Available online at
https://journal.uitm.edu.my/ojs/index.php/ABRIJ

e-ISSN: 2462-1838

Advances in Business Research International Journal 11(2) 2025, 95 – 108.

Advances in Business Research International Journal

The Role of Teaching Quality, Online Course Design, and Prompt Feedback in Shaping Student Expectations and Academic Performance in the Klang Valley

Mohamad Imaduddin Zainal Abidin[1], Nur Atiqah Rochin Demong[2*]

[12]*Faculty of Business and Management, Universiti Teknologi MARA, 42300 Puncak Alam, Selangor, Malaysia*

ARTICLE INFO

Article history:
Received 4 September 2025
Accepted 12 October 2025
Published 31 October 2025

Keywords:
Teaching quality
Online course design
Prompt feedback
Academic performance

DOI:
10.24191/abrij.v11i2.9824

ABSTRACT

Due to Corona Virus (Covid-19) outbreaks, there has been a massive change in our education system. The education system has been influenced by Covid-19 and has led to worldwide closures. The whole world has taken this action to prevent coronavirus transmission among students. In response to this action, the education system, especially in Malaysia, has shifted to open distance learning, e-learning. Classes has been conducted via online platform and tremendous changed from traditional to digital. This change is one of the challenges in Malaysia's education system, from junior to higher learning levels. Despite the increase in open distance learning or online classes in higher institutions, this study tends to identify which factor during open distance learning or online classes could lead to students' academic performance. This paper has identified the relationship between quality of lecturer, course design, lecturer's prompt feedback, and student expectations on student's academic performance among university students in Klang Valley area. The study was quantitative, therefore, the data has been collected from selected higher institutions via an online survey. The sample for this study consists of higher learning students in selected higher institutions in the Klang Valley area with the total of 200 respondents to assess relationship between impact of open distance learning and student's academic performance. Data were quantitatively analyzed using regression technique via SPSS. The result demonstrates a significant relationship between quality of lecturer, lecturer's prompt feedback, and student expectations on student's academic performance. However, course design variables show a negative relationship towards student's academic performance. Hence, this study confirmed all variables are significantly related to student's academic performance among university students in Klang Valley.

1. Introduction

1.1 Background of Study

Corona Virus Disease, also known as Covid-19, is a novel coronavirus that attacks the human respiratory system (Singh et al., 2021). The disease was identified for the first time in December 2019 in Wuhan, the capital of China's Hubei Province, and has since spread worldwide without exception (Liu et al., 2021). Due to this outbreak, many sectors were s affected, including the education sector. There are massive adjustments in Malaysia's education system. The government has issued the guidelines and carried out e-

*Corresponding Author: rochin@uitm.edu.my

learning or open distance learning, and all students started to "study at home" (Xiong et al., 2021). Online classes or open distance learning may be a powerful answer for activating lecture rooms even though faculties or universities have been closed, given the significant dangers of this pandemic (Luburić et al., 2021). When Covid-19 hit the world, online classes or open distance learning was speedily evolving within the realm of upper education and gaining traction on a world level (Robinson, 2021). This is supported by the result whereby the uses of online learning technology are pervasive higher education at a fast rate, with over 80% of schools exploiting technology in some type (Asad & Malik, 2023). E-learning refers to a current platform of learning formulated on computerized information (Liu & Yu, 2023). Unlike conventional learning, instructor and other experts are aggressive in learning how e-learning can lead to preferable educational achievement and performance. Evaluating student performance is the method to develop the answer. In 2019-2022, the Malaysian government decided to change the education platform from face-to-face learning into e-learning or open distance learning (Venkatasawmy & Yeap, 2024). Implementing the Malaysian Movement Control Order (MCO) has numerous effects on the educational system in Malaysia. Based on face-to-face instruction, the current education system has been modified to include online instruction and structured learning modules. This makes the education system reform in Malaysia in response to the Covid-19 crisis by promoting online teaching applications a top priority for teachers on all platforms (Sofi-Karim et al., 2023). Reflection on this action, all students, especially in higher education, will experience the lesson via e-learning or open distance learning to break the chain of Covid-19. Based on this issue, the researcher is keen to identify the impact of open distance learning (ODL) elements on student's academic performance. Previously, e-learning, distant education, and distance learning were commonly categorized as non-formal education; however, it now appears that they will eventually supplant the formal education system. The COVID-19 dilemma has left teachers and students feeling obligated to accept the digital academic experience as the most valuable asset of the online teaching-learning process (Sidi et al., 2023). Previous studies stated, ODL program has requires instructor to re-think on how to convey their courses (Rahim & Choo, 2021). The implementation of ODL in Malaysia education system has faced many challenges such as student interaction, student satisfaction and academic performance. Abdullah et al. (2022) stated, it is vital to get the measure of effectiveness of ODL or Distance Education (DE) in terms of student's academic performance and satisfaction.

