

Are Primary School Teachers in Tanzania Suitable for The Teaching Profession? Evidences from Teachers' Survey

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Abstract

The purpose of this paper was to assess the professional suitability of primary school teachers for the teaching profession. The study employed a random sample of 365 primary school teachers from 67 primary schools in four selected regions. Data were collected using the Self-Directed Search scale (SDS), the Teacher Professional Suitability Assessment Scale (TPSAS), and the Teacher Classroom Observation Protocol (TCOP). The findings revealed that the dominant personality types among teachers were Social, followed by Enterprising and Artistic. Likewise, the findings showed very weak negative but significant correlations between artistic and social personality types, respectively, and teachers' professional suitability when professional suitability was measured by TPSAS; implying that the more teachers were suitable for the teaching profession, the less they scored in the Artistic and Social personality types. The findings also revealed that there were almost no correlations between personality types and teachers' professional suitability when professional suitability was measured by TCOP. Moreover, the findings revealed that most primary school teachers were suitable for the teaching profession. As a way of recruiting teachers who are most suitable for the teaching profession, the study recommends, among others, a need to assess the teaching profession suitability of all applicants who are aspiring to become teachers before allowing them to join the teaching profession.

Key Words: Personality Type, Professional Suitability, Teachers, Primary School Teachers, Classroom Observation

Introduction and Background

In Tanzania, there are debates and concerns from various stakeholders that some of the teachers are not teaching to the expected standard. Primary school teachers in Tanzania are entrusted with the provision of basic education. Teachers, at this level, occupy and play an important role in educating society and are responsible for moulding the minds and characters of the present and future members of the society by providing knowledge, skills and values (Nyamubi, 2013). Because in Tanzania primary education is compulsory both in enrolment and attendance as stipulated in the Education and Training Policy (Ministry of Education, Science and Technology [MoEST], 2014), primary school teachers are considered to be key moral agents for shaping society, and so are supposed to possess appropriate traits for teaching. In order to deliver properly the teaching service, teachers not only have to be academically well grounded, but also to be dedicated and attached to their jobs (Nyamubi, 2013). However, reports show that teachers choose teaching as the last resort (Mulkeen, Chapman, DeJaeghere, and Leu, 2007; HakiElimu, 2008; Mkumbo, 2012). For that reason, this study assessed whether primary school teachers' in Tanzania are suitable for the teaching profession.

Despite the fact that various education stakeholders in Tanzania have been attributing poor performance of learners to poor teaching and learning environment, low pay of teachers and lack of in-service training for teachers, little is known on whether or not teachers who join the teaching profession are suitable for it. Although it is important for the education system of any country to ensure that enough teachers enter the teaching profession, it is important for governments to attract the most capable and suitable people who are most likely to stay, work hard and feel satisfied in the profession (Atputhasamy and Chuan, 2001). While the problem of recruiting suitable teachers for teaching has been repeatedly reported in literature in different countries, the reports of Mulkeen *et al.*, 2007 and Mulkeen, (2010) show that teachers in many countries are still recruited for the teaching profession based on their academic performance, ignoring the aspect of whether or not such individuals are suitable for teaching (Kwok-wai, 2006; Mngarah, 2016).

Teachers who are suitable for the teaching profession are more satisfied, characterized by reduced tension, have a positive effect at work, and are better at coping with work and job challenges (Dassan & Sima, 2017; Cardador & Caza, 2012). It is for these reasons that the issue of recruiting teachers who are meant to be teachers becomes very important because the quality of teaching is not only

governed by the academic qualification of teachers but also their enthusiasm, commitment and devotion to teaching resulting from them being in the career of their interest (Kwok-Wai, 2004). Studies indicate that when people enter wrong professions, the society loses out because they do not provide a good service (Chemeli, 2013). The problem of teachers being associated with the poor performance of learners, absenteeism, misconduct, turnover and dissatisfaction in most countries, including Tanzania, is among the indicators that, perhaps, some of the teachers are unsuitable for teaching. For example, while the government has been making efforts to improve performance in the Primary School Leaving Examination by employing enough teachers, evidence shows that performance is still questionable among education stakeholders as presented in Table 1.

