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The dynamics of student assessment: how academic motivation, student satisfaction, procrastination and academic resilience shape perceptions of authentic assessments

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ABSTRACT

Authentic assessments provide an important avenue for preparing students with the comprehensive transferrable skills set they will need in pursuit of their future aspirations. This study explored the relationship between academic motivation, student satisfaction, procrastination, academic resilience and students' perceptions of authentic assessments. Regression analyses showed that student satisfaction with assessments, and procrastination significantly predict perceptions of authentic assessments. In contrast, students' academic motivation and academic resilience do not significantly predict perceptions of authentic assessments. In addition, student's perceptions of authentic assessment predicted preferences for some types of assessment. The study provides insights into the factors that influence students' perceptions of authentic assessments and suggests areas for improving assessment practices.

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Introduction

Authentic assessments, defined as evaluation methods that require students to apply their knowledge and skills in real-world tasks and professional practices, have gained significant traction in educational research (Wiggins & Bhattacharya, 2014). Authentic assessments aim to combine academic learning with practical application, fostering deeper understanding, critical thinking and real-world problem-solving skills among students (Gulikers et al., 2004). This approach contrasts with traditional assessments that often emphasise standardised testing and memorisation (Birenbaum, 1996). Recent studies have explored various dimensions of authentic assessments and their impact on different educational outcomes. For example, Lim (2022) investigated the relationship between authentic assessments, teaching pedagogy, and student satisfaction in Higher Education (HE). 344 international postgraduate MBA students from various countries were surveyed. Results showed that authentic assessments positively impacted student satisfaction and mediated the relationship between high-quality teaching pedagogy and student satisfaction. This demonstrates that the positive effects of high-quality teaching on student satisfaction are partially due to the use of authentic assessments. Furthermore, the study reveals that career-oriented students particularly benefit from authentic assessments, highlighting their importance in bridging academic knowledge and professional skills. Similarly, Villarroel et al. (2018) explored the implementation and impact of authentic assessments in higher education, focusing on their potential to enhance student engagement and learning outcomes. Their study developed a conceptual model for

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authentic assessment through a systematic review of literature from 1988 to 2015, identifying key characteristics and dimensions of authentic assessments. This study provided a comprehensive analysis of how authentic assessments can bridge academic learning with practical application, thereby enhancing student motivation, satisfaction, and skill development.

Another critical aspect of authentic assessments is their influence on student motivation and engagement (Saher et al., 2022). Saher et al. (2022) explored various aspects of authentic assessments in HE, finding that these assessments significantly impacted student motivation, satisfaction, and engagement. Their study surveyed 157 students and 57 educators, along with interviews and an experimental sample of 25 graduate students, providing a comprehensive understanding of student experiences. Saher et al. (2022) found that authentic assessments increase student motivation by providing meaningful and relevant tasks, and this increased motivation leads to better educational outcomes. Additionally, the study showed that authentic assessments are seen as fairer and more beneficial by students, enhancing their overall satisfaction and prompting positive behaviours. Saher et al. (2022) also found that authentic assessments provide for various learning styles by allowing students to demonstrate their knowledge and skills in diverse ways, such as through projects, portfolios, and problem-solving tasks. This flexibility accommodates different learning preferences, making the assessment process more inclusive and effective. Furthermore, authentic assessments were shown to build resilience by challenging students to solve real-world problems, adopting adaptability and persistence. Students appreciated these assessments for their relevance to real-life scenarios, finding them more engaging and beneficial for their future careers. Collectively, this research underscores multiple benefits of authentic assessments in HE, demonstrating their potential to enhance student motivation, engagement, satisfaction, and resilience. Thus, these findings suggest that students' views on authentic assessments are significantly influenced on these factors.

Moreover, a study by Metin et al. (2018) on job crafting (proactive changes employees make in their own job roles to better their skills and interests) and authenticity at work underscores the importance of a good person-job fit in improving work engagement and performance while reducing procrastination. This study used an equation model to analyse self-reports from 380 Dutch office employees and found that job crafting and authenticity positively relate to work engagement, predicting better performance and less procrastination. This suggests that authentic assessments can build student resilience by simulating professional challenges and requiring students to apply their skills and knowledge in practical scenarios. It is also important to recognise student satisfaction as another crucial outcome linked to authentic assessments. These studies have consistently shown that students are more satisfied with assessments that they perceive as relevant and beneficial for their future careers (Lim, 2022; Saher et al., 2022).

