Exploring EFL Student Motivation and Attitudes Toward Student-Centered Pedagogy and Assessment Practices: The EFL Classroom Instruction Efficacy in Context

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Classroom instructions are greatly influenced by student motivation and attitudes toward the activities employed during the teaching and learning processes, and pedagogy and assessment practices draw no exception. The study aimed to explore learners' motivation and attitudes toward teachers' employment of the practices focused on student-centered pedagogy and assessment in the EFL classroom. In addition, it correlated the participants' responses with their gender and specialization. The descriptive-survey approach was used to achieve the study objectives. The study tools, a questionnaire, and a semi-structured interview were applied to a stratified sample of 200 participants. The results showed that the study sample had high motivation and attitudes toward teachers' employment of pedagogy and assessment practices focused on students. Besides, the variables of gender and specialization did not influence the respondents' answers to the questionnaire. Finally, the analysis of the participants' answers in the semi-structured interview showed that half of the interviewees approved of their experience of student-centered pedagogy and assessment practices in terms of engagement, advantages, and less pressure.

Keywords: student-centered pedagogy and assessment practices, learners' motivation and attitudes, EFL classroom instruction efficacy

INTRODUCTION

One of the keywords in pedagogy is learning, and there is no disagreement, especially in the last four decades, about the need to foster student-centered learning. The effectiveness of learning is influenced by various factors, including methods of instruction and student attitudes and motivation. Student motivation and attitudes are significant for the classroom's efficacy and student-centered pedagogy and assessment practices. These practices boost the possibility of success especially when students are motivated and have a good attitude toward learning. In Kassem's (2019) words, "motivation is a prerequisite for successful FL learning". (p.136). With more students' positive attitudes and motivation, there are greater opportunities for

success, especially when considering the classroom instruction efficacy and effectiveness in context. Mohamad et al. (2020) opined that effective teaching and learning are influenced by a variety of factors, including the attitudes and motivation of students. The effectiveness of pedagogy and assessment practices lies with students' attitudes and motivation. According to Hsia and Sung (2019), it is crucial to incorporate various instructional strategies into a class period since these strategies may influence students' motivation. Kornell and Bjork (2007) indicated that students centered pedagogy and assessment practices can effectively promote students' involvement and active participation, strengthening their independent thinking, knowledge, and abilities. Ismail and Awang (2004) found that students' attitudes regarding internet- and computer-based cooperative learning approaches considered student-centered practices for a slow learner had improved. The classroom is made more active by using a student-centered learning strategy. Nawi et al. (2013) claimed that students are very motivated to participate in group discussions, work together, and build confidence and a sense of teamwork through problem-solving exercises.

Additionally, student-centered learning strategies that employ the discussion method are frequently challenging to implement without the facilitator's direction (Leatemia et al., 2016), which eventually has an impact on student's attitudes toward and motivation for learning. According to Li's (2016) research, implementing student-centered learning activities positively affects students' attitudes and motivation. Students showed greater enthusiasm when the module's setting included distinctive animation and graphic components related to what they had previously learned. In reality, this participatory learning can also improve students' competence, creativity, and critical thinking ability. Additionally, it is believed that student-centered learners will control their learning and motivation in concert to achieve course objectives (Boekaerts, 1999, 2003; Pintrich & Schunk, 2002). Although motivation is a prerequisite for self-regulation and a subject of self-regulation in and of itself, the focus of this essay will be exclusively on the motivational component due to its essential role in understanding learning and achievement behavior (Spinath, 2005). A rising corpus of literature contends that what motivates some students may alienate others (Harlen & Deacon Crick, 2003), contrary to historically widespread ideas that assert motivation is a necessary component of all learning (Harlen & Deacon Crick, 2002; Torrance & Coultas, 2004). In general, the studies that have already been conducted looked at student-centered pedagogy and its impact on learning, behavior, performance, etc. independently. The researchers also examined student-centered assessment distinctly. However, perhaps very little research combines the two key concepts in many different contexts. Therefore, this study explored student motivation and attitudes toward student-centered pedagogy and assessment practices with special reference to classroom efficacy to address the following objectives:

