School leaders' and teachers' perceptions of the feedback and evaluation system in Albania

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ABSTRACT

This research endeavors to provide insights that can inform policy decisions and pedagogical approaches aimed at optimizing feedback and evaluation systems to better serve the needs of educators and students in Albania. Quantitative data analysis techniques, such as descriptive statistics and regression analysis, were utilized to examine the relationship between selected variables and teacher assessment feedback. Utilizing the Teacher Evaluation Profile survey customized for Albania, information was gathered from 1,100 teachers and 80 school principals. The findings highlight the need to strengthen assessment quality to improve educational outcomes by identifying existing barriers and offering suggestions for improvement. The research advances the conversation on efficient evaluation techniques to raise academic standards by pointing out the framework's advantages and disadvantages in Albania's teacher assessment system and making suggestions for enhancements. The research delves into the complexities of how feedback is received, utilized, and integrated into professional practice by both leaders and teachers. It also examines the alignment between evaluation systems and educational objectives, considering factors such as cultural influences, institutional policies, and resource constraints. By elucidating these dynamics, the study seeks to contribute to ongoing discussions on enhancing educational quality, fostering teacher development, and promoting effective leadership practices within Albanian schools.

Contribution/Originality: This study significantly contributes by offering a thorough grasp of the feedback and assessment mechanisms used in the Albanian educational context. It provides insights into the viewpoints of educators and school administrators, showcasing their experiences, difficulties, and recommendations regarding these systems. In order to enhance educational practices in Albania and other similar contexts, policymakers, educators, and academics can benefit from this localized study's distinctive cultural and contextual perspective, which extends the body of literature already available on educational evaluation.

1. INTRODUCTION

The traditional method of evaluating teachers, which sometimes consists of a single year-end exam, is insufficient to promote a culture of performance in the classroom. To promote continued professional development and the advancement of students, this study suggests that assessors and teachers engage in regular observation and communication. It highlights the significance of reflective techniques in improving teaching competencies, especially for educators whose primary attention lies elsewhere, drawing on the concepts of Schratz (1993) and Schön (1983). Bell (2001) discusses the importance of reflective strategies to enhance teaching abilities, especially

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when they are supported by constructive criticism and peer observation, as recommended by Handal (1999) and Costa and Kallick (2000). However, more clarification is needed on the study's background and context in order to emphasize how important it is to support a culture of continuous improvement in teacher assessment. Therefore, the purpose of this study is to examine the complexities involved in applying this strategy to the Albanian educational system. Through an analysis of the obstacles and possibilities related to transitioning to a performance-based assessment framework, this study aims to investigate the following research question: What are teachers' and school leaders' perceptions of the feedback characteristics in teacher evaluation?

This study is important because it can influence practice and policy related to teacher assessment in the Albanian education system. Through an analysis of the qualities of feedback, as seen by educators and administrators, this study provides an important context for understanding the efficacy of the current assessment procedures and highlights development opportunities.

The results of the study can help create more comprehensive systems for evaluating teachers who make professional development and instructional enhancement a priority. Policymakers and educational administrators can customize assessment frameworks to better meet the needs of educators and support ongoing learning and growth by knowing the viewpoints of teachers and school leaders on feedback.

The significance of this research goes beyond improving learning outcomes and teaching quality in Albanian schools. To help teachers improve their teaching methods and address areas for improvement, effective feedback mechanisms are crucial. This study can direct efforts to build a supportive atmosphere favorable to teachers' professional development, ultimately improving student achievement by identifying barriers and facilitators to feedback provision.

Furthermore, the study's emphasis on feedback features in the context of Albania closes a gap in the literature and advances the conversation on teacher assessment techniques. Through placing feedback dynamics within the particular educational context of Albania, this study offers insights that will be useful to Albanian policymakers and practitioners as well as educators and scholars worldwide who are looking to enhance teacher evaluation systems.

The study's overall significance stems from its potential to positively impact teacher assessment processes, which could ultimately lead to better student outcomes and education quality in Albania and elsewhere.

2. LITERATURE REVIEW

The importance of teacher assessment in global educational systems has long been acknowledged. Even so, conventional evaluation techniques have frequently failed to propel long-term teacher improvement (Darling-Hammond, Wise, & Pease, 1983; Donaldson, 2012; Stiggins & Duke, 1988). To address this issue, current studies have concentrated on the feedback obtained from teacher observations as a possible basis for improving teaching methods (Anast-May, Penick, Schroyer, & Howell, 2011; La Masa, 2005).

