

Philosophical Perspective on the Purpose of Classroom Assessment

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ABSTRACT

This study examined teachers' philosophical perspectives on the purpose of classroom assessment and their perceived purposes of assessment among Grade 9 and Grade 10 teachers in the Schools Division of Bulacan. Specifically, it determined teachers' philosophical orientations in terms of constructivism, progressivism, humanism, pragmatism, and critical pedagogy; assessed their perceived purposes of classroom assessment; examined significant differences and relationships among variables; determined the extent to which philosophical perspectives influenced assessment purposes; and proposed a framework on philosophically grounded classroom assessment. Using a descriptive-correlational predictive research design, data were gathered from 180 teachers through a validated and highly reliable questionnaire (Cronbach's Alpha = 0.98). Results revealed that teachers strongly endorsed all philosophical perspectives and highly recognized the various purposes of classroom assessment. No significant differences were found among the five philosophical perspectives, indicating that teachers viewed assessment through an integrated philosophical lens. Correlation analysis revealed significant positive relationships between teachers' philosophical perspectives and the purposes of classroom assessment. Multiple regression analyses showed that constructivism and critical pedagogy significantly influenced measuring learning; constructivism, progressivism, and critical pedagogy significantly affected improving instruction; while humanism and critical pedagogy significantly predicted promoting learner engagement, facilitating values formation, and supporting holistic learner development. Among all philosophical perspectives, critical pedagogy consistently emerged as the strongest predictor across most assessment purposes. These findings demonstrate that teachers' philosophical beliefs significantly shape how classroom assessment is utilized to support learning, instruction, learner engagement, values formation, and holistic learner development. Based on these findings, a Philosophically Grounded Classroom Assessment Framework was proposed, emphasizing the role of educational philosophies in guiding assessment practices that promote meaningful learning, instructional improvement, learner empowerment, ethical development, and holistic learner growth. The study highlights the importance of aligning classroom assessment practices with sound philosophical foundations to achieve contemporary learner-centered educational goals.

Keywords: Classroom Assessment, Philosophical Perspectives, Critical Pedagogy, Learner Development, Assessment Purposes

INTRODUCTION

Classroom assessment has evolved from a traditional mechanism for measuring student achievement into a dynamic process that facilitates learning, instructional improvement, and holistic learner development. Contemporary educational systems recognize assessment not merely as a tool for grading but as an integral component of teaching and learning that provides meaningful feedback, promotes student engagement, and supports the achievement of educational goals. Brookhart (2017) emphasized the role of assessment in providing feedback that guides both teachers and learners toward continuous improvement. International educational reforms further advocate assessment approaches that cultivate critical thinking, collaboration, and lifelong learning competencies essential for the twenty-first century (OECD, 2020; UNESCO, 2021). These developments underscore the growing importance of examining the philosophical foundations that shape the purpose and practice of classroom assessment.

Educational philosophies provide the theoretical lens through which assessment is understood and implemented

in schools. Constructivist theory views learning as an active process in which learners construct knowledge through experience, reflection, and social interaction; consequently, assessment serves as a means of understanding and supporting learners' cognitive development (Vygotsky, 1978). Similarly, Dewey's progressivist philosophy emphasizes experiential learning and authentic assessment practices that connect classroom instruction with real-world situations (Dewey, 1938). Humanistic perspectives advocate assessment approaches that foster self-awareness, personal growth, and self-actualization among learners (Maslow, 1970; Rogers, 1983). These philosophical orientations collectively suggest that assessment should extend beyond measuring academic performance and instead contribute to the intellectual, emotional, and social development of learners.

The Philippine educational system has embraced learner-centered and standards-based assessment through the implementation of the K to 12 Basic Education Program. DepEd Order No. 8, s. 2015 emphasizes that classroom assessment is a continuous process that monitors learner progress and informs instructional decisions, while DepEd Order No. 015, s. 2026 further strengthens the role of assessment in supporting learner mastery, identifying learning gaps, and promoting holistic development. These policy reforms reflect a broader educational philosophy that values competency-based learning, formative assessment, and meaningful feedback. However, despite these advancements, existing studies indicate that many teachers continue to experience challenges in translating policy intentions into classroom practice due to institutional demands, workload constraints, and entrenched traditional assessment practices (Brown, 2019; Hopfenbeck et al., 2024; Department of Education, 2015; Department of Education, 2026).

Despite increasing attention to learner-centered assessment, a gap remains in understanding how teachers perceive the philosophical purposes of classroom assessment and how these beliefs influence their assessment practices. Research indicates that teachers' philosophical orientations significantly shape their instructional decisions and assessment approaches (Pajares, 1992; Brown, 2004). In the Philippine context, studies have shown that while educators acknowledge the value of formative, authentic, and reflective assessment, actual implementation is often affected by contextual and institutional factors (Alburo, 2019; Namoco & Zaharudin, 2021; Dagdag, 2020). Therefore, investigating teachers' philosophical perspectives on classroom assessment is essential in promoting meaningful, reflective, and transformative assessment practices. Such inquiry may contribute to the development of a philosophically grounded framework that aligns assessment with contemporary educational goals, values formation, and holistic learner development.

The general problem of the study is: "How are the philosophical perspectives on the purpose of classroom assessment perceived by teachers?"