Previous studies emphasized on both of delivery methods (synchronous and asynchronous) that giving positive impact on their performance. There are two types of delivery methods in ODL or DE which are synchronous and asynchronous. Both of these tools contributing students with constructive effects that smooth their (Fernandez et al., 2022). Both method for e-learning or open distance learning may impact student achievement that leads to stress. In order to reduce stress during the pandemic season, according to Marks and Thomas (2022), all educational institutions have begun to adopt technologies based on student learning. Therefore, this study aims to identify and investigate a model of academic performance with e-learning or ODL during COVID-19, when both parties (learner and educator) run out of ways to use any e-learning medium for continuous learning and teaching.

1.2 Problem Statement

Student's academic performance is an essential factor that must be considered. According to Devkota (2021), Open Distance Learning (ODL) has become a vital component of higher education worldwide, primarily to accommodate the increasing demand for higher education. In this regard, Tulaskar and Turunen (2022) notes that learners in a remote environment have radically different learning obstacles and opportunities than those in traditional lecture rooms. On the other hand, online or distance learning requires a delivery method because students are physically separated from their lecturers (Ng, 2021). In order to maintain the excellence of student's academic performance, suitable strategies are necessary for distance education. However, the increasing variety of learners at ODL schools has placed tremendous pressure on these institutions to provide more services, the most fundamental of which is learner support, and to maintain student success based on these services (Rotar, 2022). Some studies, such as Creighton University

https://doi.org/10.24191/abrij.v11i2.9824

conducted by distance learning, show that distance learning had a positive impact better than campus students (Woo, 2021). Some researcher also discussed the negative impact of online class or ODL. Most of the student and some instructor unhappy by the pressure, such as internet-connection, instructor delivery methods (Deniz, 2022). These situations are caused negatively results such as fear of failure and low self-esteem if left unchecked, example indirectly influences learning performance. Therefore, it is essential to determine the variables that may impact student success in online or open distance learning. In this study, the researchers concluded that course design, lecturer quality, lecturer's prompt feedback, and student expectations are the four factors in determining learning outcomes and student's academics success in online or open distance learning.

2. Literature Review

2.1 Student's Academic Performance

Overall performance has always been measured in different ways. Ploj Virtic et al. (2021) measured it by how well people understood, how well they communicated, and how well they made decisions. Student's academic performance was measured through continuous assessment, examination conducted during lesson period. According to Doo and Zhu (2024), student performance can be analyzed using several factors, student cognition, learning behaviour, assessment strategies learning environment, self-directed learning and motivation. There are many factors involve in student achievement in online learning environment. This study also looks at the individual relationship between the independent variables (Course design, Quality of Instructor, Prompt feedback, and Student Expectations) and the dependent variables (Student's Academic Performance).

2.2 Quality of Lecturer

As a prominent role in education institution, instructor quality refers to the professional or, in other names, an expert who knows to deliver the student's educational need with unique and creative skills and be able to adapt to and understand student's learning need (Kua et al., 2021). According to Senden et al. (2022), there are five instruments to measure the quality of an instructor. Based on research by Kilag et al. (2023) stated that, an effective instructor may increase and influence student achievement. Other than that, teaching skills, body of knowledge about the subject, attitude of the instructor may affect students' academic performance (Hoque et al., 2023). An online class will be effective and highly successful dependent on several factors, and one of them is the lecturer (Su & Guo, 2021). This is supported by Chen et al. (2024)stated that good coordination between instructors in online classes is needed by providing a common communication platform for the student and as a source of problem-solving to support the lessons. The authors concluded that instructors needed to support student performance in online courses. Therefore, the hypothesis has developed as follows:

Hypothesis 1: Quality of lecturer has a significant relationship on student's academic performance.

2.3 Course Design

Course design includes curriculum knowledge, programme coordination, learning goals, and a course outline (VanTassel-Baska & Baska, 2021). Students may be happier and do better in school if their lesson plans and course outlines are interesting (Alam & Mohanty, 2023). In other words, a well-designed course will help students improve by using their knowledge and skills (Hanstedt, 2023). Still, if the course is not well planned and designed, it can affect how time is spent, and online learning is used. It could cause the teacher and students to use it less (Conrad et al., 2022). An effective and interesting course designed may influence the acceptance of ODL environment among students, indirectly it may boost their performance (Jiang & Liang, 2023). So, previous instructors teaching hybrid learning for the first time probably had to

https://doi.org/10.24191/abrij.v11i2.9824

completely update their courses to make them work for open distance learning. Therefore, the hypothesis has developed as follows:

Hypothesis 2: Course design has a significant relationship on student's academic performance

2.4 Prompt Feedback

Feedback is defined as information provided by instructors and tutors about student performance (Carless, 2022). In education, rapid feedback can be described as knowing what student knows and what student does not know to do with learning (Buckingham Shum et al., 2023). Prompt feedback of the instructor is one of the most influential factors in students' academic performance. According to Hooda et al. (2022), prompt feedback is vital in discovering student performance. In education, human interaction is vital to gain feedback among students, instructors, especially about the result, performance and satisfaction. This interaction between students and instructors will create a feeling of connectedness that can affect students' performance (Jaekel et al., 2021). With the feedback and good response from both, students and instructor may help to identify any weaknesses spot not only for student, but it is worth it for the instructor to improve any weaknesses in course syllabus, teaching skills in order to increase students' academic performance. Interaction or quick feedback could help build a good relationship between the teacher and the student, leading to better performance (Li et al., 2022). Therefore, the hypothesis has developed as follows:

Hypothesis 3: Lecturer's prompt feedback has a significant relationship on student's academic performance.