A final element to take into account is academic resilience. Resilience can be cultivated through meaningful, real-world learning experiences. Authentic assessments help students develop problem-solving skills and persistence, both of which are key components of academic resilience (Cassidy, 2015). By engaging in these assessments, students face challenges that require them to adapt, reflect, and apply their knowledge in different ways, fostering academic resilience (Villarroel et al., 2018). In the beginning, students may feel anxious as they are not familiar with authentic assessments and using these may not be ideal for the psychological safety of students (Johnson et al., 2020). Therefore, students should be guided through this process, during which they also build resilience. Research has shown that when students are assessed through authentic, context-based tasks rather than traditional testing, they are more likely to develop the resilience needed to navigate future academic and life challenges (Heikkilä & Lonka, 2006). Thus, authentic assessments not only measure students' understanding but also contribute to building their resilience.

Importantly, this study is explicitly grounded in Self-Determination Theory (SDT), which provides a robust theoretical lens for understanding the selection and interaction of our core constructs which are motivation, satisfaction, resilience, and procrastination. SDT posits that student motivation is fostered when three basic psychological needs are satisfied: autonomy (the sense of choice and control in learning), competence (the sense of capability and effectiveness), and relatedness (the sense of belonging and connection to others) (Wang et al., 2024). Authentic assessments are well-positioned to support these needs by providing students with meaningful choices, opportunities to demonstrate and develop competence, and collaborative or socially relevant tasks. When these needs are met, students are more

likely to experience autonomous motivation, which is associated with deeper learning, higher satisfaction, and greater resilience, as well as reduced procrastination (Baines, Chauhan, et al., 2025; Kusurkar et al., 2023). Conversely, when assessments undermine these needs, controlled motivation or disengagement may result. By anchoring our study in SDT, we provide a coherent framework for interpreting the relationships among our variables and for understanding how authentic assessment practices can enhance student engagement and outcomes.

In addition to SDT, other relevant motivational theories exist, such as Expectancy-Value Theory (EVT), which emphasises the role of students' beliefs about their likelihood of success (expectancy) and the value they place on assessment tasks in driving engagement and achievement (Wang & Xue, 2022). While SDT forms the primary theoretical foundation for our study, EVT further supports the inclusion of constructs such as motivation and satisfaction, as both expectancy and value are closely linked to students' engagement, persistence and academic outcomes. Collectively, the research studies mentioned above highlight the many benefits of authentic assessments in HE, demonstrating their potential to enhance student motivation, engagement, satisfaction, and resilience. These studies reveal that authentic assessments positively impact student satisfaction by providing meaningful, relevant, and fair tasks that align closely with real-world professional scenarios.

As some of the constructs are quite broad, such as 'student satisfaction' and 'authentic assessment perception', here we clarify their conceptualisation and operationalisation in our study. 'Student satisfaction' is defined as students' overall contentment with their learning experience, particularly regarding the relevance, fairness and usefulness of assessment tasks for their academic and professional development. This was measured using a validated survey instrument that includes items on perceived relevance, fairness, and satisfaction with assessment formats (Fieger, 2012). 'Authentic assessment perception' refers to students' beliefs about the extent to which assessment tasks reflect real-world challenges, require practical application of knowledge, and contribute to skill development. This was operationalised through items assessing perceived realism, cognitive challenge, and opportunities for evaluative judgement, as outlined in the literature (Gulikers et al., 2004; Baines, Otermans, et al., 2025). While both constructs relate to students' experiences with assessment, satisfaction focuses on affective responses, whereas perception of authenticity addresses cognitive and evaluative judgments about the nature of the tasks. Our research aims to investigate whether these variables also influence students' perception of authentic assessments (i.e. looking at the relationship from a different perspective). We are interested to explore what students think of these types of assessments, not how they perform them and the benefits of these assessments on their student experience. We seek to look for the links and relationships between student motivation, procrastination, resilience, student satisfaction, and students' views on authentic assessments. This leads to the following hypotheses:

H1: Academic motivation is a significant predictor of the perceptions of authentic assessment.

