PREFACE

The SIG CS@e-Learning committee sincerely appreciates the dedication and contributions of the educators from Jabatan Sains Komputer & Matematik (JSKM), UiTM Penang Branch, in bringing the 9th edition to fruition. This edition received 30 scholarly articles, all of which met the required criteria and were accepted. Authors are encouraged to further refine their research with additional insights and discussions for potential publication in high-impact journals indexed by SCOPUS, WOS, or ERA.

The theme for the ninth volume, "Beyond Boundaries: The Multidimensional Horizons of E-Learning," reflects the continuous evolution of digital learning. Over the past few decades, e-learning has proven to be a transformative force in education, demonstrating exceptional adaptability and effectiveness. The widespread use of mobile technology has expanded its reach, making e-learning an essential component not only in higher education and vocational training but also in primary and secondary education. Emerging trends such as artificial intelligence (AI), micro-credentials, big data, virtual and augmented reality, blended learning, cloud-based platforms, gamification, mobile learning, the Internet of Things (IoT), and online video are reshaping the digital learning landscape.

SIG CS@e-Learning remains dedicated to fostering academic excellence through impactful publications. With continuous commitment and innovation, we aspire for JSKM to attain recognition in esteemed academic journals, further advancing the frontiers of e-learning.

Ts. Jamal Othman
Chief Editor
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THE IMPORTANCE OF LECTURERS' FEEDBACK

IN ENHANCING STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

Lecturers' feedback is an essential component of the learning process, significantly influencing students' academic performance and overall development. Good feedback gives students precise direction on their development, assisting them in recognizing their strengths, addressing their weaknesses, and improving their comprehension of the course material. Additionally, it acts as a motivating tool, inspiring students to remain involved and actively participate in their education. Students can modify their study techniques as needed when they receive timely, constructive feedback that develops critical thinking, problem-solving abilities, and self-improvement. This paper explores the role of lecturers' feedback in higher education, emphasizing its importance in guiding students' learning, enhancing comprehension, and fostering academic improvement. Various types of feedback, including written, verbal, formative, and summative feedback, are examined to highlight their impact on student performance. The study also discusses the benefits of constructive feedback, such as increased motivation, critical thinking, and self-reflection. However, challenges in delivering effective feedback, such as time constraints, student engagement, and clarity, are also acknowledged. Strategies for overcoming these challenges, including the use of digital tools and structured feedback methods, are proposed. By fostering a feedback rich learning environment, both lecturers and students can contribute to academic excellence and continuous improvement.

Keywords: Lecturers' feedback, learning process, academic performance

Introduction

Feedback is a fundamental aspect of the teaching and learning process, playing a crucial role in students' academic success. According to Abde et al (2024), feedback is information regarding responses to a product or a person's performance on a task that is used as a basis for development. Feedback from lecturers acts as a guiding tool in higher education, assisting students in evaluating their development, improving their comprehension, and doing better. Giving students constructive criticism helps them identify their areas of strength and growth, which helps them improve their learning methods and succeed academically.

By collecting, considering, and acting upon student input, lecturers can inspire dedication and motivation, promote students' success, and enhance their performance. Furthermore, developing feedback is an inexpensive and very successful method of improving schools (Al Maharma & Abusa'aleek, 2022) Feedback is more important than just fixing errors. It also helps students think critically, reflect on themselves, and become more motivated to study. Feedback encourages a deeper comprehension of the material and helps students develop confidence in their skills when it is given in

a timely, helpful, and understandable way. It also improves the interaction between the instructor and the students, fostering an engaging classroom where students are encouraged and treated with respect. Despite its importance, there are still issues in making sure that students receive and use feedback in an efficient manner. While some students can find it difficult to understand comments, others might not be motivated to take action. In a similar vein, time limits and big class sizes may make it challenging for lecturers to provide thorough and personalized feedback.

Lecturers and students communicate through feedback, in which the lecturers offer observations, recommendations, and assessments of the students' work. Good feedback enables students to identify their areas of strength, comprehend their errors, and make the required adjustments to their learning process. Without appropriate feedback, students can find it difficult to pinpoint their areas of weakness, which might delay their academic progress.

The purpose of this paper is to highlight the significance of lecturers' feedback in enhancing students' academic performance. It will discuss different types of feedback, its benefits, strategies for providing effective feedback, and the challenges that lecturers may face in delivering it. By understanding the importance of feedback, both students and lecturers can work together to create a more effective learning environment.