2.5 Student Expectations

Student satisfaction is measured by how well students can compare what they want from a product or service with what they get from it (Wong & Chapman, 2023). Cheng et al. (2022) investigate how students' expectations affect how well they do in school. They found out that a student's expectations are crucial to how well they do in school. Wong and Chapman (2023) say that a student's level of satisfaction will go up if their expectations are met. At the same time, it will affect how well they do in school. When students' expectations are met, they can feel confident about continuing their endeavours or trying new things. In short, expectations influence behaviours that can ultimately lead to success. Therefore, the hypothesis has developed as follows:

Hypothesis 4: Student expectations have a significant relationship on student's academic performance

2.6 Theoretical and Conceptual Framework

2.6.1 Theoretical Framework

The theoretical foundation of this study is adapted from the framework proposed by Gopal et al. (2021), which examines how instructional quality and online learning conditions shape students' academic outcomes. Their model positions lecturer quality, course design, prompt feedback and student expectations as central determinants of learner satisfaction and performance in digital learning environments. Built on established principles of online pedagogy, the framework suggests that that effective teaching practices, well structured instructional materials and timely facilitative feedback act as critical inputs that enhance students' cognitive engagement and learning effectiveness. Furthermore, student expectations formed through prior learning experiences and perceptions of instructional support serve as a psychological mediator that influences how learners respond to online instruction. Figure 1 illustrates the theoretical framework by Gopal, R., Singh, V, & Aggarwal (2021).

https://doi.org/10.24191/abrij.v11i2.9824

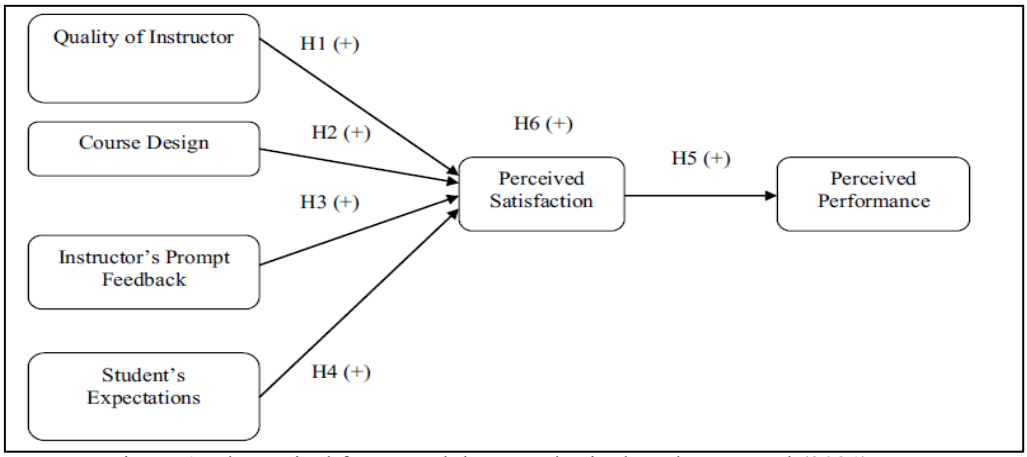

Figure 1. Theoretical framework by Gopal, Singh and Aggarwal (2021).

2.6.2 Conceptual Framework

In the context of this study, the framework is extended to focus specifically on academic performance outcomes among Klang Valley university students engaged in open and distance learning. Each independent variable is theorized to exert a direct influence on students' achievement levels namely lecturer quality reflects pedagogical competence and clarity of delivery, course design captures the organization, structure, and navigation of online learning materials, prompt feedback represents the instructor's responsiveness to student queries and assessments, and student expectations encompass learners' belief of support, course workload and learning effectiveness. By integrating these elements, the conceptual framework provides a cohesive structure to explain how instructional, and learner related factors interact to shape academic performance in online learning environments, guiding both hypotheses development and empirical testing in this study as shown in Figure 2.

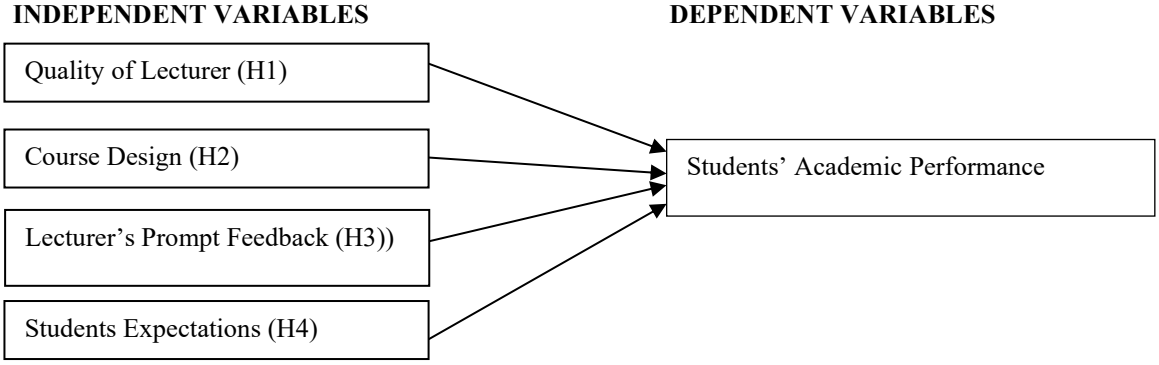

Figure 2. Adapted Conceptual Framework: (Gopal, R., Singh, V, & Aggarwal 2021)