Table 1: Primary School Leaving Examination (PSLE) Pass Rates 2005-2013

Year	No of Candidates Sat	No of Candidates Passed	% Passed
2005	493636	304936	61.8
2006	664263	468279	70.5
2007	773573	419136	54.2
2008	1017865	536672	52.7
2009	999070	493333	49.4
2010	895013	478912	53.5
2011	973809	567567	58.3
2012	865534	265873	30.7
2013	844938	427606	50.6

Source: Pre-primary, Primary and Secondary Education Statistics 2014 (PMO-RALG, 2015, p. 56)

The reason for addressing the problem of teachers' unsuitability for the teaching profession is based on the fact that, if the problem of teachers' professional unsuitability is left to continue, the quality of education is likely to deteriorate even more (Moshia, 2004; Magina, 2010), and the moral development of the younger generation will be in jeopardy as they will be in the hands of teachers who are not committed to teaching and who do not possess the attributes of promising teachers. Chapman (1994) suggests that employers should recruit individuals with a greater initial commitment to teaching, which is determined at the admission interview when individuals apply to enter teacher training colleges. However, the question is

how suitable teachers for the teaching profession can be obtained. In this paper, to address this question, Holland's theory of career choice and work environments was consulted.

Holland (1997) argues that most people are satisfied with what they do if there is a degree of fit between their personality and their work environment. The theory makes use of Self-Directed Search (SDS), a career counselling tool developed by Holland to enable individuals to identify careers and fields of study that best match their self-reported skills and interests (Holland, 1994). The theory postulates that, if a person joins a career in an environment with the same or similar codes of conduct, the person is likely to be satisfied and persist in that environment. This satisfaction will result from individuals being able to express their personality in an environment that is supportive and includes other persons who have the same or similar personality traits (Holland, 1997). This means that people feel most satisfied when they live, work and socialize with people who most resemble them (Imperial, 2013). The theory, further, advocates that one's career choice is an extension of one's personality, and that one should try to match one's view of oneself with occupational preference (Holland, 1997; Tang, 2009).

Holland's theory rests on four main assumptions (Holland, 1997). First, persons can be categorized as one of the six personality types: realistic, investigative, artistic, social, enterprising or conventional. Second, there are six kinds of environments: realistic, investigative, artistic, social, enterprising and conventional. Each environment is dominated by a given type of personality. Third, people search for an environment that will let them exercise their skills and abilities; express their attitudes and values; and take on agreeable problems and roles. Fourth, a person's behaviour is determined by the interaction between his or her personality and the environment.

In summary, Holland's theory argues that satisfaction is greatest and turnover lowest when personality and occupation are in agreement (Momborg, 2005). In that case, a person who joins a vocation that does not fit well the person's personality type will finally quit that vocation or underperform, thereby wasting the resources used to train him or her in that profession. Therefore, people joining the teaching profession while it does not fit their personality type will not stay in it and will not be satisfied even though they decide to continue in it.

Various studies conducted on Holland's theory can be found in numerous studies worldwide. For example, Ayan and Kocacik (2010) investigated the relationship

between the level of job satisfaction and types of personality in high school teachers in Turkey. The findings indicated that the productivity and effectiveness of teachers, among other factors, were influenced by personality types and characteristics. In the USA, Harris and Rutledge (2007) were interested in investigating the models and predictors of teacher professional suitability focusing on three predictors; cognitive ability, personality and education. The results showed that personality was among the strong predictors of workers' professional suitability and interest. How and Othman (1993) in Malaysia reported that the social personality type was dominant in the personality profile of Malaysian secondary school teachers.

Pithers and Soden (1999) examined the relationship between the person and environment fit and occupational stress and strain in a group of teachers based on Holland's theory. Teachers were allocated to the congruent group on the basis of reporting a predominantly social personality type. The findings showed that teachers with social personality type were most suitable to the teaching profession.