The importance of feedback in supporting teachers' professional development is emphasized by Anast-May et al. (2011). School administrators can help teachers refine their teaching practices and raise student results by giving them targeted, practical feedback based on observations made in the classroom. In a similar vein, La Masa (2005) emphasized the value of constant, formative feedback in encouraging educators to pursue a continuous improvement mindset.

Building on these discoveries is supported by a thorough method of evaluating teachers that takes into account input from a variety of sources, such as peer evaluations, student assessments, and observations. School administrators can give instructors more comprehensive and nuanced feedback that helps them pinpoint areas where their practices need to be improved by utilizing a variety of viewpoints.

The caliber of communication between educators and school administrators is essential to the efficacy of feedback systems (Newmann & Wehlage, 1995). In an atmosphere where feedback is viewed as a tool for professional development rather than an assessment, effective communication promotes trust and collaboration.

Effective communication also guarantees that feedback is given on time, precisely, and is relevant to the needs and circumstances of each teacher.

In introducing a conceptual model for feedback, Kimball (2002) emphasized the importance of qualified assessors in providing precise and targeted evaluations that are grounded in well-defined performance standards. This approach places a strong emphasis on how teachers' reactions to feedback are influenced by perceived bias and the quality of the feedback. Furthermore, the Danielson (2007) framework provides an organized method of evaluating teachers that emphasizes professional development over simple assessment.

Research on the process of implementing evaluation policies and their effects at the school level is still necessary, even though the frameworks that are now in place offer helpful direction for teacher evaluation (Tuytens & Devos, 2010). According to research by Santiago and Benavides (2009) school leadership is critical in influencing how teachers view assessment procedures and creating a collaborative and encouraging environment for feedback.

Furthermore, Vekeman, Devos, and Tuytens (2015) emphasized how crucial it is for administrators to make sense of evaluation procedures to influence teachers' comprehension of them. Comprehending these dynamics is imperative for the efficient execution of policies and enhancing the caliber of instruction. Furthermore, the study conducted by Delvaux et al. (2013) emphasizes the role that feedback and leadership traits have in determining how successful teacher assessment programs are.

The quality of feedback given to teachers (Feeney, 2007) principals' use of teacher evaluation policies (Antoni, Fitria, & Ahyani, 2023) teacher perspectives on evaluation reform (Jiang, Sporte, & Luppescu, 2015) and administrators' instructional feedback to teachers (Balyer & Özcan, 2020; Lochmiller, 2016) have all been the subject of recent studies. These studies emphasize the significance of matching teachers' perceptions of evaluation policies, the need for principals to use professional judgment, the role that high-quality feedback plays in fostering teacher development, and the necessity for administrators to build bridges across subject subcultures in order to support instructional improvement across the board in schools.

Although the literature that is now in publication offers insightful analyses of teacher assessment and feedback, there is still a significant research gap concerning the particulars of feedback in the context of teacher evaluation systems, especially in the Albanian education system. To close this gap, this study looks at how school administrators and teachers in Albania perceive the features and quality of feedback in teacher evaluation. This study addresses an essential gap in the literature by examining the opportunities and problems related to providing feedback and concentrating on the nuances of implementing a performance-based evaluation methodology.

The review of existing research emphasized the significance of feedback in the processes of evaluating teachers and draws attention to the necessity of customized methods of providing feedback that give priority to professional development and the enhancement of instruction. This study fills this knowledge gap by providing insights into feedback features in the Albanian education system and shedding light on successful teacher assessment procedures and their effects on student outcomes and education quality.

2.1. Research Design

This study uses a quantitative research approach to look into how school administrators and teachers perceive the features of feedback in teacher assessment. The participants' data is gathered through the use of structured questionnaires as part of the research design.

2.2. Research Population

Teachers and school administrators from elementary schools in several of Albania's most populous districts, including Tirana, Durres, Korca, Elbasan, Shkodra, Lushnja, Vlora, and Fier, make up the research population. The selection of these districts was based on the substantial representation of primary schools in the nation.

2.3. Instrument

The tool employed to gather data is an adjusted form of the Teacher Evaluation Profile, which was first created by Stiggins and Duke (1988) and later updated by Rindler (1994) and Doherty (2009). Likert scale items are used in the questionnaire, which was specifically designed for the Albanian setting, to evaluate several aspects of feedback qualities in teacher assessment. Teachers and school administrators each received a separate questionnaire with two sections: demographic data and feedback qualities.

