integration. *Sample Item*: “I use table of specifications as I conduct long/unit tests for me to identify the least mastered competencies.”
- **Domain B: Performance Tasks Assessment** (11 items): Measures task contextualization, civic competence integration, rubric clarity, multi-step authentic performance design, and student portfolios. *Sample Item*: “I select performance tasks that hones learners’ civic competence and consciousness.”
- **Domain C: Reflective and Compassionate Assessment** (9 items): Measures accommodation of environmental constraints, flexible submission timelines, formative feedback loops, and alternative remedial tasks. *Sample Item*: “I set realistic expectations and professional judgment to find what is feasible performance tasks to accomplish remotely.”

Psychometric Properties

The overall survey demonstrated high internal consistency, with Cronbach’s alpha of $\alpha = .954$. Domain-specific internal consistency coefficients were also calculated:

- Domain a (Written Works): $\alpha = .882$
- Domain B (Performance Tasks): $\alpha = .914$
- Domain C (Reflective/Compassionate): $\alpha = .897$

Content relevance was reviewed by a panel of three assessment specialists and master teachers in Social Studies Education, with a reported Content Validity Index (CVI) of 0.92.

Data Collection and Distribution Protocol

Because data collection occurred while elevated heat indices were disrupting normal school operations, a two-phase distribution strategy was used to support response completion:

- **Phase 1 (Digital Deployment)**: During the suspension of face-to-face classes, the instrument was administered through Google Forms. The survey link was distributed through official DepEd workplace communication channels and verified email directories to teachers included in the stratified sample.
- **Phase 2 (On-Site Follow-Up)**: After local government units and school heads lifted the heat-index-related suspensions, targeted in-person follow-up visits were conducted to address non-response, verify submissions, clarify technical questions, and complete data collection for the final sample of 129 respondents.

For the qualitative strand, a semi-structured interview guide was developed to capture operational challenges teachers encountered when assessing critical thinking and civic competencies through ADMs.

Data Analysis

Quantitative Data Analysis

Data were processed using SPSS version 28. Statistical procedures were matched to the research objectives:

- **Descriptive statistics (mean and standard deviation)**: Summarised reported implementation within each domain. Means were interpreted as: 1.00–1.49 (Practiced to a Little Extent), 1.50–2.49 (Practiced to a Moderate Extent), 2.50–3.49 (Practiced to a Great Extent), and 3.50–4.00 (Practiced to a Very Great Extent).
- **One-way analysis of variance (ANOVA)**: Tested differences in assessment-practice scores across age and years-in-service groups.
- **Tukey’s HSD post hoc test**: Examined pairwise differences between demographic groups when the omnibus ANOVA F-test was statistically significant ($\alpha = .05$).
- **Repeated-measures ANOVA**: Tested within-subject differences across the three assessment-domain scores. Mauchly’s test of sphericity was evaluated; when sphericity was violated, the Greenhouse-Geisser correction was applied to the degrees of freedom.

Qualitative Methodological Framework

Qualitative data were collected through semi-structured open-ended questionnaires and follow-up interviews with a subset of respondents ($n = 20$) selected through maximum-variation sampling across years-in-service groups.

Qualitative data were analysed using a six-phase thematic-analysis procedure informed by Braun and Clarke (2022):

1. **Familiarisation**: Repeated reading of the narrative data.
2. **Initial code generation**: Line-by-line inductive coding in NVivo to identify operational issues (e.g., “delayed hardcopy delivery” and “parental intervention in output”).
3. **Searching for themes**: Grouping related codes into candidate themes concerning assessment barriers and adaptations.
4. **Reviewing themes**: Checking candidate themes against the full qualitative dataset for coherence and distinctiveness.
5. **Defining and naming themes**: Establishing explicit definitions for the final themes and subthemes.
6. **Producing the report**: Selecting illustrative verbatim excerpts and integrating qualitative patterns with the quantitative findings.

Methodological rigour and trustworthiness were supported through member-checking, investigator triangulation, thick description of the emergency ADM context, an audit trail of coding decisions, and reflexive memoing. Mixed-methods integration occurred during interpretation, when qualitative themes were used to contextualise the quantitative patterns.