Specifically, the study sought answers to the following questions:

1. What philosophical perspectives on the purpose of classroom assessment are perceived by teachers in terms of:
 - 1.1 Constructivism;
 - 1.2 Progressivism;
 - 1.3 Humanism;
 - 1.4 Pragmatism; and
 - 1.5 Critical Pedagogy?
2. What purposes of classroom assessment are perceived by teachers in relation to:
 - 2.1 Measuring learning;
 - 2.2 Improving instruction;
 - 2.3 Promoting learner engagement;
 - 2.4 Facilitating values formation; and
 - 2.5 Supporting holistic learner development?
3. Is there a significant difference in the 5 purposes of classroom assessment are perceived by teachers?

4. Is there a significant relationship between teachers' philosophical perspectives and their purposes of classroom assessment?
5. Do teachers' philosophical perspectives significantly affect their purpose of classroom assessment?
6. Based on the findings of the study, what framework on philosophically grounded classroom assessment may be proposed?

Conceptual Framework

The flow of the study and the theoretical concepts to be used to analyze the problem of the study is depicted in Figure 1.

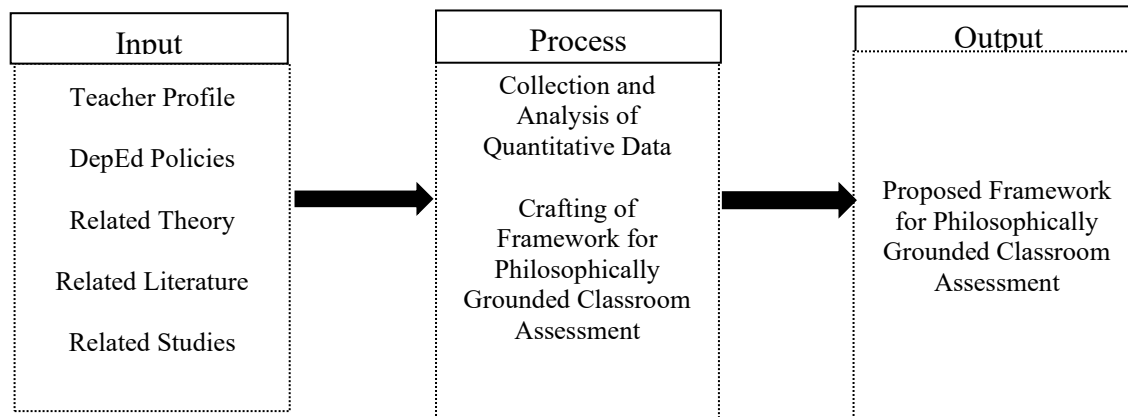


Figure 1. The paradigm of the study

The paradigm of the study presented in Figure 1 follows the Input–Process–Output (IPO) model, which illustrates the systematic flow of the research from the identification of foundational elements, through the research procedures, and toward the expected output. It provides a clear visual representation of how the study on philosophical perspectives on the purpose of classroom assessment is logically structured and implemented.

The first phase consists of four major components: teacher profile, DepEd policies, related theory, related literature, and related studies. These inputs represent the foundational bases of the study.

The teacher profile provides the demographic background of respondents, which may influence their philosophical perspectives on classroom assessment. The inclusion of DepEd policies ensures that the study is anchored on existing national guidelines and reforms related to assessment practices in the K to 12 curricula.

Meanwhile, related theories, literature, and studies establish the conceptual and empirical foundation of the research. These elements collectively provide a strong theoretical grounding, particularly on how educational philosophies (such as constructivism, progressivism, humanism, pragmatism, and critical pedagogy) influence classroom assessment practices and teacher perceptions.

The process component includes quantitative data collection, analysis of data, and crafting of proposed framework for philosophically grounded classroom assessment.

In this stage, the study will employ using a descriptive–correlational predictive research design to examine teachers' philosophical perspectives on the purpose of classroom assessment and their perceived purposes of assessment, where data is gathered through survey questionnaires to determine teachers' perceptions of philosophical perspectives and purposes of classroom assessment.

After data collection, appropriate statistical tools will be used to analyze quantitative data. The integration of both datasets allows for a more comprehensive understanding of the research problem.

The final step in the process is the development of an intervention plan, which is based on the findings of the

study. This plan is intended to enhance teachers' understanding and application of philosophically grounded classroom assessment practices.

Finally, the output of the study is the intervention plan aimed at improving assessment practices with stronger philosophical grounding. This output will reflect the practical contribution of the research. It is expected to serve as a professional development tool for teachers, helping them align their classroom assessment practices with sound educational philosophies. The intervention plan may include training activities, reflective sessions, and strategies for integrating philosophical perspectives into daily assessment practices.

This structure emphasizes that classroom assessment is not only a technical process but also a philosophically grounded practice, and that improving it requires both empirical investigation and practical intervention.

METHODOLOGY

This study employed a quantitative approach using a descriptive-correlational-predictive research design to determine teachers' philosophical perspectives on the purpose of classroom assessment and their perceived purposes of classroom assessment. The descriptive component was used to determine the extent to which teachers manifested philosophical perspectives in terms of constructivism, progressivism, humanism, pragmatism, and critical pedagogy, as well as the extent to which they perceived classroom assessment according to its identified purposes. The study also determined whether significant differences existed among the teachers' ratings of the identified philosophical perspectives. Furthermore, the correlational component was employed to examine the significant relationships between teachers' philosophical perspectives and their perceived purposes of classroom assessment. The predictive component was utilized to determine which philosophical perspectives significantly predicted teachers perceived purposes of classroom assessment. All variables were measured quantitatively using structured research instruments and were subjected to appropriate statistical analysis. The results of the study provided an empirical basis for the development of a proposed framework for philosophically grounded classroom assessment.

