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.

INTRODUCTION AND BACKGROUND

This paper intends to report and discuss the discrepancy between teachers' self and pupils' evaluation on teachers' professional suitability. The term "teachers' professional suitability" refers to the possession of a comprehensive understanding of educational knowledge, skills, and values, combined with the performance of appropriate teaching behaviors. Teachers' professional suitability is characterized by teachers' personal suitability, ethical suitability, practical suitability and social suitability (Tam & Coleman, 2009).

The problem of teachers being unsuitable for the teaching profession seems to be mentioned elsewhere around the world. In Asian countries, Bangladesh and China in particular, the rate of teacher misconduct has been increasing enormously. Some teachers are reported to sell examination papers or allow someone else to take the examination for a certain candidate (Transparency International as cited in Betweli, 2013).

Furthermore, high rates of teacher absenteeism have been consistently reported in recent studies in Africa, Asia and South America (Rogers & Vegas, 2009; African Economic Research Consortium, 2011). Rogers and Vegas (2009) found that between 11 and 27 percent of primary school teachers were absent from schools at times when they would ordinarily be teaching, while one in five teachers in Senegal, was absent from school on any given school day (African Economic Research Consortium, 2011).

In Tanzania, teachers have been blamed for professional unsuitability for teaching, and that their choice for teaching profession has been done as a last resort (Mulkeen, Chapman, DeJaeghere, & Leu, 2007; HakiElimu, 2011; Mkumbo, 2012). In a study of student teachers in Tanzania, only 10 percent of males and 15 percent of females said that teaching was their first career choice and 37 percent were unable to follow their first choice (Towse, Kent, Osaki & Kirua as cited in Mulkeen et al., 2007). Yet, other studies indicate that when people enter wrong professions, the society looses because they do not offer good services (Chemeli, 2013; Amani, 2014). The problem of teachers being associated with poor performance of learners, absenteeism, misconducts, turnover and dissatisfaction in most countries is among the indicators that perhaps some of them are in the career that mismatches their personality types.

Unsuitability of teachers is manifesting itself in a number of indicators. For example, Boimanda (2004) reports that despite teachers being regarded as key agents for shaping the society, they are continually found implicated in cases for behaving and performing below expected standards. Bennell and Mukyanuzi (2005) report that data obtained from the Teacher Service Department showed that, between 200-300 teachers are dismissed for misconduct each year. For the past six years, for example, disciplinary actions were taken against 1454 teachers due to indiscipline behaviors including truancy, examination leakages, engaging in intimate relationship with pupils, raping, chronic alcoholism, theft, insulting, forgery, embezzlement and criminal cases (Teachers' Service Department, 2014).

Other studies show that some of the teachers are dissatisfied with teaching profession hence deciding to leave the profession (Bennell & Mukyanuzi, 2005; Ngimbudzi, 2009). For example, the number of primary school teachers who left teaching profession rose from 538 in 2010 to 725 in 2013 (Ministry of Education and Vocational Training [MoEVT], 2013).

While the government has been making efforts to improve performance in primary school leaving examination by employing enough teachers, evidence shows that performance has been decreasing from year to year. The situation was even worse in 2012 where amongst 865,534 pupils who sat for the examination, only 265,873 (30%) passed (MoEVT, 2013).

The widespread teacher absenteeism in primary schools in Tanzania is generally another indicator of unsuitability in the teaching profession in Tanzania. The Uwezo (2012) annual learning assessment study found that one in five teachers was not present when their schools were assessed. The report by the African Economic Research Consortium (2011) shows further that even when teachers are at schools, they may not be teaching in the classrooms. A study by Twaweza (2014) found that 66 percent of primary school teachers do not attend classes. The above reasons raise a question on the suitability of teachers for the teaching profession in Tanzania. Hence, a study was conducted to assess whether or not teachers recruited for teaching are suitable for that profession.

Although it is important for the education system of any country to ensure that enough teachers enter the teaching profession, Atputhasamy and Chuan (2001) argue that it must also strive to attract the most capable and suitable people who are most likely to stay, work hard and feel satisfied in the profession. While the problem of recruitment and retention of suitable teachers for teaching has been repeatedly reported in literature in different countries (Mulkeen et al., 2007; Mulkeen, 2010), reports show that teachers in many countries are still recruited for the teaching profession basing on their academic performance while ignoring the aspect of whether or not such individuals are suitable for teaching (Kwok-wai, 2006).