2.4. Validity and Reliability Tests

The modified Teacher Evaluation Profile questionnaire underwent validity and reliability testing before any data was collected. To make sure that the questionnaire accurately captures the targeted constructs, expert evaluation and input were used to assure content validity. In order to evaluate the internal consistency of the questionnaire items, reliability testing was also carried out.

2.5. Participants

A total of 1,100 teachers and 80 school principals, who were chosen from the elementary schools in the aforementioned districts, make up the study's sample. The objective of the participant selection process was to obtain a representative sample that accurately reflects the variety of Albanian primary education settings. To guarantee a broad and inclusive sample, surveys were carried out at schools connected to different colleges, universities, and educational establishments within the designated areas.

3. METHODOLOGY

Teachers and school administrators in their respective educational settings were given the questionnaires as part of the data collection process. Collaborating with education authorities and institutions, surveys were carried out to guarantee participant access and streamline data gathering. Information regarding the goals of the study and a guarantee of confidentiality were given to the participants. Descriptive statistics are used in the data analysis process to investigate how the school administrators and teachers perceived the qualities of feedback in teacher assessments. Moreover, depending on the type of data gathered, inferential statistical methods can be used to investigate correlations and differences between variables.

The goal of this methodology is to offer a thorough understanding of how educators and school administrators in Albania see feedback in teacher assessment. This study aims to add to the body of knowledge on teacher evaluation procedures by using a rigorous research design and reliable data collection techniques. It also aims to provide guidance for policy and practice in Albanian primary education.

3.1. Statistical Analysis

The internal consistency of the questionnaire was measured based on the Cronbach's alpha coefficients. Their value was higher than 0.7 (the allowed rate), indicating the consistency of the questionnaire. Knowing that each question presents a variable and can receive more than one answer, the alternative answers in the closed questions were as realistic as possible to obtain the necessary information. Thus, referring to this goal, part of their analysis is also factorial analysis. First, we analyze the factorial weights and the alpha reliability coefficients for each variable.

Table 1 presents the factorial weights of each of the questions that measure the independent variable – the evaluation process. The data analyzed for the independent variable (feedback) showed that the questions asked have factorial weights greater than 0.4. The method for measuring the factorial weights of the questions refers to the Principal Component Analysis Method.

Table 1. Factorial loads of the independent variable – feedback.

Alternative	Factorial load
Quantity of information obtained	0.588
Frequency of formal feedback	0.588
Frequency of informal feedback	0.487
Depth of information obtained	0.641
Quality of ideas and suggestions included in the feedback	0.652
Particularities of information obtained	0.609
Nature of information obtained	0.584
Feedback time	0.528
Was the feedback based on standards?	0.523

The reliability of the questions is an important element of the analysis. Thus, referring to the reliability, Table 2 summarizes the relevant values for each of the variables, from which it can be seen that the Cronbach's alpha coefficients are considered valid regarding the conclusions and recommendations that emerge from the study, except the evaluation variable, which has this reliability coefficient of 0.590.

Table 2. The alpha coefficients for the study variables.

No.	Variable	Cronbach's alpha
1	Evaluation procedures	0.873
2	Feedback	0.907
3	Context	0.816
4	Assessment	0.590

It is only reasonable that feedback should be provided in addition to the assessment and information gathered. Accordingly, when considering the analysis of the frequency of obtaining this feedback, only 13.1% of teachers claim to nearly always receive formal feedback regarding their assessments, while another 25.5 % claim to receive this feedback frequently. While 48.2% of the respondents say they typically receive this form of feedback, 13.2% say they do so occasionally or virtually never. Regarding unofficial feedback, 20.4% of the teachers who participated in the interview stated that they receive it infrequently, while 10.5% indicated that they receive it frequently and specifically for them. The remainder (43.6%) say that this kind of input is typically received.

Regarding the depth of information obtained, 52.5% of them believe that this level of detail is normal or average, 25.2% believe that the information received is deep and detailed, in 12.1% of cases, teachers reported that the information is very detailed, and the remaining 10.2% claim that this information is revealing or merely mediocre.

Table 3. Relative frequency of formal and informal feedback.