1. To identify students' motivation and attitudes toward student-centered pedagogy practices in the EFL classroom instruction.
2. To identify students' motivation and attitudes toward student-centered assessment practices in the EFL classroom instruction.
3. To find out any significant difference in participants' responses in terms of students' gender.
4. To find out any significant difference in participants' responses in terms of student specialization.
5. To discover students' experience of student-centered pedagogy and assessment practices in the EFL classroom.

REVIEW OF LITERATURE

Considering the importance and development of learner-centered pedagogy and assessment practices concerning classroom instruction efficacy, many studies have been conducted. Marwan (2017) employed semi-structured interviews and observation to conduct a qualitative study. Information Technology students and their instructors made up the sample. The findings revealed that using learner-centered pedagogy significantly improved learning, particularly speaking. Bashang and Zenouzagh (2021) examined the impact of learner-centered pedagogy on Iranian intermediate EFL students. The study's findings demonstrated that learner-centered teaching positively impacted students' pragmatic competence. Lea et al. (2003) surveyed students' attitudes toward learner-centered pedagogy. Although the institution had a

learner-centered policy in place, it was discovered that 60% of students had never heard of it. It was also revealed from the results that students' understanding of this concept was inadequate, their involvement was limited, followed by their roles and tasks in the learning process are not clearly defined. Du Plessis (2020) studied student teachers' attitudes toward learner-centered pedagogy. The findings indicated that the participants had limited knowledge of learner-centered pedagogy and thought that putting it into practice may be very difficult. Mermelstein (2015) studied Taiwanese EFL university students' preferences for the three primary teaching approaches: instructor-centered, student-centered, and content-centered. The findings revealed that students demonstrated a clear preference for student-centered pedagogy and tended more favorably toward student-centered learning. Using multidimensional scaling analysis, Brown et al. (2009) conducted a study and divided evaluation practices into two clusters: 1) Test-like evaluations, 2) casual, interactive evaluations. According to the study, students believed that test-like assessment procedures enhanced learning, but that informal, interactive assessment procedures had no bearing on learning enhancement.

In the context of university-level EFL instruction in China, Cheng, Wu, and Liu (2015) investigated the relationship between students' views of assessment tasks and the assessment environment in the classroom. A questionnaire based on the impressions of the Assessment Tasks Inventory by Dorman and Knightley (2006) and Alkharusi's (2011) scale was created and distributed to assess the students' perceptions of the assessment environment in the classroom. The study's findings draw attention to the two fundamental principles of classroom assessment tasks: alignment with predetermined learning objectives and student input in regulating the learning environment. Using student effort and self-efficacy as mediators, Rodriguez (2004) examined the link between assessment techniques and achievement. The extent of uncontrollable attributions, effort, and several student-level traits, such as the subject self-efficacy, were significant explanatory variables related to diversity in content achievement. The study demonstrated that teacher evaluation procedures and classroom performance were significantly related to the classroom level. Additionally, cross-level interactions (between student characteristics and teacher practices) revealed that classroom assessment methods might specifically interact with student characteristics in their function as a motivator of effort and performance.

Moreover, Cheng et al. (2008) reported on a comparative interview study carried out in Canada, Hong Kong, and China. Six main areas of ESL/EFL assessment techniques were investigated. Additionally, professors were asked to describe the benefits and drawbacks of the approaches they employed and whether they considered prior student knowledge when deciding which evaluation techniques to use. The results added to a deeper understanding of the classroom assessment strategies used by ESL/EFL university instructors at the tertiary level in a variety of three ESL/EFL university teaching scenarios. Based on the research gap, especially in the Najran University context, the statement of the problem for this study was formulated to answer the following research questions:

1. What are students' attitudes and motivations toward student-centered pedagogy practices in EFL classroom instruction?
2. What are students' attitudes and motivations toward student-centered assessment practices in EFL classroom instruction?
3. Are there any significant differences in participants' responses from their gender?
4. Are there any significant differences in participants' responses based on their specialization?
5. What are students' experiences with student-centered pedagogy and assessment practices?