However, it is important to note that, teachers who are suitable for the teaching profession are said to approach their work with a strong sense of meaning and purpose, have a desire to contribute to the community, are more engaged in their job and miss fewer days at work (Duffy, Dik, & Steger, 2011). Furthermore, they are more satisfied, characterized with reduced tension, have more positive effect at work, and are better at coping with work and career challenges (Cardador & Caza, 2012). It is for these reasons that the issue of recruiting teachers who are meant to be teachers becomes important because the quality of teaching is not only governed by the academic qualification of teachers but also their enthusiasm, dedication and commitment in teaching resulting from one being in a career of his/her interest (Kwok-Wai, 2004).

Given all these arguments, it was important to address the problem of teachers' unsuitability for the teaching profession given its potential ramifications, first, the quality of education is likely to deteriorate more than it is now (Mosha, 2004; Magina, 2010). Second, moral development of the young generation would be in jeopardy as long as students remain in the hands of teachers who are not committed to teaching and who do not possess the attributes of suitable teachers. The questions to address thus are such as: How do teachers evaluate themselves against professional suitability for teaching profession? How do pupils evaluate their teachers against professional suitability for teaching profession? What is the relationship between teachers' self and pupils' evaluation on teachers' suitability for the teaching profession?

Theoretical Underpinnings

In understanding the process of human self awareness and regulation and how these affect behavioral performance, Psychologist and philosopher William James (1842-1910) and sociologist George Herbert Mead (1934) clarified the structure of the self, putting forward the ideas that have led the contemporary social psychologists to describe the importance of both self awareness and self concept today (Franzoi, 2000). According to these pioneers, the self has got two separate facets namely, the self as an active perceiver and initiator of a behavior (the '*I*'), and the self as seen from the imagined perspective of others (the '*me*'). Throughout this article the '*I*' will be discussed as being interchangeable with self awareness and the '*me*' with self concept. Self awareness refers to a psychological state in which one takes oneself as an object of attention as opposed to self concept, the term referring to the totality of one's thoughts and feelings that define the self as an object (Franzoi, 2000).

Self awareness precedes self concept. Lewis and Brooks (1978) have suggested that self awareness in human develops at about an age of 18 months. Since at this age children are not aware of the standards set by others, it is then logical to place self concept developing latter after self awareness. Yet two types of self awareness are very clearly distinguished as being private and public self awareness. '*Private self awareness* is the temporary state of being

aware of hidden self aspects' of an individual. On the other hand, '*public self awareness* refers to the temporary state of being aware of the public self- aspects' (Franzoi, 2000). For example, when in private awareness, one may reflect and be aware of the times one feels hungry, when one feels sexual drive, or the feelings one goes through when one realizes something strange on one's face in front of a mirror. Further examples exemplifying induced public self awareness to the teacher are when watched by an observer when teaching, when a video of teacher's classroom performance is taken, or when pupils look at the way their teacher dresses in the classroom.

Franzoi, (2000) argues that inducing one's self awareness might lead to some psychosocial consequences. First, intensification of one's affect meaning that one's awareness of one's particular feelings may lead to exaggerating the feeling. Second, private events become clearer and more distinct thus increasing one's ability to report on them. Third, when one is privately self aware, one is more likely to act according to one's beliefs and set standards. Fourth, when one is public self- aware one might develop either positive or negative reactions (known as evaluation apprehension). For example, the teacher might develop panic during classroom observation session and make some mistakes in course of teaching. Fifth, when one realizes that there is a discrepancy between the set standards (ideal) and the actual public self, a temporary loss of self esteem might occur. Finally, one might end up conforming to the social standards of behavior.

Bringing the point home, studying how teachers evaluate themselves against professional suitability standards for teaching profession; how pupils evaluate their teachers against professional suitability standards for teaching profession; and the relationship between teachers' self and pupils' evaluation on teachers' suitability for the teaching profession in this context is expected to help teachers conform to the set standards defining a teacher suitable for the teaching profession.

In China, Law (1984) applied the Arizona Course Instructions Evaluation Questionnaire (CIEQ) devised by Aleamoni (1978a) to study the effect of students' feedback of instruction in improving teaching performance and found no significant difference between teacher self-evaluations and student evaluations at .05 levels. However, in Netherlands Maartje and Saunders-Smits (2007) found that peer and Self evaluations are an excellent way to monitor and evaluate group skills in project based design work and that their use has become increasingly popular with increase in popularity of project based learning.