3. Methodology

This study adopted a quantitative research design to examine the influence of lecturer quality, course design, lecturer's prompt feedback and student expectations on academic performance among university

students engaged in online learning in the Klang Valley. A self-administered questionnaire served as a primary data collection instrument, enabling efficient access to a geographically dispersed student population during the post-pandemic online learning environment. Using a convenience sampling approach the study targeted students from selected higher learning institutions located in Klang Valley based on accessibility and willingness to participate. Sample size estimation using G*Power indicated a minimum requirement of 129 respondents for four predictors, however, 200 valid responses were obtained that strengthening the statistical power and reliability of the findings. The instrument comprised demographic items and Likert-scaled measures for the independent and dependent variables, which content validity established through expert review.

Data collection followed institutional ethical approval protocols and questionnaires were distributed via Google Forms. Data analysis was conducted using SPSS, beginning with preliminary assessments including normality via skewness and kurtosis thresholds and reliability testing using Cronbach's alpha. Descriptive statistics summarized respondent characteristics and variable distributions while multiple regression analysis was employed to test the hypothesis relationships between the independent variables and academic performance. This systematic and empirically grounded methodological approach ensured robust assessment of the determinants of students' academic performance in an online learning environment.

4 Findings and Discussion

4.1 Demographic Profiling

Table 4.2 described the demographic factors of the respondents in this study. The result indicates that female was dominant (n=121, 60.5%) and male was (n=79, 39.5%). For the aged, most of the respondents were between 18 to 30 years old (n=198, 99.0%), followed by 31 to 40 years old (n=2, 1.0%). Among the study mode of respondents, the result indicates that Full time was dominant (n=191, 95.5%) and Part time was (n=9, 4.5%). Furthermore, the level of education was dominated by Diploma level (n=98, 49.0%) followed by Bachelor Degree (n=60, 30.0%), Master level (n=41, 20.5%) and PhD level (n=1, 0.5%). In addition, for the Years of Study, most of the respondents was in Second Years and above (n=117, 58.5%) followed by First Year (83, 41.5%). Last but not least for the demographic factors was Place of Study that dominated by respondents who studied in Private University (n=138, 69.0%) and Public University (n=62, 31.0%).

Table 1. Demographic profiling

Variables		Frequency	Percentage (%)
Gender	Male	79	39.5
	Female	121	60.5
	Total	200	100
Age	18-30 years old	198	99.0
	31-40 Years Old	2	1.0
	41-50 Years Old	-	-
	Total	200	100
Study Mode	Full – Time	191	95.5
	Part - Time	9	4.5
	Total	200	100
Current Level of Education	Diploma	98	49.0
	Bachelor's Degree	60	30.0
	Master's Degree	41	20.5
	Doctoral Degree	1	0.5
	Total	200	100

https://doi.org/10.24191/abrij.v11i2.9824

Current Year of Education	First Year	83	41.5
	Second Year and Above	117	58.5
	Total	200	100
Place of Study	Public University	62	31.0
	Private University	138	69.0
	Total	200	100

4.2 Descriptive Analysis

The mean value is the average of the numbers and is often used to measure the central tendency (Sekaran, 2006). The mean values can be interpreted as a very low level in the range of 1.00 to 1.80, a low level is 1.81 to 2.60, a medium level is 2.61 to 3.40, a high level is 3.41 to 4.2, and a very high level is 4.21 to 5.00.

This study used descriptive analysis to investigate the data collected to learn about each construct's distribution's mean and standard deviation. This study makes use of five points Likert Scale. According to Hassan et al., (2021) Best Principles, the interpretation range can be divided into three categories: high, average, and low, with a value of 1.33 (5-1/3). The low scores ranged from 1-2.33, the average scores from 2.34-3.67, and the high scores ranged from 3.68-5.00.

Based on Table 2, result of descriptive analysis, it revealed the highest mean scores was recorded by Quality of Lecturer (QL) (M=4.19, SD=0.504), followed by Course Design (CD) (M=4.25, SD=0.502), In addition, Lecturer's Prompt Feedback (LPF) showed (M=4.26, SD=0.51). Last but not least for independent variables, Student Expectations (SE) (M=4.01, SD=0.68) and for dependent variables, average means score was recorded for Student's Academic Performance (M=4.01, SD=0.95). Based on the result by Hassan et al., (2021) shows that all independent variables and dependent variable are categories on high score.