RESULTS

Section 1. Level of assessment practices among Junior High School Social Studies teachers

Table 2 presents the mean ratings and standard deviations for the three assessment domains. Reflective and

Compassionate Assessment had the highest mean ($M = 3.56$, $SD = 0.38$, Very Great Extent), followed by Performance Tasks Assessment ($M = 3.49$, $SD = 0.48$, Great Extent). Written Works Assessment had the lowest mean ($M = 3.40$, $SD = 0.41$, Great Extent).

Practices on Assessment	Mean	SD	Qualitative Description
Written Works Assessment	3.40	.41	Practiced at a great extent
Performance Tasks Assessment	3.49	.47	Practiced to a great extent
Reflective and Compassionate Assessment	3.56	.38	Practiced to a very great extent

Legend: 1.00-1.49: Practiced at a little extent; 1.50-2.49: Practiced at a moderate extent; 2.50 – 3.49: Practiced at a great extent; 3.50-4.00: Practiced at a very great extent

Table 2: Level of assessment practices of social studies junior high school teachers

Section 2. Comparison of Junior High School Social Studies teachers' assessment practices by profile characteristics

Table 3 summarises one-way ANOVA comparisons of assessment-practice scores across age groups. A statistically significant difference was observed for Written Works Assessment ($F(7,121) = 2.662$, $p = .013$). No statistically significant differences were

observed for Performance Tasks ($F(7,121) = 1.601$, $p = .141$) or Reflective and Compassionate Assessment ($F(7,121) = 1.964$, $p = .065$).

Tukey's HSD post hoc analysis for Written Works Assessment indicated that teachers aged ≥ 56 years ($M = 3.74$, $SD = 0.25$) scored significantly higher than teachers aged ≤ 24 years ($M = 3.30$, $SD = 0.34$, $p = .021$) and those aged 31–35 years ($M = 3.11$, $SD = 0.38$, $p = .004$).

Age Group	N	Mean	SD	F	Sig.
A. Written works assessment					
24 years and below	10	3.30	.34	2.662	.013*
25 – 30	32	3.48	.38		
31 – 35	18	3.11	.38		
36 – 40	18	3.42	.37		
41 – 45	13	3.42	.39		
46 – 50	7	3.40	.53		
51 – 55	22	3.43	.45		
56 and above	9	3.74	.25		
Total	129	3.40	.41		
B. Performance tasks assessment					
24 years and below	10	3.44	.58	1.601	.141
25 – 30	32	3.53	.50		
31 – 35	18	3.31	.47		
36 – 40	18	3.61	.38		
41 – 45	13	3.62	.39		
46 – 50	7	3.37	.57		
51 – 55	22	3.35	.50		
56 and above	9	3.78	.16		
Total	129	3.49	.47		
C. Reflective and compassionate assessment					
24 years and below	10	3.51	.30	1.964	.065
25 – 30	32	3.55	.37		
31 – 35	18	3.33	.51		
36 – 40	18	3.68	.34		
41 – 45	13	3.45	.26		
46 – 50	7	3.62	.52		
51 – 55	22	3.71	.34		
56 and above	9	3.65	.17		
Total	129	3.56	.38		

Legend: 1.00-1.49: Practiced at a little extent (PLE); 1.50-2.49: Practiced at a moderate extent (PME); 2.50 – 3.49: Practiced at a great extent (PGE); 3.50-4.00: Practiced at a very great extent (PGVE)

*Significant at 0.05

Table 3: Comparison of the level of assessment when grouped according to age

Table 4 presents assessment-practice scores across years-in-service groups. Statistically significant differences were observed for Written Works Assessment ($F(2,126) = 5.413, p = .006$) and Reflective and Compassionate Assessment ($F(2,126) = 4.732, p = .010$). Performance Tasks Assessment showed no statistically significant difference across service groups ($F(2,126) = 0.837, p = .436$).

Tukey's HSD post hoc analysis indicated that teachers with ≥ 11 years of service had significantly higher Written Works scores ($M = 3.53, SD = 0.38$) than teachers with 4–10 years of service ($M = 3.27, SD = 0.42, p = .004$). Teachers with at least 11 years of service also had higher Reflective and Compassionate Assessment scores ($M = 3.68, SD = 0.32$) than teachers with 0–3 years of service ($M = 3.46, SD = 0.37, p = .012$).