H2: Student satisfaction is a significant predictor of the perceptions of authentic assessment.

H3: Procrastination and academic resilience are significant predictors of the perceptions of authentic assessment.

H4: Students' perception of authentic assessments predicts their assessments preference.

To further clarify the hypothesised relationships among these constructs, we have developed a visual conceptual model (see Figure 1). This model illustrates the proposed pathways: authentic assessment perception is expected to influence student satisfaction directly, and both are hypothesised to be shaped by factors such as motivation, resilience, and procrastination. The model also posits that authentic assessment perception may mediate the relationship between teaching pedagogy and student satisfaction, as suggested by Lim (2022). This diagrammatic representation aims to provide a clear theoretical framework for understanding the interplay between these variables in the context of higher education assessment.

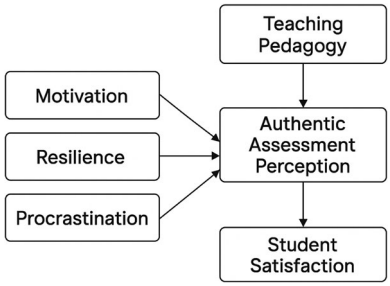

Figure 1. Visual conceptual model.

Methods

Participants

Ninety-four participants (61 (64.9%) females and 33 (35.1%) males) took part in the study. In relation to age, participants' mean age was 20.55 ($SD = 2.40$) and ranged from 18 to 34 years old (2 participants did not provide their age). In terms of their year of study, 27 (28.7%) participants were registered Year 1, 57 (60.6%) in Year 2, 7 (7.4%) in Year 3 and 3 (3.3%) in Post graduate studies, all studying Psychology. When asked about their ethnicity, 36 (38.3%) identified as Asian, 23 (24.5%) as White, 14 (14.9%) as Black, 7 (7.4%) as Mixed, 7 (7.4%) as Other, 4 (4.3%) as Arab, and 3 (3.2%) preferred not to say.

Materials

Perceptions of authentic assessment

The authentic assessment framework by Gulikers et al. (2004) was used to assess students' views on the authenticity of assessments. It is a 17-item self-report measure where students are asked to rate each item on a 5-point Likert-type scale ranging from 1 'Totally disagree' to 5 'Totally agree'. Example items include: 'Assessment resembles ownership of the task in real life' and 'Assessment should be a demonstration that permits making valid inferences about the underlying competencie'. Three items were reverse-coded. Seventeen items were summed to provide one score for students' perceptions of authentic assessments. The scale had a high internal consistency in the current sample as measured by Cronbach's alpha ($\alpha = 0.79$).

Assessment preferences

This section of the survey was adapted from Baines et al. (2025). Students were given a list created by the authors of 25 different types of assessments they could encounter at University. For each assessment, they were asked to rate how much they liked that particular assessment using a 6-point Likert-type scale ranging from (1) 'do not like it at all' to (5) 'like extremely' and (6) 'I have never done this type of assessment'. Example items include: item 5: 'Essay exam (within a set timeframe)', item 10: 'Coursework essay long (more than 1,000 words) – theoretical' and item 18: 'blog post'. The authors ensured it was clear to students what each item meant as the items contained a short description. Research by Baines et al. (2025) validated this scale.

Academic motivation

The Academic Motivation Scale (Vallerand et al., 1992) was used to assess academic motivation in students. This section of the survey was adapted from Baines et al. (2025). This scale consists of 28 items and leads to 7 subscales; three subscales assessing intrinsic motivation covering aspect of motivation to know and learn; experience stimulation and engagement, as well as motivation towards achievement and accomplishment, three subscales assessing external motivation covering aspects of motivation through bursaries, self-regulation, and projection of internal motives, and lastly a subscale assessing amotivation covering aspects of lack of motivation linking outcomes of an individual's action. Participants were asked to rate each item using a 7-point Likert scale ranging from (1) 'does not correspond at all' to (7) 'corresponds exactly'. An overall score was calculated for each subscale by summing