Various studies conducted on professional suitability of teachers have shown that results from teachers' self-ratings differed greatly from results from observer ratings (Atwater & Yammarino, 1992). Connected to this however, are the complaints by various education stakeholders in Tanzania with regard to the suitability of teachers who join the teaching profession. However, it is unclear how pupils perceive their teachers on their professional suitability, considering that primary school pupils are not given chance to rate their teachers on their professional suitability in Tanzania. Furthermore, it is unclear whether there would be some discrepancy between pupils' evaluation and teachers' self-evaluation on teachers' professional suitability. Hence, this study intended to fill this knowledge gap.

METHOD
Participants
The target population was primary school teachers. A sample of the study included 120 teachers, 47 being males and 73 females from Tabora and Dodoma regions in Tanzania. The

sample further included 720 pupils to evaluate their teachers. Each teacher was evaluated by six pupils, making a total of 720 pupils. Teachers varied in ages between 21 and 71 years with a mean age of 36.67 and standard deviation of 10.96. Out of 120 participants, 7 (5.8%) were standard seven leavers, 87 (72.5%) were Form Four leavers, 15 (12.5%) were Form Six leavers and 11 (9.2%) had reached tertiary education level (First degree). Participants' teaching experience also varied much between 1 year and 47 years, with a mean of 16.26 years and a standard deviation of 6.88. Likewise, there was a variation in the number of subjects they taught being a minimum of 1 and a maximum of 7 with a mean of 3.20 and a standard deviation of 1.2. The number of periods they attended per week ranged between 5 and 39 with a mean of 11.33 and standard deviation of 9.88. Regarding subjects type, 20 (16.7%) of participants taught science subjects, 49 (40.8%) taught Arts subjects while 51 (42.5%) taught both Science and Arts subjects.

Measures

The main instrument used to measure teachers' suitability for teaching profession was The Teaching Professional Suitability Scale (TPSS). We adopted this instrument basing on the defining criteria of professional suitability from two sources. First, were the defining criteria developed by Tam and Coleman, (2009). Second, were the defining criteria derived from the teacher performance assessment measures set by the Ministry of Education and Vocational Training of Tanzania (MoEVT, 2010). The TPSS is a four factor scale consisted of 26 items. The factors are personal suitability assessing teachers' dressing code, empathy and smartness; ethical suitability assessing qualities such as respect to learners, good role modeling, fairness, and class attendance; practical suitability assessing qualities such as language use, relevance, time management, clarity, mastery and problem solving abilities; and lastly, social suitability assessing qualities of interaction with learners and encouragement of learners to participate in teaching and learning activities.

The TPSS items were set for two kinds of respondents. One TPSS questionnaire was meant for teachers to evaluate themselves against the TPSS items. In this instrument the items were set to be read in first person such as 'I'. For example, in the Personal suitability sub-scale, there were items like '*I do dress in a decent way',* and *'I am highly respected at school and in the street or village.'* On the other hand, the second questionnaire had similar content but was set in the second and third person such as 'our', 'we' and 'the teacher'. This is because this set of items was meant to be answered by pupils evaluating their teachers. The same items thus read: '*Our teacher dresses in a decent way',* and *'Our teacher is highly respected at school and in the street or village.'*

The items asked respondents to put a tick under appropriate option well described the consistence of the teacher in performing the behavior described in the item. The options were in a five point scale from never to always.

Data Analysis Process

Six pupils evaluated a teacher on all the items the same way the teacher evaluated himself or herself in all the items in the TPSS scale. To obtain pupils' evaluation used for the discussion in this article, the scores as evaluated by six pupils were totalized and averaged to obtain the mean score of the all six pupils assigned their teacher. All the calculations were performed using SPSS version 21. To obtain the relationship between Teachers' Self and Pupils'

Evaluation on Teachers' Suitability for the Teaching Profession, Pearson Product Moment Correlation Coefficient was performed.

RESULTS
Question. 1: How do teachers evaluate themselves against professional suitability for teaching profession?

To address this question, four factors of professional suitability for teaching profession which are personal suitability, ethical suitability, practical suitability and social suitability were analyzed separately. Tables 1, 2, 3, and 4 show how teachers evaluated themselves against four factors of professional suitability.