Alternative	Very rare	Rare	Normal	Frequent	Almost always	Total
Frequency of formal feedback	2.5	10.7	48.2	25.5	13.1	100.0
Frequency of informal feedback	3.9	16.5	43.6	25.4	10.5	100.0

Table 3 shows the quality of the thoughts and proposals included in the feedback. The pattern of the responses remained mostly the same, with 44.5% believing that the input they receive is of an average level of quality. Only 11.4% of the respondents say they are satisfied with the quality of this feedback, even if another 37.1% believe it to be of a very high caliber, and 7.1% say that its quality is low or very low.
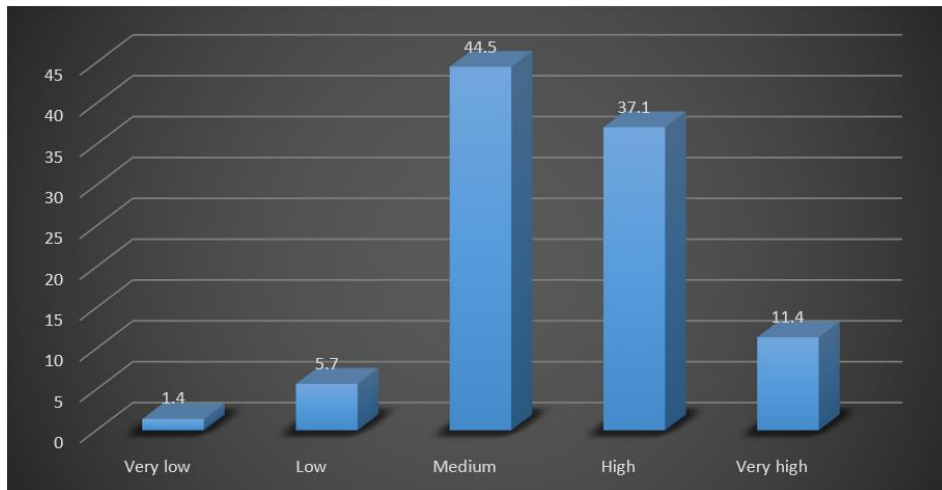
Figure 1. Quality of ideas and suggestions contained in the feedback.

Figure 1 represents the feedback specifications, where the majority of the respondents (48.4%) said that they were complete, followed by another 38.9% who said they were at an average level, and the remaining respondents— despite their low numbers—said that the feedback's specifics were general or incomplete.

Regarding the waiting time to receive feedback related to their evaluation, the data shows that in 48.6% of cases, the waiting time was considered normal, for 26.3% it was received frequently, and for another 16.6% it was immediately after receiving the evaluation. In 6.7% of cases, the feedback was late, where 66.2% of them are teachers who work in schools in urban areas, and the other 33.8% are teachers who teach in rural schools. Of the 1.7% who said that the feedback time they have been waiting for has been too long, most of them (68.4%) are city school teachers. Figure 2 expresses the data for the time of feedback received.
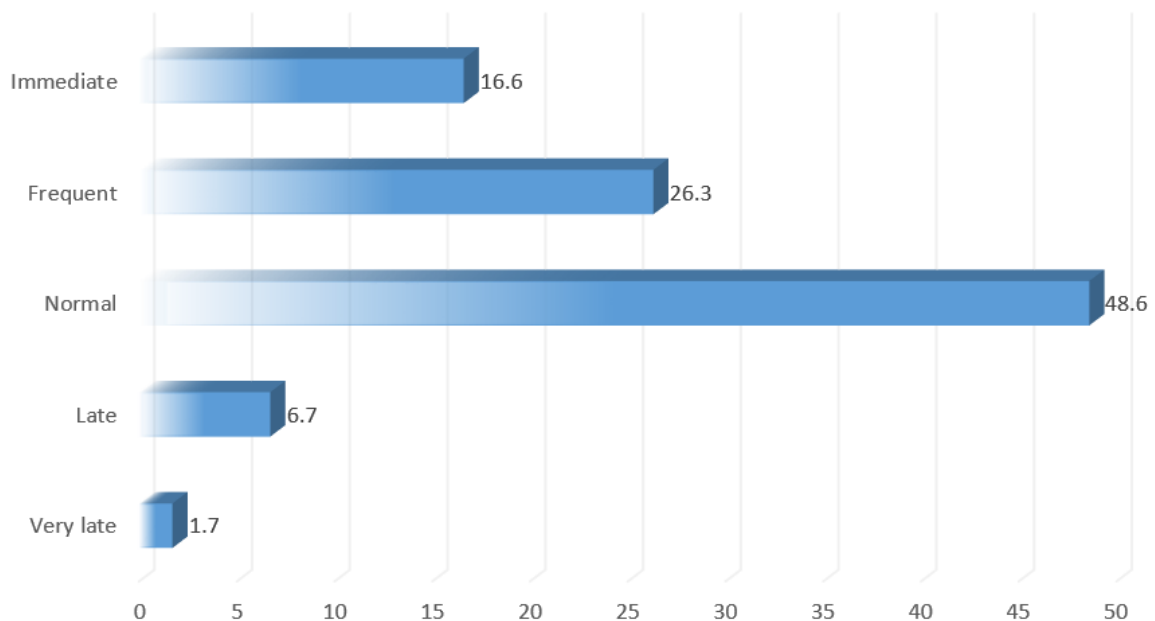

Figure 2. Feedback time.