the four items of that scale. Higher scores indicated higher academic motivation. In terms of the scale's internal consistency, this was high for each subscale as measured by Cronbach's alpha: intrinsic motivation to know ($\alpha = 0.87$), intrinsic motivation-to accomplish things ($\alpha = 0.86$), intrinsic motivation-to experience stimulation ($\alpha = 0.84$), extrinsic motivation-external regulation ($\alpha = 0.84$), extrinsic motivation-introjected motivation ($\alpha = 0.88$), extrinsic motivation-identified regulation ($\alpha = 0.82$), and amotivation ($\alpha = 0.89$). This is similar to Vallerand et al. (1992) who reported high internal consistency ($\alpha = 0.81$) and test-retest reliability ($\alpha = 0.79$).

Student satisfaction

The next section was the Student Outcomes Survey (Fieger, 2012). This asked about overall student satisfaction in one's studies. The scale consisted of 14 items where participants were required to rate each item on a scale from 1 'strongly disagree' to 5 'strongly agree'. The scale consisted of three subscales: Satisfaction with assessment (5 items), satisfaction with generic skills and learning experiences (8 items), and overall satisfaction (1 item). The original fourth scale of satisfaction with teaching was not used as this study focuses on assessments. Example items include 'The way I was assessed was a fair test of my skills', 'As a result of my training, I feel more confident about tackling unfamiliar problems.'. No items were reverse-coded. Reliability for the assessment subscale $\alpha = 0.77$ and for the generic skills and learning experiences was $\alpha = .89$. Overall satisfaction consisted of a single item. A total sum score was calculated for each subscale as per the scale's instructions. A higher score indicated greater satisfaction in that domain.

Procrastination

Procrastination was measured using Tuckman Procrastination Scale (Tuckman, 1991). The scale consists of 16 statements asking about procrastination habits. Participants are required to rate each statement on a scale from 1 'strongly disagree' to 4 'strongly agree'. An example item is 'I needlessly delay finishing jobs, even when they're important'. Reliability was $\alpha = .86$. Four items were reverse-coded, and a total sum score calculated as per the scale's instructions. A higher score indicated higher procrastination.

Resilience

Academic Resilience was measured using the Academic Resilience Scale (ARS-30) (Cassidy, 2016). The ARS consisted of 30 items. Participants were required to read a vignette depicting academic challenge and adversity and then rate each of the 30 items on a scale from 1 'likely' to 5 'unlikely'. An example item was 'I would feel like everything was ruined and was going wrong'. Reliability was $\alpha = .92$. Positively worded items were reverse-coded, and a total sum score calculated, as per the scale's instructions. A higher score indicated greater academic resilience.

Statistical analysis

Data were analysed using Statistical Package for Social Sciences (SPSS, for windows, version 28; IBM, New York, USA). Before the analyses, assumptions of normality were tested to ensure the right appropriate statistical test was chosen). Statistical significance was measured by $p < 0.05$.

Design

This study was approved by the authors' institution Research Ethics Committee (Ref: 46419-LR-Jan/2024-49635-2). Participants completed an online survey on a platform named 'JISC' between 9 February 2024 and 1 May 2024. Participants were recruited via social media and word of mouth. The inclusion criteria required all participants to be aged 18 years and above as well as must be enrolled in higher education in the UK. No participants were excluded as all met the eligibility criteria and provided consent to take part. Upon completion, those enrolled in an undergraduate psychology degree at the authors' institution were given two course credits.

Results

Three multiple linear regressions were used to assess whether academic motivation (H1) (to know, to accomplish things, to experience stimulation, external regulation, introjected regulation, identified regulation, amotivation), student satisfaction (H2) (satisfaction with assessments, with skills and experiences, and overall satisfaction), procrastination and academic resilience (H3) predict perceptions of authentic assessments.