Table 1: Personal Suitability

Item	Mean Responses								
	Teacher	Decision	Pupil1	Pupil2	Pupil3	Pupil4	Pupil5	Pupil6	Decision
The teacher dresses in a decent way	4.78	Always	4.51	4.47	4.49	4.58	4.56	4.63	Almost always
The teacher is highly respected at school and in the street or village.	4.48	Almost always	4.35	4.16	4.20	4.52	4.46	4.43	Almost always
The teacher helps pupils who have not understood well the lesson by teaching them alone through remedial classes	3.97	Almost always	4.25	4.04	4.24	4.18	4.29	4.23	Almost always
When a pupil has a problem, the teacher helps the pupil through counseling	4.31	Almost always	4.26	3.96	4.28	4.17	4.48	4.38	Almost always
The teacher appears smart	4.21	Almost always	3.68	3.77	3.90	3.98	4.10	3.82	Almost always

As indicated in Table 1, self evaluation by teachers on all items in the practical suitability subscale ranged between two responses namely Almost Always and Always. The item in which teachers evaluated themselves relatively lower was '*The teacher helps pupils who have not understood well the lesson by teaching them alone through remedial classes*'. While the item scoring relatively higher in the practical suitability subscale was *'The teacher dresses in a decent way'.* This means that though teachers said they were attending special learning needs of pupils in their extra time in the remedial classes, this was not a consistent practice.

Table 2: Ethical Suitability

Item	Teacher	Decision	Pupil1	Pupil2	Pupil3	Pupil4	Pupil5	Pupil6	Decision
				Mean Responses					
The teacher attends all periods as planned in the timetable	4.33	Almost always	4.46	4.56	4.39	4.70	4.62	4.66	Almost always
The teacher attends school all school days	4.38	Almost always	4.53	4.33	4.21	4.56	4.23	4.42	Almost always
The teacher leaves the class early before the periods end	2.07	Sometimes	1.96	1.62	1.59	1.53	1.44	1.39	Never
The teacher provides assignments in every lesson	4.40	Almost always	4.13	4.19	4.23	4.36	4.02	4.33	Almost always
The teacher provides home works	2.93	Occasionally	2.80	3.25	3.20	3.32	3.11	3.43	Occasionally
The teacher provides weekly tests	3.77	Almost always	3.46	3.63	3.43	3.46	3.43	3.50	Occasionally
The teacher provides tests every month	4.45	Almost always	3.68	3.78	3.65	3.97	3.80	3.79	Occasionally
The teacher marks pupils' assignments, tests and exams on time	4.71	Always	4.62	4.41	4.35	4.54	4.58	4.41	Almost always
The teacher involves both males and females equally in the learning process	4.25	Almost always	4.33	4.23	4.33	4.45	4.38	4.41	Almost always
The teacher prefers to choose some of the pupils to answer questions	1.98	Sometimes	1.53	1.93	1.54	1.36	1.78	1.54	Sometimes
Pupils wish they became like the teacher	4.16	Almost always	4.02	3.87	4.02	3.90	4.30	4.24	Almost always

Table 2 indicates that as expected, the lower score was in the negatively worded item namely *'The teacher prefers to choose some of the pupils to answer questions'* while the item scoring higher in the evaluation was *'The teacher involves both males and females equally in the learning process.'* This trend in response distribution means that such low scores in the negatively worded items are as higher as it is in the positively worded items. However, there

are some positively worded items in which teachers indicated they were not performing well. These are the items related to assignment of weekly tests, assignment of home works, and assignment of daily after class exercises. This means that though teachers assigned pupils with such after class exercises, home works and weekly tests it was only occasionally.

Table 3: Practical Suitability

Item	Teacher	Decision	Pupil1	Pupil2	Pupil3	Pupil4	Pupil5	Pupil6	Decision
				Mean Responses					
When the teacher teaches, students do understand the lesson well	3.93	Almost always	4.03	4.18	4.27	4.38	4.33	4.59	Almost always
The teacher uses different materials such as maps, drawings, pictures, radio, TV or other materials in the teaching and learning process	3.90	Almost always	3.08	3.40	3.12	3.22	3.33	3.03	Occasionally
Students understand the language the teacher uses when teaching	4.44	Almost always	4.37	4.32	4.40	4.30	4.41	4.60	Almost always
The teacher uses terms with more than one meaning when teaching	3.83	Almost always	3.98	3.79	3.86	3.82	3.92	3.64	Almost always

As indicated in Table 3, self evaluation by teachers on all items in the practical suitability subscale were in one response namely "Almost always". Teachers scored higher in the item "students understand the language the teacher uses when teaching". The item in which teachers evaluated themselves lower was "the teacher uses terms with more than one meaning when teaching. These results may be interpreted that although teachers were using the language understood by students, sometimes they were also using terms with more than one meaning.