Years in Service	N	Mean	SD	F	Sig
A. Written works assessment					
0–3	35	3.36	.39	5.413	.006*
4–10	40	3.27	.42		
11 and above	54	3.53	.38		
Total	129	3.40	.41		
B. Performance tasks assessment					
0–3	35	3.47	.50	.837	.436
4–10	40	3.42	.48		
11 and above	54	3.55	.45		
Total	129	3.49	.47		
C. Reflective and compassionate assessment					
0–3	35	3.46	.37	4.732	.010*
4–10	40	3.50	.42		
11 and above	54	3.68	.32		
Total	129	3.56	.38		

Legend: 1.00–1.49: Practiced at a little extent (PLE); 1.50–2.49: Practiced at a moderate extent (PME); 2.50–3.49: Practiced at a great extent (PGE); 3.50–4.00: Practiced at a very great extent (PGVE)

*Significant at 0.05

Table 4: Comparison of the level of assessment when grouped according to years in service

Section 3. Comparison of Junior High School Social Studies teachers' assessment practices across the three domains

A repeated-measures ANOVA was conducted to test whether teachers' mean assessment-practice scores differed across the three domains. Mauchly's test indicated that the assumption of sphericity was violated ($\chi^2(2) = 13.725, p = .001$). Therefore,

degrees of freedom were corrected using the Greenhouse-Geisser estimate ($\epsilon = 0.907$).

As shown in Table 5, using Greenhouse-Geisser-corrected degrees of freedom (1.814, 232.19), the overall effect of assessment domain was statistically significant ($F() = 12.413, p < .001, \eta_p^2 = .088$). The corrected partial eta squared was $\eta_p^2 = .088$, indicating a moderate omnibus domain effect.

Type of Assessment			Mean	Std. Deviation
Written Works Assessment			3.40	.41
Performance Task Assessment			3.49	.47
Reflective and compassionate assessment			3.56	.38
Type	Df	F	Sig	Partial Eta Squared
Greenhouse-Geisser*	1.814	12.413	< .001	.088

* Mauchly's test indicated that the sphericity assumption was violated, $\chi^2(2) = 13.725, p = .001$; Greenhouse-Geisser $\epsilon = .907$.

Table 5: Descriptive statistics and test within subjects' effects for the types of assessment

Section 4. Challenges and responses related to assessment during heat-index-related class suspensions

Subtheme 1: Delays in Submission and Accessibility Barriers

The first subtheme concerns delayed submission associated with structural, environmental, and socio-economic barriers. Teachers reported that learners with stable internet access

and digital devices could submit more readily, whereas others experienced delays associated with weak connectivity, limited device access, household responsibilities, and lack of adult supervision.

Illustrative verbatim responses from participants include:

"Late submission of outputs and slow internet connection."

"Written works were submitted on time to others who have gadgets, but others were late because they have no cellphones for updates."

"Most students late in submitting their activity sheets because most of them are working and helping their parents in their fields."

"Poor signal due to weather conditions; unreachable because some students does not have internet connectivity."

"Late submission of outputs, difficulty of learners in answering the modules because no one is guiding them."

Subtheme 2: Logistical Impediments in Collecting Hardcopy Outputs

The second subtheme concerns administrative and logistical difficulties in retrieving printed self-learning modules (SLMs) and activity sheets. For learners in remote or rural areas, hardcopy collection created delays, and teachers reported receiving incomplete or unanswered modules, particularly for more demanding performance tasks.

Key narrative statements supporting this subtheme include:

"The difficulty in collecting the written work (hardcopies) especially in the barrios."

"Hard to collect output and hard to reach out students."

"After retrieving learner's unit test, I don't undergo for item analysis sometimes because of too much work."

"Some learners leave the performance task unanswered."

"Many learner were not able to perform the task given to them because of limited resources."

Subtheme 3: Compromised Authenticity and Output Quality

The third subtheme concerns the perceived authenticity, rigour, and quality of student work. Teachers reported instances of verbatim internet copying, superficial task completion, and work completed by parents or older siblings. They also described difficulties with performance tasks requiring materials, technology, or higher-order creative work. Participant perspectives illustrating these integrity and quality concerns include:

"Almost all students rely their answers from google."

"Some are just copying what's provided in the net without reading."

"I am challenged that their answers are not really theirs or is a product of copying."