Table 2. Descriptive Analysis

Variable	Mean (M)	Std. Deviation (SD)
Independent Variable		
Quality Lecturer (QL) Course Design (CD)	4.19	0.504
Lecturer's Prompt Feedback (LPF)	4.25	0.502
Student Expectations (SE)	4.26	0.51
	4.01	0.68
Dependent Variable		
Students' Academic Performance		
	4.01	0.95

4.3 Correctional Analysis

The correlation analysis tested the independent and dependent variables. From Table 3 below, the Quality of Lecturer ($r = 0.381$, $p < 0.05$), Course Design ($r = 0.488$, $p<0.05$), Lecturer 's Prompt Feedback ($r= 0.502$) and Students Expectations ($r = 0.759$, $p<0.05$) indicated that there were positive and strong relationships towards student's academic performance.

Table 3. Correlational Analysis

Independent Variable	Dependent Variable (Student's Academic Performance)	
Quality Lecturer	Pearson Correlation	0.381
	Sig (1-Tailed)	0.00, p<0.05

Course Design	Pearson Correlation	0.488
	Sig (1-Tailed)	0.00, p<0.05
Lecturer's Prompt Feedback	Pearson Correlation	0.502
	Sig (1-Tailed)	0.00, p<0.05
Student Expectations	Pearson Correlation	0.759
	Sig (1-Tailed)	0.00, p<0.05

4.4 Regression Analysis

Table 4 shows the regression analysis of the independent (quality of lecturer, course design, lecturer's prompt feedback and student's expectation) towards student's academic performance among higher education students from selected local universities in Klang Valley. The result indicated the R Square was 0.603 which 60.3 percent of student's academic performance was explained by quality of lecturer, course design, prompt feedback of students and student's expectation and 39.7 percent explained by other factors. In regression, ANOVA analysis was conducted to indicate that the combination of the variable of this study was significant as p values less than 0.05 to predict the dependent variable.

Table 4. Regression Analysis

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	0.777[a]	0.603	0.595	.610

Table 4.8 (a): ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	110.288	4	27.572	74.069	0.000[b]
	Residual	72.589	195	0.372		
	Total	182.877	199			

Table 5. Coefficients Analysis

Model		**Standardized Coefficients Beta**	**Sig.**
1	(Constant)		
	QL	-0.190	0.005
	CD	0.077	0.321
	LPF	0.139	0.034
	SE	0.748	0.000

According to Table 5, result of Coefficient Analysis, Quality Lecturer (QL) is significant towards Student's Academic Performance (DV) (p<0.05, B= -0.190). However, based on coefficients analysis above, Course Design (CD) is not significant towards Student's Academic Performance (DV) (p <0.05, Beta= 0.321), Lecturer's Prompt Feedback (LPF) has significant towards Student's Academic Performance (DV) (p<0.05, B=0.034) Finally, Student Expectations (SE) is significant towards Student's Academic Performance (DV) (p <0.05, Beta= 0.748).

https://doi.org/10.24191/abrij.v11i2.9824

4.5 Summary of Research Analysis

Summary of research hypothesis have been done by looking at the Coefficients Analysis result. The research hypothesis is supported if the value of significance is below 0.05. Therefore, the development of the research hypotheses is shown in Table 6.

Table 6. Summary of Research Analysis

	Research Hypotheses	**r value** **P value**	**Result**
H1	There is positive relationship between Quality Lecturer on Student's Academic Performance	r= - 0.190 p= 0.005	Not Supported
H2	There is positive relationship between Course Design on Student's Academic Performance	r= 0.077 p= 0.321	Supported
H3	There is positive relationship between Lecturer's Prompt Feedback on Student's Academic Performance	r= 0.139 p= 0.034	Supported
H4	There is positive relationship between Students Expectation on Student's Academic Performance	r= 0.084 p= 0.000	Supported

5 Discussion

Based on the findings, there is significant relationship between quality lecturer on student's academic performance. The results have proved that quality of lecturer was reflected negative relationship on student's academic performance. This is result was contradicted with previous researcher by Gopal, R., Singh, V., & Aggarwal, A. (2021). In other words, the relationship between quality of lecturer and student's academic performance has a negative relationship in this study.

Based on the results, researcher may conclude that, lecturer needs to be very efficient in order to deliver the course content. With appropriate and properly delivering method, it affects the student's performance. According to Gopal, R (2021), lecturer's enthusiasm leads to a better learning process quality. Online educators should possess a strong enthusiasm for creating unique courses that effectively engage student and motivate them to achieve an excellent standard of performance.

The study highlighted second research objective is to identify the significant relationship between course design and student's academic performance. Based on the findings, course design showing significant relationship on student's academic performance. Therefore, H2 is supported. The results of this research has aligned with previous research by Gopal, R., Singh, V., & Aggarwal, A. (2021) that stated course design has significant relationship on student's academic performance. In other words, the relationship between course design and student's academic performance have a positive relationship in this study.