The respondents of the study consisted of Grade 9 and Grade 10 teachers from the secondary schools in the Sta. Maria East, Sta. Maria West, and Sta. Maria Central Districts of the Schools Division of Bulacan who attended the Phase 3 Training on the Revised K to 10 Curriculum. These teachers were selected as respondents because they are directly involved in the implementation of the revised curriculum and in the planning, administration, and utilization of classroom assessment. Their involvement in classroom assessment made them appropriate participants for quantitatively determining their philosophical perspectives and perceived purposes of classroom assessment.

The target population comprised 384 teacher-participants representing the eight learning areas. The required sample size was initially determined using Cochran's formula for finite populations. After considering the study's inclusion criteria and the availability of qualified participants, a final sample of 180 teachers was obtained. The respondents were selected through proportionate stratified random sampling, wherein the population was first grouped according to learning area, and the number of respondents from each stratum was determined proportionately to its size. Simple random sampling was then employed to select participants within each stratum. This sampling procedure ensured that each learning area was adequately represented, thereby improving the representativeness of the sample and reducing sampling bias.

Table 1. Population of the Study

Learning Area	Grade 9	Grade 10	Total
Filipino	13	10	23
English	13	10	23
Mathematics	13	10	23
Science	13	10	23
Araling Panlipunan	13	10	23
TLE	13	10	23

MAPEH	11	10	21
Values Education	11	10	21
Total	100	80	180
Percentage	55.6%	44.4%	100.00%

Table 1 presents the distribution of the respondents according to grade level and learning area. The study included a total of 180 Grade 9 and Grade 10 teachers from the secondary schools of the Sta. Maria East, Sta. Maria West, and Sta. Maria Central Districts, Schools Division of Bulacan, who attended the Phase 3 Training on the Revised K to 10 Curriculum. Of the total respondents, 100 (55.6%) were Grade 9 teachers, while 80 (44.4%) were Grade 10 teachers. The respondents represented the eight learning areas, with 23 teachers each from Filipino, English, Mathematics, Science, Araling Panlipunan, and Technology and Livelihood Education (TLE), and 21 teachers each from MAPEH and Values Education. The final sample of 180 respondents was determined using Cochran's formula for finite populations and selected through proportionate stratified random sampling followed by simple random sampling. The sampling procedure was employed to obtain a quantitatively representative sample of teachers across the eight learning areas.

RESULTS AND DISCUSSIONS

This section presents the findings of the study on teachers' philosophical perspectives regarding the purpose of classroom assessment and their perceived purposes of assessment. The results are organized according to the research questions and are analyzed in relation to relevant theories, literature, and previous studies to provide meaningful interpretations of the data. Furthermore, the findings serve as the basis for proposing a framework on philosophically grounded classroom assessment.

Table 2 presents the descriptive measures of teachers' philosophical perspectives regarding the purpose of classroom assessment.

Table 2. Descriptive Measures of Teachers' Philosophical Perspectives on the Purpose of Classroom Assessment

Philosophical Perspectives on the Purpose of Classroom Assessment	MEAN	SD	VI
A. Constructivism	3.77	0.50	SA
B. Progressivism	3.78	0.50	SA
C. Humanism	3.76	0.50	SA
D. Pragmatism	3.72	0.52	SA
E. Critical Pedagogy	3.72	0.52	SA
Over-all Mean	3.75	0.51	SA

The results revealed an overall mean of 3.75 (SD = 0.51), which was verbally interpreted as Strongly Agree, indicating that the respondents highly endorsed the philosophical foundations underlying classroom assessment. The overall standard deviation of 0.51, which is less than 1.00, suggests a high level of homogeneity in the responses, indicating that the teachers shared relatively similar perceptions regarding the philosophical purpose of classroom assessment. These findings imply that the respondents generally viewed classroom assessment as a learner-centered and development-oriented process that supports meaningful learning and holistic growth.

Among the five dimensions, Progressivism obtained the highest mean score (M = 3.78, SD = 0.50, Strongly Agree), followed by Constructivism (M = 3.77, SD = 0.50, Strongly Agree) and Humanism (M = 3.76, SD = 0.50, Strongly Agree). The close proximity of these mean scores indicates that teachers strongly valued assessment practices that promote experiential learning, knowledge construction, reflective thinking, and personal development. The standard deviation values of 0.50 further indicate a high level of agreement among respondents, suggesting consistency in their philosophical orientations toward classroom assessment. These findings support the view that assessment should serve as an integral component of the teaching-learning

process that facilitates learner engagement and development rather than merely measuring academic achievement (Brookhart, 2017; Vygotsky, 1978; Rogers, 1983).