"There is no authenticity of learning since some activity sheets were answered by parents or guardian."

"Some of their work do not meet standards, lack creativity, and originality. I find it difficult evaluating their outputs because a few meet the standards and even go beyond while many do not."

"Performance tasks that requires much creativity (e.g. videos, social media advocacy campaigns) were not accomplished by all students due maybe to parental guidance for most students, and lack of enough know how technology use."

Subtheme 4: Implementation of Remedial and Compassionate Adjustments

The fourth subtheme illustrates how teachers used reflective and compassionate adjustments to support learners facing incomplete submissions and environmental constraints. Reported strategies included extended deadlines, simplified

tasks, follow-up feedback, remediation, and home visits.

Excerpts reflecting this empathetic stance include:

"Always consider the needs of your learners and adjust to their capacities."

"Be human and compassionate in giving assessment."

"Students are lazy to answer or do performance task that we need to return back their papers and call them from time to time."

"I, as a teacher is responsible in giving feedbacks, follow-through, reinforcements, remediation, and even home visitations because these mechanisms are crucial in the teaching and learning process."

Subtheme 5: Pedagogical Adaptations Across Learner Profiles

The final subtheme examines how teachers differentiated assessment practices according to learners' independence and the availability of household support. Teachers described performance tasks as particularly difficult to supervise remotely because learners differed in home resources, guidance, and access to technology.

To address these variations, teachers tailored their strategies according to four distinct learner profiles:

1. Independent Learners with Supportive Adults:

Teachers provided standard modules, online resources, and extension tasks requiring deeper critical reflection. Communication was maintained asynchronously.

o *Jas (15 years in service): "Through written works and performance task that is suitable to their level and sometimes if the task in the module is not enough we give them additional activities. I also monitor them via call/messenger app."*

2. Dependent Learners with Supportive Adults:

Teachers established structured home-school agreements, providing direct instructional guides to parents to facilitate learning supervision.

o *Lorie (6 years in service): "With my supervision I let my student to do the task and I also explain the task to the parents so that they could teach their child if they have free time."*

3. Independent Learners with Challenged Adults:

Teachers streamlined module requirements and developed simplified, teacher-made Learning Activity Sheets (LAS) to enable autonomous study.

o *Cesar (4 years in service): "Streamlining the activities given and sometimes giving them teacher made LAS that is made easy for them to finish..."*

4. Dependent Learners with Challenged Adults:

Teachers prioritized maximum compassionate assessment, conducting targeted home visitations, simplifying core competencies, and offering extensive remedial options.

DISCUSSION

The quantitative and qualitative findings illustrate how Junior High School Social Studies teachers reported adapting assessment during heat-index-related class suspensions. Descriptively, Reflective and Compassionate Assessment had the highest

mean score, followed by Performance Tasks and Written Works. The repeated-measures analysis indicated an overall difference among domain scores, while the qualitative findings showed how teachers adjusted deadlines, feedback, task demands, and communication in response to practical constraints.

From an ecological-systems perspective, heat-index-related suspensions interrupt the school setting and increase dependence on home-based learning and home-school interaction. When instruction moves temporarily to remote or modular arrangements, differences in connectivity, available materials, household support, and teacher access can become more consequential. In Social Studies, where learning often involves discussion, critical inquiry, and civic reasoning (NCSS, 2015; Reyes, 2018; Rogayan and Villanueva, 2019), these conditions can complicate the assessment of higher-order outcomes.

The reported adaptations are broadly consistent with DepEd Order No. 31, s. 2020, which provides guidance for flexible assessment under continuity constraints. Teachers described extensions, remedial work, home visits, and communication through tools such as calls and messaging applications. These practices illustrate the role of home-school communication in maintaining assessment processes when face-to-face instruction is interrupted.

The demographic comparisons showed differences in selected assessment domains. Teachers with ≥ 11 years of service reported higher Written Works scores than teachers with 4–10 years of service and higher Reflective and Compassionate Assessment scores than teachers with 0–3 years of service. These cross-sectional group differences may reflect experience, role demands, professional learning, or other unmeasured factors; they do not establish that longer service causes greater assessment competence.

The demographic comparisons may also identify groups that could benefit from differentiated professional support. However, the cross-sectional design does not establish that teaching experience itself caused the observed differences, and the results should not be interpreted as evidence that early-career teachers are inherently less capable of adapting assessment practices.