Roberts, Harlin and Briers (2006) examined the relationship between the teaching efficacy and personality type of teachers at Texas A & M University. The results showed the existence of a relationship between personality type and the teaching efficacy of teachers and teachers showed a greater commitment to teaching. Swanson (2008) conducted a survey in the USA to determine Holland's code for in-service language teachers. Data analysis showed that language teachers fall into the social, artistic and enterprising vocational code.

A recent study conducted by Chemeli (2013) in Kenya based on Holland's theory found that there was a relationship between personality types and career interests. Further, the study showed that the personality type of an individual influenced the career interests of that particular person. In Tanzania, Dassan (2010) found that the third-year undergraduate students studied comprised, on average, three personality types (Social, Enterprising and Artistic). The study investigated the relevance of Holland's theory to third-year education students at the University of Dodoma. However, this study did not address the question of teachers' professional suitability for the teaching profession as it focused on determining students' personality types.

The previous studies generally have found that there is an association between Holland's personality types and workers' professional suitability. However, in sub-Saharan Africa and Tanzania, studies on the assessment of teachers' professional

suitability for the teaching profession basing on Holland's theory seem to be scarce. This study, therefore, assessed whether or not primary school teachers in Tanzania are suitable for the teaching profession basing on Holland's theory of career choice. The study was guided by three research questions as follows:

- i. What are the personality types of teachers in Tanzania according to Holland's SDS scale?
- ii. What is the primary school teachers' professional suitability for the teaching profession?
- iii. What is the relationship between teachers' personality types and their professional suitability for the teaching profession?

Methodology

Participants

A survey was conducted to primary school teachers in Dodoma, Tabora, Kilimanjaro and Dar es Salaam regions. The study employed a sample of 365 primary school teachers obtained through random sampling, in which 143 were males and 222 females. Their ages ranged between 19 and 71 years, with a mean age of 37.92 and a standard deviation of 10.87. The respondents were selected from 67 primary schools, comprising 56 government schools, 6 private and 5 religious schools. Teachers' teaching experience ranged from 1 to 47 years with a mean of 13.21 years and a standard deviation of 10.64. The number of periods per week ranged between 2 and 39 periods, with a mean of 18.28 and a standard deviation of 7.96.

Measures

Teachers' personality types were measured by the SDS Form R, 5th edition Assessment booklets. Teachers were requested to complete the SDS in the sections of occupational daydreams, activities, occupational preferences, competencies and self-estimate. The completed SDS enabled each teacher who was involved in this study to yield results that are typically reported as three-letter codes. The first letter of the SDS reflected the personality type the teacher most resembles. The second letter reflected the personality type the teacher next most resembles. The third letter reflected the personality type the teacher least resembles. Again, the study employed the Teacher Professional Suitability Assessment Scale (TPSAS) and the Teachers' Classroom Observation Scale (TCOP) to measure the professional suitability of teachers. The TPSAS was developed by the researchers. The TPSAS

is a self-response scale intended to measure teaching suitability which was employed to teachers. The teachers were required to put a tick in one of the five options which ranged from 5 “*Always*”, 4 “*Almost always*”, 3 “*Often*”, 2 “*Occasionally*”, to 1 “*Never*”. The TCOP is a four-factor instrument intended to measure teachers’ professional suitability. The TCOP was used by the researchers to observe teachers in the classroom when teaching. The time for observing each teacher ranged from 30 to 35 minutes. Each teacher was observed by the researchers while teaching in either of the two classes, standard five or six. The TCOP was adopted from the observation checklist used by education quality assurers to assess teachers when teaching (MoEVT, 2010). Some of the items were developed by the researchers, based on the ideal teaching behaviours set by MoEVT in the Teacher Education Development and Management Strategy [TEDMS] (MoEVT, 2007).

Data Analysis

The analysis of data generated by the SDS were coded, entered into the computer and analysed according to the guidelines provided by Holland with the help of SPSS version 21. Data obtained through TPSAS and TCOP were also coded, entered into the computer and analysed using SPSS version 21.