Multiple studies and empirical research emphasise the crucial importance of carefully planned course design in promoting a stimulating learning environment, enhancing student involvement, and encouraging a deeper understanding of the subject matter. Considering the significant connection between the structure of a course and its effectiveness in education, it is essential for educators to carefully prioritise and apply successful tactics for course design. In this study context, course design should be designed in an effective manner that able to helps students to understand. Lecturer should aware and plan the course design properly in order to leads student's satisfaction and able to reflect positively towards student's academic performance.

https://doi.org/10.24191/abrij.v11i2.9824

Golden (2023) also claims that even with creative ideas for online course design, including interactive activities and structured assessments, these strategies able to create an environment for critical thinking and ongoing academic conversation. Overall, researcher suggests that there is a positive relationship between course design and student's academic performance.

The third research objectives of this study to examine the relationship between prompt feedback of lecturers and student's academic performance. Based on analysis that have been done by researcher in this study, there is significance and positive relationship between prompt feedback of lecturers on student' academic performance. Therefore, H3 is supported. The result of this study has proved that prompt feedback has positive impact towards student's academic performance. This finding consistently with previous researcher, Gopal, R., Singh, V., & Aggarwal, A. (2021).

Chen et al. (2022) says, lecturers should take a suitable response into consideration when planning future courses after delivering them. Future strategies can also benefit from this. Because feedback is a real example of the course material, an effective feedback system is necessary for improvement. Therefore, researcher claims that there is positive relationship between prompt feedback of lecturers towards student's academic performance.

The fourth research objective in this study is to identify relationship between student expectations towards student's academic performance. Based on the findings, there is significance and strong relationship between student's expectations towards student' academic performance. Therefore, H4 is supported. This finding consistently similar with previous researcher by Gopal, R., Singh, V., & Aggarwal, A. (2021). In online classes or open distance learning, student's may have expectations towards the subjects and lecturers. Lecturers should be able to understand the expectations and able to meet the needs of the students by creating interactive learning environment. With the positive movements from the lectures, it will lead to student's satisfaction and will affect student's academic performance in positive ways.

In this research findings, it showed that student expectations are one of the most prominent factors that having impact towards student's academic performance. This finding supported by Smith (2018) that claims high student expectation has a significant impact on academic performance. In other words, by knowing and understanding the expectations from the students, it will help lecturers to tailor their strategies to support and elevate students' academic performance. Therefore, there is a significance relationship between student's expectation towards student's academic performance. Findings of previous research and current research as shown in Table 7.

Table 7. Previous Scholar Theories and Current Findings

Previous Research	**Current Research**
There is positive relationship between quality of lecturer and student's academic performance Gopal, R., Singh, V., & Aggarwal, A. (2021)	There is negative relationship between quality of lecturer and student's academic performance (based on the regression result).
There is positive relationship between course design and student's academic performance Gopal, R., Singh, V., & Aggarwal, A. (2021)	There is negative relationship between course design and student's academic performance. (based on the regression result).
There is positive relationship between lecturer's prompt feedback and student's academic performance Gopal, R., Singh, V., & Aggarwal, A. (2021)	There is positive relationship between lecturer's prompt feedback and student's academic performance
There is positive relationship between student expectations and student's academic	There is positive relationship between student expectations and student's academic performance

https://doi.org/10.24191/abrij.v11i2.9824

performance Gopal, R., Singh, V., & Aggarwal, A. (2021)	

6. Conclusion

The quick growth of digital technology has changed many parts of people's lives, and higher education is no exception. Malaysia has seen an important shift in recent years towards online classes as the main way to pursue higher education. The global COVID-19 pandemic has stepped up this change. This paradigm shift gives us an interesting the chance to look at how it has changed education in many ways. Online learning platforms have caused big changes that go beyond just being more convenient. They have changed how the educators teach, how engaged students are, and how universities are set up. Even though people were excited about this new technology at first, it is important to think carefully about the positive and negative aspects in order to fully understand what it means and to determine student's performance from these changes. During COVID-19, the previous researcher sought to identify the many aspects that have a direct impact on students' satisfaction and accomplishment especially in online courses or open distance learning.

The relationship between quality of lecturer, course design, lecturer's prompt feedback, and student expectations towards student's academic performance has been a subject of debate about what are the factors that contribute to the student's academic performance in online classes or open distance learning versus traditional classrooms has gotten a lot of attention. Since more and more institutions are moving to digital platforms, it is important to crucial factors that able to leads to the better result of student performance. Adding to the changes that digital technology has made to Malaysian education, the introduction of online classes has definitely changed the way we learn, having various positive and negative impact on students, educators, and the entire educational system. However, when it comes to the questions on how to measure academic performance. Quality of lecturer is a crucial factor that might boost the student's academic performance. A lecturer or an educator who sacrifice his or her time, efforts, creativity in order to conduct the class is one of the contributors that can leads to the greater result of student's performance. Based on this research, it may help the institutions to choose suitable candidates who able to become an educator to teach with passion and able to contribute to the growth of student's performance. Furthermore, lecturer's prompt feedback also is one of prominent factors towards student's academic performance. By getting prompt feedback from the lecturers or in other words, fast response from the lecturers will help to boost student satisfaction and increasing the performance of the student as well. Previous and current researchers believe that, with appropriate treatment and response from educator especially in online classes, it leads to the student satisfaction. Whenever the students stuck or confuse in their subject or any assignments, prompt feedback from lecturers is one of magic key that might help to overcome the problems and solve the puzzles. This research agreed that feedback receive from the lecturers can be beneficial for the students to score in their academic and focus on the performance that enhance their learning.

