

# Effectiveness of Feedback on Continuous Assessment: Students' Views

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## Abstract

Feedback is a crucial component of the learning process, particularly in the realm of continuous assessment, where it serves to enhance student understanding, guide improvement, and foster engagement. This study examined the effectiveness of feedback mechanisms within the context of continuous assessment from the viewpoint of students. Through a cross-sectional study employing quantitative methods, data were collected from a diverse sample of students enrolled at the Institute of Teacher Education Malaysia under the Bachelor of Teaching Degree Preparation Program (PPISMP), Bachelor of Teaching Degree Program (PISMP), and Postgraduate Diploma in Education Program (PDPP). The findings highlighted that most students have a very positive perception of lecturers' feedback on continuous assessment. Many students valued constructive feedback as a catalyst for future improvement, while a small number expressed concerns regarding the consistency and usefulness of feedback provided by instructors. Additionally, the findings provided vital insights for lecturers to use as guidelines in giving feedback on students' continuous assessments. Overall, this study underscored the importance of soliciting and integrating students' views in the design and implementation of feedback mechanisms within continuous assessment frameworks, thereby optimizing learning outcomes and promoting student engagement and satisfaction.

**Keywords:** Continuous Assessment, Feedback, Students' Views

## INTRODUCTION

Assessment is a fundamental and integral component of any education system. It serves multiple purposes that contribute to the overall effectiveness and improvement at various levels of the educational process. There are three main purposes of assessment: assessment for learning, assessment as learning, and assessment of learning. According to Morris et al. (2021), assessment for learning is a continuous process that tracks student progress to assist instructors and students in becoming better teachers and learners. It enables pupils to take charge of their learning and continually reforms education. In contrast, assessment of learning evaluates the knowledge and skills that students have acquired. It assesses students' overall performance and verifies their learning, determining if learning objectives and outcomes have been met (Sambell et al. 2024). Furthermore, assessment as learning is also a continuous process that supports students in self-reflection, self-monitoring, and strategy adjustment to meet their objectives and develop into more effective, self-directed, metacognitive, autonomous learners (Yan & Yang, 2021).

Continuous assessment is one of the most common assessment methods used in education. It refers to the ongoing evaluation and analysis of an individual's learning performance during a given course. These assessments may be included fully, partially, or not at all in the student's final scores. According to Iqbal and Anjum (2017), one of the goals of continuous assessment is to provide

information on each student's development and current state of learning. This knowledge helps teachers plan and adjust their lessons to better meet the needs of their pupils. Continuous assessment also provides an analysis of students' strengths and weaknesses. Continuous evaluation, based on long-term data collection, benefits teachers, learners, educators, and parents by offering guidance-oriented, ongoing assessment. It provides teachers with more accurate data, encouraging them to modify their teaching methods accordingly.

Feedback and continuous assessment are closely related for effective teaching and learning. Feedback refers to information provided by an agent (such as parents, instructors, classmates, books, or oneself) about a particular area of a person's performance or comprehension (Hattie & Timperley, 2003). The efficacy of feedback on continuous evaluation is a key component of the education system, significantly impacting students' learning experiences and outcomes. Feedback on continuous assessment involves providing students with information indicating whether they are performing appropriately. It allows students to understand their abilities regarding the subjects they are studying and offers direction for improving their learning. Feedback is an essential part of effective teaching and learning. Osuala et al. (2018) reported a significant difference between the mean performance on continuous assessment of the group that received feedback from lecturers (70.2) and the group without feedback (53.8). Highlighting students' learning abilities through feedback can be a powerful tool for encouraging and motivating pupils (Nicol, 2010). Feedback can positively influence students' attitudes and views about learning and boost their confidence.

While continuous assessment serves as a vital component of modern education systems, the effectiveness of feedback in this context remains a subject of considerable inquiry. In teacher training programs, studying the effectiveness of feedback is especially important as it directly affects how future teachers develop reflective skills. The language and cultural diversity of students in the Teacher Training Institute may impact how they perceive and process feedback, influencing its effectiveness. In Malaysia, the Teacher Training Institute is known as Institut Pendidikan Guru (IPG). For ease of reading, this article will use the abbreviation IPG to refer to the Teacher Training Institute from this point onwards. Furthermore, the hierarchical nature of student-lecturer interactions at IPG may affect how students view and engage with feedback. The ability of feedback to improve learning outcomes may be limited when students are reluctant to ask questions or critically reflect on the comments they receive. Despite the recognition of feedback's importance, there is a need to explore the alignment between students' views, preferences, and the actual impact of lecturers' feedback on continuous assessment. This research is informed by ongoing discussions in educational research regarding the significance of feedback in continuous assessment. Various scholarly works have highlighted the importance of understanding students' perceptions and preferences in feedback processes (Hattie & Timperley, 2007; Carless, 2019). Moreover, recent studies have underscored the need to explore the impact of feedback on student learning outcomes within continuous assessment contexts (Tofade et al., 2014; Price et al., 2018). By addressing these gaps, this study seeks to contribute to the discourse surrounding effective feedback practices in educational settings by exploring the following research questions: (1) What are IPG students' views of lecturers' feedback on continuous assessment? (2) What are IPG students' preferences for lecturers' feedback on continuous assessment? (3) To what extent does IPG lecturers' feedback on continuous assessment impact students' improvement in future continuous assessments?