Types of Feedback and Their Role in Learning

Feedback is information provided to students regarding how well they performed on a learning assignment, typically with the goal of enhancing that performance. Good feedback encourages students' drive and self-control in addition to pointing out their areas of strength and growth. According to recent research, feedback should be immediate, precise, and unambiguous in order to have the greatest possible influence on learning outcomes (Lipnevich & Panadero, 2021). Without these elements, feedback may be ineffective or even counterproductive, leaving students confused or disengaged.

There are different types of feedback, including formative and summative feedback, written and verbal feedback, as well as peer and self-assessment. Each type plays a distinct role in enhancing students' learning experiences, with formative feedback focusing on improvement during the learning process, while summative feedback evaluates performance at the end of a task or course.

Table 1 below shows the different types of feedback and their description.

.Table 1: The Different Types of Feedback and Description

Types of Feedback	Description
Written Feedback	Written remarks, frequently on reports, essays, or assignments. Students can now examine and consider the feedback at their own pace.
Verbal Feedback	Oral comments given in class, during tutorials, or during one-to-one meetings. It enables engaged conversations and provides instant information.
Formative Feedback	Continuous feedback is given during the learning process to track development and direct enhancements prior to final assessments.
Summative Feedback	Following the completion of an assignment or test, feedback provided summarizes overall performance and is frequently accompanied by a grade or score.
Peer Feedback	Feedback provided by fellow students, encouraging collaborative learning and the development of evaluative skills.
Self-Feedback	When students assess their own work, it encourages reflection and self-directed learning.
Electronic Feedback	Digital feedback is frequently given quickly and effectively through emails, online platforms, or educational software.

Understanding the different types of feedback helps both lecturers and students use them effectively to enhance learning. By incorporating a combination of these feedback methods, educators can support students in improving their academic performance.

Benefits of Lecturers' Feedback for Students

Feedback plays a crucial role in improving students' academic performance by providing them with guidance on their progress and areas for improvement. Giving students constructive criticism enables them to close the achievement gap between their present performance and the learning objectives they have set. According to Al Maharma and Abusa'aleek (2022), students' academic performance has been significantly impacted by the comments they receive from their teachers. Thus, it is essential to analyse this feedback.

Feedback that is well structured helps students to think back on their errors, improve, and make the required corrections. Moreover, feedback contributes to students' motivation and confidence. Constructive and formative feedback fosters a growth mindset, helping students perceive challenges as learning opportunities rather than failures. Forsythe and Johnson (2016) in their research state that the

goal of good feedback is to help students become conscious and convert that awareness into positive behavioural changes. The effectiveness of feedback also depends on its quality and delivery. Feedback should be timely, specific, and actionable to have a meaningful impact on students' academic development. Furthermore, the use of digital platforms has enhanced the accessibility of feedback, allowing for quicker response times and continuous engagement in the learning process.

The power and potential of feedback to improve student learning, performance and education experience is supported by the literature as stated by Williams, A. (2024). Feedback is more important than just fixing errors. It also helps students think critically, reflect on themselves, and become more motivated to study. Feedback encourages a deeper comprehension of the material and helps students develop confidence in their skills when it is given in a timely, helpful, and understandable way. It also improves the interaction between the instructor and the students, fostering an engaging classroom where students are encouraged and treated with respect.

Challenges in Providing Feedback

Providing effective feedback is essential for student learning, but lecturers often face several challenges in this process. Despite its significance, challenges remain in ensuring that feedback is effectively provided and utilized by students. Some students may struggle to interpret feedback, while others may lack the motivation to act on it. Similarly, lecturers may face difficulties in delivering detailed and individualized feedback due to time constraints and large class sizes.

Table 2 below outlines some of the key challenges lecturers face when providing feedback, along with descriptions and potential solutions.

Table 2: Challenges and Potential Solution in Providing Feedback

Challenges	Description	Potential Solution
Time Constraints	Large class sizes, making it difficult to provide detailed and timely feedback to each student.	Use digital technologies for automatic feedback.
Student Engagement	Some students may not actively review or apply the feedback provided.	Encourage feedback discussions and require students to reflect on feedback received.
Clarity and Specificity	Feedback that is too generic could not assist students comprehend how to go better.	Provide clear, specific, and actionable feedback aligned with learning objectives.