In response to "Was the feedback based on standards?", Figure 3 shows that 35.7% of the teachers expressed that this feedback, which they received, often reflected the standards and another 18.5% are of the opinion that the feedback in general always reflects the required standards. 34.5% stated that these standards are reflected on average and 11.2% stated that the feedback as a whole partially takes into account the standards or not at all.
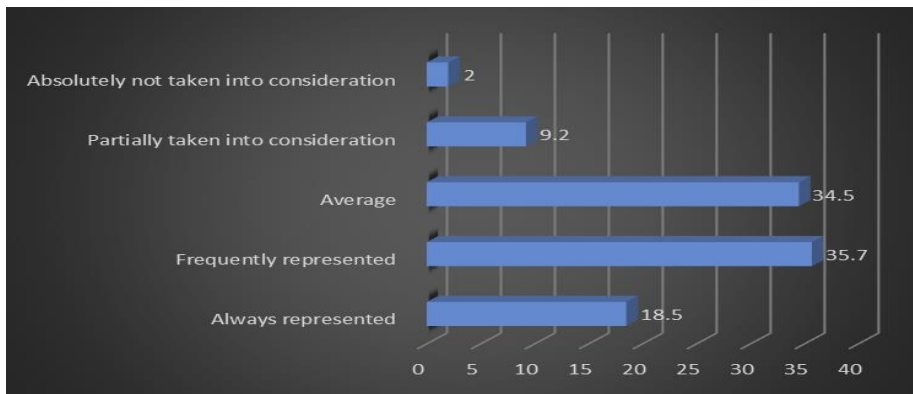
Figure 3. Feedback based on the standards.

Regarding the frequency of formal and informal feedback, Table 4 shows that formal feedback was frequent for 32.5% of the managers and informal for another 35%. Formal feedback is considered normal by 55% of the managers and informal feedback is normal for 45%. For the rest, this formal or informal feedback was either always received or rarely received, although accepted by few managers.

Table 4. Relative frequency of formal and informal feedback.

Alternative	Very rare	Rare	Normal	Frequent	Almost always	Total
Frequency of formal feedback	3.8	0	55.0	32.5	8.8	100.0
Frequency of informal feedback	5	0	45.0	35.0	15.0	100.0

In response to "How was the quality of ideas and suggestions contained in the evaluated feedback in general?", Figure 4 shows that in the opinion of 57.5% of leaders, the feedback received from teachers was high quality, followed by 25% of them who think that its level was average, and the rest is distributed among those who expressed that the quality was very high (10%) and 7.5% finding that the quality of information from the feedback was of a low level.
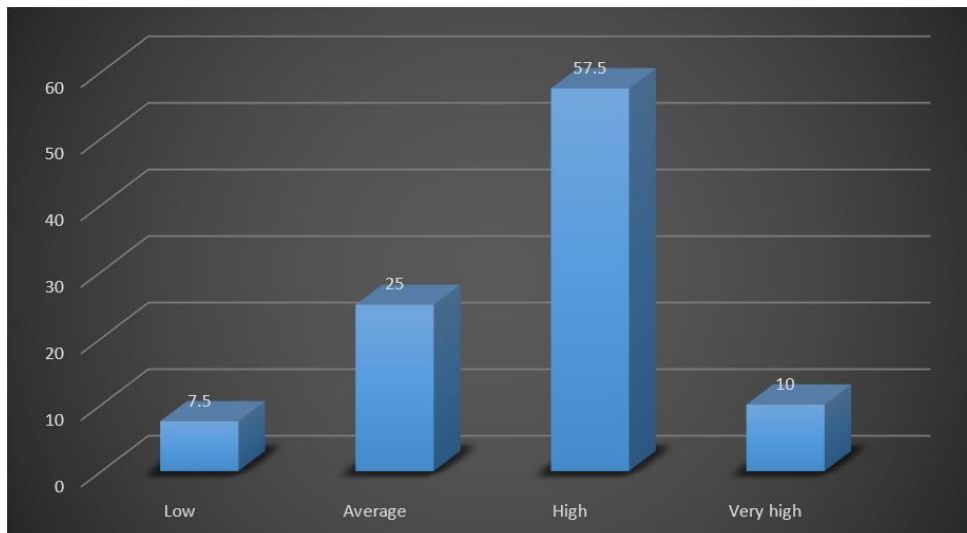

Figure 4. Quality of ideas and suggestions included in the feedback.