Findings

Teachers’ Personality Types in Tanzania

The first research question assessed teachers’ personality types in Tanzania using Holland’s SDS scale. Table 2 presents the findings.

Table 2: Personality Types of Teachers in Tanzania

Personality Types	Frequency	Percent
SEA	172	47.1
SEC	37	10.1
SAE	28	7.7
ESC	16	4.4
SEI	14	3.8
SIE	12	3.3
SCE	12	3.3
ESA	10	2.7
SAI	9	2.5
ASI	7	1.9
ASE	6	1.6
ESI	6	1.6
SIA	5	1.4
CSA	4	1.1
ECA	4	1.1
ISA	4	1.1
Others	19	4.9
Total	365	100.0

Key: R = Realistic Personality type S = Social Personality type
 I = Investigative Personality type E = Enterprising Personality type
 A = Artistic Personality type C = Conventional Personality type

The results in Table 2 shows that the dominant personality types of primary school teachers were SEA (Social, Enterprising and Artistic) (47.1%), followed by SEC (Social, Enterprising and Conventional) (10.1%) and SAE (Social, Artistic and Enterprising) (7.7%). Further, the information in Table 2 indicates that most respondents, about 80.3 percent, selected Social personality type as their first personality type. This was interpreted to mean that most teachers were in the career that matched their personality type according to Holland’s theory. On the other hand, some teachers, (about 19.7%), selected first letter codes which did not match the teaching career, implying that these teachers had personality types which were unsuitable for the teaching career.

Primary School Teachers’ Professional Suitability for the Teaching Profession

The second research question assessed teachers’ professional suitability for the teaching profession in Tanzania. The teachers’ professional suitability for the teaching profession was measured by two measures, namely TPSAS and TCOP.

The findings under this research question are presented according to the research instrument used.

Teachers' Professional Suitability as Measured by TPSAS

By using the TPSAS, teachers' professional suitability was obtained by adding the scores obtained from each teacher. The actual scores obtained by the respondents ranged from a minimum of 65.71 to a maximum of 124.86, with a mean of 102.46, and a standard deviation of 11.46. The scores were placed in three groups, such as ≤ 84 = low suitability, 84.01 - 106.86 = moderate suitability and 106.87+ = high suitability. Table 3 presents the findings of teachers' professional suitability for the teaching profession as measured by TPSAS.

Table 3: Teachers' Professional Suitability as Measured by TPSAS

Level of suitability	Frequency	Overall
		Percent
Low Suitability	28	7.7
Moderate Suitability	193	52.9
High Suitability	131	35.9
Total Suitability	352	96.4

Teachers' Professional Suitability Score as Measured by TCOP

By using the TCOP, teachers' professional suitability was obtained by adding up the scores obtained from each teacher. The maximum score was expected to be 42. The actual scores obtained by the respondents ranged from a minimum of 7.00 to a maximum of 39.00, with a mean of 27.947 and a standard deviation of 4.856. The scores were categorized in three groups, such as: ≤ 20 = low suitability, 20.01 – 29.26 = moderate suitability and 29.27+ = high suitability. Table 4 presents the findings of teachers' professional suitability for the teaching profession as measured by TCOP

Table 4: Teachers’ Professional Suitability as Measured by TCOP

Level of suitability	Overall	
	Frequency	Percent
Low Suitability	24	6.6
Moderate Suitability	187	51.2
High Suitability	149	40.8
Total Suitability	360	98.6

Teachers’ Professional Suitability by Type of School Ownership

Table 5 presents the findings of teachers’ professional suitability for the teaching profession by school ownership as measured by TPSAS.

Table 5: Professional Suitability by School Ownership as Measured by TPSAS

Level of suitability	School Ownership					
	Government		Religious		Private	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Low Suitability	28	10.4	-	-	-	-
Moderate Suitability	158	58.7	14	48.3	14	38.9
High Suitability	73	27.1	13	44.8	21	58.3
Total Suitability	259	96.3	27	93.1	35	97.2

Table 5 indicates that the level of professional suitability in the government schools was as low as 10.4 percent. In private and religious schools, teachers did not record low professional suitability. High level of professional suitability also varied from 27.1 percent in government primary schools to 58.3 percent in private primary schools. Findings from the Chi-square indicated that there was a statistical significant difference $\chi^2(4, n = 352) = 14.515, p = .01$, in professional suitability by type of school ownership. This difference in professional suitability might be attributed to external factors such as teachers in government schools lacking housing facilities, low pay, lack of in-service trainings and school management

problems. All these factors might have affected their professional suitability for the teaching profession.