Overall, online classes were valuable for the students especially in Malaysia. Massive implementation when during Covid-19, online classes started to become main option for the people who want to further studies. On the other hand, demographic background and characteristic also may plays main role in comprehending the online classes performance. Lecturers should be enthusiastic in order developing course design, assignment task, interactive learning resources that actively facilitate relationships between the students and motivate them to achieve outstanding performances. Both lectures and students share the same responsibility for achieving greater academic success. When the student encounters difficulties comprehending the ideas, they should seek guidance from their lecturer for solutions. Thus, researcher conclude in this study, quality of lecturer, lecturer's prompt feedback and student expectations influencing positive relationship towards student's academic performance. However, course design influencing negative relationship with student's academic performance.

https://doi.org/10.24191/abrij.v11i2.9824

Acknowledgement

The authors gratefully acknowledge the support provided by Faculty of Business and Management, Universiti Teknologi MARA in facilitating the publication of this article. Appreciation is also extended to all respondents for their valuable contributions during the data collection process. The authors further express sincere thanks to the reviewers for their constructive and insightful feedback.

References

Abdullah, S. I. N. W., Arokiyasamy, K., Goh, S. L., Culas, A. J., & Manaf, N. M. A. (2022). University students' satisfaction and future outlook towards forced remote learning during a global pandemic. *Smart Learning Environments*, *9*(1), 15.

Alam, A., & Mohanty, A. (2023). Developing 'happiness engineering'subject for the schools in India: Designing the pedagogical framework for a sustainable happiness curriculum. *Qubahan Academic Journal*, *3*(4), 1-20.

Asad, M. M., & Malik, A. (2023). Cybergogy paradigms for technology-infused learning in higher education 4.0: a critical analysis from global perspective. *Education+ Training*, *65*(6/7), 871-890.

Buckingham Shum, S., Lim, L.-A., Boud, D., Bearman, M., & Dawson, P. (2023). A comparative analysis of the skilled use of automated feedback tools through the lens of teacher feedback literacy. *International Journal of Educational Technology in Higher Education*, *20*(1), 40.

Carless, D. (2022). From teacher transmission of information to student feedback literacy: Activating the learner role in feedback processes. *Active Learning in Higher Education*, *23*(2), 143-153.

Chen, M.-J., She, H.-C., & Tsai, P.-Y. (2024). The effects of online simulation-based collaborative problem-solving on students' problem-solving, communication and collaboration attitudes. *Education and Information Technologies*, *29*(14), 19141-19162.

Chen, V., Sandford, A., LaGrone, M., Charbonneau, K., Kong, J., & Ragavaloo, S. (2022). An exploration of instructors' and students' perspectives on remote delivery of courses during the COVID-19 pandemic. *Br J Educ Technol*, *53*(3), 512-533. https://doi.org/10.1111/bjet.13205

Cheng, M., Adekola, O., Albia, J., & Cai, S. (2022). Employability in higher education: a review of key stakeholders' perspectives. *Higher Education Evaluation and Development*, *16*(1), 16-31.

Conrad, C., Deng, Q., Caron, I., Shkurska, O., Skerrett, P., & Sundararajan, B. (2022). How student perceptions about online learning difficulty influenced their satisfaction during Canada's Covid-19 response. *British Journal of Educational Technology*, *53*(3), 534-557.

Deniz, A. D. (2022). *Challenges Experienced by Tertiary Level EFL Instructors and Students During Covid-19 Pandemic* Bilkent Universitesi (Turkey)].

Devkota, K. R. (2021). Inequalities reinforced through online and distance education in the age of COVID-19: The case of higher education in Nepal. *International Review of Education*, *67*(1), 145-165.

Doo, M. Y., & Zhu, M. (2024). A meta-analysis of effects of self-directed learning in online learning environments. *Journal of Computer Assisted Learning*, *40*(1), 1-20.

Fernandez, C. J., Ramesh, R., & Manivannan, A. S. R. (2022). Synchronous learning and asynchronous learning during COVID-19 pandemic: a case study in India. *Asian Association of Open Universities Journal*, *17*(1), 1-14.

Golden, B. (2023). Enabling critical thinking development in higher education through the use of a structured planning tool. *Irish Educational Studies*, *42*(4), 949-969. https://doi.org/10.1080/03323315.2023.2258497

Gopal, R., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and Information Technologies*, *26*(6), 6923-6947.

Hanstedt, P. (2023). *Creating wicked students: Designing courses for a complex world*. Routledge.

Hooda, M., Rana, C., Dahiya, O., Rizwan, A., & Hossain, M. S. (2022). Artificial intelligence for assessment and feedback to enhance student success in higher education. *Mathematical Problems in Engineering*, *2022*(1), 5215722.

Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: a review (2010–2021). *Humanities and Social Sciences Communications*, *10*(1), 1-7.