4. RESULTS

This study aimed to provide a broad picture of teacher evaluation in Albania based on an analysis of the policies for teacher evaluation, the procedures and quality of this evaluation, and the problems in the process, and offer recommendations for improvement. Evaluation feedback was measured through nine statements addressed to leaders and teachers.

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Table 5. Correlation between independent variables.

Multicollinearity between independent variables	Evaluation procedure	Feedback	Context
Evaluation procedure	1		
Feedback	0.507**	1	
Context	0.509**	0.567**	1

Note: ** Correlation is significant at the 0.01 level (1-tailed).

Table 5 shows the multicollinearity of the correlation for the independent variables. The presence of high correlation values (between -0.7 and 0.7) is not problematic. It also presents that the corresponding variance inflation factor (VIF) values range from 1.492 to 1.634, when it is known that the VIF limit is 5, or the tolerance values are all greater than 0.2, oscillating from 0.612 to 0.670 (see Table 1 in the Appendix).

Table 6. Multiple regression analysis between the independent variables and the dependent variable.

Model	R²	R² regulated	t	Sig.
Constant	0.321	0.319	11.670	-
Evaluation procedure			9.620	0.000
Feedback			4.719	0.000
Context			7.512	0.000

Table 6 shows that all three independent variables are related to the dependent variable (teacher evaluation), as the Sig. values are all less than 0.05, also indicating that these three elements related to evaluation explain 31.2% of the variance of the evaluation variable. According to the ANOVA for $F_{(3; 1096)} = 172.964$, Sig. = 0.00 < 0.05, which confirms the important statistical links between the independent variables and the dependent variable (see Table 2 in the Appendix).

The "Characteristics of Feedback" questionnaire gives us information about the features that characterize the feedback received after the assessment, specifically related to the amount of information obtained, the frequency of formal and informal feedback, the depth and nature of the information provided and its quality but seen from the point of view of school leaders, who have evaluated the respective teachers. Table 7 provides the data comparison of the frequency of formal and informal feedback for teachers and leaders.

Table 7. Relative frequency of formal and informal feedback.

Alternatives	Respondents	Very rare	Rare	Normal	Frequent	Almost always	Total
Frequency of formal feedback	Teachers	2.5	10.7	48.2	25.5	13.1	100.0
Frequency of informal feedback		3.9	16.5	43.6	25.4	10.5	100.0
Frequency of formal feedback	Directors	3.8	0	55.0	32.5	8.8	100.0
Frequency of informal feedback		5	0	45.0	35.0	15.0	100.0

Table 7 shows that teachers reported that formal feedback was given rarely or never (13.2%), but the management reports a substantially lower percentage. There is a disparity between what instructors say and what