Table 6 presents the findings of teachers’ professional suitability for the teaching profession by type of ownership as measured by TCOP.

Table 6: Professional Suitability by School Ownership as Measured by TCOP

Level of suitability	School Ownership					
	Government		Religious		Private	
	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>	<i>Frequency</i>	<i>Percent</i>
Low Suitability	21	7.0	2	6.9	1	2.8
Moderate Suitability	158	52.7	12	41.4	17	47.2
High Suitability	119	39.7	13	44.8	17	47.2
Total Suitability	298	99.3	27	93.1	35	97.2

Table 6 indicates variation in the level of professional suitability by regions from as low suitability of 7.0 percent in government primary schools to 2.8 percent in private primary schools. High level of suitability also varied from 39.7 percent in government primary schools to 47.2 percent in private primary schools. However, findings from the Chi-square indicated that there was no statistical significant difference $\chi^2(4, n = 360) = 2.171, p = .704$, in professional suitability by type of school ownership, implying that the variation was negligible.

The Relationship between Teachers’ Personality Types and Professional Suitability

The third question was whether or not there would be a relationship between teachers’ personality types (RIASEC) and professional suitability, measured by both TPSAS and TCOP. In order to determine the relationship between teachers’ personality types and professional suitability (TPSAS and TCOP), the Pearson Moment Correlation Coefficient (*r*) analysis was performed to assess the relationships in the two measures. Table 7 presents the findings.

Table 7: Teachers’ Personality Types and Professional Suitability

	R	I	A	S	E	C	TPSAS	TCOP
R	1							
I	.677**	1						
A	.301**	.204**	1					
S	.267**	.274**	.526**	1				
E	.297**	.204**	.490**	.734**	1			
C	.577**	.654**	.192**	.328**	.407**	1		
TPSAS	-.038	-.020	-.125*	-.178**	-.188	-.020	1*	.
TCOP	.008	.041	.060	-.016	-.057	.025	.032	1

Key:

R = Realistic Personality types

C = Conventional Personality types

I = Investigative Personality types

E = Enterprising Personality types

A = Artistic Personality types
Assessment Scale

TPSAS = Teachers’ Professional Suitability

S = Social Personality types
Protocol

TCOP = Teachers’ Classroom Observation

Teachers’ Personality Types and Professional Suitability as Measured by TPSAS

Table 7 indicates that there were very weak negative but significant correlations between two personality types and professional suitability as measured by TPSAS. These correlations were: ($r = -.125^{**}$, $n = 365$, $p < .01$) between Artistic Personality Type and professional suitability and ($r = -.178^{**}$, $n = 365$, $p < .01$) between Social Personality Type and teaching profession suitability as measured by TPSAS. These relationships were interpreted that the higher one scored in the teaching profession suitability assessment scale, the lower one scored in the Artistic personality type. Likewise, the higher one scored in the Social personality type the lower one scored in teaching profession suitability. Further, the lower the scores in these personality types, the higher the scores in teaching profession suitability. These findings imply that the more teachers were suitable for the teaching profession, the less they scored in the Artistic and Social personality types, and the more teachers scored in the Artistic and Social personality types, the less likely they were to be suitable for the teaching profession. On the other hand, other correlations were not significant, as indicated in Table 7, meaning that any observed result that might seem to indicate a relationship was not consistent but the result of chance.

Teachers' Personality Types and Professional Suitability as Measured by TCOP

As indicated in Table 7, there were almost no correlations between personality types and professional suitability as measured by TCOP. These correlations were interpreted that the personality types had nothing to do with teaching profession suitability as measured by TCOP. Further, other variables in the equation might have influenced any possibility of personality types correlating with teaching profession suitability.