To ensure linear regression analysis was appropriate, the assumptions of linearity, normality and auto-correlation were checked, and no violations were observed. Specifically, the Durbin-Watson statistic was 2.11 for academic motivation, 2.13 for student satisfaction, and 2.11 for procrastination and academic resilience. As all values are between 1.5 and 2.5 (Field, 2013), the data are not auto-correlated. The VIF values were between 1.53 and 4.04 (i.e. below the threshold of 10), and the tolerance values between 0.21 and 1.00, thus the data do not show any multicollinearity in the predictor variables (Field, 2013).

For academic motivation (H1), results indicate that the model is not statistically significant ($F(7,86) = 1.78$, $p = 0.101$) and explained 5.50% of the variance in the data (adjusted $R^2 = 0.055$). This suggests that academic motivation is not linked to perceptions of authentic assessment.

For student satisfaction (H2), results indicate that the model is statistically significant ($F(3,90) = 5.80$, $p = 0.001$) and explained 13.40% of the variance in the data (adjusted $R^2 = 0.134$). From the predictor variables (Table 1), the following predictors were significant: satisfaction with assessment ($\beta = 0.34$, $p = 0.012$). This means that one SD increase in satisfaction with assessment is associated with 0.34 SD increase in student satisfaction. All other predictors were not significant.

For procrastination and academic resilience (H3), results indicate that the model is statistically significant ($F(2,91) = 5.02$, $p = 0.009$) and explained 8.00% of the variance in the data (adjusted $R^2 = 0.080$). From the predictor variables (Table 2), the following predictors were significant: procrastination ($\beta = 0.26$, $p = 0.010$). This means that one SD increase in procrastination is associated with 0.26 SD increase in student satisfaction. All other predictors were not significant.

To test whether students' perception of authentic assessments predicts their assessments preference (H4), 25 Pearson's correlations were conducted (Table 3). For these correlation analyses, data of students who reported that they had not done that type of assessment (i.e. a score of 6 on the Likert-type scale) were removed.

Discussion

This study sought to investigate the relationship between academic motivation, student satisfaction, procrastination and academic resilience with students' perceptions of authentic assessments. We further investigated whether perceptions of authenticity influenced preferences for the type of assessment undertaken. Our results showed that student satisfaction with assessments and procrastination

Table 1. Regression model for the predictor variables of student satisfaction.

				95.0% CI	
Model	β	t	p	Lower bound	Upper bound
(Constant)		8.70	<0.001	29.72	47.30
Satisfaction with assessment*	0.34	2.55	0.012*	0.17	1.38
Satisfaction with skills and experiences	0.16	1.09	0.278	−0.19	0.64
Overall satisfaction	−0.08	−0.59	0.555	−3.42	1.85

*$p < 0.05$.

Table 2. Regression model for the predictor variables of procrastination and academic resilience.

				95.0% CI	
Model	β	t	p	Lower bound	Upper bound
(Constant)		3.70	<0.001	13.96	46.30
Procrastination*	0.26	2.62	0.010*	0.09	0.65
Academic resilience	0.20	1.96	0.054	−0.01	0.17

*$p < 0.05$.

Table 3. Correlations for each type of assessment with authentic assessment perception score.

Assessment	*r*	*p*	*N*
Oral presentation	0.067	0.524	93
Poster submission	0.089	0.417	86
Poster presentation	0.045	0.679	87
MCQ exam (within a set timeframe)*	0.242	0.022*	89
Essay exam (within a set timeframe)*	0.246	0.021*	87
Short answer questions exam (within a set timeframe)*	0.227	0.034*	88
Combined exam (MCQ questions and short-answer questions)	0.189	0.077	89
Combined exam (MCQ question and essay questions)	0.034	0.758	86
Combined exam (short-answer and essay questions)	0.095	0.389	84
Coursework essay long (more than 1,000 words) - theoretical*	0.258	0.013*	92
Coursework essay long (more than 1,000 words) - applied (e.g. case study, real-life examples)	0.111	0.299	89
Coursework essay short (1,000 words or less) - theorical*	0.228	0.031*	90
Coursework essay short (1,000 words or less) - applied (e.g. case study, real-life examples)	0.100	0.353	88
Lab report	0.143	0.177	91
Qualitative research report	0.014	0.893	91
Dissertation/final year project	0.209	0.101	63
Written reflection**	0.278	0.008**	89
Blog post	0.231	0.065	65
Video	0.070	0.571	68
Podcast	0.062	0.619	67
Group project with a group oral presentation	−0.036	0.754	78
Group project with a written report	−0.067	0.549	82
Pitch	−0.215	0.081	67
Oral debate	−0.030	0.805	71
Take home exam*	0.237	0.045*	72