METHODOLOGY

Research Design

The study aimed to identify students' attitudes and motivation toward student-centered assessment practices in EFL classroom instruction. Therefore, the survey-descriptive approach was used.

Population and Sample of the Study

The study population consisted of (1000) students. According to gender, there were (300) male and (700) female students, and to specialization, there were (400) students in translation and (600) students in English for the academic year 2023. The researchers used the stratified sampling method with a percentage of (20%) of the study population; the study enrolled a sample of 200 participants. Table 1 shows the distribution of the study sample according to the study variables (gender & specialization).

TABLE 1
SAMPLE DISTRIBUTION ACCORDING TO GENDER AND SPECIALIZATION

Variable	Group	No.	%
Gender	Male	60	30
	Female	140	70
Specialization	Translation	80	40
	English	120	60
Total	-	200	100

In addition, a nested sampling was employed to recruit participants to do the semi-structured interview based on their voluntary wishes. Twenty volunteers agreed to sit for the interview.

Study Tools

The study used a questionnaire and a semi-structured interview to collect the data and answer the research questions. It used a closed-item questionnaire about motivation and attitudes toward student-centered pedagogy and assessment practices from the students' points of view. Based on the literature review, the researchers developed the questionnaire. It consisted of three main sections: demographic data, student-centered pedagogy practices (10 items), and student-centered assessment practices (10 items). The semi-structured interview explored the students' experiences of student-centered pedagogy and assessment practices in EFL classroom instruction.

Validity
Face Validity

The content validity of the questionnaire and interview was checked by a jury of experts (10) to verify their validity in terms of:
- The compatibility of statements with their domains
- Appropriateness of wording of statements
- Inclusiveness of statements to achieve the objectives of the study
- Language and grammaticality soundness
- Applicability of statements in the Saudi EFL classroom context. Based on the experts' comments and observations, they confirmed that tools could achieve the study objectives. In addition, they recommended the reformulation of the following items:

From | To

Student-Centered Pedagogy
- learner-autonomy — self-learning
- motivation — motivational tasks
- role play — role play activities
- student reflection — student reflection tasks

Student-Centered Assessment
Summarizing and note taking — summarizing, synthesizing, and note taking

Semi-Structured Interview Questions
    From:
        • How can student-centered pedagogy and assessment practices enhance classroom instruction efficacy?
    To:
        • Have you experienced anything special about student-centered pedagogy and assessment practices? If yes, please share.

Internal Consistency
    The study tool (questionnaire) was applied to a survey sample of (20) male and female students. Then, Pearson's correlation coefficient was calculated between the items, their domain, and the whole scale. Table 2 displays the results.

TABLE 2
PEARSON'S CORRELATION COEFFICIENT RESULTS

Domain-item	correlation coefficient-domain	correlation coefficient-scale	Domain-item	correlation coefficient-domain	correlation coefficient-scale
Student-centered pedagogy practices	1	.967**	Student-centered assessment practices	1	.974**
1	.729**	.759**	1	.804**	.827**
2	.614**	.545*	2	.578**	.627**
3	.569**	.549*	3	.729**	.636**
4	.753**	.687**	4	.693**	.591**
5	.816**	.766**	5	.719**	.661**
6	.750**	.759**	6	.659**	.555*
7	.554*	.456*	7	.769**	.746**
8	.757**	.822**	8	.748**	.767**
9	.780**	.805**	9	.609**	.639**
10	.808**	.800**	10	.841**	.830**

**. Correlation is significant at the 0.01 level (2-tailed), *. Correlation is significant at the 0.05 level (2-tailed).

    Table 2 shows that the Pearson correlation coefficients between the items with the total score of the domain belonging to them were statistically significant at (0.01) and (0.05). Furthermore, the correlation coefficients between the items with the total score of the scale were statistically significant at (0.01), (0.05).