## **LITERATURE REVIEW**

Continuous assessment is an integral component of modern educational practices, offering students ongoing opportunities for learning and improvement. Within this framework, feedback plays a crucial role in guiding students' understanding, performance, and progression. This literature review explores recent research regarding students' perceptions of feedback in continuous assessment, their preferences for feedback, and the impact of feedback on their future performance, with a specific focus on the unique context of IPG.

### **1. Students' Views of Lecturers' Feedback on Continuous Assessment**

Recent studies have highlighted students' perspectives on feedback provided in continuous assessment settings. According to Crouch and Mazur (2017), students value feedback that is constructive, specific, and actionable. They appreciate feedback that not only identifies areas for improvement but also offers guidance on how to enhance their understanding and performance. Similarly, research by Li and Steckelberg (2019) suggests that students perceive feedback as more meaningful when it is personalized and tailored to their individual learning needs. Students prefer feedback that acknowledges their efforts, recognizes their strengths, and provides clear suggestions for improvement. Additionally, feedback that is timely and accessible has been identified as a key factor in enhancing students' engagement and learning experience (Hattie & Timperley, 2007).

In the context of IPG, where the student body is culturally and linguistically diverse, these general principles of effective feedback must be carefully adapted. The effectiveness of constructive and actionable feedback may be influenced by students' varying levels of language proficiency and their cultural expectations regarding communication with lecturers. Additionally, the hierarchical nature of the lecturer-student relationship prevalent at IPG might lead to a more passive reception of feedback, where students may hesitate to critically engage with the feedback provided. Thus, while the literature provides a solid foundation, its application at IPG requires further refinement to ensure that feedback strategies are both culturally sensitive and conducive to active student engagement.

## 2. Students' Preferences for Lecturers' Feedback on Continuous Assessment

Recent literature has also examined students' preferences regarding the format and delivery of feedback in continuous assessment. Carless (2019) emphasizes the importance of dialogic feedback processes, where students are actively involved in discussions about their work and encouraged to reflect on their learning. Students appreciate feedback that promotes collaboration and encourages them to take ownership of their academic progress. Furthermore, research by Boud and Molloy (2019) suggests that students value formative feedback, focusing not only on evaluating their current performance but also on facilitating their ongoing development. Feedback that emphasizes growth, improvement, and self-regulation resonates well with students and fosters a positive learning environment.

However, the implementation of dialogic feedback processes at IPG may encounter specific challenges. Given the cultural norms at IPG, where students might be less accustomed to questioning or engaging with authority figures, encouraging active participation in feedback discussions requires thoughtful facilitation. Lecturers at IPG might need to adopt strategies that foster a more open and collaborative feedback environment, where students feel empowered to voice their reflections and questions. Without such adaptations, the potential benefits of dialogic feedback may not be fully realized in this context, suggesting a need for tailored approaches to enhance student involvement in the feedback process.

Given the diversity of student preferences and the contextual challenges at IPG, it is essential to design feedback strategies that are flexible and responsive to individual needs. Offering varied feedback formats—including written comments, oral discussions, and rubric-based evaluations—can accommodate different learning styles and preferences, enhancing accessibility and engagement. By integrating dialogic and formative principles with culturally attuned practices, educators can better support students' academic growth and foster a more dynamic and participatory learning environment. This tailored approach aligns with best practices in feedback pedagogy and addresses the specific sociocultural realities of teacher education in Malaysia.

## 3. Impact of Lecturers' Feedback on Students' Improvement

Extensive research underscores the significant role that effective feedback plays in enhancing students' academic development, particularly in fostering their abilities to self-assess, self-regulate, and set meaningful learning goals. Feedback that is timely, specific, and supportive encourages students to engage actively with their learning processes, enabling them to identify areas for improvement and implement strategies that promote continuous growth. Tofade et al. (2014) emphasize that well-constructed feedback not only informs students about their current performance but also cultivates metacognitive skills, empowering learners to monitor and adjust their approaches to learning.

independently. This reflective capacity is crucial for academic success and lifelong learning, as it helps students become more autonomous and effective in managing their educational journeys.

Moreover, Price et al. (2018) highlight that feedback fostering metacognitive awareness and critical reflection can lead to sustained improvements in academic performance over time. When students are encouraged to think deeply about their learning strategies and outcomes, they develop a more nuanced understanding of their strengths and weaknesses, which supports the development of higher-order thinking skills and self-regulation. This process is particularly important in continuous assessment contexts, where ongoing feedback provides multiple opportunities for students to refine their work and enhance their competencies incrementally.