*$p < 0.05$, **$p < 0.001$.

significantly predicted perceptions of authentic assessment, but academic motivation and academic resilience did not. This partially confirmed H2 and H3, but not H1. There was a significant relationship between perceptions of authentic assessment and assessment preferences for some assessments, in accordance with H4.

Our results showed that satisfaction with assessments positively predicted perceptions of authentic assessment. When students have positive experiences with assessments, they may associate these positive feelings with the assessment process itself. For example, Hussain and Saadi (2019) found that students designing, reviewing and self-publishing an ebook were engaged and consequently satisfied with the task. Crossman (2007) found that emotions and relationships related to previous assessments can exert considerable influence over perceptions of subsequent assessments. This can lead to a more favourable view of authentic assessments.

Our results show that academic motivation is not linked to perceptions of authentic assessment. Academic motivation can be driven by intrinsic factors (e.g. a genuine interest in learning) or extrinsic factors (e.g. grades, rewards). Students are often driven by extrinsic motivators (Covington, 2000). If authentic assessments are seen as less connected to these motivators, students might not feel motivated by them. For instance, a student driven by grades might not perceive an authentic assessment as valuable if it doesn't directly translate into high marks. In addition, students may have goals (e.g., passing exams, obtaining credentials) that do not align with the purpose of authentic assessments, which often focus on deeper learning, real-world application, and skills development (Gulikers et al., 2004). If students do not see how these assessments help them achieve their goals, they may not feel motivated by them. Communicating the purpose and benefits of assessments to students may help mitigate negative effects and enhance their motivational value (Vaessen et al., 2017). This not only relates to academic goals, but also to future aspirations and career opportunities (McArthur, 2023). Moreover, and related to previous point, students might not fully understand the purpose of authentic assessment. If they view it as just another task rather than an opportunity to engage in meaningful learning, they might not feel a strong sense of motivation (Vu & Dall'Alba, 2014). Finally, authentic assessments often require more complex and deeper thinking, which can be challenging and intimidating for some students. This increased difficulty and increased cognitive load can reduce motivation, especially if students feel unprepared or lack the necessary skills to succeed in these assessments. To address these issues, educators should consider redesigning assessments to promote realism, cognitive challenge, and evaluative judgment (Villarroel et al., 2020).

Results also showed a weak, positive relationship between procrastination and perceptions of authentic assessments. This suggests that students who procrastinate more, have a higher preference for authentic assessments. Usually, procrastination has negative consequences and leads to lower grades (Nicholls, 2023). Although previous research has indicated that the type of assessment can play a role in student motivation and procrastination (Salas Vicente et al., 2021), where students focus their efforts on the easiest parts of the assessment and thereby passing easily, there is no real rationale for the current finding. Results showed that surprisingly academic resilience was not a significant predictor of perceptions of authentic assessment. However, this is in line with previous research showing that transparency of assessment criteria, and not academic resilience, was a significant predictor of students' academic achievement in authentic assessments (Ghosh et al., 2021). Future research could further explore the role of academic resilience and authentic assessments.

Our results regarding the relationship between perceptions of authenticity and assessment preferences were somewhat unexpected. There were significant positive correlations between perceptions and assessment for several assessments, suggesting the more positively students felt about authentic assessments, the more they liked that type of assessment. Whilst we expected such relationships, the assessments that featured were predominantly non-authentic, more "traditional" assessments such as closed-book or take-home exams. Thus, although students might like the concept of authentic assessments, they prefer some more traditional types of assessment in practise. There are several reasons why this might be the case. Firstly, our sample consisted of a high proportion of year 1 students, entering HE from an education system where exams predominate (Lin et al., 2023). Students might prefer assessments in a format they are familiar with. They may have developed effective strategies for preparing for exams, such as studying flashcards or practicing past papers. These strategies might not be as applicable to authentic assessments. In line with our results, Singh et al. (2023) found that students liked authentic assessments, but found them stressful. Exams often provide a clear structure and timeline, with specific questions and a set amount of time to complete them. This can be reassuring for students who prefer predictability. Educators therefore need to balance novelty and authenticity in assessment with the psychological safety of students (Wake et al., 2024).