Reliability
    The reliability coefficients on the domains and the total degree of the tool (questionnaire) were calculated through Cronbach's alpha equation. The study tool was applied to a survey sample of (20) male and female students. Table 3 shows the reliability coefficients.

TABLE 3
CRONBACH'S ALPHA RELIABILITY COEFFICIENTS FOR THE DOMAINS AND TOTAL SCORE OF THE STUDY TOOL

No	Domain	No. of items	Reliability coefficient
1	Student-centered pedagogy practices	10	0.89
2	Student-centered assessment practices	10	0.90
3	**Total score**	20	0.94

Table 3 shows that Cronbach's alpha reliability coefficient for the tool, as a whole, was (0.94). The reliability coefficients on the domains ranged between (0.89-0.90). They are high-reliability coefficients that are suitable for the study, thus indicating that the study tool has very good reliability.

Statistical Processing

The statistical software (SPSS) version (23) was adopted to analyze the results of the study and answer its questions. The following equations and tests were used:
- Pearson correlation coefficient to check the validity of consistency.
- Cronbach Alpha to verify the reliability of the study tool.
- Means, standard deviations, and ranks for answering the research questions.
- Mann-Whitney U to show differences between the participants' responses due to their gender and specialization.
- The following grading was adopted for the items and domains of the study tool to determine the degree of agreement based on the range equation according to the following interpretation criteria for the values of the means: 1-1.80= very low, <1.80-2.60= low, <2.60-3.40= medium, <3.40-4.20= high, <3.40-4.20= very high.
- Finally, the data collected via the semi-structured interview was content-analyzed based on the criteria proposed by Braun and Clarke (2006); the data was reviewed, read, and classified. Then, major themes emerged.

STUDY RESULTS

Learners' Motivation and Attitudes Toward Student-Centered Pedagogy Practices in the EFL Classroom

Table 4 shows the analysis results for the participants' responses to their motivation and attitudes toward student-centered pedagogy practices in the EFL classroom by means, standard deviations, ranks, and degrees.

TABLE 4
RESULTS OF DESCRIPTIVE STATISTICS FOR STUDENT-CENTERED PEDAGOGY PRACTICES (MOTIVATION AND ATTITUDES)

No.	Rank	Item	Means	Standard deviations	Degree
1	9	interactive classroom activities help implement student-centered pedagogy practices	3.40	1.315	Medium
2	10	extensive lecturing supports student-centered pedagogy practices	3.29	1.347	Medium
3	8	collaborative & cooperative learning tasks assist in implementing student-centered pedagogy practices	3.63	1.257	High

No.	Rank	Item	Means	Standard deviations	Degree
4	3	differentiated instructions facilitate student-centered pedagogy practices	3.76	1.119	High
5	1	technology (E-Learning Apps) to continue discussion outside classroom helps implement student-centered pedagogy practices	4.13	1.297	High
6	5	student-centered pedagogy practices motivate students' self learning	3.71	1.285	High
7	6	motivational tasks enhance student-centered pedagogy practices	3.68	1.116	High
8	4	role play activities are good for student-centered pedagogy practices	3.71	1.128	High
9	2	student-centered pedagogy practices encourage student reflection tasks	3.93	1.039	High
10	7	community-based activities ease student-centered pedagogy practices	3.67	1.212	High
		Total degree	3.69	.998	High

Table 4 shows that the total score of the students' motivation and attitudes toward student-centered pedagogy practices in the EFL classroom came with a high degree (M=3.69, SD=.998). This result means the study sample had high motivation and attitudes toward the teacher's employment of pedagogy practices focused on students. At the level of items, their values ranged between (3.29-4.13). The practice of "technology (E-Learning Apps) to continue the discussion outside classroom helps implement student-centered pedagogy practices" scored the highest (M= 4.13, SD=1.30), whereas the practice of "extensive lecturing supports student-centered pedagogy practices" scored the lowest (M=3.29, SD= 1.35).