Jaekel, A.-K., Scheiter, K., & Göllner, R. (2021). Distance teaching during the COVID-19 crisis: Social connectedness matters most for teaching quality and students' learning. *Aera Open*, *7*, 23328584211052050.

Jiang, L., & Liang, X. (2023). Influencing factors of Chinese EFL students' continuance learning intention in SPOC-based blended learning environment. *Education and Information Technologies*, *28*(10), 13379-13404.

Kilag, O. K. T., Uy, F. T., Calledo, M. F. S., Cerna, Y. T. D., Villanueva, K. M., & Angtud, N. A. A. (2023). Quality performance of teachers: work environment, work attitude, and principal supervision: qualitative investigation. *Science and Education*, *4*(7), 415-429.

Kua, J., Lim, W.-S., Teo, W., & Edwards, R. A. (2021). A scoping review of adaptive expertise in education. *Medical Teacher*, *43*(3), 347-355.

Li, X., Bergin, C., & Olsen, A. A. (2022). Positive teacher-student relationships may lead to better teaching. *Learning and Instruction*, *80*, 101581.

Liu, J., Zhang, L., Yan, Y., Zhou, Y., Yin, P., Qi, J., Wang, L., Pan, J., You, J., & Yang, J. (2021). Excess mortality in Wuhan city and other parts of China during the three months of the covid-19 outbreak: findings from nationwide mortality registries. *Bmj*, *372*.

Liu, M., & Yu, D. (2023). Towards intelligent E-learning systems. *Education and Information Technologies*, *28*(7), 7845-7876.

Luburić, N., Slivka, J., Sladić, G., & Milosavljević, G. (2021). The challenges of migrating an active learning classroom online in a crisis. *Computer applications in engineering education*, *29*(6), 1617-1641.

Marks, B., & Thomas, J. (2022). Adoption of virtual reality technology in higher education: An evaluation of five teaching semesters in a purpose-designed laboratory. *Education and Information Technologies*, *27*(1), 1287-1305.

Ng, C. F. (2021). The physical learning environment of online distance learners in higher education–a conceptual model. *Frontiers in Psychology*, *12*, 635117.

Ploj Virtic, M., Dolenc, K., & Šorgo, A. (2021). Changes in online distance learning behaviour of university students during the coronavirus disease 2019 outbreak, and development of the model of forced distance online learning preferences. *European Journal of Educational Research*, *10*(1), 393-411.

Rahim, A. S. A., & Choo, C. Y. (2021). First year pharmacy students' perceptions on ODL during the COVID-19 Pandemic: A thematic analysis. *Malaysian Journal of Pharmacy (MJP)*, *7*(2), 58-63.

Robinson, M. T. (2021). *The virtual teaching experience with Google Classroom during COVID-19: A phenomenological study*. St. John's University (New York).

Rotar, O. (2022). Online student support: A framework for embedding support interventions into the online learning cycle. *Research and Practice in Technology Enhanced Learning*, *17*(1), 2.

Senden, B., Nilsen, T., & Blömeke, S. (2022). Instructional quality: A review of conceptualizations, measurement approaches, and research findings. *Ways of analyzing teaching quality: Potentials and pitfalls*, 140-172.

Sidi, Y., Shamir-Inbal, T., & Eshet-Alkalai, Y. (2023). From face-to-face to online: Teachers' perceived experiences in online distance teaching during the Covid-19 pandemic. *Computers & Education*, *201*, 104831.

Singh, H., Kumar, S., & Kumar, R. (2021). A study on novel coronavirus disease (COVID-19). *Asian Journal of Engineering and Applied Technology*, *10*(1), 29-37.

Sofi-Karim, M., Bali, A. O., & Rached, K. (2023). Online education via media platforms and applications as an innovative teaching method. *Education and Information Technologies*, *28*(1), 507-523.

Su, C. Y., & Guo, Y. (2021). Factors impacting university students' online learning experiences during the COVID-19 epidemic. *Journal of Computer Assisted Learning*, *37*(6), 1578-1590.

Tulaskar, R., & Turunen, M. (2022). What students want? Experiences, challenges, and engagement during Emergency Remote Learning amidst COVID-19 crisis. *Education and Information Technologies*, *27*(1), 551-587.

VanTassel-Baska, J., & Baska, A. (2021). *Curriculum planning and instructional design for gifted learners*. Routledge.

Venkatasawmy, R., & Yeap, P. F. (2024). Issues and Challenges for Educational Leadership in the Implementation of ICT-Intensive Strategies for Higher Education in Post-Pandemic Malaysia. In *The Palgrave Handbook of Crisis Leadership in Higher Education* (pp. 377-395). Springer.

Wong, W. H., & Chapman, E. (2023). Student satisfaction and interaction in higher education. *Higher Education*, *85*(5), 957-978.

Woo, D. (2021). *Comparison of Retention Rates of Courses Taught in Traditional, Online, and Hybrid Format* Creighton University].

Xiong, Y., Ling, Q., & Li, X. (2021). Ubiquitous e-Teaching and e-Learning: China's Massive Adoption of Online Education and Launching MOOCs Internationally during the COVID-19 Outbreak. *Wireless Communications and Mobile Computing*, *2021*(1), 6358976.