Discussion

The findings have indicated that the dominant personality types of the primary school teachers studied were Social, Enterprising and Artistic. These findings imply that the majority of teachers were found to have the *Social* followed by *Enterprising* and *Artistic* personality types. The findings are in line with other studies which found similar results. Kiani (2010) found that Pakistani students who opted to become teachers had some degree of congruence between the vocational aspirations of the teacher and personality types, the dominant of which was social personality type. Pithers and Soden (1999) found that Australian teachers with the social personality type were seen to be most congruent with teaching. The present findings are also supported by Kidd (2006), who argues that people have to choose an occupation whose personality type is the same as, or similar to theirs, a situation that is most likely to lead to satisfaction with their job and success. In the Tanzanian context, the current findings are also supported by those of Dissan (2010), who found that the third-year undergraduate students studying education programmes comprised three personality types, namely, Social, Enterprising and Artistic.

The findings thus confirmed Holland's theory of career choice, which suggests that the social personality type is dominant among teachers, followed by enterprising and artistic personality types. Holland's theory also proposes that people who choose a career in education should possess the personality types that will support their interests in the social occupational environment of teaching. This is supported by Mumme (1997), who contends that people who are most likely to feel stable in their educational environment and to persist in their chosen careers are those whose vocational personalities are congruent with their choice of major.

According to Holland (1994), the first letter code for teachers should be ‘S’ (Social). Of all the teachers studied (n = 365), 80.3 percent had ‘S’ (Social) as the first letter. According to Holland and Messer (2013) and Holland (1997), people with social personality type prefer social occupations such as being a teacher, counsellor, nanny, librarian or home health aide. They are interested in being around other people and helping them with their problems. Practically, the attributes raised by Holland are of great importance and should be exhibited by teachers. However, in Tanzania, up to the moment, people join the teaching profession based only on academic performance ignoring the attributes advocated by Holland.

On the other hand, teachers whose personality types were not social, enterprising and artistic, or whose first personality type was not social, are unlikely to stay in the teaching profession or make a success of it if they continue teaching. This is drawn from Holland’s theory which maintains that a person who joins a vocation which does not fit his or her personality type will eventually quit that vocation. Although these teachers are continuing in the teaching profession, they might be performing below the standard expected.

Teachers in Tanzania practically seem to possess the attributes raised by Holland in the Social, Enterprising and Artistic personality types. For example, Holland describes a person with a Social personality as the one who teaches, counsels, solves social problems and is friendly. These attributes are directly possessed by teachers in Tanzania. Equally, Holland describes a person with an enterprising personality as the one who can lead and persuade people, sell ideas and who values success in politics and leadership. Some teachers in Tanzania, apart from teaching, are also leaders and are persuasive.

The findings have also indicated that by using the TPSAS most primary school teachers were suitable for the teaching profession. The findings of this study tally with those of Kane, Wooten, Taylor and Tyler (2011) who found that 98 percent of the American teachers were evaluated as ‘satisfactory’ for the teaching professional suitability. These findings are also in line with those of HakiElimu (2014) which found that 94.5 percent of teachers in primary and secondary schools in Tanzania were rated as having high knowledge about the subject they were teaching implying that they were suitable for the teaching profession. The current findings also are supported by those of Roberts *et al.* (2006) who found that teachers were suitable for the teaching profession and expressed greater commitment to teaching. When teachers’ professional suitability was measured by

the TCOP, the findings showed that most primary school teachers were suitable for the teaching profession. However, the findings also indicated that the level of teachers' professional suitability in the government schools was low compared to private and religious schools where teachers did not record low professional suitability. This variation was also supported by findings from the Chi-square which indicated a statistical significant difference in professional suitability by type of school ownership. These findings may imply that although professional suitability is mostly triggered by internal factors such as personality type (Holland and Messer, 2013), external factors also play a great role. Teachers in Tanzania are trained through the same curriculum. So, one would expect all teachers to be the same in terms of professional suitability regardless of their employers. However, the fact that teachers who are in private and religious schools were found to be more suitable for the teaching profession compared to teachers in government schools suggests that conducive working environment, high pay and motivation are factors that may contribute to professional suitability of teachers. This is supported by Amani (2014) who found that internal and external factors are among the factors that motivate people to prefer teaching profession. It is well known that teachers in government schools have endless complaints about low salaries, lack of in-service training, lack of housing facilities, poor motivation and unfavourable work environment. All these factors might be some of the reasons that affect their professional suitability.