In the specific context of IPG, the practical orientation of the curriculum adds an additional layer of complexity to the feedback process. Unlike purely theoretical disciplines, teacher training programs require feedback that not only addresses conceptual understanding but also translates into actionable guidance for classroom practice. Feedback at IPG must therefore be aligned with the development of practical teaching competencies, helping students apply theoretical knowledge effectively in real-world educational settings. This necessitates feedback that is clear, relevant, and directly linked to the skills and behaviors expected of future educators.

Despite the recognized importance of such context-specific feedback, there remains a notable gap in the literature regarding how feedback can be optimally tailored to meet the practical demands of teacher training programs like those at IPG. Existing studies often focus on general feedback principles without sufficiently addressing the unique challenges posed by the integration of theory and practice in teacher education. Consequently, there is a pressing need for research that explores feedback strategies explicitly designed to support the development of practical teaching skills, ensuring that feedback not only informs but also transforms student learning in meaningful ways.

Addressing this gap will enable educators at IPG and similar institutions to refine their feedback practices, enhancing their capacity to support students' professional growth and readiness for the teaching profession. By fostering feedback that is both metacognitively enriching and practically oriented, teacher education programs can better prepare future educators to meet the complex demands of contemporary classrooms, ultimately contributing to improved educational outcomes for students at all levels.

## **METHODOLOGY**

This study employed a cross-sectional quantitative research design to investigate students' perceptions and experiences regarding lecturers' feedback on continuous assessment at the Institute of Teacher Education Malaysia (IPG). The cross-sectional approach was chosen to capture a snapshot of students' views at a specific point in time, allowing for the collection of data from a broad and diverse sample across multiple campuses. Quantitative methods facilitated systematic data collection and statistical analysis, enabling the identification of patterns and relationships within the data.

The target population comprised all students enrolled in the three main programs offered by IPG across its 27 campuses: the Bachelor of Teaching Degree Preparation Program (PPISMP), the Bachelor of Teaching Degree Program (PISMP), and the Postgraduate Diploma in Education Program (PDPP). These programs represent a wide spectrum of teacher education pathways, encompassing both undergraduate and postgraduate levels, thus providing a comprehensive perspective on feedback practices within the institution.

A two-stage sampling procedure was implemented to select participants. In the first stage, purposive sampling was employed to restrict the sample to students currently enrolled in the specified programs at IPG campuses, ensuring relevance to the research focus. In the second stage, random sampling was applied to the pool of respondents who completed the questionnaire, enhancing the representativeness of the sample and reducing selection bias. This combination of purposive and random sampling allowed for both targeted inclusion and generalizability within the study population.

Data were collected using a self-administered questionnaire developed specifically for this study. The questionnaire comprised two main sections. The first section gathered demographic information, including gender, program enrolment, intake and option, semester, and year of study. This

information provided essential context for analysing variations in feedback perceptions across different student subgroups. The second section focused on assessing the effectiveness of lecturers' feedback on continuous assessment, comprising 16 items designed to capture students' engagement with feedback, their understanding and preferences, and the perceived impact on their academic improvement.

The questionnaire was created using Google Forms, facilitating easy distribution and completion. The survey link was disseminated to students through their lecturers via WhatsApp, leveraging existing communication channels to maximize reach and response rates. Respondents were informed that the survey was anonymous and voluntary, and it typically required approximately ten minutes to complete. The survey remained open for one month, allowing sufficient time for participation.

Data analysis was conducted using the Statistical Package for the Social Sciences (SPSS) version 25. Descriptive statistics, including frequencies, percentages, and means, were calculated to summarize respondents' demographic characteristics and their responses to feedback-related items. This analytical approach enabled the researchers to address the study's objectives by identifying prevalent trends and patterns in students' views and experiences regarding feedback on continuous assessment.

## RESULTS

### 1. Participant Demographics

A total of 427 students from the Institute of Teacher Education Malaysia (IPG) participated in this study. The demographic profile reveals a significant gender imbalance, with female students comprising the majority. Specifically, 84.0% (n = 358) of participants were female, while 16.0% (n = 69) were male. This distribution reflects the broader gender composition commonly observed in teacher education programs, where female enrollment tends to be higher.

Regarding program enrolment, the vast majority of respondents were students from the Bachelor of Teaching Degree Program (PISMP), accounting for 95.1% (n = 406) of the sample. Students from the Bachelor of Teaching Degree Preparation Program (PPISMP) represented 2.6% (n = 11), and those enrolled in the Postgraduate Diploma in Education Program (PDPP) constituted 2.3% (n = 10). This distribution indicates a predominant representation of undergraduate students pursuing the PISMP program, which may influence the generalizability of findings across different educational levels within IPG.

The demographic data are summarized in Table 1, providing a clear overview of the gender and program composition of the study participants. The predominance of female and PISMP students highlights the importance of considering these characteristics when interpreting the study's findings, as they may shape students' perceptions and experiences of feedback on continuous assessment.