Learners' Motivation and Attitudes Toward Student-Centered Assessment Practices in the EFL Classroom

Table 5 shows the analysis results for the participants' responses to their motivation and attitudes toward student-centered assessment practices in the EFL classroom by means, standard deviations, ranks, and degrees.

TABLE 5
RESULTS OF DESCRIPTIVE STATISTICS FOR STUDENT-CENTERED ASSESSMENT PRACTICES (MOTIVATION AND ATTITUDES)

No.	Rank	Item	Means	Standard deviations	Degree
1	6	cues, questions, and group discussion help implement student-centered assessment practices	3.74	1.135	High
2	1	summarizing, synthesizing, and note taking supports student-centered assessment practices	3.97	1.107	High
3	3	multiple drafts of written assignments assist in implementing student-centered assessment practices	3.79	1.201	High
4	9	frequent feedback to students on their progress facilitate student-centered assessment practices	3.63	1.339	High
5	8	multiple varieties of class tests/quizzes help implement student-centered assessment practices	3.64	1.330	High

No.	Rank	Item	Means	Standard deviations	Degree
6	2	shared and independent writing activities are useful student-centered assessment practices	3.89	1.077	High
7	4	student presentations/participations enhance student-centered assessment practices	3.79	1.176	High
8	7	portfolios are encouraged to support student-centered assessment practices	3.73	1.138	High
9	5	journals are great for student-centered assessment practices	3.74	1.261	High
10	10	self-assessment ease student-centered assessment practices	3.42	1.464	High
		Total degree	3.73	1.071	High

Table 5 shows that the total score of the students' motivation and attitudes toward student-centered assessment practices in the EFL classroom came with a high degree (M=3.73, SD=1.07). This result means that the study sample had high motivation and attitudes toward the teacher's employment of assessment practices focused on students. At the level of items, their values ranged between (3.42-3.97). The practice of "summarizing, synthesizing, and note taking supports student-centered assessment practices" scored the highest (M= 3.97, SD=1.11), whereas the practice of "self-assessment ease student-centered assessment practices" scored the lowest (M=3.42, SD= 1.46).

Learners' Motivation and Attitudes Toward Student-Centered Pedagogy and Assessment Practices in the EFL Classroom by Gender

Table 6 presents the results of the Mann-Whitney U test for the differences in the study sample's responses to their motivation and attitudes toward student-centered pedagogy and assessment practices in the EFL classroom by gender.

TABLE 6
GENDER DIFFERENCES FOR STUDENT-CENTERED PEDAGOGY AND ASSESSMENT PRACTICES (MOTIVATION AND ATTITUDES)

Domain	Gender	N	Mean rank	Sum of ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Student-centered pedagogy practices	Male	60	99.49	5969.50	4139.500	.871
	Female	140	100.93	14130.50		
	Total	200				
Student-centered assessment practices	Male	60	98.46	5907.50	4077.500	.741
	Female	140	101.38	14192.50		
	Total	200				
Total	Male	60	98.86	5931.50	4101.500	.792
	Female	140	101.20	14168.50		
	Total	200				

According to Table 6, there were no significant differences at (0.05) between the study sample's responses to their motivation and attitudes toward student-centered pedagogy and assessment practices in the EFL classroom from their gender. This result indicates that the respondents' genders did not influence their responses to student-centered pedagogy and assessment practices.

Learners' Motivation and Attitudes Toward Student-Centered Pedagogy and Assessment Practices in the EFL Classroom by Specialization

Table 7 presents the results of the Mann-Whitney U test for the differences in the study sample's responses to their motivation and attitudes toward student-centered pedagogy and assessment practices in the EFL classroom by specialization.