Meanwhile, Pragmatism and Critical Pedagogy both recorded a mean score of 3.72 (SD = 0.52, Strongly Agree). Although these dimensions obtained the lowest mean scores among the five philosophical perspectives, they remained within the highest interpretive category, indicating strong teacher endorsement of assessment practices that encourage practical application of knowledge, critical thinking, social awareness, and learner empowerment. The standard deviation of 0.52, which remains below 1.00, indicates minimal variability in responses and reinforces the homogeneity of teachers' perceptions. Overall, the findings demonstrate that teachers strongly recognize the multidimensional nature of classroom assessment and its role in fostering meaningful learning experiences, learner development, and educational transformation, consistent with the principles advanced in contemporary educational reforms and assessment policies (OECD, 2020; UNESCO, 2021; Department of Education, 2015; Department of Education, 2026).

Table 3 presents the descriptive measures of teachers' perceived purposes of classroom assessment.

Table 3.Descriptive Measures of Teachers' Perceived Purposes of Classroom Assessment

Perceived Purposes of Classroom Assessment	MEAN	SD	VI
A. Measuring Learning	3.70	0.54	SA
B. Improving Instruction	3.78	0.49	SA
C. Promoting Learner Engagement	3.73	0.52	SA
D. Facilitating Values Formation	3.71	0.53	SA
E. Supporting Holistic Learner Development	3.73	0.52	SA
Overall Mean	3.73	0.52	SA

The results showed an overall mean of 3.73 (SD = 0.52), indicating that teachers strongly agreed on the various purposes of classroom assessment. The relatively low standard deviation suggests homogeneity in the responses, reflecting a high degree of consistency in teachers' perceptions regarding the role of assessment in the teaching-learning process.

Among the dimensions, Improving Instruction obtained the highest mean score (M = 3.78, SD = 0.49), suggesting that teachers primarily viewed classroom assessment as a means of enhancing instructional practices and guiding teaching decisions. This was followed by Promoting Learner Engagement (M = 3.73, SD = 0.52) and Supporting Holistic Learner Development (M = 3.73, SD = 0.52), indicating that respondents recognized the role of assessment in encouraging active participation and fostering learners' overall growth. These findings support the assertion that effective classroom assessment provides valuable information that can be used to improve teaching and facilitate meaningful learning experiences (Brookhart, 2017; Department of Education, 2015).

Meanwhile, Facilitating Values Formation (M = 3.71, SD = 0.53) and Measuring Learning (M = 3.70, SD = 0.54) likewise received high ratings, demonstrating that teachers considered assessment important in both evaluating academic achievement and developing desirable learner values. The standard deviations for all dimensions ranged from 0.49 to 0.54, which are well below 1.00, indicating minimal variability and substantial agreement among respondents. Overall, the findings suggest that teachers perceive classroom assessment as a multifaceted process that serves instructional, developmental, and evaluative functions, consistent with contemporary learner-centered assessment policies and practices (Department of Education, 2026; OECD, 2020; UNESCO, 2021).

Table 4 presents the results of the one-way analysis of variance (ANOVA) conducted to determine whether significant differences existed among the five philosophical perspectives on the purpose of classroom assessment.

Table 4.ANOVA Statistical Results on Philosophical Perspectives on the Purpose of Classroom Assessment

Sources of Variation	SS	df	MS	F	Sig.
Between Groups	0.318	4	.079	0.377	0.825
Within Groups	188.281	895	0.210		
Total	188.598	899			

The analysis yielded an F-value of 0.377 with a corresponding p-value of .825, which is greater than the established level of significance of .05. Therefore, the null hypothesis was not rejected, indicating that no statistically significant differences existed among the teachers' perceptions of constructivism, progressivism, humanism, pragmatism, and critical pedagogy as philosophical perspectives of classroom assessment.

The findings suggest that teachers generally shared similar views regarding the importance of these philosophical perspectives in guiding assessment practices. This consistency may indicate that teachers recognize classroom assessment as a multidimensional process that integrates various educational philosophies rather than emphasizing one perspective over another. The result is consistent with the view that teachers' assessment conceptions are often shaped by multiple educational beliefs and experiences, resulting in a balanced and comprehensive understanding of assessment practices (Brown, 2019; Hopfenbeck et al., 2024; Ligado & Guray, 2022).

Table 5 summarizes the correlation coefficients reflecting the extent of the relationship between teachers' philosophical perspectives and their perceived purposes of classroom assessment.

Table 5.Pearson Correlation Coefficients Between Philosophical Perspectives and Purposes of Classroom Assessment

Philosophical Perspective	Purposes of Classroom Assessment				
	Measuring Learning	Improving Instruction	Promoting Learner Engagement	Facilitating Values Formation	Supporting Holistic Learner Development
Constructivism	.753***	.843***	.780***	.734***	.778***
Progressivism	.739***	.836***	.808***	.765***	.795***
Humanism	.731***	.822***	.839***	.784***	.814***
Pragmatism	.737***	.798***	.823***	.770***	.800***
Critical Pedagogy	.782***	.835***	.861***	.818***	.825***

Presented above is the result of the Pearson product–moment correlation analysis examining the relationship between teachers' philosophical perspectives and their perceived purposes of classroom assessment. The analysis revealed statistically significant positive correlations among all variables, with correlation coefficients ranging from .731 to .861 ($p < .001$). These coefficients indicate strong to very strong positive relationships, suggesting that as teachers' adherence to the philosophical perspectives of constructivism, progressivism, humanism, pragmatism, and critical pedagogy increased, their recognition of the various purposes of classroom assessment likewise increased.