**Table 1** Demographic Data of the Respondents

Characteristics		Frequency (n)	Percentage (%)
Gender	Male	69	16
	Female	358	84
Program	PPISMP	11	2.6
	PISMP	406	95.1
	PDDP	10	2.3

### 2. Feedback Engagement and Perceptions

The study revealed a high level of student engagement with lecturers' feedback on continuous assessments, underscoring the perceived importance of this feedback in their academic development. An overwhelming majority of respondents (99.3%) reported that they read the feedback provided by their lecturers on various continuous assessment tasks, indicating strong attentiveness to the evaluative comments received. Furthermore, 95.3% of students stated that they understood the feedback given, suggesting that most feedback was communicated in a manner accessible to learners. This

comprehension is critical, as it directly influences students' ability to act upon the feedback to improve their future work.

Almost all participants (99.8%) affirmed the importance of receiving lecturers' feedback on their continuous assessments, reflecting widespread recognition of feedback as an essential component of the learning process. Correspondingly, 98.8% of respondents indicated that they utilized feedback from their current assessments to inform and enhance their performance in subsequent continuous assessments. This finding highlights the instrumental role of feedback in guiding students' academic progress and fostering continuous improvement.

Despite these positive indicators, the data revealed concerns regarding the consistency of feedback provision. Only 47.1% of students reported that all their lecturers consistently provided feedback on continuous assessments, while a majority (52.9%) indicated that some lecturers did not offer feedback regularly. This inconsistency may undermine the potential benefits of feedback, as students may miss critical opportunities for guidance and reflection.

Additionally, students' willingness to seek clarification on feedback was moderate. While 44.0% of respondents had asked their lecturers for further explanation regarding feedback comments, a larger proportion (56.0%) had not pursued such clarification. This reluctance to engage in dialogue about feedback may be influenced by cultural or hierarchical factors within the educational environment, potentially limiting the depth of students' understanding and the effectiveness of feedback as a learning tool.

Students' eagerness to receive feedback was notable, with 90.2% expressing anticipation in reading their lecturers' comments on continuous assessments. However, only 66.5% reported comparing their feedback with that of their peers, suggesting varying degrees of engagement with peer-related evaluative information.

Table 2 summarizes these key findings related to students' engagement with and perceptions of lecturers' feedback on continuous assessment. These results demonstrate that while students highly value and actively engage with feedback, there remain areas for improvement, particularly in ensuring consistent feedback provision and encouraging more proactive student-lecturer communication. Addressing these issues could enhance the overall effectiveness of feedback as a tool for continuous learning and development.

**Table 2** Students' Views on Lecturers' feedback on Continuous Assessment

Item	Yes n (%)	No n (%)
Do you read the feedback given by your lecturers on your continuous assessment (CA)?	424 (99.3)	3 (0.7)
Do you think it is important for lecturers to give feedback for your CA?	426 (99.8)	1 (0.2)
Do you make changes in your future CA based on the feedback given on the current CA?	422 (98.8)	5 (1.2)
Do you think the feedback is helpful?	426 (99.8)	1 (0.2)
Do all your lecturers give feedback on your CA?	201 (47.1)	226 (52.9)
Can you understand the feedback written by your lecturers in your CA?	407 (95.3)	20 (4.7)
Do you eagerly wait to read the feedback written by your lecturers on your CA?	385 (90.2)	42 (9.8)
Do you compare the feedback written on your CA with others?	284 (66.5)	143 (33.5)
Have you ever asked your lecturers to further clarify the feedback on your CA?	188 (44.0)	239 (56.0)
Does the feedback have an impact on you?	423 (99.1)	4 (0.9)

### 3. Impact of Feedback on Improvement

The analysis of students' perceptions regarding the impact of lecturers' feedback on their future continuous assessments reveals a predominantly positive influence. As shown in Table 3, a substantial majority of respondents (77.5%) affirmed that the feedback they received from lecturers definitively helped improve their subsequent continuous assessment performance. This strong endorsement

underscores the critical role that timely and constructive feedback plays in guiding students' academic development and enhancing their learning outcomes.

Conversely, approximately 21.8% of students expressed uncertainty about the benefits of the feedback, indicating that while they perceived some potential value, they were not fully confident in its effectiveness. This ambivalence may reflect variability in the quality, clarity, or applicability of the feedback provided, suggesting that not all feedback is equally impactful or well understood by students. A very small minority (0.7%) reported that they did not believe the lecturers' feedback was helpful at all, highlighting that for some students, feedback may fail to meet their needs or expectations.

These findings highlight the importance of ensuring that feedback is not only delivered consistently but also tailored to be clear, actionable, and relevant to students' individual learning contexts. Effective feedback should empower students to identify specific areas for improvement and provide guidance on how to address these areas in future assessments. The presence of doubt among a notable portion of students suggests that feedback practices could be enhanced by incorporating strategies that increase student engagement with feedback, such as encouraging dialogue, clarifying comments, and providing examples of improvement.

Overall, the data affirm that lecturers' feedback is a vital component in supporting students' continuous academic growth, but also point to opportunities for refining feedback delivery to maximize its positive impact on student learning trajectories.