TABLE 7
SPECIALIZATION DIFFERENCES FOR STUDENT-CENTERED PEDAGOGY AND ASSESSMENT PRACTICES (MOTIVATION AND ATTITUDES)

Domain	Specialization	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Student-centered pedagogy practices	Translation	80	101.30	8104.00	4736.000	.872
	English	120	99.97	11996.00		
	Total	200				
Student-centered assessment practices)	Translation	80	99.73	7978.00	4738.000	.876
	English	120	101.02	12122.00		
	Total	200				
Total	Translation	80	100.48	8038.50	4798.500	.997
	English	120	100.51	12061.50		
	Total	200				

Table 7 shows no significant differences at (0.05) between the study sample's responses to their motivation and attitudes toward student-centered pedagogy and assessment practices in the EFL classroom attributed to their specialization. This result indicates that the respondents' specializations did not influence their responses to their motivation and attitudes toward student-centered pedagogy and assessment practices.

Students' Experience of Student-Centered Pedagogy and Assessment Practices in the EFL Classroom

The analysis of the participants' answers in the semi-structured interview showed that half of the interviewees approved of their experience of student-centered pedagogy and assessment practices in terms of engagement, advantages, and less pressure. The content analysis showed that students have little but good experience with student-centered pedagogy and assessment practices (S3, S4). These practices occurred during the secondary stage and electronic learning (S6). Moreover, one student (S8) added that student-centered pedagogy and assessment practices should occur gradually and repetitively. In addition, student (S17) added that student-centered pedagogy and assessment practices do not pressure students. Finally, student (S2) hinted that he experienced student-centered pedagogy and assessment practices through brainstorming.

DISCUSSION

The results of the first research question showed that the study sample had high motivation and attitudes toward the teacher's employment of pedagogy practices focused on students. The reason for the current results may align with the idea that students who perceive high motivation and attitudes toward the teacher's employment of pedagogy practices take charge of their learning, develop stronger enthusiasm, higher levels of self-efficacy and autonomy, and more beneficial convictions about the language and its learning than those who are entirely dependent on their instructors. Students with high motivation and attitudes get rid of learning issues, become more self-efficient, and actively participate in different learning tasks. Highly

motivated language students will have better attitudes toward the language as they learn it, a higher belief in their ability, take more responsibility for their learning, and form positive views about language and learning. Furthermore, it can be noted that the analysis outcomes are consistent with Mermelstein's (2015) research, which shows that participants can distinguish between different teaching philosophies, prefer student-centered pedagogy, and have more favorable attitudes about student-centered learning. The findings are also in line with those of Amiri and Saberi (2017), who found that the learner-centered approach had a significant effect on the motivation of EFL students. However, the findings contrast with Moradi and Alavinia (2020), who concluded that student-centered pedagogy was not practiced in the Iranian context. Besides, the results contradict the findings of Ebert et al. (2011), who examined the implementation of student-centered pedagogy and observed that 75% of the instruction is presented using a traditional lecture-based approach**.**

The results of the second research question revealed that students had high motivation and attitudes toward the assessment practices focused on students. Reasons for the current findings can be attributed to the fact that students with high motivation and attitudes toward assessment practices are actively engaged in their assessment, particularly in formative assessment assignments. The students use the outcomes of these assessments to review the learning objectives, determine whether learning has occurred effectively, and make plans accordingly. As a result, students can become more independent with strong reflective awareness and methods for lifetime learning. It enables students to make decisions, keep track of their progress, evaluate their performance, and take an active role in the learning and assessment processes. In addition to the reasoning behind the results, the findings are consistent with those of Lizzio et al. (2002) and Kurtz et al. (2019), who discovered that students are more likely to adopt a deep approach to learning if they believe an evaluation is suitable and instruction is empathic, motivating, intelligible, and useful.