Among the relationships examined, the strongest correlation was observed between Critical Pedagogy and Promoting Learner Engagement ($r = .861$, $p < .001$), while the lowest correlation was found between Humanism and Measuring Learning ($r = .731$, $p < .001$). Despite differences in magnitude, all correlations were statistically significant and demonstrated substantial associations between the variables. The findings indicate that teachers' philosophical orientations are closely linked to their perceptions of classroom assessment as a means of measuring learning, improving instruction, promoting learner engagement, facilitating values formation, and supporting holistic learner development.

The results support the proposition that teachers' beliefs and philosophical perspectives serve as important foundations for assessment practices and decision-making processes. Consistent with the findings of Alburo (2019), teachers' philosophical orientations influence their approach to assessment and the methods they employ in evaluating learners. Likewise, Dagdag (2020) emphasized that learner-centered philosophical beliefs are associated with assessment practices that support meaningful learning experiences, while Quileste (2026) highlighted the influence of underlying beliefs on teachers' conceptions of assessment, fairness, and learner development. Therefore, the significant relationships observed in the present study suggest that teachers' philosophical perspectives play a vital role in shaping their understanding of the purposes of classroom assessment and their contribution to learner growth and educational outcomes.

Table 6 presents the results of multiple regression analysis examining the influence of teachers' philosophical perspectives on measuring learning as a purpose of classroom assessment.

Table 6. Effects of Teachers' Philosophical Perspectives on Measuring Learning

Variable	Beta Coefficient	t-value	Sig level	Interpretation
Constructivism	.292	2.954	.004	Significant
Progressivism	.053	0.488	.626	Not Significant
Humanism	.002	0.020	.984	Not Significant
Pragmatism	.069	0.600	.549	Not Significant
Critical Pedagogy	.432	3.887	< .001	Significant
Adjusted R ² = .640 F = 64.679 Sig. level = <.001				

The regression model was statistically significant, $F(5, 174) = 64.679$, $p < .001$, indicating that the five philosophical perspectives collectively influenced teachers' perceptions of measuring learning. The model explained 64.0% of the variance in measuring learning (Adjusted R² = .640), suggesting a substantial predictive effect of the philosophical perspectives on the dependent variable.

Among the predictors, Critical Pedagogy emerged as the strongest significant predictor ($\beta = .432$, $t = 3.887$, $p < .001$), followed by Constructivism ($\beta = .292$, $t = 2.954$, $p = .004$). These findings indicate that teachers who strongly adhere to critical pedagogical and constructivist perspectives are more likely to perceive classroom assessment as an effective means of measuring learning. Conversely, Progressivism ($\beta = .053$, $p = .626$), Humanism ($\beta = .002$, $p = .984$), and Pragmatism ($\beta = .069$, $p = .549$) did not significantly predict measuring learning because their probability values exceeded the .05 level of significance. The results suggest that philosophical beliefs, particularly critical pedagogy and constructivism, play a significant role in shaping teachers' perceptions of classroom assessment, supporting the view that teachers' educational beliefs influence their assessment practices and decision-making processes (Pajares, 1992; Brown, 2004; Sarong, 2023).

Table 7 presents the multiple regression analysis of teachers' philosophical perspectives as predictors of improving instruction.

Table 7. Effects of Teachers' Philosophical Perspectives on Improving Instruction

Variable	Beta Coefficient	t-value	Sig level	Interpretation
Constructivism	.345	4.447	< .001	Significant
Progressivism	.205	2.382	.018	Significant
Humanism	.112	1.192	.235	Not Significant
Pragmatism	-.010	-0.105	.916	Not Significant
Critical Pedagogy	.285	3.264	.001	Significant
Adjusted R ² = .778 F = 126.528 Sig. level = <.001				

Table 7 displays that the regression model was statistically significant, $F(5, 174) = 126.528$, $p < .001$, indicating that the combined philosophical perspectives significantly predicted teachers' perceptions of improving

instruction. In addition, the model explained 77.8% of the variance in improving instruction (Adjusted $R^2 = .778$), demonstrating the substantial contribution of the identified philosophical perspectives to the prediction of the dependent variable.

An examination of the individual predictors showed that Constructivism ($\beta = .345$, $t = 4.447$, $p < .001$), Critical Pedagogy ($\beta = .285$, $t = 3.264$, $p = .001$), and Progressivism ($\beta = .205$, $t = 2.382$, $p = .018$) significantly influenced improving instruction. Conversely, Humanism ($\beta = .112$, $t = 1.192$, $p = .235$) and Pragmatism ($\beta = -.010$, $t = -0.105$, $p = .916$) were not significant predictors because their p values exceeded the .05 level of significance. These findings suggest that teachers who demonstrate stronger constructivist, progressivist, and critical pedagogical orientations are more likely to perceive classroom assessment as a means of enhancing instructional practices and improving teaching effectiveness. The results further support the contention that teachers' philosophical beliefs significantly shape their assessment-related decisions and instructional approaches in the classroom (Alburo, 2019; Dagdag, 2020; Quileste, 2026).

The extent to which teachers' philosophical perspectives predict promoting learner engagement is summarized in Table 8.