**Table 3** Impact of the Lecturers' feedback on Improving Students' Future Continuous Assessment

Item	Frequency (n)	Percentage (%)
I don't read the feedback at all	0	0.0
I don't think the lecturers' feedback helps	3	0.7
It probably helps to some extent, but I am not sure	93	21.8
The lecturer's feedback definitely helped my future continuous assessment	331	77.5

#### 4. Focus of Feedback and Student Preferences

The analysis of lecturers' feedback focus reveals that students perceive a varied emphasis on different aspects of their continuous assessments. According to the Table 4, a majority of respondents (52.1%) believe that lecturers provide feedback covering all aspects of the continuous assessment, including content, organization, and grammar. This comprehensive approach aligns with students' holistic expectations for feedback, reflecting their desire for detailed and multifaceted guidance that addresses the full scope of their work. Meanwhile, 41.5% of students reported that feedback primarily concentrates on content or ideas, indicating a strong focus on the substantive elements of their assignments. In contrast, only a small fraction of students perceived that lecturers emphasize organization (5.2%) or grammar (1.2%) in their feedback.

From the students' perspective, the preferred focus of feedback closely mirrors these observations but with an even stronger inclination toward comprehensive feedback. As shown in the Table 5, 70% of respondents expressed a preference for feedback that addresses all aspects of their continuous assessment, underscoring the importance they place on receiving balanced and thorough evaluations. A further 26.2% favoured feedback cantered on content or ideas, while only minor proportions desired feedback focused on organization (2.6%) or grammar (1.2%). This preference pattern highlights students' recognition that effective feedback should not be limited to content alone but should also encompass structural and linguistic elements to support overall academic development.

These findings suggest that lecturers should strive to provide feedback that is both broad and nuanced, carefully balancing comments on content quality, structural coherence, and grammatical accuracy. Such an approach not only meets students' expressed preferences but also aligns with best practices in formative assessment, ultimately supporting more comprehensive learning outcomes. By attending to all relevant aspects of student work, educators can help learners develop a more integrated understanding of academic expectations and improve their performance across multiple domains.

**Table 4** Focus of Lecturers' feedback

<b>Focus of Lecturers' Feedback on Continuous Assessment</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Grammar	5	1.2
Organization	22	5.2
Content/Ideas	177	41.5
All aspects of the continuous assessment	223	52.1

**Table 5** Students' opinions on the Areas that should be focused on by Lecturers in Their Feedback

<b>Students' Preferred Focus of Feedback</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
Grammar	5	1.2
Organization	11	2.6
Content/Ideas	112	26.2
All aspects of the continuous assessment	299	70.0

## 5. Student Attitudes and Suggestions for Feedback Improvement

The study reveals predominantly positive student attitudes toward receiving feedback on continuous assessments, highlighting its perceived value as an integral part of the learning process. As shown in Table 6, a majority of respondents (62.1%) expressed that they view making mistakes as a natural and essential component of learning, and therefore, they are comfortable receiving feedback from their lecturers. This growth-oriented mindset aligns with educational theories emphasizing the importance of embracing errors as opportunities for development and reflects a constructive approach to feedback reception. Additionally, 37% of students explicitly stated that they value and appreciate the feedback provided by their lecturers, recognizing it as a supportive and beneficial element that contributes to their academic progress.

Despite these encouraging findings, a small minority of students (0.9%) reported feeling intimidated or disappointed by the feedback they received. This suggests that while most feedback is perceived positively, some students may experience negative emotional responses, potentially due to the tone, content, or delivery of the feedback. Such reactions can undermine motivation and engagement, highlighting the need for lecturers to carefully balance critical comments with encouragement to maintain student confidence and foster a supportive learning environment.

In terms of how students prefer lecturers to provide feedback, the data indicate clear preferences that can inform improvements in feedback practices. Table 7 shows that the majority of students (60.2%) believe the most effective feedback approach is to provide comments on each aspect of the continuous assessment, encompassing content, organization, and grammar. This preference underscores students' desire for detailed, comprehensive feedback that addresses multiple dimensions of their work, enabling them to understand precisely where and how to improve. Meanwhile, 24.4% of respondents prefer feedback that simply indicates errors through marking, underlining, or highlighting, suggesting that some students appreciate concise, direct cues to areas needing attention. A smaller proportion (15.2%) favour overall feedback on the continuous assessment without detailed breakdowns, while an insignificant number (0.2%) expressed indifference toward feedback methods.

However, the study also identifies challenges students face in interpreting feedback, which may hinder its effectiveness. Table 8 reveals that more than half of the respondents (57.6%) do not understand the marks or codes used by lecturers in their feedback, indicating a significant communication barrier. Additionally, 21.1% of students felt that the feedback was not constructive, and 14.5% reported difficulty understanding the lecturers' written comments. Furthermore, 6.8% found the feedback discouraging to the extent that they lost interest in reading it further. These findings highlight critical areas where feedback clarity and approachability must be improved to ensure that students can fully benefit from the evaluative information provided.