Emotional Impact	Negative feedback may demotivate students and reduce confidence.	Use a balanced approach with constructive criticism and positive reinforcement.
Technological Limitations	Some students may lack access to digital tools for receiving electronic feedback.	Ensure multiple feedback delivery methods, including in person and written feedback.

Feedback does not exist in a vacuum, but rather in the messiness of relationships, resource constraints, and everything in between. The studies from Paris (2022) show that instructors face significant challenges when trying to give students effective feedback and how external factors influence it. The difficulties faced in giving their students useful feedback included their own emotions and mindsets, student behaviour and also the high workload brought on by large class sizes and institutional restrictions.

Conclusion

In conclusion, lecturers' feedback plays a vital role in enhancing students' academic performance by guiding their learning process, improving their understanding of course materials, and fostering self-reflection. Effective feedback, whether written, verbal, formative, or summative, helps students identify their strengths and areas for improvement, ultimately leading to better academic outcomes. Research has consistently shown that well-structured, timely, and specific feedback contributes to students' motivation, engagement, and critical thinking skills.

In order to maximize the benefits of feedback, students must also take an active role in engaging with the feedback provided. This includes reviewing feedback carefully, seeking clarification when necessary, and implementing suggestions for improvement in their future work. Additionally, integrating multiple forms of feedback, such as peer and self-assessment, can further enhance students' learning experiences by encouraging collaborative learning and self-regulation. Feedback is a fundamental aspect of the teaching and learning process, and when delivered effectively, it can significantly contribute to students' academic growth and success. By addressing the challenges associated with feedback and implementing effective feedback strategies, educators can create a more supportive and enriching learning environment that fosters continuous improvement and academic excellence.
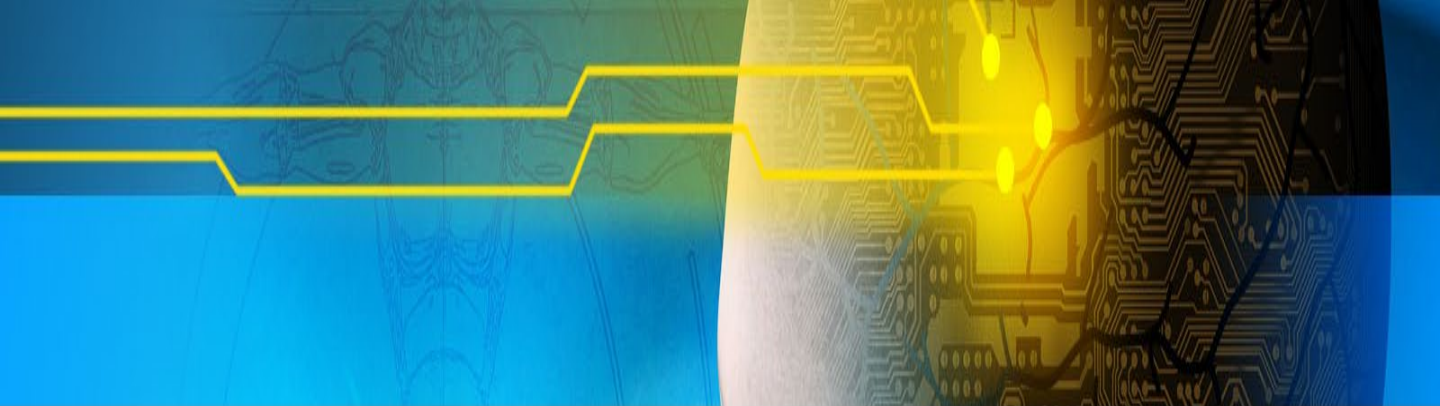
Furthermore, institutions play a crucial role in promoting effective feedback practices by providing educators with the necessary resources and support. Training programs, workload management strategies, and the use of learning technologies can help lecturers provide timely and high-

quality feedback. Additionally, fostering a culture where feedback is viewed as a dialogue rather than a one-way process can create a more interactive and supportive learning environment.

Students are more likely to succeed academically and develop critical thinking abilities when professors provide them timely, constructive, and well-structured feedback. Overall, feedback is a potent instrument for learning and growth in addition to being an assessment tool. When properly applied, it may change students' educational experiences, encourage lifelong learning, and set them up for future success in the workplace. Lecturers may guarantee that feedback stays a significant and influential component of the learning process by addressing current issues and consistently enhancing feedback procedures.

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