Table 8. Effects of Teachers' Philosophical Perspectives on Promoting Learner Engagement

Variable	Beta Coefficient	t-value	Sig level	Interpretation
Constructivism	.019	0.245	.807	Not Significant
Progressivism	.046	0.531	.596	Not Significant
Humanism	.319	3.381	< .001	Significant
Pragmatism	.068	0.747	.456	Not Significant
Critical Pedagogy	.473	5.407	< .001	Significant
Adjusted $R^2 = .776$ $F = 125.322$ Sig. level = <.001				

Table 8 presents the results of the multiple regression analysis examining the influence of teachers' philosophical perspectives on promoting learner engagement as a purpose of classroom assessment. The regression model was statistically significant, $F(5, 174) = 125.322$, $p < .001$, indicating that the set of philosophical perspectives significantly predicted teachers' perceptions of promoting learner engagement. Moreover, the model yielded an adjusted R^2 of .776, suggesting that approximately 77.6% of the variance in promoting learner engagement was explained by the combined effects of constructivism, progressivism, humanism, pragmatism, and critical pedagogy. This finding demonstrates that teachers' philosophical beliefs play a substantial role in shaping their views of assessment as a mechanism for fostering active participation and involvement in the learning process.

A closer examination of the predictors showed that Critical Pedagogy emerged as the strongest significant predictor ($\beta = .473$, $t = 5.407$, $p < .001$), followed by Humanism ($\beta = .319$, $t = 3.381$, $p < .001$). In contrast, Constructivism ($\beta = .019$, $p = .807$), Progressivism ($\beta = .046$, $p = .596$), and Pragmatism ($\beta = .068$, $p = .456$) were not found to be significant predictors because their p values exceeded the .05 criterion. These results indicate that teachers who strongly subscribe to humanistic and critical pedagogical perspectives are more likely to view classroom assessment as a means of enhancing learner participation, motivation, and engagement. The findings further corroborate previous research suggesting that teachers' pedagogical beliefs influence their assessment practices and their understanding of how assessment can support meaningful learner involvement and educational growth (Gutierrez, 2023; Hopfenbeck et al., 2024; Brown, 2019).

The effects of teachers' philosophical perspectives on facilitating values formation are summarized in Table 9.

Table 9. Effects of Teachers' Philosophical Perspectives on Facilitating Values Formation

Variable	Beta Coefficient	t-value	Sig level	Interpretation
Constructivism	.017	0.186	.852	Not Significant
Progressivism	.064	0.628	.531	Not Significant
Humanism	.265	2.387	.018	Significant

Pragmatism	.028	0.257	.798	Not Significant
Critical Pedagogy	.498	4.821	< .001	Significant
Adjusted R ² = .698 F = 80.355 Sig. level = <.001				

Table 9 presents the results of the multiple regression analysis examining the influence of teachers' philosophical perspectives on facilitating values formation as a purpose of classroom assessment. The regression model was statistically significant, $F(5, 174) = 80.355$, $p < .001$, indicating that the set of philosophical perspectives significantly explained teachers' perceptions of facilitating values formation. Moreover, the model yielded an adjusted R² of .689, indicating that approximately 68.9% of the variance in facilitating values formation was accounted for by the combined effects of constructivism, progressivism, humanism, pragmatism, and critical pedagogy. This result suggests that teachers' philosophical orientations substantially contribute to their understanding of assessment as a means of nurturing learners' values and character development.

Analysis of the individual predictors revealed that Critical Pedagogy was the strongest significant predictor ($\beta = .498$, $t = 4.821$, $p < .001$), followed by Humanism ($\beta = .265$, $t = 2.387$, $p = .018$). On the other hand, Constructivism ($\beta = .017$, $p = .852$), Progressivism ($\beta = .064$, $p = .531$), and Pragmatism ($\beta = .028$, $p = .798$) did not significantly predict facilitating values formation because their p values exceeded the .05 level of significance. These findings indicate that teachers who strongly subscribe to humanistic and critical pedagogical philosophies are more inclined to view classroom assessment as a vehicle for fostering ethical behavior, social responsibility, and character formation among learners. The results are consistent with the perspectives of Freire (1970), who emphasized education as a transformative process for developing social consciousness, and Maslow (1970) and Rogers (1983), who highlighted the importance of personal growth and self-development in educational practice.

Table 10 summarizes the multiple regression analysis of teachers' philosophical perspectives as predictors of supporting holistic learner development.

Table 10. Effects of Teachers' Philosophical Perspectives on Supporting Holistic Learner Development

Variable	Beta Coefficient	t-value	Sig level	Interpretation
Constructivism	.113	1.309	.192	Not Significant
Progressivism	.099	1.038	.301	Not Significant
Humanism	.251	2.406	.017	Significant
Pragmatism	.087	0.860	.391	Not Significant
Critical Pedagogy	.355	3.656	< .001	Significant
Adjusted R ² = .726 F = 95.678 Sig. level = <.001				

Table 10 presents the results of the multiple regression analysis examining the influence of teachers' philosophical perspectives on supporting holistic learner development as a purpose of classroom assessment. The regression model was statistically significant, $F(5, 174) = 95.678$, $p < .001$, indicating that the combined philosophical perspectives significantly contributed to explaining teachers' perceptions of supporting holistic learner development. Furthermore, the model produced an adjusted R² of .726, which indicates that approximately 72.6% of the variance in supporting holistic learner development was explained by constructivism, progressivism, humanism, pragmatism, and critical pedagogy. This substantial proportion of explained variance highlights the important role of philosophical orientations in shaping teachers' understanding of assessment as a means of fostering learners' comprehensive growth.