Collectively, these results emphasize the importance of delivering feedback that is not only comprehensive and detailed but also clear, accessible, and encouraging. Lecturers should consider adopting feedback strategies that minimize ambiguity such as avoiding unexplained codes and foster a positive tone that motivates students to engage with their learning. Providing opportunities for students



to seek clarification and discuss feedback can also mitigate misunderstandings and enhance the feedback's impact. By addressing these challenges, educators can strengthen the feedback process, thereby supporting students' academic growth and fostering a more effective continuous assessment environment.

**Table 6** Students' feelings about Lecturers' feedback

<b>Students' Feelings About Lecturers' Feedback</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
I don't think the feedback is of any help to me	0	0.0
It makes me feel intimidated and disappointed in myself	4	0.9
I value and appreciate the feedback given by my lecturers in my continuous assessment	158	37.0
I feel making mistakes is part of learning, so it is okay to receive feedback from my lecturers	265	62.1

**Table 7** Students' Views on the Most Significant Way for Lecturers to Give Feedback

<b>Students' Views on the Most Effective Way for Lecturers to Give Feedback</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
I don't care	1	0.2
Give overall feedback on the continuous assessment	65	15.2
Give feedback on each aspect of the continuous assessment	257	60.2
Just indicate my errors by marking/underlining/highlighting them	104	24.4

**Table 8** Challenges students face in interpreting the feedback

<b>Challenges Students Face in Interpreting Feedback</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
The feedback is not constructive	90	21.1
I don't understand my lecturers' comments	62	14.5
I don't understand the marks/code used by my lecturers	246	57.6
The feedback is very discouraging, and I am not interested in reading it further	29	6.8

## **DISCUSSION**

### **1. Role and Importance of Feedback**

The findings from this study reaffirm the critical role that feedback plays in the continuous assessment process, serving as a fundamental mechanism for bridging the gap between students' current performance and their desired learning outcomes. Feedback functions not merely as evaluative commentary but as an essential pedagogical tool that guides students toward self-regulation, deeper understanding, and academic growth. Nicol and Macfarlane-Dick (2006) highlight that effective feedback helps students identify discrepancies between their actual and target performance, thereby promoting metacognitive skills and encouraging autonomous learning. Similarly, Hattie and Timperley (2007) assert that feedback, when clearly communicated and constructively framed, can significantly enhance student achievement by providing actionable information that students can use to improve.

The overwhelmingly positive student responses regarding their engagement with feedback—such as the high percentages who read, understand, and apply lecturers' comments—underscore feedback's perceived value as a catalyst for learning. Students recognize feedback as a vital source of guidance that informs their future continuous assessments, reinforcing its role in fostering ongoing improvement and academic resilience. This perception is consistent with prior research demonstrating that timely and relevant feedback enhances motivation and supports the development of a growth mindset, whereby students view challenges and errors as opportunities for learning rather than as failures.

However, the study also reveals a concerning inconsistency in feedback provision, with more than half of the respondents reporting that not all lecturers consistently provide feedback on continuous assessments. This irregularity poses a significant threat to the potential benefits of feedback, as students may be deprived of essential information needed to monitor and adjust their learning strategies effectively. Sadler (1989) warns that without regular, constructive feedback, students struggle to accurately self-evaluate and may miss critical opportunities to enhance their performance. The absence or irregularity of feedback can thus undermine the formative function of continuous assessment, limiting its capacity to support student learning.

Moreover, the reluctance of a substantial portion of students to seek clarification on feedback further complicates the feedback dynamic. This hesitancy may stem from cultural or hierarchical factors inherent in the educational context, where students may feel disempowered or intimidated in interactions with lecturers. Such dynamics can inhibit open dialogue, reducing the effectiveness of feedback as a two-way communicative process. Evans (2013) emphasizes the importance of creating supportive environments where students feel comfortable engaging with feedback providers, asking questions, and negotiating meaning. Without fostering such a culture, feedback risks becoming a one-directional transmission of information rather than a collaborative learning opportunity.

In sum, while feedback is widely acknowledged and valued by students as a powerful tool for continuous improvement, its inconsistent delivery and the limited student engagement in feedback dialogue present significant challenges. Addressing these issues is imperative to maximize feedback's educational impact. Educators must strive to ensure that feedback is provided consistently, communicated clearly, and embedded within a supportive framework that encourages active student participation. By doing so, feedback can fulfil its transformative potential, enabling students to bridge performance gaps, develop self-regulatory skills, and achieve sustained academic success.

## **2. Clarity and Comprehensibility of Feedback**

The clarity and comprehensibility of feedback are fundamental to its effectiveness in supporting student learning, yet this study reveals significant challenges in these areas. While the majority of students reported understanding the feedback provided by their lecturers, a notable proportion struggled with interpreting specific elements, particularly the marks or codes used in feedback annotations. Over half of the respondents indicated difficulty in understanding these symbols, which suggests a communication gap that can undermine the utility of feedback. Ambiguous or overly technical feedback can confuse students, leaving them uncertain about how to improve their work. Carless (2006) emphasizes that clarity is pivotal in feedback; when feedback is unclear or cryptic, it loses its formative value and may even discourage students from engaging with it meaningfully.