school administrators say about how frequently teachers receive feedback. But what was the extent and caliber of the information that was gathered? The majority of the respondents (48.4%) state that the specifications are complete, followed by another 38.9% who say they are at an average level, and the remaining respondents, although at lower levels, stated that the details of this feedback are only partially complete. Additionally, according to the results of the leaders' surveys, 57.5% believe that the quality of the teacher feedback they received was high, followed by those who believe that it was average, and the remainder is divided between those who said that the quality was very high (10%), and 7.5% believe that the information's quality was of a low level.
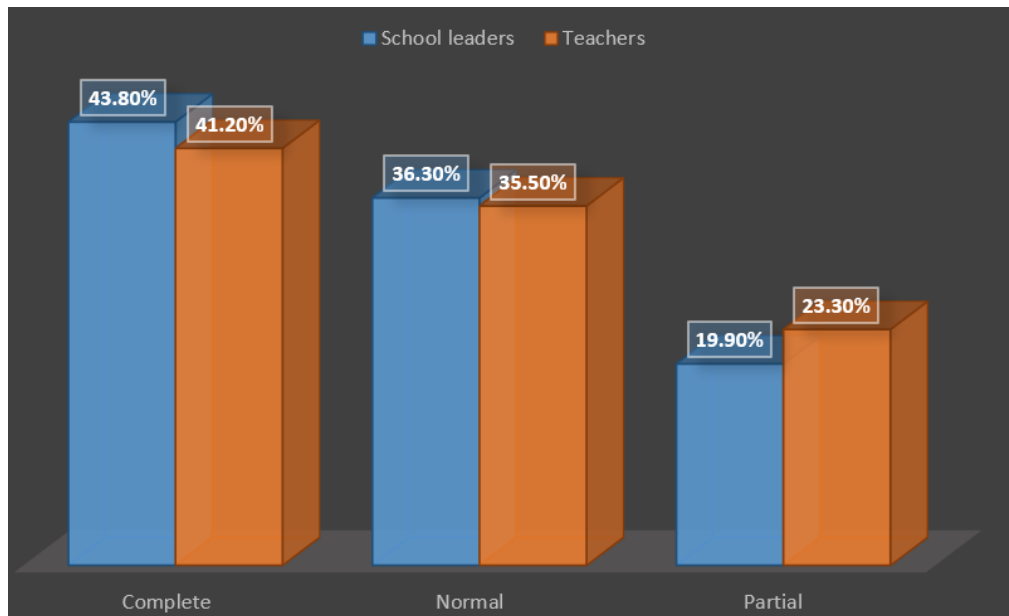

Figure 5. Quality of the feedback included in the assessment.

Figure 5 shows that for 35.5% of the teachers, the feedback on the information was normal and in line with their expectations. For 41.2% of the teachers, the information was complete, and 23.3% stated that the feedback was partial.

On the other hand, 43.8% of school leaders declared that the quality of the feedback was complete, 19.9% stated that the information was partial, and 36.3% believe that the feedback was normal.

5. DISCUSSION

The results of our investigation into how educators and school administrators perceive the qualities of feedback in teacher evaluation provide insightful information that can be compared and contrasted with earlier studies by Tuytens and Devos (2012) and Daniëls, Hondeghem, and Heystek (2020). These parallels offer a clearer picture of how school leadership affects teachers' opinions and highlight practical methods for putting evaluation procedures into practice and encouraging professional development.

To begin with, our results are consistent with Tuytens and Devos (2010) who found that teachers' perceptions of evaluation policies are greatly influenced by school leadership. Our study specifically indicates differences in the opinions of school administrators and teachers regarding the quantity and caliber of feedback that instructors get. This confirms the findings of Tuytens and Devos (2010) who found that factors related to school leadership account for a significant amount of the variation in teachers' assessments of the usefulness of policies. It is noteworthy to acknowledge, nonetheless, that although our research concentrates on feedback attributes, Tuytens and Devos (2010) looked at a wider variety of evaluation policy elements.

Our results also align with the study by Lipnevich, McCallen, and Smith (2013) which highlights the significance of various forms of feedback in formative assessments and student learning. Although the primary focus

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of this research is school leaders' perceptions of feedback efficacy, this study expands on the research to incorporate teachers' perspectives as well. Our work adds to a more thorough knowledge of feedback dynamics in teacher assessment by taking into account both points of view.

Daniëls et al. (2020) provides further understanding of the relationship-focused actions of school administrators, specifically regarding support, feedback, and consultation. These results are supported by our research, which emphasizes the value of transparency, trust, and participation in the interactions between teachers and school administrators. The intricacy of leadership dynamics in educational settings is highlighted by the fact that our survey also demonstrates disparities in opinions regarding the subcategories of relation-oriented behavior.

The main conclusions of Prado Tuma, Hamilton, and Berglund (2018)'s study also support the focus of this study on the value of regular feedback for instructors' professional growth. The importance of peer and mentor observation and feedback in fostering teacher development is emphasized in both studies. Furthermore, our study supports the findings of Prado Tuma, Hamilton, and Berglund (2018) who found a correlation between teachers' judgments of the fairness of assessment systems and their comprehension of the systems' role in professional development.

Finally, by contrasting our work with earlier studies by Tuytens and Devos (2010); Lipnevich et al. (2013) and Daniëls et al. (2020) we can comprehend the dynamics of feedback in teacher assessment and the impact of school leadership on teacher perceptions. These parallels emphasize how crucial it is to have collaborative connections, effective leadership techniques, and open lines of communication to create an atmosphere that is encouraging for the professional development of teachers.

