

## THE DISCREPANCY BETWEEN TEACHERS' SELF AND PUPILS' EVALUATION ON TEACHERS' PROFESSIONAL SUITABILITY

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### ABSTRACT

The results presented in this paper come from a pilot study conducted to determine suitability of teachers for the teaching profession before embarking on a major study leading to a doctoral thesis. Results of various studies have indicated that teachers are significant determinants of pupils' learning outcomes. However, not all teachers are suitable for the teaching profession. Studies especially in developing countries have indicated that most teachers do not adhere to the teaching professional code of conduct and teach below the expected standard. However, the lack of concrete measures to assess teachers' professional suitability for the teaching profession poses challenges to educational planners. This paper presents the results from Teachers' Professional Suitability Scale (TPSS) employed to measure teachers' professional suitability for the teaching profession. The TPSS items were set for teachers to evaluate themselves on their teaching suitability; and for the pupils to evaluate their teachers' professional suitability. A survey design and a quantitative approach were employed to study 120 primary school teachers from Tabora and Dodoma regions in Tanzania. Further, 720 pupils were also included to evaluate their teachers. The results showed that there was a negligible discrepancy between teachers' self and pupils' evaluation on teachers' professional suitability.

**Keywords:** Professional suitability, profession, teachers' suitability, discrepancy, self evaluation.