The high level of teachers' professional suitability in private and religious schools may be attributed to several factors. First, teachers in private and religious schools are recruited after passing an interview. Perhaps, through interview those who are unsuitable for the teaching profession are not recruited. Second, the high pay of salaries, motivation, provision of housing facilities, and good school leadership might be the contributing factors to teachers' professional suitability for the teaching profession in private and religious schools in Tanzania. Unlike their counterparts in government schools, teachers in private and religious schools are provided with enough support to facilitate their teaching activities. The empirical studies conducted on teachers' professional suitability for the teaching profession in Sub-Saharan Africa indicate that poor infrastructure, status of the career, low motivation, low salaries and negative attitude held by the community towards the teaching profession are some of the factors that affect teachers' professional suitability for the teaching profession (Benell, 2004; Bennell & Mukyanuzi, 2005). The results also showed very weak, negative but significant correlations between two personality types (artistic and social) and professional suitability when professional suitability was measured by TPSAS. These findings can be interpreted

that the more teachers were suitable for the teaching profession, the less they scored in the Artistic and Social personality types. Despite the fact that the correlation was weak and negative, it was significant. This is due to the large sample size employed in this study. Pallant (2011) argues that in studies with a large sample, even low correlations are found to be significant. The results also showed that there was no correlation between personality types and professional suitability when professional suitability was measured by TCOP. These findings imply that Holland's personality types are not significantly associated with teachers' professional suitability. This may imply that having teachers' personality types well matched to the teaching profession does not guarantee that teachers will be suitable for the teaching profession.

These findings are consistent with the findings of a similar study by Roberts, Mowen, Edgar, Harlin and Briers (2007) in the USA, who found that student teachers' personality types were negligibly related to teaching suitability. While this study's findings indicate that there was no relationship between personality types and professional suitability when professional suitability was measured by TCOP, those of Roberts *et al.* (2006) revealed the opposite. Their study revealed a relationship between teaching suitability and personality types of teachers and teachers showed greater commitment to teaching.

Conclusion and Recommendations

Based on the study findings, the following conclusions were reached:

First, the dominant personality types of primary school teachers are Social, Enterprising and Artistic. Social personality type is the strongest among teachers compared with Holland's other personality types. These results confirm Holland's prediction that teachers have Social, Enterprising and Artistic personality types. Second, most primary school teachers are suitable for the teaching profession. With regard to type of school ownership, the level of primary school teachers' professional suitability in the government schools is low compared to private and religious schools. Third, although the findings indicated that there was a very weak negative but significant relationship between two personality types (Social and Artistic) and professional suitability, the significance of these findings should be interpreted cautiously since this might be because of the large sample employed in this study. Similarly, although the findings indicated that there was no relationship between personality types and professional suitability when professional suitability was measured by TCOP, these findings should also be interpreted cautiously. As far as the findings and conclusions of this study are concerned, the following

recommendations are made. First, as a way of recruiting teachers who are most suitable for the teaching profession, the study recommends, among others, a need to assess the teaching profession suitability of all applicants who are aspiring to become teachers before allowing them to join the teaching profession. Second, other studies may investigate how to determine professional teachers employing other career choice theories as the current study was limited to Holland's theory of career choice. Third, the focus of this study was to assess the relationship between teachers' personality types and their professional suitability for the teaching profession in Tanzania. Therefore, there is a need to carry out a study to assess the relationship between teachers' personality types and learners' academic performance. This will help in identifying which personality types are related with academic achievement of learners.

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