Among the predictors, Critical Pedagogy emerged as the strongest significant predictor ($\beta = .355$, $t = 3.656$, $p < .001$), followed by Humanism ($\beta = .251$, $t = 2.406$, $p = .017$). Conversely, Constructivism ($\beta = .113$, $p = .192$), Progressivism ($\beta = .099$, $p = .301$), and Pragmatism ($\beta = .087$, $p = .391$) did not significantly affect supporting holistic learner development because their probability values were greater than the .05 significance level. The findings imply that teachers who strongly embrace humanistic and critical pedagogical philosophies are more likely to perceive classroom assessment as a vehicle for promoting learners' cognitive, social, moral, and personal development. These results align with the humanistic emphasis on self-actualization and holistic growth

(Maslow, 1970; Rogers, 1983) and with the critical pedagogical view that education should empower learners to become reflective and socially responsible individuals (Freire, 1970).

The findings from Tables 6 to 10 revealed that teachers' philosophical perspectives significantly influence their purposes of classroom assessment, as all regression models yielded statistically significant results and explained substantial proportions of variance across the five assessment purposes. Specifically, constructivism and critical pedagogy significantly affected measuring learning, while constructivism, progressivism, and critical pedagogy significantly influenced improving instruction. Furthermore, humanism and critical pedagogy emerged as significant predictors of promoting learner engagement, facilitating values formation, and supporting holistic learner development. Critical pedagogy consistently appeared as the strongest predictor across most assessment purposes, highlighting its substantial contribution to teachers' assessment orientations and practices. Therefore, the null hypothesis stating that teachers' philosophical perspectives do not significantly affect their purposes of classroom assessment was rejected, indicating that teachers' philosophical beliefs significantly shape their conceptions and uses of classroom assessment (Brown, 2004).

Proposed Framework on Philosophically Grounded Classroom Assessment

The proposed Philosophically Grounded Classroom Assessment Framework was developed from the findings presented in Tables 2 to 10. The framework illustrates how teachers' philosophical perspectives serve as the foundation of classroom assessment and influence the purposes that assessment fulfills in the teaching-learning process. The framework recognizes that effective classroom assessment is not merely a mechanism for measuring achievement but a multidimensional process that promotes learning, instructional improvement, learner engagement, values formation, and holistic development. These dimensions collectively reflect contemporary learner-centered assessment practices advocated by educational reforms and policies.

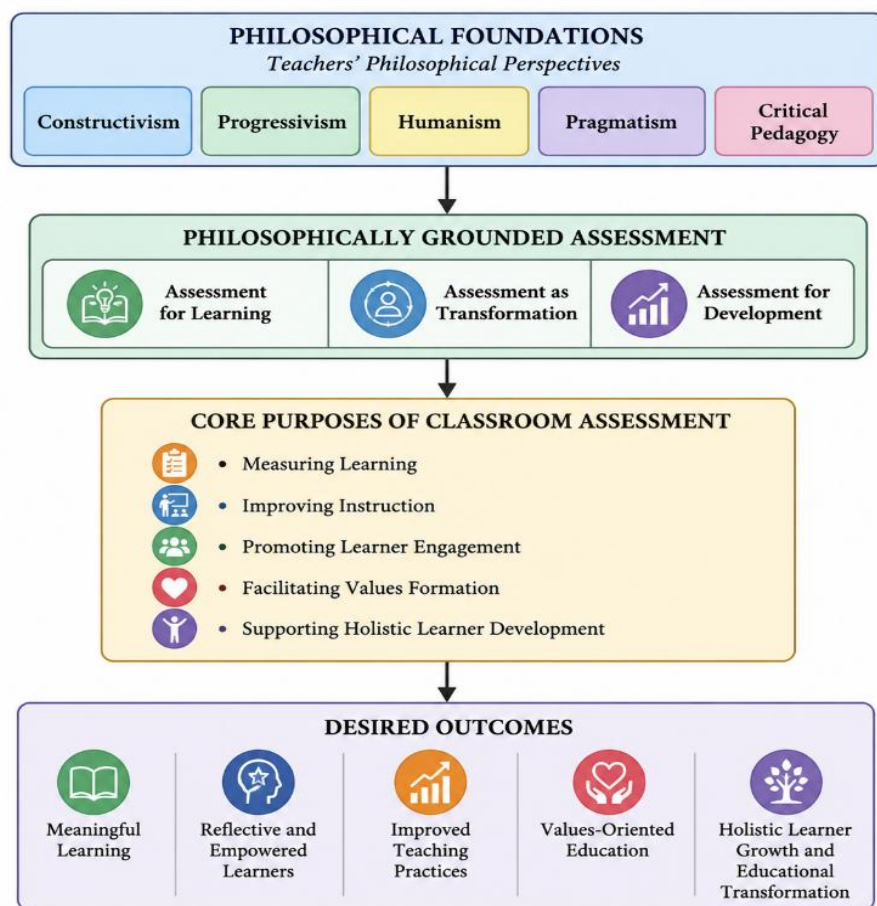


Figure 1. Proposed Framework on Philosophically Grounded Classroom Assessment

The Proposed Framework on Philosophically Grounded Classroom Assessment depicted in Figure 1 begins with five philosophical perspectives—Constructivism, Progressivism, Humanism, Pragmatism, and Critical