Table 4: Social Suitability

Item	Teacher	Decision	Pupil1	Pupil2	Pupil3	Pupil4	Pupil5	Pupil6	Decision
				Mean Responses					
The teacher interacts fully with students in the process of teaching and learning	4.70	Always	4.66	4.28	4.41	4.55	4.64	4.57	Almost always
The teacher encourages students to participate fully in the lesson	4.74	Always	4.38	4.33	4.28	4.53	4.43	4.43	Almost always
Students are afraid of their teacher	2.10	Occasionally	1.97	1.94	2.09	2.24	2.21	2.22	Occasionally

The teacher participates in giving advice about pupils' future	4.43	Almost always	4.20	3.91	4.25	4.23	4.23	4.29	Almost always
The teacher interacts with pupils when they are performing outdoor activities	4.58	Always	3.98	4.13	4.13	4.24	3.91	4.31	Almost always

Table 4 indicates that the lower score was in the item "students are afraid of their teacher". This may be interpreted that students were not afraid of their teachers. Scores in other items in the social subscale ranged between two responses namely "Always" and "Almost always". Teachers scored higher in the item "the teacher encourages students to participate fully in the lesson". These results may be interpreted that teachers were interacting with students.

Question 2: How do pupils evaluate their teachers against professional suitability for teaching profession?

Like in the first question, four factors for professional suitability for the teaching profession which are personal suitability, ethical suitability, practical suitability and social suitability were analyzed separately. Tables 1, 2, 3, and 4 indicate that there was no any remarkable difference between teachers and their pupils in the way they both evaluated teachers against four factors of professional suitability. However, in ethical suitability (Table 2), the difference was observed in three items related to assignment of weekly and monthly tests, assignment of home works, and assignment of daily after class exercises. Another difference was observed in the item related to use of different materials such as maps, drawings, pictures, radio, TV or other materials in the teaching and learning process (Table 3: practical suitability). The difference seems to be well demarcated in the comments whereby as teachers evaluate themselves 'almost always' in some of these items, almost all pupils judged their performance as 'occasionally'. Despite the obvious discrepancy, even the scores evaluated by teachers themselves seem to be lower than they evaluated themselves in other items suggesting that teachers were not performing well in these items of professional suitability.
Table 5 further indicates how the difference in evaluations between teachers and pupils were almost negligible as one observes the mean scores of their evaluation of the items of professional suitability sub-scales.

Table 5: Pupils' evaluation of their teachers against professional suitability for teaching profession

Professional Suitability	Pupils' Evaluation					Teachers' evaluation			
	N	Min.	Max.	Mean	SD	Min.	Max.	Mean	SD
Personal Suitability	119	14.33	25.00	21.25	2.28	14.00	25.00	21.78	2.82
Ethical Suitability	119	33.67	55.00	45.46	4.53	31.00	55.00	45.33	5.78
Practical Suitability	120	13.50	21.33	18.31	1.68	13.00	25.00	18.94	2.52
Social Suitability	118	15.33	25.00	21.17	2.04	13.00	25.00	22.34	2.57

Table 5 indicates that pupils evaluated their teachers almost the same way teachers evaluated themselves. The differences were negligible in almost each of the subscales of the TPSS.

Question 3: What is the relationship between teachers' self and pupils' evaluation on teachers' suitability for the teaching profession?

Table 6: The Relationship between Teachers' Self evaluation and Pupils' Evaluation on Teachers' Suitability for the Teaching Profession

	Variables	1	2	3	4	5	6	7	8
1	*Personal suitability*	**1**							
2	*Ethical suitability*	.625**	1						
3	*Practical suitability*	.287**	.319**	1					
4	*Social suitability*	.678**	.593**	.295**	1				
5	*Personal suitability by pupils*	-.059	-.151	.122	-.016	1			
6	*Ethical suitability by pupils*	-.091	.006	.068	-.136	.740	1		
7	*Practical suitability by pupils*	-.105	-.081	-.047	-.013	.595	.576	1	
8	*Social suitability by pupils*	-.027	.026	.117	-.001	.747	.655	.517	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As indicated in Table 2, there were very low insignificant negative correlations between the way teachers evaluated themselves and how they were evaluated by their pupils. These correlations were: Personal suitability (r = -.059), practical suitability (r = -.047) and social suitability (r = -.001). on the other hand, there was a very low insignificant positive correlation between the way teachers evaluated themselves and how they were evaluated by their pupils on the ethical suitability of teachers (r =.006). These correlations interpret that though there seems to be some differences in evaluations, such differences are negligible and perhaps existed by chance.