The repeated-measures ANOVA indicated an overall difference among the three assessment-domain scores ($\eta_p^2 = .088$). Descriptively, Written Works had the lowest mean, followed by Performance Tasks and Reflective and Compassionate Assessment. Because pairwise within-subject domain contrasts were not reported, the omnibus result should not be interpreted as establishing a statistically significant difference between every pair of domains. The pattern nevertheless indicates that teachers did not report identical levels of implementation across all three forms of assessment.

The qualitative findings also identified several operational challenges accompanying these assessment adaptations:

- **Submission Bottlenecks and Socio-Economic Constraints:** Teachers reported that limited devices, weak internet connectivity, household responsibilities, and agricultural work contributed to delayed or incomplete submissions (Penamora, 2021; Pascual, 2014; Krejčová, Rymešová and Chýlová, 2023).

- **Logistical and Workload Strain:** Retrieving physical modules from remote barangays created administrative burdens and could delay instructional follow-up. Similar workload and retrieval difficulties have been reported in Philippine remote-learning contexts (Robosa et al., 2021).
- **Threats to Assessment Validity:** Teachers described internet copying and work completed by parents or other family members, raising concerns about whether submitted outputs accurately represented students' own learning (Agayon, Agayon and Pentang, 2022).
- **Variability in Home Learning Support:** Teachers reported adapting tasks and follow-up according to learners' available support and resources. Home-school collaboration can facilitate remote learning, but uneven access to guidance and materials may require additional scaffolding, simplified Learning Activity Sheets (LAS), contextualised rubrics, or home visits (Miguel and Abulon, 2016; Soliven, 2020; Tan-Choi et al., 2020).

Overall, reflective and compassionate adaptations may help sustain assessment participation during heat-related disruptions, but the present study did not measure failure rates, learning gains, or competency mastery. The findings therefore support conclusions about reported assessment practices and operational challenges rather than the effectiveness of those practices for student outcomes.

CONCLUSIONS AND RECOMMENDATIONS

During heat-index-related class suspensions, Social Studies teachers reported using written work, performance tasks, and reflective or compassionate assessment practices, with the highest mean score observed for Reflective and Compassionate Assessment. Assessment-practice scores differed across age and years-in-service groups in selected domains: Written Works differed by age and years in service, while Reflective and Compassionate Assessment differed by years in service. These cross-sectional differences should not be interpreted as evidence that age or experience causes greater adaptive capacity. Qualitative findings further identified challenges involving submission delays, hardcopy retrieval, output authenticity, and teacher workload.

To strengthen assessment continuity during future climate-related disruptions, policymakers and school administrators may consider the following targeted actions:

1. DepEd and school divisions could develop low-resource, climate-resilient repositories of Social Studies performance tasks and adaptable rubrics that can be activated during ADM transitions.
2. Professional-development programmes could provide targeted support in emergency assessment design, authentic assessment, rubric use, and asynchronous feedback, particularly where local needs assessments identify gaps.
3. School divisions could also consider mentoring arrangements that enable experienced and less experienced teachers to exchange practical strategies for balancing assessment requirements with flexible and compassionate support.

LIMITATIONS

This study has several methodological limitations that should be considered when interpreting the findings:

1. The sample was restricted to public Junior High School teachers within a single division (Nueva Vizcaya), and some demographic subgroups were small. Regional variation in infrastructure, climate exposure, and ADM resources limits generalisation beyond this context, and subgroup ANOVA results should be interpreted cautiously.
2. Quantitative domain scores relied on self-reported survey responses, which may introduce social desirability bias regarding reported levels of compassionate and standard-compliant assessment practices.

3. Data collection was conducted across a single academic quarter (Quarter III) during acute heat suspensions. Longitudinal studies tracking student learning retention across multiple climate-disrupted school years were beyond the scope of this project.
4. The study focused on teacher-reported assessment practices. Student achievement, failure rates, home temperature exposure, and household socio-economic status were not directly measured; consequently, the study cannot determine whether the reported adaptations improved learning outcomes or educational effectiveness.

ACKNOWLEDGMENT

The author gratefully acknowledges the teachers who participated in the study and contributed their time and experiences.

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