Pedagogy—which collectively form the foundation of teachers’ assessment philosophies. Findings from Table 2 reveal that teachers strongly endorsed all five perspectives, with Progressivism obtaining the highest mean ($M = 3.78$), closely followed by Constructivism ($M = 3.77$) and Humanism ($M = 3.76$), while Pragmatism and Critical Pedagogy also received high ratings ($M = 3.72$). These results indicate that teachers hold a balanced and learner-centered philosophical orientation toward classroom assessment, viewing assessment as a process that fosters meaningful learning and holistic development. The framework further acknowledges that these philosophical perspectives collectively shape teachers’ understanding of the purposes of classroom assessment. The ANOVA results ($F = 0.377$, $p = .825$) show no significant differences among the five perspectives, suggesting that teachers integrate multiple philosophies rather than rely on a single orientation. This multidimensional foundation supports the idea that assessment practices are philosophically inclusive, blending diverse educational beliefs to enhance learning outcomes.

At the core of the framework lies the concept of Philosophically Grounded Assessment, representing the dynamic interaction between educational philosophy and assessment practice. As shown in Table 5, all philosophical perspectives demonstrated significant positive correlations with the purposes of classroom assessment ($r = .731-.861$). Stronger philosophical orientations correspond to deeper recognition of assessment’s instructional, developmental, and transformative roles. The strongest relationship was observed between Critical Pedagogy and Learner Engagement ($r = .861$), emphasizing assessment’s role in fostering active and empowered participation among learners.

The framework identifies five interconnected purposes of classroom assessment. First, assessment serves as a means of measuring learning, helping teachers determine learner achievement and monitor academic progress. Regression analysis revealed that Constructivism ($\beta = .292$, $p = .004$) and Critical Pedagogy ($\beta = .432$, $p < .001$) significantly influence this purpose, suggesting that teachers who value knowledge construction and critical consciousness recognize assessment as an important tool for monitoring learning outcomes. Second, assessment serves the purpose of improving instruction. Table 7 indicated that Constructivism ($\beta = .345$, $p < .001$), Progressivism ($\beta = .205$, $p = .018$), and Critical Pedagogy ($\beta = .285$, $p = .001$) significantly predict teachers’ perceptions of assessment as a mechanism for enhancing teaching effectiveness. This finding aligns with Brookhart’s (2017) assertion that assessment provides evidence that helps teachers make informed instructional decisions and improve learning experiences. Third, assessment promotes learner engagement. Results from Table 8 showed that Humanism ($\beta = .319$, $p < .001$) and Critical Pedagogy ($\beta = .473$, $p < .001$) significantly predict this dimension. Humanistic philosophy emphasizes personal growth and self-actualization, while critical pedagogy promotes learner empowerment and participation. Thus, assessment becomes a mechanism for motivating students, encouraging reflection, and fostering meaningful engagement in learning. Fourth, assessment facilitates values formation. Findings in Table 9 revealed that Humanism ($\beta = .265$, $p = .018$) and Critical Pedagogy ($\beta = .498$, $p < .001$) significantly influence this purpose, suggesting that assessment contributes not only to cognitive development but also to the cultivation of ethical behavior, social responsibility, and character formation among learners. Such findings reflect the humanistic perspectives of Maslow (1970) and Rogers (1983) and the transformative educational ideals of Freire (1970). Fifth, assessment supports holistic learner development. Table 10 showed that Humanism ($\beta = .251$, $p = .017$) and Critical Pedagogy ($\beta = .355$, $p < .001$) significantly predict this dimension, indicating that assessment contributes to learners’ cognitive, emotional, social, moral, and personal growth. Consequently, assessment is viewed as an instrument for nurturing well-rounded individuals capable of lifelong learning and responsible citizenship.

An important finding of the study is the recurring influence of Critical Pedagogy across all five assessment purposes. It emerged as the strongest significant predictor in measuring learning, promoting learner engagement, facilitating values formation, and supporting holistic learner development. Likewise, Humanism significantly influenced learner engagement, values formation, and holistic development. These results suggest that the proposed framework is anchored primarily on the complementary principles of humanism and critical pedagogy, while Constructivism and Progressivism provide strong support for instructional improvement and learning enhancement. Ultimately, the framework proposes that when classroom assessment is grounded in sound educational philosophies, it leads to Meaningful Learning, Reflective and Empowered Learners, Improved Teaching Practices, Values-Oriented Education, and Holistic Learner Growth and Educational Transformation. It redefines assessment as a transformative educational process—one that transcends mere evaluation and

grading to cultivate competent, reflective, ethical, and socially responsible learners, consistent with the goals of contemporary educational reforms and DepEd assessment policies.

CONCLUSIONS/RECOMMENDATIONS

The study found that teachers' philosophical perspectives significantly influence the purposes of classroom assessment, with constructivism, progressivism, humanism, and particularly critical pedagogy shaping how assessment is utilized to measure learning, improve instruction, promote learner engagement, facilitate values formation, and support holistic learner development. Teachers should be provided with continuous professional development opportunities that enhance their understanding of educational philosophies and their application in designing meaningful assessment practices aligned with learner-centered goals. Furthermore, school administrators and curriculum planners may adopt the proposed Philosophically Grounded Classroom Assessment Framework to strengthen assessment policies and practices that foster transformative learning, values formation, and holistic learner growth.

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