DISCUSSION

In this study, we have found no significant correlations between evaluation by pupils about their teachers' suitability on the teaching profession and the evaluation of the same by teachers themselves. There were but very few items in the scale in which self-evaluation by teachers seriously differed from the evaluations by pupils. Perhaps this might be because given the teacher-pupil relationship existing in schools, which sometimes leads to compassion amongst them, pupils might tend to rate their teachers in a positive way without considering reality of the behaviors demonstrated by the teachers especially when such behaviors are inquired by the stranger or authorities. This point of discussion might be similar to the conclusion made by Atwater and Yammarino (1992). These authors had three conclusions with regard to self-ratings. First, self-ratings tend to be inflated, suffering from leniency and social desirability biases. Second, self-ratings are less highly related to rating by others such as peers, supervisors or subordinates than peers', supervisors' or subordinates' ratings are with one another. In addition, self ratings are less accurate than ratings from peers or supervisors when compared to objective criterion measures. Third, inaccurate self-raters, those with self-ratings that differ greatly from observer ratings tend to be poorer performers. Likewise, these findings are consistent with the findings in the similar study by Law (1984) in China, who found no significant difference between evaluations by teachers and those by

pupils on teachers' performance. Although there seems to be some reasons to mistrust information from self ratings, the importance of teachers' suitability in education system cannot be left unturned in the search of what could improve performance. This is because some evidences have shown that teacher suitability as measured by skills, knowledge and qualifications play a decisive role in students' progress (Hanushek, 2003; Barber & Mourished, 2007). With more emphasis, OECD (2005) concludes that teacher suitability is the most important factor in an education system, and the second most important factor only preceded by family background among the variety of influences affecting student achievement. Having this in mind, pupils' evaluations on their teachers' performance should be improved and made useful. Maartje and Saunders-Smits (2007) conclude that such evaluations have been proven to be a very useful tool in helping monitoring and assessing students in project based learning. We think the same but with some suggestions on how this might work. First, though these evaluations seem to work efficiently in Netherlands and other Western cultures, one must bear in mind the existence of some cultural differences between western countries and Tanzania. While it is known that in Western individualistic cultures, people tend to be more self-reliant and look out for themselves and their close family members, in Tanzania people look themselves as a community. This might partly affect results in peer review and even more when pupils' evaluate their teachers, whom they have been led to trust as being correct in their actions.

It is probably a task of researchers and authorities to notice that both teachers and pupils might unite to provide common information especially when they think that such information might be used to punish a teacher. Hence the researcher must work hard to inform and make both teachers and pupils trust that the information is useful for their learning and performance rather than a means to punish them.

On the other hand, these findings might be implying as Franzoi (2000) argued that teachers might have exaggerated their feelings and their behavioral perceptions, or having been aware of public standards and expectations on their responsibilities, teachers might have developed loss of self esteem and thus, reporting while trying to conform to the social standards of the expected behaviors.

CONCLUSIONS

This study intended to investigate the discrepancy between teachers' self evaluation and pupils' evaluation on teachers' professional suitability. In order to achieve the purpose of this study, three research questions guided this study, namely; first, how do teachers evaluate themselves against professional suitability for teaching profession? Second, how do pupils evaluate their teachers against professional suitability for teaching profession? Third, what is the relationship between teachers' self and pupils' evaluation on teachers' suitability for the teaching profession? In the light of the findings, the following conclusions can be made; first, basing on teachers' self evaluation on their professional suitability, it may be concluded that most teachers were suitable for the teaching profession in all four factors of professional suitability. Second, pupils consider their teachers as suitable for the teaching profession in all areas except in ethical suitability where teachers were reported to underperform in provision of assignments and tests. Third, although there seems to be some differences in evaluations between teachers and pupils on teachers' professional suitability, such differences were negligible, and therefore, most teachers in the schools were suitable for the teaching profession.

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