Moreover, the study highlights a reluctance among many students to seek clarification when they do not understand feedback. More than half of the respondents had never asked their lecturers to explain feedback comments further. This hesitancy may stem from cultural and hierarchical dynamics prevalent in the educational context, where students may feel disempowered or intimidated in interactions with authority figures. Such reluctance limits opportunities for dialogue, which is essential for deepening understanding and fostering a feedback culture that supports learning. Evans (2013) argues that creating a supportive environment where students feel comfortable discussing feedback is crucial for maximizing its impact. Without such an environment, feedback risks becoming a one-way transmission of information rather than a collaborative process that promotes reflection and growth.

The findings underscore the need for lecturers to provide feedback that is not only clear and unambiguous but also accessible and encouraging. Avoiding unexplained codes or jargon, using straightforward language, and providing examples can enhance students' comprehension. Additionally, fostering a classroom culture that encourages questions and open dialogue about feedback can empower students to engage more actively with their learning. By addressing these issues, educators can ensure that feedback serves its intended purpose as a constructive tool for continuous improvement, rather than a source of confusion or disengagement.

### 3. Focus and Customization of Feedback

Students in this study demonstrated a clear preference for feedback that addresses all aspects of their continuous assessment work, including content, organization, and grammar. This holistic approach to feedback aligns with their desire for comprehensive guidance that supports improvement across multiple dimensions of their academic performance. The majority of respondents expressed that feedback focusing solely on content or isolated elements was insufficient, emphasizing the importance of balanced commentary that considers the full scope of their assignments. Such comprehensive feedback enables students to develop a more integrated understanding of their strengths and areas for growth, fostering deeper learning and more effective skill development.

Balancing feedback across content, structure, and language is crucial because students have diverse needs and varying levels of proficiency in different areas. For example, some students may require more support with organizing their ideas coherently, while others might benefit from detailed attention to grammatical accuracy. By tailoring feedback to address these individual differences, lecturers can enhance the relevance and impact of their comments, thereby promoting more meaningful learning outcomes. This customization acknowledges that a one-size-fits-all approach to feedback is inadequate, especially in culturally and linguistically diverse settings such as the Institute of Teacher Education Malaysia (IPG).

Moreover, customized feedback that considers each student's unique context and learning goals can increase motivation and engagement. When students perceive feedback as personally relevant and actionable, they are more likely to reflect critically on their work and implement suggested improvements. Shute (2008) highlights that feedback tailored to individual needs is more effective in fostering self-regulation and academic growth. Therefore, lecturers should strive to provide feedback that not only covers all pertinent aspects of the assessment but also adapts to the specific challenges and strengths of each learner.

In practice, this means adopting a flexible feedback strategy that combines general comments on overall performance with targeted advice addressing particular areas for improvement. Such an approach can help students navigate complex learning tasks more effectively and build confidence in their abilities. Additionally, providing examples, clarifications, and opportunities for dialogue can further personalize feedback, making it a dynamic and interactive process rather than a static evaluation. Ultimately, balancing comprehensive and customized feedback is essential for supporting diverse learners in continuous assessment contexts and enhancing the overall quality of teaching and learning.

### 4. Student Attitudes and Motivation

Student attitudes toward feedback in this study were predominantly positive, reflecting an encouraging openness to receiving evaluative input as part of the learning process. A majority of students embraced the notion that making mistakes is an inherent and valuable aspect of learning, aligning with the principles of a growth mindset, which posits that abilities can be developed through effort and constructive feedback. This perspective fosters resilience and a willingness to engage with feedback critically, viewing it as an opportunity for improvement rather than as a judgment of fixed ability. Such attitudes are essential for cultivating self-regulated learners who actively seek to understand and apply feedback to enhance their academic performance (Dweck, 2006).

However, the study also identified a small subset of students who experienced negative emotional responses to feedback, feeling intimidated or discouraged by the comments they received. This highlights the delicate balance educators must maintain in delivering feedback that is both honest and supportive. Overly critical or harsh feedback can undermine student motivation, leading to disengagement and reduced confidence. Carless (2006) cautions that feedback perceived as excessively negative or lacking constructive framing may provoke defensiveness or withdrawal, thereby diminishing its intended educational impact (Carless, 2006).

To sustain student motivation and engagement, it is imperative that feedback be balanced—acknowledging strengths while clearly identifying areas for improvement. Constructive feedback that is specific, actionable, and framed positively encourages students to view challenges as manageable and surmountable. This approach not only supports cognitive development but also nurtures affective factors critical to learning, such as self-efficacy and persistence. Educators should therefore be mindful

of the tone and content of their feedback, striving to create an environment where students feel valued and empowered to take ownership of their learning journey (Weaver, 2006).