In addition, students typically perform well on multiple choice question (MCQ) exams in particular. They might therefore rate more highly in terms of preference those assessment on which they receive high grades. Newstead (2002) notes that students are primarily motivated by grades. In addition, MCQ exams are typically perceived to be graded more objectively, with a black-and-white correct answer. This can provide a sense of fairness and transparency, as students know the criteria for evaluation (Struyven et al., 2005). Future research could investigate what factors students are taking into consideration when they rank preference for assessments.

A further possibility is that the preference ratings are more varied for the authentic assessments, more dependent on a student's individual skills, learning styles and strengths. For example, oral presentations may be rated highly for a student who is confident and enjoys public speaking, but low for a student who is anxious about this. These assessments tap into skills that students may not have been assessed on previously, thus there might be wider variation in baseline levels of ability that affects preference rating. This is an area future research could explore.

Limitations and future research

Our study is not without limitations. The sample only consisted of UK Psychology Year 1 and 2 students which could have affected the results. We acknowledge that this limits the generalisability of these findings. In addition, the study had a relatively small sample size ($N = 94$) and a multiple regression analysis was used involving seven predictors. This may have resulted in limited statistical power, increasing the risk of Type I errors and reducing the reliability of the estimated effects. The model may be at risk of overfitting which can affect the robustness and generalisability of the findings. Also, the recruitment method was mainly social media and word of mouth which introduces self-selection bias. Also, Year 1 and Year 2 students were offered course credit for taking part, this could have influenced their participation. However, this was not the case for the Year 3 and Postgraduate students who took part, they did not get reimbursed. Future research can investigate students from other disciplines and countries. A larger and more diverse

sample would strengthen the validity of the results. Also, when students rated the 17 statements that led to their measure of perception of authentic assessment, they were asked to generally rate each assessment. Students could have had particular assessments in mind while providing their ratings which could have influenced their scores. Future research could measure students' perception of authentic assessments by focusing on measuring and analysing their perceptions of specific assessments they have in their programme of study. Other factors may need to be considered when investigating students' perceptions of authentic assessments. These could be for example individual differences, students' experiences with such authentic tasks and students' preferred learning styles. Finally, future research could also explore longitudinal research designs following students throughout their learning journey in a 3-year degree programme, experimental designs whereby interventions are designed and tested, or qualitative studies to further investigate perceptions of authenticity and assessment design.

Conclusion

In conclusion, our study demonstrates that academic motivation is not significantly associated with students' perceptions of authentic assessment. Many students tend to prioritise extrinsic factors, such as grades, over the intrinsic value of deeper learning experiences. This is especially evident among first-year students, who often prefer traditional assessments due to their familiarity and perceived manageability. While students may acknowledge the potential benefits of authentic assessments, they frequently find these tasks challenging and stressful, largely because of the increased cognitive demands and higher perceived difficulty. To improve the effectiveness and acceptance of authentic assessments, educators should focus on clearly communicating their purpose and illustrating how these assessments can help students achieve their future goals and aspirations.

In conclusion, our study demonstrates that academic motivation is not significantly associated with students' perceptions of authentic assessment. Many students seem to prioritise extrinsic factors, such as grades, over the intrinsic value of deeper learning experiences. This is especially evident among first-year students, who often prefer traditional assessments due to their familiarity and perceived manageability. While students may acknowledge the potential benefits of authentic assessments, they frequently find these tasks challenging and stressful, largely because of the increased cognitive demands and higher perceived difficulty. To enhance the effectiveness and acceptance of authentic assessments, educators should focus on clearly communicating their purpose and illustrating how these assessments can help students achieve their future goals and aspirations. With these improvements, our research can make a stronger and more meaningful contribution to the ongoing discourse on assessment reform in higher education.

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