6. CONCLUSION

In summary, this research illuminates how educators and school administrators view the qualities of feedback in the context of teacher assessment in Albania. The results show that teachers and school administrators have rather different opinions on how frequently and what kind of feedback teachers receive. Although administrators believe that most feedback they receive is of a high caliber, instructors report receiving very infrequent formal feedback, which suggests that stakeholders' expectations need to be more clearly defined and communicated.

Furthermore, the research highlights the significance of proficient leadership techniques, lucid correspondence, and cooperative associations in cultivating a conducive atmosphere for the advancement and maturation of educators. The study highlights the necessity of constant communication and cooperation among stakeholders in education and adds to a greater understanding of the challenges associated with adopting performance-based evaluation systems by comparing these findings with earlier studies.

As they develop and put into practice teacher evaluation policies in Albania, officials and leaders in the field of education should take these findings into account. To close the gap between teachers' expectations and those of school administrators, strategies should be created with an emphasis on encouraging reflective behaviors, constructive criticism, and frequent observation. Efforts should also be taken to overcome certain obstacles, such as resource limitations and opposition to change, that may arise during the implementation of performance-based evaluation systems.

All things considered, this study presents insightful information about the dynamics of teacher assessment in the Albanian setting, as well as suggestions for enhancing feedback procedures to promote teachers' professional development and raise students' educational standards. Stakeholders should collaborate to build a more productive and encouraging atmosphere for both teachers and students by promoting a culture of continual improvement.

6.1. Implications

The study's conclusions have several ramifications for future research, practice, and educational policy.

6.2. Policy Implications

Policymakers should consider modifying the current policies on teacher evaluation to give regular observation and helpful criticism top priority as crucial elements of teachers' professional development.

Clear expectations and procedures for providing feedback should be established to ensure uniformity and fairness in all educational institutions.

In order to support meaningful feedback exchanges with teachers, school leaders should focus their training programs on the significance of excellent communication and relationship-building abilities.

6.3. Practical Implications

It is imperative for education leaders to proactively foster a climate of perpetual enhancement and introspective methodology in schools, motivating educators to participate in self-evaluation and cooperative learning.

It is recommended that school administrators provide sufficient resources and support mechanisms to enable the adoption of performance-based evaluation systems. This should include providing opportunities for professional development for leaders and teachers alike.

To promote continuous communication and information exchange between educators, administrators, and legislators, collaborative frameworks and forums should be set up. This will allow for group problem-solving and creativity.

6.4. Professional Development Implications

To improve their ability to learn and grow on their own, teachers should be given priority in professional development programs that emphasize goal setting, feedback interpretation, and reflective practices.

Initiatives for mentoring and coaching should be increased to offer instructors individualized support and direction, especially for those who require extra help or have specific areas that need improvement.

Incorporating opportunities for peer observation and feedback sharing into the regular school timetable can help educators develop a culture of trust, teamwork, and ongoing development.

6.5. Research Implications

Future studies should examine the long-term effects of student outcomes, school development initiatives, and teacher effectiveness under performance-based evaluation systems.

Studies that compare various educational contexts could yield important information regarding how the variables affect the implementation of teacher evaluation systems.

The impact of feedback attributes, including precision, timeliness, and relevance, on teachers' attitudes and actions during the assessment process requires more research.

The study's results, taken as a whole, highlight the significance of feedback in teacher assessment and its capacity to boost professional development, increase teacher effectiveness, and enhance student learning outcomes. Through collaboration among stakeholders, a more encouraging and favorable atmosphere for efficient teaching and learning can be established by tackling the recognized obstacles and capitalizing on the prospects brought to light by this investigation.

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APPENDIX

Table 1. Multiple linear regression data.

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	95.0% confidence interval for B		Correlations			Collinearity statistics	
	B	Std. error	Beta			Lower bound	Upper bound	Zero-order	Partial	Part	Tolerance	VIF
(Constant)	1.283	0.110		11.670	0.000	1.068	1.499					
Process	0.301	0.031	0.292	9.620	0.000	0.240	0.363	0.490	0.279	0.239	0.670	1.492
Feedback	0.154	0.033	0.150	4.719	0.000	0.090	0.218	0.434	0.141	0.117	0.614	1.629
Context	0.196	0.026	0.239	7.512	0.000	0.145	0.248	0.473	0.221	0.187	0.612	1.634

Table 2. ANOVA.

Model	Sum of squares	df	Mean square	F	Sig.
Regression	207.293	3	69.098	172.964	0.000[a]
Residual	437.844	1096	0.399		
Total	645.137	1099			

Note: a = Dependent variable: Teacher's assessment.