Moreover, fostering a classroom culture that normalizes feedback as a routine and collaborative process can help mitigate anxiety and resistance. Encouraging dialogue around feedback, inviting questions, and providing opportunities for clarification can transform feedback from a one-way transmission into an interactive learning experience. Such practices promote deeper understanding and reinforce the perception of feedback as a tool for growth rather than criticism. Ultimately, positive student attitudes toward feedback, supported by thoughtful and balanced feedback practices, are crucial for maximizing the benefits of continuous assessment and enhancing educational outcomes (Boud & Molloy, 2013).

## 5. Recommendations for Improving Feedback Practices

To enhance the effectiveness of feedback in continuous assessment, several strategic recommendations emerge from both the study findings and established educational research. First and foremost, lecturers should prioritize providing feedback that is timely, clear, and actionable. Timeliness ensures that students receive feedback while the assessed material is still fresh in their minds, enabling them to make meaningful adjustments in subsequent tasks. Clear feedback, free from ambiguous language or unexplained codes, facilitates comprehension and reduces confusion, thereby increasing the likelihood that students will engage with and apply the feedback effectively. Actionable feedback goes beyond mere evaluation by offering specific guidance on how students can improve, which is essential for fostering self-regulated learning and continuous development (Nicol & Macfarlane-Dick, 2006).

Secondly, fostering a feedback culture that encourages active student engagement and dialogue is critical. Feedback should not be a one-way transmission of information but rather a dynamic, interactive process where students feel empowered to ask questions, seek clarification, and reflect critically on the comments they receive. Creating such an environment requires lecturers to adopt facilitative approaches that reduce hierarchical barriers and promote open communication. This can be achieved by explicitly inviting students to discuss feedback, providing opportunities for peer feedback, and integrating feedback discussions into classroom activities. Boud and Molloy (2013) emphasize that feedback as dialogue enhances students' ownership of their learning and supports the development of critical thinking and self-assessment skills.

Furthermore, offering varied feedback formats can accommodate diverse learning preferences and needs, thereby increasing the accessibility and impact of feedback. While written comments remain a staple, incorporating oral feedback, rubric-based evaluations, and digital feedback tools can cater to different modalities of learning. For example, oral feedback allows for immediate clarification and personalized interaction, while rubrics provide transparent criteria that help students understand assessment standards and self-monitor their progress. Sadler (2010) advocates for such multimodal feedback approaches, noting that they enhance clarity, consistency, and student engagement with feedback.

In addition to these core strategies, lecturers should be mindful of the cultural and linguistic diversity within their student cohorts, particularly in contexts like the Institute of Teacher Education Malaysia (IPG). Feedback practices must be culturally sensitive and linguistically accessible to ensure all students can benefit equally. This may involve simplifying language, avoiding jargon, and being attentive to cultural norms that influence how feedback is received and acted upon. Tailoring feedback to the specific context and needs of students not only improves comprehension but also fosters inclusivity and equity in learning opportunities (Carless, 2019).

Finally, professional development for lecturers is essential to equip them with the skills and knowledge necessary to implement these feedback strategies effectively. Training programs can focus on best practices in feedback delivery, cultural competence, and the use of technology to enhance feedback processes. By investing in lecturer development, institutions can ensure that feedback practices evolve in line with pedagogical advancements and student needs, ultimately contributing to improved learning outcomes and student satisfaction.

Collectively, these recommendations underscore the multifaceted nature of effective feedback and highlight the importance of a holistic, student-centred approach. By providing timely, clear, and actionable feedback; fostering a dialogic feedback culture; offering diverse feedback formats; and

attending to cultural and linguistic considerations, educators can significantly enhance the role of feedback in continuous assessment. Such improvements not only support student learning and motivation but also contribute to the development of reflective, competent educators prepared to meet the challenges of contemporary teaching environments.

## **CONCLUSION**

This study highlights the critical role of feedback in continuous assessment as perceived by students, revealing both strengths and areas requiring improvement in current practices. Most students value and actively engage with lecturers' feedback, recognizing it as essential for guiding their learning and enhancing future performance. The findings underscore that constructive, timely, and comprehensive feedback fosters student motivation, self-regulation, and academic growth. However, inconsistencies in feedback provision and challenges related to clarity—particularly the use of unexplained marks or codes—pose significant barriers to maximizing feedback's effectiveness. Additionally, cultural and hierarchical factors may inhibit students from seeking clarification, limiting the dialogic potential of feedback. Addressing these issues by ensuring consistent, clear, and culturally sensitive feedback, alongside fostering an open feedback culture, is vital to optimize learning outcomes. This study contributes valuable insights for educators and institutions aiming to refine feedback strategies within continuous assessment frameworks, ultimately supporting the development of reflective and competent future teachers. Future research should explore tailored feedback interventions that accommodate diverse learner needs and promote active student engagement in feedback processes.

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## **DATA AVAILABILITY STATEMENT**

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

## **CONFLICT OF INTEREST STATEMENT**

The authors declare that there are no conflicts of interest.

## DECLARATION OF GENERATIVE AI

During the preparation of this work, the author(s) used ChatGPT to proofread the paper. After using this tool, the author(s) reviewed and edited the content as necessary and take full responsibility for the final version of the publication.

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