Furthermore, the results of the present study agree with the findings of Salema (2017), which showed that many teachers used a teacher-centered approach in pedagogy and assessment practices. However, the results contradict Tsagari and Vogt's (2017) study findings, which revealed that the assessment activities implemented by the teachers were traditional and form focused. The results also contradict another study carried out by López Mendoza and Bernal Arandia (2009), who demonstrated that Colombian teachers practiced traditional product-oriented tests. The results contradict the findings of Isik's (2020) study, which revealed that the traditional approach concentrating on the formal properties of English was mainly considered while assessing the students. It is also important to note that many academics embrace student-centered pedagogy and assessment methods. According to McCombs and Whisler (1997), student-centered instruction fosters the highest levels of emotion for all learners and produces a learning environment conducive to learning.

Moreover, the results of the third and fourth research questions revealed that genders and specializations did not play any role in the respondents' answers to the questionnaire. The reason for the current results goes with the idea that the gender of participants may not be as essential as student-centered learning strategies that will improve motivation, passion, and desire to learn, according to prior studies on the subject. Consequently, the results coincide with those of Amiri and Saberi (2017), who discovered no statistically significant gender-based difference in Iranian EFL students' learning motivation. Tasgin and Coskun (2018) also highlighted that environmental factors in the classroom influence students' motivation instead of gender students' level of motivation toward achievement in their learning. Mohamad et al. (2020) also suggested that implementation of student-centered learning activity could emphasize attitude and motivation factors, without considering gender factors to achieve active participation and effective learning. Finally, the analysis of the participants' answers in the semi-structured interview showed that half of the interviewees approved of their experience of student-centered pedagogy and assessment practices in terms of engagement, advantages, and less pressure.

CONCLUSION

The present study aimed at exploring EFL students' motivation and attitudes toward student-centered pedagogy and assessment practices with special reference to EFL classroom instruction efficacy. The

findings showed that the participants had a high degree of motivation and attitudes about the teacher's use of pedagogy and assessment practices. Additionally, the qualitative study revealed that, in terms of involvement, advantages, and less pressure, half of the students approved of their experiences with student-centered pedagogy and assessment practices. Therefore, it can be argued that even if student motivation and attitudes toward student-centered pedagogy and assessment practices remain high, there is still a lot of opportunity for improvement in terms of involvement, benefits, and less pressure. It is also important to note that a teacher's role may not just be to deliver instructions; rather, a teacher should create a learning environment with every individual using the methods and techniques that are most effective and beneficial for them. Teachers also need to allow students to make choices on every aspect of the learning process, including what they learn, how they learn the course materials, and how their learning is assessed.

Major Findings
- Students had high motivation and attitudes toward the teacher's employment of pedagogy practices focused on students
- Students had high motivation and attitudes toward the assessment practices focused on students
- Gender and specialization did not play any role in the respondents' answers to the questionnaire
- Half of the interviewees approved of their experience of student-centered pedagogy and assessment practices in terms of engagement, advantages, and less-pressure.

Implications
The implications of the qualitative findings are clear. Teachers must be more familiar with involvement, benefits, and less pressure while employing student-centered pedagogy and assessment practices. They must also adjust their teaching and assessment practices required for student-centeredness parameters.

Limitations
The study had some limitations. First, the primary focus of the data collection techniques used in this study was student self-reporting. Second, the sample size limits the generalizability of this study because stratified sampling was used to administer the survey, and the small sample size of interviewees makes it challenging to identify distinct patterns. Third, in the current environment, when intensive assessment techniques are commonly used, researching merely students and teachers may raise issues.

Suggestions and Future Studies
Further studies are suggested to be carried out to explore teachers' perceptions toward student-centered pedagogy and assessment practices in addition to studying the challenges and barriers to implementing student-centered pedagogy and assessment practices and their effects on classroom instruction efficacy.

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